



**CCSW6366 Social Work Practice with Children and Families
New Orleans Baptist Theological Seminary
Division of Church and Community Ministries
Spring Workshop: May 21-25, 2018**

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Purpose of Course

The purpose of this course is to provide practical knowledge and skills for students preparing to minister to children and families. Services available through the church and Child Welfare Agencies including services to families in their homes, foster care, adoptions, residential placements, and protective services are investigated.

Our Core Values

The seminary has five core values. The focal core value for 2017-2018 is Servant Leadership.

Servant Leadership: We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us. Servant Leadership is modeled by classroom department.

Curriculum Competencies Addressed

NOBTS faculty members realize that all ministers need to develop specific competencies if they are going to have an effective ministry. To increase the likelihood of NOBTS graduates having an effective ministry, the faculty developed a competency-based curriculum after identifying seven essential competencies necessary for effective ministry. All graduates are expected to have at least a minimum level of competency in all of the following seven areas:

Biblical Exposition: To interpret and communicate the Bible accurately.

Christian Theological Heritage: To understand and interpret Christian theological heritage and Baptist polity for the church.

Disciple Making: To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.

Interpersonal Skills: To perform pastoral care effectively, with skills in communication and conflict management.

Servant Leadership: To serve churches effectively through team ministry.

Spiritual and Character Formation: To provide moral leadership by modeling and mentoring Christian character and devotion.

Worship Leadership: To facilitate worship effectively.

The curriculum competencies addressed in this course are:

1. Servant leadership: This competency will be addressed through interviews and case studies with individuals and children and families.
2. Interpersonal relationship skills: Students will have opportunities to practice listening skills, assertion skills, conflict resolution skills, collaborative problem solving skills, and skill selection.
3. Spiritual and character formation: Students will demonstrate that they value ministry to children and families within the church and community.

Course Catalog Description

This course examines issues related to the welfare of families and children. Topics included are foster care, adoption, institutionalization, domestic violence, and divorce. The role of the church in addressing the issues is discussed. Students will spend eight hours with a child or family.

Student Learning Outcomes

The student involved in this course should be able to accomplish the following:

- Understand the essentials of healthy family-centered case practice, which includes understanding family systems and environment.
- Strengthen the church's ministry to children and families by examining the dynamics of child abuse, neglect, and family violence.
- Use family-centered practice by being sensitive to the cultural orientation of families.
- Value a commitment to assuring the safety of children as a priority.

Textbooks

The following texts and resources are required reading for class discussions and are to be read in the entirety unless otherwise specified.

Required Textbooks

Golding, K. S. (2008). *Nurturing attachments: Supporting children who are fostered or adopted*. Philadelphia: Jessica Kingsley Publishers.

Mather, J. H., Lager, P. B., & Harris, N. J. (2007). *Child welfare: Policies and best practices* (2nd ed). Belmont, CA: Brooks/Cole.

Course Requirements

I. Final Exam

Each student will complete a take home final exam.

For the final exam each student is asked to reflect on some of the changes in his/her knowledge, attitudes and/or skills prompted by the material studied in this class. Based on that reflection, the student should make five recommendations for changes in welfare-related policy, practice, resources and/or training.

- (1) Provide your rationale for creating these recommendations including examples from your reading or class material to support these needed changes. You are encouraged to be creative in developing your five recommendations. Try not to be constrained by issues of limited funds or staff. This is your opportunity to contribute to creating a more responsive child welfare system.
- (2) Come prepared to share some of your recommendations during our final class session. Feedback from the class can be incorporated into your final exam.
- (3) Each person also is to explore the role of the church in ministry in Child Welfare. Check journals and newspapers. Present your viewpoint of the role of the church on your final exam.
- (4) Additional questions will be distributed on the last day of the workshop.
- (5) Take home final exam is due May 29, 2018.

II. Research Presentation

Results of research on topic of choice will be presented on date scheduled.

1. Each student will submit a first, second, and third choice for group involvement/class presentation. The selection may be made from the following: Reality Therapy, Play

Therapy, Person Centered Counseling, Gestalt, Rational-Emotive, Cognitive Behavior, Behavioral, Transactional Analysis, Individual and Family Therapy. Submit the choices in writing by April 26, 2018 to lrivers@nobts.edu.

2. Each person will have 45 minutes to present their topic on the designated date.
3. Each individual is to prepare an annotated bibliography for each class member and the professors. The bibliography should be related to the class presentation and should contain a minimum of 20 sources (10 of these sources must be dated later than 2010). The bibliography is to be submitted typed on the date of the presentation (class time).

III. Family Assessment/Case Study

Each student is to be involved in a family case study of one child between the ages of 6 and 12 years. This typed case study should include the following requirements:

- a. Identifying information
- b. Composition of the family
- c. Record of eight hours of contact with the child or family
- d. Written permissions from his/her parents
- e. One interview with the parent or parent substitute (more, if needed)
- f. Summary of contacts with professionals if interviews are related to the case study
- g. Summary of individual sessions (approximately one page per session)
- h. Typed case study are due two weeks after class, June 8, 2018.
- i. Oral presentation of case studies on Friday, May 25, 2018.

IV. Class Involvement

- a. Attendance
 - Class sessions will include a discussion of the assigned readings, small group exercises, guest speakers, audio-visuals and presentations of case examples by the professor and students. Therefore, consistent attendance and class participation in addition to the written assignments will be necessary to qualify for a grade of A.
 - No absences are allowed in academic workshops.
- b. Participation
 - Student involvement is required in this class. Our expectation is that when you are present physically, you are also present emotionally and prepared to participate in the class discussions. Benefit from this class will depend upon your commitment to be prepared and involved each class period. Please turn off your cell phone. Text messaging is not acceptable during class. Computer use is acceptable only for class work.

c. Reading Assignments

- Students are responsible for completing all reading assignments.

d. Agency Visit

The student will visit one child welfare agency during the workshop. Reports of the visit must be individual. The following outline will serve as a guideline for preparing a two page typed, double-spaced report on the visit.

Identification of the agency: Give name and location of the agency. Identify the name of the person interviewed, his/her title(s), and role(s) in the organization. Include the date and time of the interview. Identify all present at the time of the interview, including classmates.

- Mission of the agency: What is the mission of the organization?
- Target population: Whom does the agency serve? How are persons referred to the agency?
- Tour: Describe the facility.
- Impressions: Include your impressions of the organization and its services.
- Interest statement: Would you like to work at this agency? Why or why not?

Course Evaluation

Family Assessment (Case Study)	25%
Presentation (Therapy)	25%
Class Involvement	25%
Final Exam	25%

Course Policies

Professor's Policy on Late Assignments

All work is due on the assigned date in the syllabus. The grade for late assignments will automatically be reduced by 10 points per day.

Professor's Availability and Assignment Feedback

The student may contact the professor at any time using the email address provided in the course syllabus. The professor will make every effort to return answers to emailed questions within a reasonable period of time. Assignments requiring grading will be returned to the student within a reasonable period of time.

Help for Writing Papers at “The Write Stuff”

This is the official NOBTS Writing Center online help site for writing academic papers and essays. <http://www.nobts.edu/writing/default.html> You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for Turabian and APA style helps and guidelines. You will also find language fonts for Greek and Hebrew.

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.

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Please be aware that plagiarism in certain cases may result in expulsion from the seminary. Refer to the NOBTS Student Handbook http://www.nobts.edu/_resources/pdf/studentervices/NOBTSHandbook.pdf where the definition, penalties and policies associated with plagiarism are clearly defined.

Classroom Parameters

Please arrive on time.
Turn off cell phones. Utilize laptops and other technology for class purposes only.
Respect the professors and other members of the class.
Maintain confidentiality when someone shares personal information.
Participate in class and group discussions.

Blackboard and ITC Technical Support

Blackboard is the instructional platform used in this class. Please make sure that your contact information is accurate and up-to-date. If you need assistance, please contact the Information Technology Center (Hardin Student Center 290 or call **504.816.8180**). Here are other helpful links to ITC assistance. Selfserve@nobts.edu - Email for technical questions/support request for help with the site (Access to online registration, financial account, online transcript, etc.) BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard System. For Student Assistance in using Blackboard, visit: [Student Bb Help](#). ITCSupport@nobts.edu - for general technical questions/support requests. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

Academic Policies

Academic policies relate to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: [New Orleans Baptist Theological Seminary Graduate Catalog](#).

Netiquette

Netiquette refers to appropriate online behavior in Blackboard or other online discussions. 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.

Course Schedule

Monday 1:00-4:00, 6:00-9:00 p.m.

Tuesday 8:00-11:00, 1:00-4:00

Wednesday 8:00-11:00, 1:00-4:00

Thursday 8:00-11:00, 1:00-4:00

Friday 8:00-12:00

Monday

- | | |
|-----------|---|
| 1:00-4:00 | Introduction
Goal Setting
Biblical and Historical Basis
Child Welfare Field
Therapy Choices |
| 6:00-9:00 | Overview of Family Services
Neglect and Abuse |

Tuesday

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|------------|---|
| 8:00-11:00 | Systemic Theory
Family Life Cycle
Attachment Theory |
| 1:00-4:00 | Visit Women at the Well
Select Child
Understanding your Childhood |

Wednesday

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|------------|---|
| 8:00-11:00 | Divorce and Children
Blended Families
Child/Family Assessment |
| 1:00-4:00 | Understanding your Childhood
Visit with Clients |

Thursday

8:00-11:00 Student Presentations

1:00-4:00 Visit with Client
Termination

Friday

8:00-12:00 Role of the Church
Discussion of Case Studies
Discussion of Final Exam

Selected Bibliography

Ammerman, R.T. & Hersen, M., ed. (1990). *Children at risk: An evaluation of factors contributing to child abuse and neglect*. New York: Plenum Press.

Barber, J.G. (2004). *Children in foster care*. New York: Routledge.

Berne, P. H. & Savary, L.M. (1992). *Building self-esteem in children*. New York: The Continuum Publishing Company.

Bowes, J.M. (2004). *Children, families & communities: Contexts and consequences* (2nd ed.). New York: Oxford University Press.

Briar-Lawson, K, McCarthy, M., Dickinson, Mary McCarthy, & Dickinson, N., ed. (2013). *The children's bureau: Shaping a century of child welfare practices, programs, and policies*. Washington DC: The National Association of Social Workers Press.

Corey, G. (2003). *Becoming a helper*. Pacific Grove, CA: Brooks/Cole.

Davis, D.L. (2004). *Your angry child: A guide for parents*. New York: Haworth Press.

Garthwait, C.L. (2005). *The social work practicum: A guide and workbook for students*. Boston, MA: Pearson.

Green, J.B. (2003). *Family theory and therapy*. Pacific Grove, CA: Brooks Cole-Thompson Learning.

Herbert, M. (2002). *Working with children, adolescents, and their families* (3rd ed.). Chicago: Lyceum Books.

- Holland, S. (2004). *Child and family assessment in social work practice*. Thousand Oaks, CA: SAGE.
- Jansson, B.S. (2016). *The reluctant welfare state*. Belmont, CA: Brooks/Cole.
- Jeffreys, J.S. (2011). *Helping grieving people: A handbook for care providers*. (2nd ed). New York: Routledge.
- Larson, J. (2002). *Helping schoolchildren cope with anger: A cognitive-behavioral intervention*. New York: Guilford Press.
- Minirth, F. (2003). *The Minirth guide for Christian counselors*. Nashville, TN: Broadman & Holman.
- Pecora, P. (2009). *The reluctant welfare state: policy, practice, and research*. New Brunswick, NJ, Transaction Publishers.
- Petr, C.G. (2003). *Social work with children and their families: Pragmatic Foundations* (2nd ed.). New York: Oxford University Press.
- Thompson, C.L. & Henderson, D.A. (2016). *Counseling children*. Belmont, CA: Wadsworth Thompson Learning,
- Topper, C. (2003). *Spirituality in pastoral counseling and community helping professions*. New York: Haworth Pastoral Press.
- Zustiak, G. B. (2017). *Intensive care: A manual for nonprofessionals who work with hurting and broken youth* (Kindle).

Student Services

This is a partial list of NOBTS student services available to all students, no matter your delivery system or location. If you have questions or do not see what you need here, please refer to www.nobts.edu/student-services, email us at studentservices@nobts.edu, or call the Dean of Students office at 800-662-8701, ext. 3283. We are glad to assist you!

Need	Email	Phone	Web Page
Advising – Graduate Program	studentservices@nobts.edu	504.282.4455 x3312	www.nobts.edu/registrar/default.html#advising
Advising – Undergraduate Program	lcadminasst@nobts.edu	504.816.8590	www.nobts.edu/LeavellCollege
Church Minister Relations (for ministry jobs)	cmr@nobts.edu	504.282.4455 x3291	www.nobts.edu/CMR
Financial Aid	financialaid@nobts.edu	504.282.4455 x3348	www.nobts.edu/financialaid
PREP (help to avoid student debt)	Prepassistant1@nobts.edu	504.816.8091	www.nobts.edu/prep
Gatekeeper NOBTS news	pr@nobts.edu	504.816.8003	nobtsgatekeeper.wordpress.com
Information Technology Center	itcsupport@nobts.edu	504.816.8180	selfserve.nobts.edu
Help with Blackboard	blackboardhelpdesk@nobts.edu	504.816.8180	nobts.blackboard.com
Library	library@nobts.edu	504.816.8018	www.nobts.edu/Library
Online library resources	library@nobts.edu	504.816.8018	http://www.nobts.edu/research-links/default.html
Writing and Turabian style help	library@nobts.edu	504.816.8018	http://www.nobts.edu/writing/default.html
Guest Housing (Providence Guest House)	ph@nobts.edu	504.282.4455 x4455	www.provhouse.com
Student Counseling	lmccc@nobts.edu	504.816.8004	www.nobts.edu/student-services/counseling-services.html
Women’s Programs	womensacademic@nobts.edu	504.282.4455 x3334	www.nobts.edu/women

For additional library resources in your state, check <http://www.nobts.edu/library/interlibrary-loan.html>

- GALILEO for Georgia students
- LALINC for Louisiana students
- Florida Virtual Library (<http://www.flelibrary.org/>) for Florida students
- Interact with us online at –



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