



CECH 6337
Ministering to Children in Crisis
New Orleans Baptist Theological Seminary
Christian Education Division
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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 *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 & Message 2000.

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 demonstrate:

1. . . . understanding of the effects of crises, disasters, and other trauma-causing events on children.
2. . . . understanding of child development and how developmental concerns impact ministry response.
3. . . . understanding of strategies and methods for working with parents, guardians, families, faith communities, and civic communities, to empower them to act on behalf of children.

Required Textbooks

Alcorn, Randy. *The Goodness of God: Assurance of Purpose in the Midst of Suffering*. Colorado Springs: Multnomah Books, 2010. (Kindle edition available)

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

Required Digital Text

McWhirter/McWhirter/McWhirter/McWhirter- *At Risk Youth* ISBN 9781305670389 from Cengage.

It is recommended to purchase **Cengage Unlimited** (ISBN 9780357700006) through the bookstore– a digital subscription service (think Netflix or Apple Music) which can save you a lot of money. With Cengage Unlimited you can access ANY Cengage materials you are using across ALL of your courses using Cengage AND a library of 20,000 ebooks, study guides and reference materials.

- o Course materials for **CECH 6337** are included in a Cengage Unlimited Subscription.
- o **You should NOT purchase BOTH the Course Materials AND a Cengage Unlimited subscription; only ONE purchase is required and it is recommended that you consider a Cengage Unlimited subscription.**
 - o Cengage Unlimited costs \$119.99 for one term or \$179.99 for twelve months, best price through the bookstore.
 - o You'll be able to see other courses at the bookstore (Lifespan Development) using Cengage materials, so be sure to take some time and explore the benefits of a Cengage Unlimited subscription.
 - o Students using a digital course solution will be offered the ability to order a print-rental for \$7.99, with free shipping. The Cengage Unlimited print rental fulfillment process will be handled by Cengage, not the bookstore.
 - o As a bonus, before your subscription ends, you can choose up to six e-books to retain in your virtual locker for an additional twelve months.

Recommended

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.

Haddad, Fadi, and Ruth Gerson. *Helping Kids in Crisis: Managing Psychiatric Emergencies in Children and Adolescents*. Arlington, VA: American Psychiatric Publishing, 2015.

Nash, Paul, Kathryn Darby, and Sally Nash. *Spiritual Care with Sick Children and Young People: A Handbook for Chaplains, Paediatric Health Professionals, Arts Therapists and Youth Workers*. Philadelphia: Jessica Kingsley Publishers, 2015.

Course Teaching Methodology

Units

At-Risk Issues
Pastoral Care/Theological Reflections
Environmental/Societal Factors
Family Problems
School Issues
Individual Characteristics
School Dropout
Substance Use and Addiction
Teenage Pregnancy/Sexual Behavior
Ministry Action Plan
Juvenile Delinquency and Youth Violence
Suicide/Death
Chronic/Terminal Illness
Prevention and Programs
Foster/Adoption
Family Interventions

Methodology

Methods used in this course are lecture, group discussion, student presentations, and individual assignments.

Format

This course is being taught on the main campus.

Course Requirements

1. Readings/Assignments:

Due: See Course Schedule

All readings/assignments should be completed before the weekly unit begins. Reading the assigned chapters is extremely important as class experiences will not cover all of the assigned reading material but are designed to supplement text reading and provide opportunities to process what you have read. A minimum of one to two hours of reading and studying will be needed to be prepared for each unit. *This assignment is related to Student Learning Outcomes #1 and #2.*

2. Quizzes: (10%)

Due: See Course Schedule

Open-book quizzes will be given during the semester over the designated content in *At Risk Youth* assigned for that unit. You may use notes, your textbook, and any other material that we use in class. You may not “Google” answers and are trusted to be honest in your academic endeavors. *Weekly quizzes will open on Monday at 12:30 a.m. and must be taken by 11:59 p.m. on Wednesday.* Missed quizzes may not be made up. Late quizzes will not be given. *This assignment is related to Student Learning Outcome #1 and #2.*

3. Examinations (3@20%, Final@10%=30)

Due: See Course Schedule

You are expected to take all examinations at the scheduled times. Unless otherwise indicated, exams are *open book/open note*. Do not make the mistake of thinking that you will be able to find all of the answers while taking the test. In fact, because of the application nature of the questions, many of the answers cannot be found word for word in your text. You should understand key concepts, be able to apply what you have learned and have asked any questions prior to starting the test.

Tests will cover materials presented through class discussions, course documents, presentations, and assigned reading. Exams will consist of objective questions (true/false and multiple choice) and subjective questions (identification and essay/short answer). *All tests will be posted on Blackboard and will be available 12:30 a.m. on Monday through 11:59 p.m. CST on Sunday.* The exam can be opened one time only and must be completed within the time allotted.

A few tips about taking a test on Blackboard:

- Be on a computer (not a tablet or phone), “wired” to the wall, and not on Wi-Fi. You may lose connection to the exam if you do not follow this instruction.
- Do not hit the “save” button to save answers during a single-attempt test – “saving” implies that you wish to complete the test later and this is not allowed in a single-attempt test. Any attempt to do so will likely kick you out.
- Use Firefox or Chrome. Past experience has demonstrated that you should not use Internet Explorer or Safari to take exams. Why? I do not know. I only know that it is true.
- Compose your response to a short answer/discussion question in a Word document and then paste your answer into the test. By doing so you will have a copy of your answer should you get kicked out of the test.
- If you believe that an answer to a question is keyed incorrectly, please send an email with the full question, the answer you selected, why you believe your answer is the correct answer, and the textbook page or reference to support your answer. Mistakes in keying the test are made, the textbook publisher makes mistakes, and it is possible that you will find errors. Often, by going through these steps students discover that what was designated as the correct answer was in fact correct. *This assignment is related to Student Learning Outcomes #1 and #2.*

4. Research Paper (20%)

Due: 2/24

Research a selected crisis topic and write a 10-page paper. 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. Submit your topic in class on January 24.

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. This assignment is related to Student Learning Outcomes #1,#2, and #3.*

5. Case Study (20%)

Due: 3/31

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*

Analyze the movie addressing the following questions:

- a. What types of crises are experienced by each main character (both child and adult)? How do you know that? From where do the issues come? What perpetuates them (if that is the case)? 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? What else do you need to know to understand the full picture?
- c. What do the main characters discover about themselves?
- d. For each of the main characters, what new opportunities arise following the loss/trauma?
- 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.

- 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? *This assignment is related to Student Learning Outcomes #1 and #2.*

6. Ministry Action Plans

Due: 4/28

Once you have developed your conceptualization of the child and parent/significant adult character in Assignment #5, determine a ministry action plan for each 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 each ministry action plan:

- Two goals you would like to help the person achieve
- What approach you would use to accomplish this
- 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.

Be as specific as possible using what you learned in the course to fully address the person's issues, character, and problems. Assume that you are writing the ministry action plan not only for yourself, but other ministers who may read it later on. Each student will present this plan in class. *This assignment is related to Student Learning Outcome #3.*

Course Evaluation

Quizzes	10%
Exams (4)	30%
Research Paper	20%
Case Study (Movie)	20%
Ministry Action Plans (2)	20%

Course Schedule

Week	Dates	Unit	Topic	Assignment
1	1/22		Review of Syllabus Introduction to the Course	
	1/24	1	An Introduction to At-Risk Issues	<i>At Risk Youth</i> , Chapter 1
2	1/29	1	The Pastoral Care of Children and Theological Reflections	<i>The Pastoral Care of Children</i> , Chapters 1 and 6 <i>The Goodness of God</i>
	1/31	2	Environmental/Societal Factors	<i>At Risk Youth</i> , Chapter 2
3	2/5	2	Environmental/Societal Factors <i>Speaker: Kay Bennett, Director, Baptist Friendship House</i>	<i>At Risk Youth</i> , Chapter 2 Quiz #1 Due 2/6
	2/7	3	Family Problems of At-Risk Children and Youth	<i>At Risk Youth</i> , Chapter 3
4	2/12	3	Family Problems of At-Risk Children and Youth <i>Speaker: Stacie LeBlanc, Director of New Orleans Children's Advocacy Center & Audrey Hepburn CARE Center</i>	<i>At Risk Youth</i> , Chapter 3 Quiz #2 Due 2/13 Exam #1 Due Feb. 17
	2/14	4	School Issues	<i>At Risk Youth</i> , Chapter 4
5	2/19	4	School Issues	<i>At Risk Youth</i> , Chapter 4 Quiz #3 Due 2/20
	2/21	5	Individual Characteristics of High-Risk/Low-Risk Children and Youth	<i>At Risk Youth</i> , Chapter 5 Research Paper Due 2/24
6	2/26	5	Individual Characteristics of High-Risk/Low-Risk Children and Youth	<i>At Risk Youth</i> , Chapter 5 Quiz #4 Due 2/27
	2/28	6	School Dropout	<i>At Risk Youth</i> , Chapter 6
7	3/5	6	MARDI GRAS	Quiz #5 Due 3/6
	3/7	7	Substance Use and Addiction	<i>At Risk Youth</i> , Chapter 7 Exam #2 Due March 10 (Chapters 4-6)
8	3/12	8	Teenage Pregnancy/Risky Sexual Behavior <i>Speaker: Susan Marik, M.D.</i>	<i>At Risk Youth</i> , Chapter 8 Quiz #7 Due 3/13
	3/14			
9	3/19		SPRING BREAK	
	3/21			
10	3/26	9	Developing a Ministry Action Plan	Case Study Due 3/31
	3/28		Trust-Based Relational Intervention <i>Speaker: Dr. Kristyn Carver, PhD, LPC – Professor of Psychology and Counseling, NOBTS</i>	
11	4/2	10	Juvenile Delinquency and Youth Violence	<i>At Risk Youth</i> , Chapter 9 Quiz #8 Due 4/3
	4/4		<i>Speaker: Frank Catalanotto, CARE Effect FBNO – Rivarde Juvenile Detention Center</i>	

12	4/9	11	Suicide Videos: <i>Understanding Suicide, Supporting Children and A Place Prepared: Helping Children Understand Death and Heaven</i>	<i>At Risk Youth</i> , Chapter 10 Quiz #9 Due 4/10 Exam #3 Due 4/14
	4/11		Death Video: <i>Helping Children Grieve</i>	<i>The Pastoral Care of Children</i> , Chapter 7
13	4/16	12	Chronic/Terminal Illness	<i>The Pastoral Care of Children</i> , Chapters 2-4
	4/18		Speaker: Alan Mitchell, BCC – Children’s Hospital, New Orleans	
14	4/23	13	Prevention and Programs	<i>At Risk Youth</i> , Chapters 11-12 Quiz #10 Due 4/24 (Chapters 11-12) Ministry Action Plans Due 4/28
	4/25			
15	4/30	14	Foster/Adoption	
	5/2		Speaker: Anna Palmer, Director – Crossroads NOLA	
16	5/7	15	Family Interventions	<i>At Risk Youth</i> , Chapter 14 Quiz #11 Due 5/8
	5/9		Celebration	
	5/16		Final Exam 9-11	Exam #4 (Comprehensive)

***The Professor reserves the right to change topics/dates as necessary (see course policies).**

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. 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. 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

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/ - 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 or call the ITC at 504-282-4455, ext. 8180.

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 –



TWITTER.COM/NOBTS



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