

Nazarene Theological Seminary  
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**CED 655**  
**Spring Semester 2009**  
**SENIOR ADULT MINISTRY**  
**Nazarene Theological Seminary**  
**Thursdays 9:00 AM Room 124**

**Course Description**

Refer to the NTS Catalog

**Course Rationale**

1. Understanding the Senior Adult portion of a person's lifecycle will provide new insights, and understandings to enable the ministerial students to personally, enjoy more satisfying lives as Adults, and be more effective as facilitators of Senior Adult ministries in the church.
2. As emerging professionals in the adult world many of the students in seminary need a theoretical basis to underpin their concepts of ministry to and with Senior Adults, this course will help accomplish this task.
3. As the church works with persons at an emotional, social, and intellectual level the need to recognize Senior Adults as dynamic, changing individuals, is vital to the health of educational and ministerial endeavors. No longer can the Senior Adult segment of life be viewed as static and unchanging.
4. As future leaders of and workers with the Senior Adults of church congregations around the world, the students will be better equipped to develop meaningful ministry and relationships as a result of exposure to understandings of Senior Adulthood. The better one understands the persons one works, lives, and worships with the more effectively one will impact his/her world.

**Developing Senior Adult Ministries**

This course provides opportunity to study specific ministry to and through Senior Adults in the church community. In some ways this class will resemble a seminar more than a traditional course. The class will involve some lectures, discussion, input from resource persons and films. We will attempt to utilize some of the concepts of andragogy in this class; thus much of the time will be committed to student research and discussion.

**Purchase and Read**

Gallagher, D. (2002). Senior Adult Ministry in the 21st Century: Step-by-Step Strategies for Reaching People over 50. Group Publishing.

**Borrow and Read**

Vogel, L.J. (1984). The religious education of older adults. Birmingham: Religious Education Press, Inc.

White, J.W. (1988). Intergenerational religious education. Birmingham: Religious Education Press, Inc.

**Intended Learning Outcomes**

As a result of participation in this course the student should:

1. **Be better acquainted with** the physical, educational, fellowship, service, and spiritual dimensions of ministry to and with Senior Adults.
2. **Be more appreciative of** the variety of ministry opportunities available to and with the Senior Adult segment of our church community.
3. **Be able to recognize** the variety of ministry opportunities available to and with Senior Adults in the secular communities where we live.
4. **Be better equipped to formulate** a well-balanced ministry to and with Senior Adults in the church community and in ministry beyond the boundaries of the physical plant.

### **Topics to Probe:**

#### **I. Foundations of Senior Adult Ministries**

- Concepts of Aging and Living during the older years
- Theories of Senior Adult Education/Learning.
- Theological considerations
- Denominational Emphases and Trends

#### **II. Needs to Address**

- Aging needs
- Learning needs
- Status needs
- Cohort needs
- Spiritual needs

#### **III. Approaching the Task of Senior Adult Ministry**

- Theories of program/ curriculum development.
- Denominational philosophy and program structure
- Traditional ministries and programs
- Specialized ministries and programs
- Innovative ministries and programs

#### **IV. Potential Problems in Ministry**

- Nonparticipation of persons
- Need meeting qualities of ministries
- Teaching styles and quality
- Curriculum relevance
- Perceptions of the aging person
- The secular senior adult

#### **V. Ministry Outside the Building**

- inter church ministries
- para church ministries
- community service ministry
- organizations geared to older adults
- connecting via the internet

## **VI. A Paradigm for the Local Church**

- a. possibility thinking and planning vs. traditionalism
- b. looking at paradigms that work
- c. testing a paradigm

### **Student Requirements:**

#### **1. Lesson Preparation:**

Topics listed below will be assigned for individual students to lead the class discussion. Prepare a 50-minute class session based on the material in related books, journals, and other professional publications. Note: No paper will be required. The grade will be assessed on the actual presentation.

Topics:

- \* The affect the presence of senior adults has on congregational life.
- \* Intergenerational opportunities in the local church and community
- \* Understanding the needs of caregivers of older adults
- \* Loss and grief issues of Older Adults
- \* Understanding the Aging Process and its challenges
- \* Meeting the spiritual needs of persons affected by cognitive loss
- \* A review of what is being done denominationally to address aging.
- \* Secular competition for senior adults' time and resources.

**2. Focus Groups:** Early in the semester the class will choose two of the following three possible learning experiences to explore and enjoy:

#### **Focus Group -- Local Church Seminar:**

As a group develop a one/two day learning experience for a group of Senior Adults in a church setting. Plan the seminar, advertise the seminar, implement the seminar, and evaluate the seminar. Use the CED 655 class as a focus group to help you develop your venture. Your report should be a careful analysis of the whole project's effectiveness.

#### **Focus Group -- Community Service Ministry or Secular Program:**

Investigate a community based program for Senior Adults in the Metro area. A verbal report will be given to the class about the program explored. This report should include a description of the program, and your response to such questions as:

- (1) Is this a unique ministry/program, if so, how?
- (2) Is this ministry/program something a typical congregation should attempt to model?
- (3) Would an understanding of this community ministry/program help the local church?
- (4)

\*\*\*\*\* OR \*\*\*\*\*

#### **Focus Group – Establish a Blog aimed at the Senior Adults.**

Attempt to establish conversation centered around topics pertinent to this age group and the concerns of this class.

### 3. Ministry and Opportunities Available to Senior Adults

During the semester the class will investigate the potential of the Elderhostel Movement, The Shepherd Center, RVICS, and Short Term Missions and other organizations as a source of involvement for Senior Adults.

### 4. Periodical Reviews:

Spend time reading in the education journals and periodicals. During the semester review three different articles which deal with the topic "The Challenge of Ministry to / with Senior Adults." Prepare a one page review of each of these articles composed of a bibliographic statement, a paragraph of summary of the author's intent, and a paragraph or two of reaction, critique, or evaluation of the article's impact on Senior Adult education in the church. Attach a photocopy of the article to the review prior to submission for grading. Be prepared to share your articles in class.

### 5. Outside Enrichment

Expand on class discussions by reading in ancillary books, journals and other professional publications. Note: Websites and public broadcast specials related to the study will also provide valuable input.

### 6. Final Evaluation: Reflection on Local Church Ministries.

Prepare a paper which describes all the Senior Adult ministries in the local church you attend (not just Sunday School). Evaluate the program for balance, and effectiveness, and make recommendations for strengthening the program. The written and oral presentation of your report will be due/presented during the time scheduled for final exams

### Regarding Course Work

All assignments must be submitted on time, typed, and in proper style; endnotes will be accepted.

Six of the assignments will be scored with a letter grade. The averaged score of these letter grades (using a 12 point scale) and a Pass/ Fail grade on the other assignments will constitute your course grade. Failure to submit or complete any of the eight evaluation points listed below will result in a failing grade for the course. In any case, an "F" scored on any one assignment will automatically drop the course grade **two** letter grades. For example, if you have four "A's" and a passing grade on one assignment and an "F" (Fail) on one assignment -- your course grade will be a "C". (Also check the note regarding participation as stated below.)

1. Lesson Preparation	Pass/Fail	See Calendar
2. Periodical Reviews	Letter Grades	
First article		_____
Second article		_____

- Third article
- |                                 |              |       |
|---------------------------------|--------------|-------|
| 3. Out of Parish Experiences    | Pass/Fail    | _____ |
| 4. Creating a Blog              | Letter Grade | _____ |
| 4. Local Church Seminar         | Letter Grade | _____ |
| 5. Community Service Min.       | Letter Grade | _____ |
| 6. Reflection on Local Ch. Min. | Letter Grade | _____ |

6. Participation: Attendance, class participation, and attention to class assignments are all vital for a class like this to succeed. Therefore, a significant portion of your grade will depend upon your faithfulness to the class.  
 Note: The due dates will be determined during the first week of the semester.

**Grading Scale for Computational Purposes:**

<b>12 A+, 11 A, 10 A-</b>	<b>9 B+, 8 B, 7 B-</b>	<b>6 C+, 5 C, 4 C-</b>
<b>3 D+, 2 D, 1 D-</b>	<b>0 F</b>	

**Tentative Class Schedule**

**This will be developed in class by the students and professor during the first week of class beginning February 5, 2009.**