



# Ministering to Children in Crisis

CECH 8301

New Orleans Baptist Theological Seminary

Christian Education Division

February 2-4, 2016

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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.*

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### **Purpose of the Course**

The seminar is designed to equip ministers to develop appropriate skills for ministry to preschoolers and children in crisis.

### **Core Value Focus**

*Doctrinal Integrity* – Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. The doctrinal statements used in our evaluations are our Articles of Religious Belief and the Baptist Faith and Message Statement.

*Spiritual Vitality* – We are a worshiping community, with both personal spirituality and gathering together as a Seminary 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.

Annually, the President will designate a core value that will become the focus of pedagogy for the year. For 2015-2016 academic year that Core Value is *Mission Focus*.

## **Curriculum Competencies Addressed**

This course will address the following curriculum competencies:

1. *Biblical exposition*: Students will examine Scripture related to death and grief.
2. *Theological and historical perspective*: Historical and contemporary perspectives regarding death, grief, and loss will be examined.
3. *Interpersonal relationships*: Students will develop perspectives that will enhance relationships in ministry and communication with those in crisis.
4. *Spiritual and character formation*: Students will reflect on their responsibility as a member of the community of faith in ministering to children and families in crisis.

## **Course Description**

Students will explore events and issues which create crisis conditions for children and appropriate responses to such crisis. Among the crisis explored are death, divorce, chronic/terminal illness, bullying, abuse, neglect, violence, and natural disaster.

## **Student Learning Outcomes**

At the conclusion of this seminar, you should be able to:

1. Identify specific needs of children in crisis at different developmental levels.
2. Explore a variety of crisis issues experienced by children.
3. Develop appropriate ministry skills for working with children in crisis.
4. Construct a ministry plan suitable for use in a local church or ministry.

## **Required Readings**

The following texts are required reading for class discussions. They are to be read in their entirety prior to the seminar.

### **Required Texts**

- 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.
- Lester, Andrew, ed. *When Children Suffer: A Sourcebook for Ministry with Children in Crisis*. Philadelphia, PA: The Westminster Press, 1987.
- Levine, Peter and Maggie Kline. *Trauma through A Child's Eyes: Awakening the Ordinary Miracle of Healing*. Berkeley, CA: North Atlantic Books, 2007.
- Monohan, Cynthia. *Children and Trauma: A Guide for Parents and Professionals*, revised edition. San Francisco: Jossey-Bass Publishers, 1997.

## **Course Teaching Methodology**

Teaching methodology for this seminar includes student-led discussions and presentations, and professor-led discussions.

## Assignments and Evaluation Criteria

### Pre-Seminar Assignments

#### **1. Readings:**

**Due: February 2**

You are to read all texts and additional resources in their entirety prior to attending the seminar. *This assignment is related to SLO #2.*

#### **2. Prepare Book Talk: (10%)**

**Due: February 2**

You will present a 5-minute Book Talk on a book of your choosing from the course bibliography. You should submit your selection by email to the professor for approval no later than Friday, December 4. The books will be assigned on a first-come first-served basis. You will submit an annotated bibliography to Blackboard in the Assignment Upload and post it for classmates on the assigned Discussion Board. *This assignment is related to SLO #2.*

#### **3. Research Paper/Presentation: (Paper 30%, Presentation 20%)**

**Paper Due: Jan. 26**

**Presentation Due: Feb. 2**

You will research a selected crisis topic and write a 15-page paper and make a 45 minute presentation.

### Research Paper

Submit your crisis topic request in an email to the professor no later than Friday, December 4. If you desire to present a crisis topic not on the list you must contact the professor for approval. The topics will be assigned on a first-come first-served basis. Your topic will be approved by the professor on or before Friday, December 11 and the final list of assigned crisis topics will be posted on Blackboard. Research papers should be posted on the assigned Discussion Board by end of day January 26. *You should read all research papers prior to coming to the seminar.*

Your paper will essentially answer three questions, although you can address more. (1) What are the effects of the selected topic on children of different developmental levels? (2) How can the faith community (parents, ministers, teachers) best respond to the child's needs? (3) What resources are available?

- You must have a minimum of 10 sources, including at least 2 journal articles.
- Page length (15 pages) does not include front matter or the bibliography.
- Paper should be in Turabian format, double-spaced, and in 12 pt. font.
- You should address the crisis needs of children at different developmental levels.  
Childhood is birth through adolescence – don't just focus on one level.
- 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 out there. 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.

Select from the following crisis topics: (Only one student per topic)

Catastrophes and Natural Disasters

Chronic/Terminal Illness/Injury (select one of the following)

- Family member (sibling, parent)
- Child

Death (select one of the following)

- Deaths of grandparents, parents, siblings
- Suicide in the family

Divorce

Foster Children and Foster System

Gender Dysphoria

Homelessness and Street Children

Incarceration of Parent(s)

Mental Illness (select one of the following)

- Parent
- Child

Military Deployment

Substance Abuse/Addictions (select one of the following)

- Parental addiction
- Child addiction

Trauma by Proxy

Violence (select one of the following)

- School violence (excluding bullying)
- Bullying
- Abuse

### *Presentation*

Your classmates will read your research paper prior to the seminar. Therefore, your presentation should be an *extension* of the research paper, not merely a presentation of information contained in the paper. Your presentation should be creative and accompanied by a handout and visual aid (such as PowerPoint®, Prezi®, video clips, etc.). You will guide a discussion following the presentation and respond to questions from other members of the seminar.

The following questions should be considered in the development of the presentation:

- How is this topic manifested in or relevant to the lives of 21<sup>st</sup> century children, families, or the church?
- What are current models for the church's response to your selected topic?
- What are suggested strategies for the church to respond to your topic?

A presentation schedule will be made by the professor and communicated to seminar participants by January 29. *All presentation materials must be submitted to Blackboard by end of day of presentation. This assignment is related to SLOs #1 and #2.*

## Seminar Assignments

### **1. Book Talk**

Refer to Pre-Seminar Assignment #2 for specific instructions regarding this assignment. The presentation schedule will be made by the professor and communicated to seminar participants by January 29.

### **2. Crisis Topic Presentation**

Refer to Pre-Seminar Assignment #3 for specific instructions regarding this assignment. A presentation schedule will be made by the professor and communicated to seminar participants by January 29.

## Post-Seminar Assignments

### **1. Crisis Analyses and Ministry Action Plans: (30%)      Due: February 27**

#### Crisis Analysis

You will select three movies to view, each regarding a different type of crisis, from the following list (or one approved by the professor):

<i>Phoebe in Wonderland</i>	<i>Kramer vs. Kramer</i>	<i>Step-Mom</i>
<i>Bridge to Teribithia</i>	<i>Clipping Adam</i>	<i>Extremely Loud &amp; Incredibly Close</i>
<i>Never Leave</i>	<i>Grace is Gone</i>	<i>Akeelah and the Bee</i>
<i>Father's Love Letter</i>	<i>My Girl</i>	<i>Mysterious Ways</i>
<i>No Reservations</i>	<i>Hope Floats</i>	<i>We Bought A Zoo</i>
<i>White Oleander</i>	<i>Martian Child</i>	<i>Perfect Body</i>

- Identify and describe the child(ren)/family and type of crisis experienced by the character(s).
- Thoroughly describe the familial, social, cultural, political, and related factors that may explain why the child(ren)/family is in crisis.
- Describe the manner in which the crisis was 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.
- Relate what you learned about the crisis experience and the coping abilities of children and adults from watching this movie.

#### Ministry Action Plans

Refer to *the Crisis Intervention Plan* document posted under Course Documents for information regarding the development of an intervention plan. Develop ministry action plans for a local church ministry response:

- to the child character
- to the family.
- Include potential challenges and risks of ministry in the particular situation.

### **2. Training Sessions: (20%)**

**Due: February 25**

You will develop two 1.5 hour training sessions – for parents, church volunteers/teachers or school-age children on a topic related to childhood crises. Sessions may be for different groups. Submit the following for each session:

- Lesson Plan – a lesson planning guide is posted under Course Documents and should be used in the development of the training sessions.
- Handouts
- PowerPoint® or other visuals *This assignment is related to SLO #3.*

## Course Policies

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

- Come to the seminar 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.

**Absences:** Absences from a doctoral seminar are not permitted. You must see the Director of the D.Min. Program for any exception to this policy.

**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.

**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.

**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.

**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

**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.

**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.

**Late Assignments:** Only under extreme circumstances, and with prior approval, will a late assignment be accepted. No assignments will be accepted more than two weeks after the original due date. Missed presentations may not be made up.

**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.

**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.

**Withdrawal from the Seminar:** 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.

**Technical Support:** 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.

**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.

**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 need that may be provided.

**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> .

**Hurricane/Severe Weather Evacuation:** 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.

### **Course Schedule**

Tuesday 1:00 – 9:00

Wednesday 8:00 – 4:00

Thursday 8:00 – 4:00

### **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.
- Brooks, Barbara, and Paula Siegel. *The Scared Child: Helping Kids Overcome Trauma*. New York: John Wiley and Sons, 1996.
- 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.
- Group Publishing. *Comforting Children in Crisis*. Loveland, CO: Group Publishing, 2009.
- 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.
- 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.
- Lebrun, Marcel. *Children in Crisis: Violence, Victims, and Victories*. Rowman & Littlefield Education, 2011.
- 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.
- McDowell, Josh. *The Disconnected Generation*. Nashville: Word Publishing, 2000.
- Medved, Michael and Diane Medved, *Saving Childhood*. New York: Harper Collins, 1998.
- 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.
- Root, Andrew. *The Children of Divorce*. Grand Rapids: Baker Academic, 2010.
- Sax, Leonard. *Why Gender Matters: What Parents and Teachers Need to Know about the Emerging Science of Sex Differences*, Doubleday, 2005.

- \_\_\_\_\_. *Boys Adrift: The Five Factors Driving the Growing Epidemic of Unmotivated Boys and Underachieving Young Men*. Basic Books, 2007.
- \_\_\_\_\_. *Girls on the Edge: The Four Factors Driving the New Crisis for Girls--Sexual Identity, the Cyberbubble, Obsessions, Environmental Toxins*. Basic Books, 2010.
- 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.
- Swafford, Max. *Children in Crisis: A Parent's Guide*. Westwind Publications, 1998.
- 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.