



CCSW6368 Social Work with Organizations and  
Communities  
New Orleans Baptist Theological Seminary  
Church Community Ministries Division

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*The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.*

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**Core Value Focus**

The seminary has five core values. This course supports the five core values of the seminary.

*Doctrinal Integrity:* Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. Our confessional commitments are outlined in the “Articles of Religious Belief” and the “Baptist Faith and Message 2000.”

*Spiritual Vitality:* We are a worshiping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word.

*Mission Focus:* We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.

*Characteristic Excellence:* What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

*Servant Leadership:* We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

**Curriculum Competencies Addressed**

The seminary has seven curriculum competencies: Biblical Exposition, Christian Theological Heritage, Discipleship Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. This course addresses Discipleship Making, Interpersonal Skills, and Servant Leadership.

### **Course Description**

Because humans live in community social workers often take a broader view of social needs. In this course students will use their social concern, Christian values and critical thinking skills to better understand how to assist those who struggle and have been relegated to society's margins, empowering the marginalized to create a healthier environment and to create social change in keeping with Scriptural mandates to practice Godly social justice.

### **Learning Objectives**

Macro Social Work practice requires an ability to understand the context in which peoples live, the institutions and organizations that affect their lives, and how to effectively intervene in these arenas to bring about God's justice for those who have difficulty doing so. Thus, upon completion of this course, students will be able to:

1. Define macro social work practice;
2. Describe a social worker's role at the community, organizational, national and international level;
3. Design helping strategies for individuals and groups at a macro level;
4. Recognize the difference between a helpful organization and ones that are not;
5. Identify models of ministry that show best practices of community and organizational improvement;
6. Argue effectively for a Biblical concept of social justice at the macro level.

### **Required Readings**

The following texts and resources are required readings for class discussions and are to be read in their entirety unless otherwise specified, chapters for Modules 12, 13 and 14 will be made available in Blackboard.

Brueggemann, W.G. (2014). *The practice of macro social work, 4<sup>th</sup> ed.* Belmont, CA: Brooks/Cole.

Gordon, W. & Perkins, J.P. (2013). *Making neighborhoods whole: A handbook for Christian community development.* Downers Grove, IL: InterVarsity Press.

Three other readings as assigned in modules 12, 13 and 14 which will be posted on Blackboard.

### **Supplemental Texts**

The following texts and resources may prove helpful to a deeper understanding of how Christians in Social Work ministries understand and intervene at a macro level:

Fikkert, B. and Corbett, S. (2009). *When helping hurts: How to alleviate poverty without hurting the poor and yourself.* Chicago: Moody.

Fuder, J. (1999). *A heart for the city: Effective ministries to the urban community.* Chicago: Moody.

- Fuder, J. and Castellanos, N. (2013). *A heart for the community: New models for urban and suburban ministry*. Chicago: Moody.
- Kretzman, J.P. and McKnight, J.L. (1993). *Building communities from the inside out: A path toward finding and mobilizing a community's assets*. Chicago: ACTA Publications.
- Lupton, R.D. (2011). *Toxic charity: How churches and charities hurt those they help (and how to reverse it)*. New York: HarperCollins.
- Marsh, C. (2005). *The beloved community: How faith shapes social justice from the civil rights movement to today*. New York: Basic Books.
- Marsh, C., Perkins, J.M. and Yancey, P. (2009). *Welcoming justice: God's movement toward beloved community*. Downer's Grove, IL: InterVarsity.

### **Course Teaching Methodology**

This class takes place online and consists of 14 modules each with supplementary learning materials, an exercise relating to the module's topic, a discussion board for class interaction and a 10-question, timed quiz. There will be two exams and a 15 page synthesis paper that integrates the concepts of macro social work with a biblical and Christian worldview.

### **Assignments and Evaluation Criteria**

1. Read the assigned text.
2. Complete one exercise per module, for a total of 14 exercises.
3. Participate in discussion boards by responding both to questions posed by the professor and answers posed by classmates, a total of 14 discussion boards for which you will be graded based upon your responses (3 paragraphs minimum consisting of 3 sentences per paragraph minimum) and your replies to fellow student responses (1 per classmate minimum).
4. Take one 10-item, timed quiz per module for a total of 14 quizzes.
5. Complete a 15-page synthesis paper integrating macro social work practice and a biblical/Christocentric worldview as applied to a specific problem.
6. The midterm and final exams will consist of multiple choice, matching, ordering, fill-in-the-blanks, short answer and essay questions and will be two hours in duration and must be complete in one sitting in the weeks allotted.

The course is graded based upon the following percentages:

Class discussion	10%
Quizzes	10%
Exercises	10%
Midterm Exam	20%
Final Exam	20%
Synthesis Paper	30%

### **Course Policies**

#### **Absences and Late Assignments**

In accordance with seminary policy, a student will automatically fail the course if he or she incurs three absences. The student handbook should be consulted regarding further information about seminary policies for absences. Late assignments automatically will be penalized a letter grade and may receive additional penalties depending on the amount of time the assignment is late.

### **Emergency Plan**

In the event of a hurricane or other emergency, go to the seminary website for information: [www.nobts.edu](http://www.nobts.edu). Also, students should use Blackboard to follow any announcements that may be posted. Students should ensure their current email address is updated on Blackboard.

### **Netiquette**

Appropriate Online Behavior. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

### **Academic Honesty Policy**

All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

<b><u>Course Schedule</u></b>		
<b><u>Module</u></b>	<b><u>Topics Covered</u></b>	<b><u>Assignment</u></b>
Module 1	Overview Roots of CCDA	Brueggeman (B) 1 Gordon/Perkins (GP) 1
Module 2	Action-Social Model History of CCDA	B 2 GP 2
Module 3	Generalist Practice CCDA Looking Ahead	B 3 GP 3
Module 4	Social Problems Relocation	B 4 GP 4
Module 5	Solving Social Problems	B 5

	Reconciliation	GP 5
Module 6	Community & Interventions Redistribution	B 6 GP 6
Module 7	Research and Planning Leadership Development	B 7 GP 7
Module 8	Community Development Listening to the Community	B 8 GP 8
.....MIDTERM EXAM.....		
Module 9	Community Organizing Being Church-Based	B 9 GP 9
Module 10	Social Organizations The Wholistic Approach	B 10 GP 10
Module 11	Creating Organizations Empowerment	B 11 GP 11
Module 12	Social Administration Rebuilding after Disaster	B 12 Wooten (2012)
Module 13	Advocacy Advocating for the Poor <i>Research Paper Due</i>	B 13 Claerbaut (1983)
Module 14	International Social Work Haitian Community Development	B 14 Thomas (2003)
.....FINAL EXAM.....		

**Note from the Professor**

I will be available to meet with students individually throughout the class. Students can contact me by email: [kbrown@nobts.edu](mailto:kbrown@nobts.edu) or by phone, 504-282-4455, ext. 8305. I am available upon appointment

**Synthesis Paper**

The synthesis paper is a 15 page paper (exclusive of Title Page and Bibliography, I really want 15 pages of “meat”) in which you take a specific social problem, apply a specific macro social work intervention (or several interventions) and situate them within a biblical and Christocentric

worldview. You will use no fewer than 15 sources, at least 10 of which you must come from outside of assigned materials. The goal of the paper is to apply learning from the class, integrate scripture and Christian thinking and arrive at a solution to a social problem of your choosing. Below you will find the rubric used to grade the paper.

Criteria	Levels of Achievement		
	Unsatisfactory	Satisfactory	Exemplary
	<b>0 to 2 points</b>	<b>3 to 4 points</b>	<b>5 to 5 points</b>
<b>Title Page/Table of Contents/Introduction</b>	None of the elements or elements not used according to Turabian	All of the elements but not using correct Turabian style	All elements included and proper use of Turabian
	<b>0 to 2 points</b>	<b>3 to 4 points</b>	<b>5 to 5 points</b>
<b>Appropriate Citation of 15 Sources</b>	Failure to cite sources and/or sources fewer than 15	Improper use of sources; use of Wikipedia or other weak citations	15 solid sources; proper Turabian citations
	<b>0 to 2 points</b>	<b>3 to 4 points</b>	<b>5 to 5 points</b>
<b>Correct Grammar and Spelling</b>	10 or more misspellings or grammar errors; clear failure to proofread	4-10 misspellings or grammar errors; minimal proofreading	Fewer than 4 spelling or grammar errors; clear evidence of proofreading
	<b>0 to 2 points</b>	<b>3 to 4 points</b>	<b>5 to 5 points</b>
<b>Paper Submitted on or before due date and time</b>	Paper submitted 3-4 days late, further loss of 10 points per day starting the 5th day	Paper submitted 1-2 days late	Paper submitted on or before due date and time
	<b>0 to 10 points</b>	<b>11 to 14 points</b>	<b>15 to 20 points</b>
<b>Draws upon Materials from Class, New Sources, and Shows Understanding</b>	Evident lack of understanding of material; failure to draw upon materials presented in class and/or no new materials presented	Average understanding of materials; over-reliance upon material presented in class; lack of research into new ideas	Strong grasp of materials presented in class (which shows student read the material); at least 5 in-class readings cited and at least 10 external sources cited
	<b>0 to 10 points</b>	<b>11 to 14 points</b>	<b>15 to 20 points</b>
<b>Addresses both Theoretical and Practical Ideas</b>	Failure to show understanding of both theoretical and practical factors justifying position	Shows average grasp of both theoretical and practical factors justifying position	Clear, cogent presentation of both theoretical and practical factors justifying position
	<b>0 to 14 points</b>	<b>15 to 29 points</b>	<b>30 to 40 points</b>
<b>Integrates Scripture and a Christian Wordview</b>	A few random Scripture verses used to justify points and/or long blocks of scripture to elongate paper	Appropriate use of scripture and some understanding of how a Christian worldview might inform Organizational and Community Social Work interventions	Solid use of Scripture to bolster points; inclusion of a Christian philosophical perspective to shape the paper's fundamental direction.

## Selected Bibliography

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