



**CECH 6235**  
**Ministering to Children in Crisis**  
New Orleans Baptist Theological Seminary  
Christian Education Division  
May 22-24, 2017

Donna B. Peavey, BS, MRE, ThM, PhD  
Professor of Christian Education  
New Orleans Baptist Theological Seminary  
Dodd 109  
3939 Gentilly Blvd, NOLA 70126  
(504)292-4455 EXT 3741  
[dpeavey@nobts.edu](mailto:dpeavey@nobts.edu)

Grader: Stephanie Cline, BA, MACE  
[peaveygrader@gmail.com](mailto:peaveygrader@gmail.com)

### **Mission Statement**

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.

### **Core Value Focus**

The seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. The core value focus for this academic year is 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.

### **Curriculum Competencies**

All graduates of NOBTS are expected to have at least a minimum level of competency in each of the following areas: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The curriculum competency addressed in this course is

*Interpersonal relationships:* Students will be equipped to minister to children and families during varying crises.

### **Course Description**

During the course of this class the student will identify and explore issues which create crisis conditions in the lives of today's children. Among the crises to be explored are death, divorce, chronic or terminal illness, bullying, abuse, neglect and violence.

### **Student Learning Outcomes**

At the conclusion of the course you should be able to:

1. Identify and examine a variety of crises that affect the lives of children.
2. Identify and examine specific needs of children in crisis at varying developmental levels.
3. Appreciate the need for intervention by caring, equipped adults in the lives of children and families in crisis.
4. Construct appropriate ministry action plans for children and families in particular crises.
5. Rehearse appropriate skills for working with parents, teachers, and other significant adults in the lives of children.

6. Rehearse appropriate skills for ministering to children in crisis at various developmental levels.

### **Textbooks**

Fosarelli, Patricia. *Whatever You Do for the Least of These: Ministering to Ill and Dying Children and Their Families*. Liguori Publications, 2003. Kindle edition available.

Lester, Andrew, ed. *When Children Suffer: A Sourcebook for Ministry with Children in Crisis*. Philadelphia, PA: The Westminster Press, 1987.

National Child Traumatic Stress Network and National Center for PTSD. *Psychological First Aid: Field Operations Guide*, 2d ed., 2005. Available at <http://www.ncptsd.va.gov/pfa>  
This book is a free download and is also posted on Blackboard under Course Documents.

Grossoehme, Daniel. *The Pastoral Care of Children*. Routledge: New York, 2012. (Kindle edition available.)

### **Course Teaching Methodology**

#### Units

Disorders  
Grief and Loss  
Violence  
Adoption/Foster

#### Methodology

Methods used in this course are lecture, role-play, group discussion, group assignments, and individual assignments.

#### Format

This course is being taught on the main campus in a workshop format.

### **Course Requirements**

Text Reading/Response Essays (5% each = 20%) Due: May 22

Read each of the required texts and submit a 2 page response essay of each. Refer to and follow *Writing a Reaction or Response Essay* at <http://leo.stcloudstate.edu/acadwrite/reaction.html> . In addition, concepts drawn from the text that will be helpful for ministry to children and families should be included in your response essay.

Research Paper and Crisis Presentation: (20% each = 40%) Due: May 22

You will research a selected crisis topic and write a 10-page paper and make a 30-35 minute presentation. Topics will be assigned on a first come first served basis and will be assigned by the professor to those who fail to make a request by the assigned date. You will make your selection from the following list and *email your selection to the professor by 5:00 p.m. on April 24.*

#### Adoption/Foster

- Foster Children and Foster System
- International Adoption
- Traumatized Children and Adoptive/Foster Families

#### Catastrophes and Natural Disasters

- Terrorism
- Natural Disasters (Hurricane, Earthquake, Fire)

### Disorders

- Gender Dysphoria
- Mental Illness (child and/or parent)
- Substance Abuse/Addictions (child and/or parent)

### Grief and Loss

- Chronic/Terminal Illness/Injury (select one of the following)
  - Family member (sibling, parent)
  - Child
- Divorce

### Violence

- School violence (excluding bullying)
- Bullying/Cyberbullying
- Child Abuse

### Societal

- Homelessness and Street Children
- Incarceration of Parent(s)
- Military Deployment and Reintegration Issues
- Trauma by Proxy

### Research Paper

- Address the following questions, although you can address more.
  - 1) What are the effects of the selected topic on children of different developmental levels?  
Childhood is birth through adolescence – don't just focus on one level.
  - 2) How can the faith community (parents, ministers, teachers) best respond to the child's needs and those of the child's significant adults?
  - 3) What resources are available?
- Cite a minimum of 10 sources, including at least 2 journal articles.
- Some research will need to be done at a "real," not virtual, library. Much scholarly work and other valuable information still resides only in hard copy. Relying only on the Internet will give you a false impression of what is available. For academic papers, books and scholarly journals tend to provide the best information. Scholarly sources which reside on the Internet and are also in print in a scholarly journal *are not* considered Internet sources. Many scholarly journals either do not publish on the Internet or have membership only access to journals online. *A paper with only internet material as resources will not be accepted.*

### Presentation

Develop a presentation concerning the selected crisis topic. The presentation should be 30-35 minutes in length with a question and answer time to follow. Total time is not to exceed 45 minutes. The presentation schedule will be determined after registration is complete and all topics to be presented are selected. All presentations are due on the first day of the class. The presentation schedule will be posted prior to the beginning of the workshop. The presentation should include the following:

- Initial crisis reactions of child and family (including other children and parents) - What are the effects of the selected topic on children of different developmental levels?
- Issues/problems associated with the crisis
- Recommended approaches and techniques – How can the faith community (parents, ministers, teachers) best respond to the child's needs and those of the child's significant adults?

- Suggested resources and reference list (minimum of 10 related to your topic )
- Handout(s) for the class
- PowerPoint®, Prezi, or Keynote with at least 5 slides.
- Video clips may be no longer than 3 minutes.

Refer to the *Rubric for Research Paper Topic Presentation* posted on Blackboard in Assignments Upload.

Movie Crisis Analysis and Ministry Action Plans: (Analysis 20%, MAP 20% = 40%) Due: June 21

- 1) Select one movie to view from the following list, or one approved by the professor. Each of the following movies has a PG-13 rating. A number of movies relating to the crisis topics are rated R because of the nature of the topic (e.g. *Ordinary People*, *Mean Girls*). An R rating does not automatically disqualify a movie for use in this assignment. If you desire to watch a movie not on the list then it must be approved by the professor, regardless of its rating.

- *Step-Mom*
- *Bridge to Teribithia*
- *Clipping Adam*
- *Cyberbully*
- *Extremely Loud & Incredibly Close*
- *Grace is Gone*
- *We Bought a Zoo*
- *Hope Floats*
- *Kramer vs. Kramer*
- *Perfect Body*
- *Phoebe in Wonderland*
- *Akeelah and the Bee*
- *White Oleander*
- *Martian Child*
- *Standing Up*

- 2) Crisis Analysis

Analyze the movie addressing the following questions:

- a. What types of crises are experienced by each main character (both child and adult)? Note: Most characters are experiencing multiple crises.
- b. What are the familial, social, cultural, political, and related factors that may explain why the child(ren)/family is in crisis?
- c. What do the main characters discover about themselves?
- d. For each of the main characters, what new opportunities arise following the loss?
- e. How was the crisis resolved – positively or negatively? – e.g. in *Les Miserable* Valjean agrees to care for factory worker Fantine’s young daughter, Cosette, and rear her as his own.
- f. What did you learned about the crisis experience and the coping abilities of children and adults from watching this movie and the course materials related to the topic?

- 3) Ministry Action Plan

Develop a local church ministry action plan for the child main character and one adult main character that may be implemented *by a church from the community in which you currently live* or one with which you are familiar. Include the following in the ministry action plan:

- Goal of the intervention
- Objectives
- Strategies

- Tasks
- Timeline
- Potential challenges and risks of ministry in the particular situation
- Community resources
- Church resources

Refer to *the Crisis Intervention Plan* document posted under Course Documents for information regarding the development of an intervention plan.

### Course Evaluation

|                       |     |
|-----------------------|-----|
| Response Essays (4)   | 20% |
| Research Paper        | 20% |
| Crisis Presentation   | 20% |
| Movie Crisis Analysis | 20% |
| Ministry Action Plans | 20% |

### Course Policies

**Absences:** You are permitted a maximum of 9 hours of absence from this course. However, participation in this course is partially based on attendance. You can't participate if you are absent.

**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.

**Assignment Formatting:** Unless otherwise noted, all assignments are to be created in Turabian format. All written assignments must be Word documents, written in third person unless otherwise instructed, and created in 12 pt. Times New Roman font. PDFs will not be accepted.

**Assignment Submission:** All assignments are to be submitted to Blackboard by 11:59 p.m. of the due date unless otherwise indicated. Do not send files as attachments via email to the professor. For technical reasons, this mode of file transmission is extremely inefficient.

**Classroom Decorum:** Your participation is required for every class session. You are expected to:

- Come to the class with a constructive point of view, prepared to interact with the readings and resources related to the course topic.
- Dress appropriately and in accordance with the NOBTS Student Handbook.
- Turn off cell phones and not accept any calls and/or text messages during class.
- Use laptops appropriately during class.

**Electronic Devices:** Electronic devices may be used in class only for taking notes and other activities assigned by the professor. Other activities are strictly prohibited. Laptops may not be open during presentations unless requested by the presenter. Phones must be silenced during class time. Any student found violating this policy may be asked to leave class and will be counted absent.

**Grading Scale:** Your final grade will be based on your total accumulation of points as indicated under the *Assignments and Evaluation Criteria* section of this syllabus according to the grading scale in the NOBTS 2013-2014 catalog.

A 93-100 B 85-92 C 77-84 D 70-76 F 69 and below

**Late Assignments:** Only under extreme circumstances, and with prior approval, will a late assignment be accepted. Late assignments will be assessed an initial 10 percent penalty and 1 percent for each day after the due date (i.e. 10/1 points for a 100 point assignment, 3/.3 points for a 30 point assignment). No assignments will be accepted more than two weeks after the original due date. Missed presentations may not be made up.

**Netiquette: Appropriate Online Behavior:** Each student is expected to demonstrate appropriate Christian behavior when working online. 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.

**Plagiarism:** A high standard of personal integrity is expected of all students. Copying another person's work, submitting downloaded material without proper references, submitting material without properly citing the source, submitting the same material for credit in more than one course, and other such forms of dishonesty are strictly forbidden. *Although anything cited in three sources is considered public domain, we require that all sources be cited.* Any infraction will result in failing the course. Any infraction will be reported to the Dean of Students for further action.

**Professor's Absence or Tardiness:** If the professor is late in arriving to class, you must wait a full 20 minutes after the start of class before you may leave without being counted absent, or you must follow any written instructions that may be given to you.

**Recording Policy:** Recordings of class, including any audio and/or video recordings, regardless of the media or format, and regardless of the intended or actual use, are not permitted without prior written permission of the professor. The class will be notified in advance should any such recording be approved. This policy is intended to protect the privacy of the students.

**Revision of the Syllabus:** The course syllabus is not a legal contract. Any syllabus revision will be preceded by a reasonable notice to students. The standards and requirements set forth in this syllabus may be modified at any time by the professor. Notice of such changes will be by announcement in class or by email notice.

**Withdrawal from the Course:** The administration has set deadlines for withdrawal. These dates and times are published in the academic calendar. Administration procedures must be followed. You are responsible to handle withdrawal requirements. A professor can't issue a withdrawal. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in the course if you choose not to attend once you are enrolled.

### **Additional Information**

**Blackboard and SelfServe:** You are responsible for maintaining current information regarding contact information on Blackboard and SelfServe. The professor will utilize both to communicate with the class. Blackboard and SelfServe do not share information so you must update each. Assignment grades will be posted to Blackboard. You will be need to enroll in the course on Blackboard.

**Correspondence with the Grader:** You should contact the grader via email at [peaveygrader@gmail.com](mailto:peaveygrader@gmail.com). The grader responds to email during normal business hours, 8 a.m. and 5 p.m. on weekdays only. The grader may not respond to late night or weekend e-mails until regular "business" hours. Please respect the grader's personal time. Remember, graders are students as well and have their

own coursework and research to complete. Please be respectful in the language you use in your emails to the grader.

**Correspondence with the Professor:** Every effort is made to respond to emails and phone calls within 24-48 hours, excluding weekends. Please feel free to contact the professor(s) with any question you may have regarding this course.

**Help for Writing Papers at “The Write Stuff”**

NOBTS maintains a Writing Center designed to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information to help in becoming a better writer.

**Hurricane/Severe Weather Evacuation:** In the event of a hurricane or other emergency, go to the seminary web site for information: [www.nobts.edu](http://www.nobts.edu). See Blackboard for any announcements that may be posted. You should ensure your email address is updated on Blackboard.

For up-to-date weather information stay tuned to:

- WBSN FM-89.1
- WWL Channel 4
- WWL AM-870
- [www.nobts.edu](http://www.nobts.edu)

**Mandatory Evacuation:** Hurricane season lasts from June 1 to November 30. If the Mayor or the President of NOBTS recommends that you leave the city, then do so. If a mandatory evacuation is called everyone except emergency personnel must leave. Staying on campus is not an option. See the *Student Handbook* for further information regarding hurricane preparedness, evacuation, and shelter.

**NOBTS Emergency Text Messaging Service:** Once you have established a SelfServe account you may sign up for the NOBTS emergency text messaging service by going to <http://nobts.edu/NOBTSEmergencyTextMessage.html> .

**Office Hours:** Monday 9-12, Tuesday 1-4, Wednesday 9-12, Thursday 1-4, Friday 9-12

**Special Needs:** If you need an accommodation for any type of disability, please set up a time to meet with the professor(s) to discuss any modifications you may need that are able to be provided.

**Technical Support:** Need technical assistance? Contact the ITC today:

Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)

BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.

ITCSupport@nobts.edu - Email for general technical questions/support requests.

504.816.8180 - Call for any technical questions/support requests.

[www.NOBTS.edu/itc/](http://www.NOBTS.edu/itc/) - General NOBTS technical help information is provided on this website. If you experience any problems with your Blackboard account you may email [BlackboardHelpDesk@nobts.edu](mailto:BlackboardHelpDesk@nobts.edu) or call the ITC at 504-282-4455, ext. 8180.

## Course Schedule

### May 22

- 1:00- 4:00                   Adoption/Foster  
                                  Speaker: Kristyn Carver, PhD, LPC  
                                  Professor of Psychology and Counseling, NOBTS  
                                  Foster Family Support Specialist, Baptist Crossroads NOLA
- 6:00 – 9:00                   Disorders  
                                  Parent Panel

### May 23

- 9:00 – 12:00                Grief and Loss
- 1:00 – 4:00                Grief and Loss  
                                  Violence

### May 24

- 8:00 – 11:00                Catastrophes and Natural Disasters  
                                  Societal  
                                  Developing a Ministry Action Plan

### **Selected Bibliography**

- Anderson, Gary R. *Courage to Care: Responding to the Crisis of Children with AIDS*. 1990.
- Apfel, Roberta J. and Bennett Simon, eds. *Minefields in Their Hearts: The Mental Health of Children in War and Communal Violence*. Yale University Press, 1996.
- Barkley, Russell A. *Attention-Deficit Hyperactivity Disorder*. Guilford Publications, 1998.
- Beane, Allan L. *The Bully Free Classroom*. Free Spirit Publishing, Inc., 1999.
- Beatty, Cynthia. *Parents in Prison: Children in Crisis*. Child Welfare League of America, Inc. 1997.
- Berg, Frances M. and Francie Berg. *Afraid to Eat: Children and Teens in Weight Crisis*. 1997.
- Breggin, Peter R. *Reclaiming Our Children: A Healing Solution for a Nation in Crisis*. Perseus Books Group, 1999.
- Breggin, Peter R. *Reclaiming Our Children: A Healing Solution for a Nation in Crisis*. Perseus Books Group, 2001.
- Brown, Robin, ed. *Children in Crisis*. The H. W. Wilson Company, 1994.
- Cochrane, Carmie and David Myers. *Children in Crisis: A Time for Caring, a Time for Change*. Sage Publications, 1980.
- Cohen-Posey, Kate. *How to Handle Bullies, Teasers, and Other Meanies*. Rainbow Books, 1995.
- Coles, Robert and Terry Adams, ed. *The Children of Crisis Reader*. Little, Brown, and Company, 1999.
- Dacey, John S. and Lisa Fiore. *Your Anxious Child: How Parents and Teachers Can Relieve Anxiety in Children*. Jossey-Bass Inc., Publishers, 2000.
- Deskin, Gerald and Greg Steckler. *When Nothing Makes Sense: Disaster, Crisis, and Their Effects on Children*. Fairview Press, 1997.
- Dockrey, Karen. *When A Hug Won't Fix the Hurt: Walking with Your Child Through Crisis*. Woman's Missionary Union, 2000.
- Garland, Diana S. and Diana Richmond. *Church Agencies: Caring for Children and Families in Crisis*. Child League of America, 1994. Gordon, Norma, Norman Farberow, Carl Maida. *Children and Disasters*. Taylor & Francis, Inc., 1999.



- Greene, Ross. *The Explosive Child: A New Approach for Understanding and Parenting Easily Frustrated and Chronically Inflexible Children*. HarperCollins Publishers, 1998.
- Hallowell, Edward and John Ratey. *Driven to Distraction: Recognizing and Coping with Attention Deficit Disorder from Childhood through Adulthood*. Simon and Schuster, 1995.
- Hickey, Elizabeth and Elizabeth Dalton. *Healing Hurts: Helping Children and Adults Recover from Divorce*. Gold Leaf Press, 1995.
- Hull, John. *God-Talk with Young Children: Notes for Parents and Teachers*. Trinity Press International, 1991.
- Huebner, Dawn and Bonnie Matthews. *What to Do When You Worry Too Much: A Kid's Guide to Overcoming Anxiety*. Magination Press, Washington, DC. 2006.
- James, Jennifer. *Crack Kids: Children of the Cocaine Crisis*. Do It Now Foundation, 1992.
- Johnson, Janet R., Karen Breunig, Carla Garrity, and Mitchell Baris. *Through the Eyes of Children: Healing Stories for Children of Divorce*. Simon and Schuster Trade, 1997.
- Kilborn, Phyllis, ed. *Children in Crisis: A New Commitment*. MARC, 1996.
- Kranowitz, Carol. *The Out-of-Sync Child: Recognizing and Coping with Sensory Integration Dysfunction*. Berkley Publishing Group, 1998.
- Kroen, William. *Helping Children Cope with the Loss of a Loved One*. Free Spirit Publishing, Inc., 1997.
- Lansky, Vicki. *It's Not Your Fault, Koko Bear: A Read-Together Book for Parents and Young Children During Divorce*. Book Peddlers, 1997.
- Lester, Andrew D. ed. *When Children Suffer: A SourceBook for Ministry with Children in Crisis*. Westminster John Knox Press, 1987.
- March, John. *Anxiety Disorders in Children and Adolescents*. Guilford Publications, Inc., 1995.
- Miller, Karen. *The Crisis Manual for Early Childhood Teachers: How to Handle the Really Difficult Problems*. Gryphon House, 1996.
- Murphy, Tim. *The Angry Child: Regaining Control When Your Child Is Out of Control*. Crown Publishing Group, 2001.
- Nueman, M. Gary. *Helping Your Kids Cope With Divorce: The Sandcastles Way*. Random House, New York, 1998.
- Newman, Dawn, Arthur Home, and Christi Bartolomucci. *Bully Busters: A Teacher's Manual for Helping Bullies, Victims, and Bystanders*. Research Press, 2000.
- Nowicki, Stephen and Marshall Duke. *Helping the Child Who Doesn't Fit In*. Peachtree Publishers, 1992.
- Oehlberg, Barbara and Stephanie Roth. *Making It Better: Activities for Children Living in a Stressful World*. Redleaf Press, 1996.
- Saylor, Conway. *Children and Disasters*. Perseus Publishing, 1993.
- Schopler, Eric, ed. *Parent Survival Manual: A Guide to Crisis Resolution in Autism and Related Developmental Disorders*. Perseus Publishing, 1997.
- Shearin Karres, Erika V. *Violence Proof Your Kids Now*. Conari Press, 2000.
- Shore, Kenneth. *Special Kids Problem Solver: Ready-to-Use Interventions for Helping All Students with Academic, Behavioral, and Physical Problems*. Prentice Hall PTR, 1999.
- Simmons, Rachel. *Odd Girl Out: The Hidden Culture of Aggression in Girls*. New York: Harcourt, 2002.
- Spelman, Cornelia and Kathy Parkinson. *Mama and Daddy Bear's Divorce*. Whitman, Albert and Co., 1998.
- Swafford, Max. *Children in Crisis: A Parent's Guide*. Westwind Publications, 1998.
- Thomas, Pat. *My Family's Changing*. Barron's Educational Series, Inc., 1999.
- Van Ornum, William and John Mordock. *Crisis Counseling with Children and Adolescents: A Guide for Nonprofessional Counselors*. Continuum International, 1983.
- Voors, William. *The Parent's Book About Bullying: Changing the Course of Your Child's Life*. Hazelden Information and Educational Services, 2000.
- Webb, Nancy. *Play Therapy with Children in Crisis, Second Edition*. Guilford Publications, 1999.

- Webb, Nancy. *Helping Bereaved Children*. Guilford Publications, 1993.
- Whitehouse, Elaine and Warwick Pudney. *A Volcano in My Tummy: Helping Children to Handle Anger*. New Society Publishers Limited, 1998.
- Wood, Mary M. and Nicholas Long. *Life Space Intervention: Talking with Children and Youth in Crisis Older Edition*. PRO-ED, Incorporated, 1991.