



CCSW6366 Social Work Practice with Children and Families

New Orleans Baptist Theological Seminary
Division of Church and Community Ministries
Spring Workshop: January 13-17, 2020

Dr. Jeanine C. Bozeman, PhD, LCSW, ACSW, BCD, BACS
Distinguished Professor of Social Work

Office: Dodd 107
Phone: (504) 282-4455, ext. 3207
Email: jbozeman@nobts.edu

Dr. Loretta G. Rivers, PhD, LCSW
Associate Dean of Graduate Studies
Professor of Social Work
Office: Dodd 101
Phone: (504) 282-4455, ext. 3211
Email: lrivers@nobts.edu

Mission Statement

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

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

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 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 skill, 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 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

Required:

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

Webb, N.B. (2019). *Social work practice with children* (4th ed). New York, NY: The Guilford Press.

Course Teaching Methodology

The course will involve the following methodologies: lecture, group discussion, guest speakers, and case studies.

Course Requirements

A. Class Involvement

1. Attendance – Students are required to attend all sessions of the workshop. No absences are permitted.
2. Reading Assignments – Students should read the required textbooks prior to the beginning of the workshop. Students will be asked to complete a reading accountability statement during the workshop.
3. Participation – Student involvement is required in this workshop. Our expectation is that when you are present physically, you are also present emotionally and prepared to participate in class discussions. Benefit from this class will depend upon your commitment to be prepared and involved in each class session. Please turn off your cell phone during class. Text messaging is not acceptable during class. Computer use is acceptable only for class work.

B. Presentation on “Helping Children in Special Circumstances”

Each person will select and research a topic related to children in special circumstances, such as kinship and foster care and blended families. For topic ideas, consult chapters 10-16 in the Boyd textbook.

1. Each student will have 35-40 minutes to present their research in class. The student should prepare a PowerPoint for the presentation and a handout for the class with key points.
2. The presentation should:
 - A. Introduce the research topic.
 - B. Explain why the topic is important to address at this time. Include statistics about the special circumstance, if applicable.
 - C. Explain the potential impact of the topic on children.
 - D. Discuss social work services and other services that are currently available to help children and their families affected by the topic. Discuss gaps in services and identify issues in addressing these gaps.
 - E. Provide recommendations for how the church could help children in the special circumstance.
 - F. Include a bibliography of 15 resources related to the presentation. At least 10 of the resources should be dated later than 2010.

All research topics must be approved by the professors. Email Dr. Rivers, lrivers@nobts.edu, 3 topic choices by Thursday, December 12, 8 a.m. Topics will be assigned on a first-come, first-served basis.

Presentation PowerPoints, handouts, and bibliographies are due on Wednesday, January 15, 2020, 8 a.m. and should be submitted in class.

C. Child and Family Assessment and Case Study

Each student will meet with a child between the ages of 6 and 12 years for a total of 8 hours. The student will develop a case study based upon the interaction with the child and their family. The case study should include the following:

1. Identifying information (do not use the actual name of the child or family)
2. Record of 8 hours of contact with the child or family
3. Written permission from the child's parent(s) or guardian(s)
4. Composition of the family
5. Summary of interview with the parent or parent substitute (At least 1 interview is required. Additional interviews can be included.)
6. Summary of interview(s) with professional(s) related to the case study (not required, but encouraged, if appropriate and permission is granted by parent or guardian).
7. Summary of individual contacts with the child or family (one page per session).
8. Recommendations for the child and/or family
9. Student's reaction to working with the child and/or family
10. Summary/Conclusion

Students will present their preliminary case studies in class on Friday, January 17. The completed case study should be typed, double-spaced, and submitted on Blackboard by Friday, January 31, 2020, 11:59 p.m.

D. Final Exam

Students will complete a take-home final exam which should be typed and submitted on Blackboard by Friday, January 31, 2020, 11:59 p.m.

Evaluation of Grade

The student's grade will be computed as follows:

Class Involvement	25%
Presentation on "Helping Children in Special Circumstances"	25%
Child and Family Assessment and Case Study	25%
Final Exam	25%

Technical Assistance

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
2. BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
3. ITCSupport@nobts.edu - Email for general technical questions/support requests.
4. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

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.

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

Attendance

No absences are allowed in academic workshops.

Policy on Late Assignments

All work is due on the assigned day and at the assigned time. The grade for late assignments will automatically be reduced by 10 points. Assignments that are over one week late will not be accepted.

Academic Policies

Academic policies related to absences, examinations, and other topics can be found in the *New Orleans Baptist Theological Seminary Academic Catalog*.

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.

Course Schedule *

Monday	1-4 6-9	Introduction Goal Setting Discussion of Case Study/Visit The Family House Biblical Basis for Working with Children and Families History of the Child Welfare Field Childhood Development Attachment Theory
Tuesday	8-11 1-4	Discussion of Webb Textbook, Parts I and II Child and Family Assessment Neglect and Abuse
Wednesday	8-11 1-4	Presentations on "Helping Children in Special Circumstances" Discussion of Webb Textbook, Part III Attachment Theory Textbook Discussion Discussion of Reactions to Working with Child
Thursday	8-11 1-4	Presentations on "Helping Children in Special Circumstances"
Friday	8-12	Presentations of Case Studies Final Exam Review

*Students will have some time during class to work with their child. Because of varying schedules of the children and the regularly scheduled activities at The Family House, there may be some slight variations in the class schedule. Therefore, the schedule will be adjusted accordingly on the first day of the workshop.

Selected Bibliography

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

Armstrong-Dailey, A., & Zarbock, S. (Eds.). (2009). *Hospice care for children* (3rd ed.). Oxford: University Press.

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

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

Bowes, J.M. (2004). *Children, families & communities: Contexts and consequences* (2nd ed.). New York, NY: 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, NY: Haworth Press.
- Dunckley, V.L. (2015). *Reset your child's brain: A four-week plan to end meltdowns, raise grades, and boost social skills by reversing the effects of electronic screen time*. Novato, CA: New World Library.
- Eggerichs, E. (2013). *Love and respect in the family: The respect parents desire; the love children need*. Nashville, TN: W Publishing Group.
- Garthwait, C.L. (2005). *The social work practicum: A guide and workbook for students*. Boston, MA: Pearson.
- Geldard, K., & Geldard, D. (2009). *Relationship counseling for children, young people and families*. Los Angeles, CA: SAGE.
- Gil, E., & Shaw, J.A. (2014). *Working with children with sexual behavior problems*. New York, NY: The Guilford Press.
- Goode, Sr., W.W., Lewis, Jr., C.E., and Trulear, H.D. (2011). *Ministry with prisoners and families: The way forward*. Valley Forge, PA: Judson Press.
- Green, J.B. (2003). *Family theory and therapy*. Pacific Grove, CA: Brooks Cole-Thompson Learning.
- Guernsey, L. (2012). *Screen time: How electronic media – from baby videos to educational software – affects your young child*. New York, NY: Basic Books.
- Herbert, M. (2002). *Working with children, adolescents, and their families* (3rd ed.). Chicago, IL: 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, NY: Routledge.
- Larson, J. (2002). *Helping schoolchildren cope with anger: A cognitive-behavioral intervention*. New York, NY: Guilford Press.
- Lawhorne-Scott, C., Philpott, D., & Scott, J. (2014). *Raising children in the military*. Lanham, MD: Rowman & Littlefield.
- Lee, A.F. (2016). *Leading a special needs ministry: A practical guide to including children and loving families*. Nashville, TN: B&H.
- Marsh, D.T., & Marks, M.J. (2009). *How to talk to families about child and adolescent mental illness*. New York, NY: W.W. Norton.
- McAuley, C., Pecora, P.J., & Rose, W. (Eds.). (2006). *Enhancing the well-being of children and families through effective interventions*. London: Jessica Kingsley.
- McCall, R.B., van IJzendoorn, M.H., Juffer, F., Groark, C.J., and Groza V.K. (Eds.). (2011). *Children without permanent parents: research, practice, and policy*. Boston, MA: Wiley-Blackwell.

- McCarthy, M.H. (Ed.). *Torn asunder: Children, the myth of the good divorce, and the recovery of origins*. Grand Rapids, MI: William B. Eerdmans.
- McGoldrick, M., Carter, B., & Preto, N.G. (2016). *The expanding family life cycle: Individual, family, and social perspectives*. Boston, MA: Pearson.
- 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, NY: Oxford University Press.
- Pickhardt, C.E. (2009). *Stop the screaming: How to turn angry conflict with your child into positive communication*. New York, NY: Palgrave Macmillian.
- Popenoe, D. (2009). *Families without fathers: Fathers, marriage, and children in American society*. New Brunswick, NJ: Transaction.
- Qi, C.H., & Stanton-Chapman, T. (Eds.). (2013). *Preschool children: Education, language, social functioning, and behavioral issues*. New York, NY: NOVA.
- 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, NY: Haworth Pastoral Press.
- Webb, N.B. (Ed.). (2010). *Helping bereaved children: A handbook for practitioners* (3rd ed.). New York, NY: The Guildford Press.
- Wilson, R., & Lyons L. (2013). *Anxious kids anxious parents: 7 ways to stop the worry cycle and raise courageous and independent children*. Deerfield Beach, FL: Health Communications.
- Zustiak, G. B. (2017). *Intensive care: a manual for nonprofessionals who work with hurting and broken youth* (Kindle).