CCSW8305 Essential Grief Ministry Skills  
Division of Church and Community Ministries  
New Orleans Baptist Theological Seminary  
August 8-10, 2018

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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 and its ministries.

Purpose of the Seminar  
This seminar is designed to survey major ministerial skills needed by the minister/educator when ministering to grievers across the life span. Special attention will be given to self-evaluation of present skills and to the enhancement and development of skills in this specific area. Proper ministerial response to a wide variety of grief topics and situations will be explored.

Core Value Focus  
The course will emphasize the seminary’s current core value focus assigned annually by the Administrative Council. This year’s core value focus is Servant Leadership.

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.

Curriculum Competencies Addressed
This course will address the following curriculum competencies:

1. Biblical exposition: Devotionals illustrating spiritual comfort for grievers will be presented.
2. Theological and historical perspective: Speakers and texts will address these two issues.
3. Effective servant leadership: Texts, group work and speakers will address this competence.
4. Interpersonal relationships: This competency will be addressed by visits with grievers, speakers and role play.
5. Disciple making: Texts, speakers, and role playing will offer opportunities to become more effective in disciple making.
6. Spiritual and character formation: Journaling, reflection, and Scripture will address this competency.

Course Description
The focus of this seminar is on death, loss, and grief throughout the life span. Attention will be given to basic therapeutic interventions that can be useful in assisting individuals and groups through a wide variety of loss experiences such as illness, divorce, unemployment, relocation, infertility, death, purpose and loss of dreams. The role of the counselor/minister in the helping relationship will be explored.

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

1. Share grief and loss experienced in his/her own life.
2. Assess his/her readiness to minister to persons in various grief experiences across the life span.
3. Become acquainted with resources related to death, loss, and grief
4. Gain understanding regarding the impact of loss upon a family.
5. Apply listening skills effectively to grievers.

**Teaching/Learning Methods**
Students will gain information and develop skills through the use of lecture, guest speakers, role playing, and small group interaction.

**Required Texts**
The following texts and resources are required reading for the seminar discussions and are to be read in the entirety before the first seminar meeting unless otherwise specified.


**Assignments and Evaluation**

**Criteria**
- Unless otherwise noted, all assignments are to be created in Turabian format.
- All papers must be written in third person unless otherwise instructed.
- All assignments should be created in 12 point, Times New Roman font.

**Required Assignment Summary—100 points**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book Critiques</td>
<td>20%</td>
<td>August 8, 2018</td>
</tr>
<tr>
<td>Seminar Involvement</td>
<td>20%</td>
<td>August 8, 2018</td>
</tr>
<tr>
<td>Personal Grief Experience</td>
<td>20%</td>
<td>August 8, 2018</td>
</tr>
<tr>
<td>Reaction Paper (<em>A Grief Observed</em>)</td>
<td>15%</td>
<td>August 8, 2018</td>
</tr>
<tr>
<td>Integration Project</td>
<td>25%</td>
<td>August 8, 2018</td>
</tr>
<tr>
<td>2-page summary</td>
<td></td>
<td></td>
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<tr>
<td>Project report</td>
<td></td>
<td>September 9, 2018</td>
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Pre-Seminar Assignments

1. Book Critiques
   Each student will read the 5 required texts. Each student is to prepare a 4 page critique of the following four texts:


   Note each book’s strengths and weaknesses, noting areas of personal agreement or disagreement. Each student should emphasize application of the ideas presented to his or her personal ministry situation. Due at first seminar meeting.

2. Personal Grief Experience paper
   Each student will analyze and present a personal grief experience integrating grief theory and readings with his or her personal experience. The paper is to be typed, Turabian style. Recommended length is 8-10 pages, double spaced with a minimum of 15 resources. Paper will be presented as scheduled during the seminar. See page 15 for grading rubric. Due at first seminar meeting.

Rubric for Personal Grief Experience Paper

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
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<tbody>
<tr>
<td>Personal Grief Experience Presented</td>
<td></td>
</tr>
<tr>
<td>Grief Theory Integrated</td>
<td>25</td>
</tr>
<tr>
<td>Readings from Texts Reflected</td>
<td>25</td>
</tr>
</tbody>
</table>
3. **Reaction Paper** on *A Grief Observed / Shadowlands*
   Each person is to read *A Grief Observed* and watch the video, *Shadowlands*. Type a paper, 3-5 pages expressing your reactions to both. **Due the first seminar meeting.** Papers will be discussed in seminar as scheduled. Questions to answer:
   a. What feelings did you experience? 20 points
   b. What were your thoughts? 20 points
   c. Could you have walked through the experience with any one of the persons? 20 points
   d. Explain which one you would help and why. 20 points
   e. How would you help? 20 points

4. **Integration Project**
   **Pre-Seminar Portion**
   a. During this seminar, each participant will submit a two-page summary of the proposed plan. The proposal should include anticipated content as well as a potential delivery system. Secondary adjustments will be negotiated between the student and professor during on-campus time of the seminar. **This initial two-page summary is due on the first day of the seminar meeting.**

   **Post-seminar Portion**
   b. Each student will develop a plan for a seminar or conference to address grief awareness in his or her place of ministry appropriate for a specific
age group. The content of the seminar, the presentations and discussions during the sessions should be reflected in this seminar integration project. The report should include background information regarding the church, a biblical basis for the plan, goals and objectives, methodology, detailed plans, and at least two evaluation procedures to evaluate knowledge and skills of the student in grief ministry. *This Post Seminar Assignment is due September 9, 2018.*

### Grading Rubric for Post Seminar Assignment

<table>
<thead>
<tr>
<th>Item</th>
<th>Points Earned</th>
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<tbody>
<tr>
<td><strong>Background Information (20 points)</strong></td>
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</tr>
<tr>
<td>• Clear presentation of background: 10</td>
<td>0-20</td>
</tr>
<tr>
<td>• Well organized: 5</td>
<td></td>
</tr>
<tr>
<td>• Outline of subjects to be covered: 5</td>
<td></td>
</tr>
<tr>
<td><strong>Biblical Basis (20 points)</strong></td>
<td></td>
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<tr>
<td>• Biblical references used that relate to comfort for the griever (at least 20 references).</td>
<td>0-20</td>
</tr>
<tr>
<td><strong>Goals and Objectives (10 points)</strong></td>
<td></td>
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<tr>
<td>• Goals clearly stated (at least 3)</td>
<td>0-10</td>
</tr>
<tr>
<td><strong>Methodology (20 points)</strong></td>
<td></td>
</tr>
<tr>
<td>• Various methods utilized (at least 3): 10</td>
<td>0-20</td>
</tr>
<tr>
<td>• Methodologies clearly stated: 10</td>
<td></td>
</tr>
<tr>
<td><strong>Detailed Plans (40 points)</strong></td>
<td></td>
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<tr>
<td>• Seminar paper according to outline: 10</td>
<td>0-40</td>
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<tr>
<td>• Seminar paper covered subjects adequately: 20</td>
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<tr>
<td>• Report begins, flows, and ends effectively: 5</td>
<td></td>
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<tr>
<td>• Report is virtually free of error in grammar, punctuation, word choice, spelling, format, and Turabian style issues. Paragraphs well structured: 5</td>
<td></td>
</tr>
<tr>
<td><strong>Clear Conclusions (10 points)</strong></td>
<td></td>
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<tr>
<td>• Concise conclusion including personal assessment of value of the project to the church: 5</td>
<td>0-10</td>
</tr>
<tr>
<td>• 2 Evaluation Procedures: 5</td>
<td></td>
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</tbody>
</table>
Course Policies

Reading Assignments
Students are responsible for completing all reading assignments.

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 each day. No work is acceptable after 5 days.

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](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/studentservices/NOBTSHandbook.pdf](http://www.nobts.edu/_resources/pdf/studentservices/NOBTSHandbook.pdf) where the definition, penalties and policies associated with plagiarism are clearly defined.

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.
**Academic Policies**

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

**Seminar Schedule**

**First Day**

1:00-1:30  Devotional, Introduction, Goal Setting, and Biblical/Theological Background
1:30-2:00  Introduction to Texts
2:00-3:00  Discussion of Grief Observed Papers
3:00-3:15  Break
3:15-5:00  Discussion of Grief Observed Papers
5:00-6:00  Break
6:00-7:30  Book Critiques
7:30-7:45  Break
7:45-9:00  Book Critiques

**Second Day**

8:00-8:30  Devotion and Review
8:30-10:00 Personal Grief Experiences
10:00-10:15 Break
10:15-11:45 Personal Grief Experiences
11:45-1:00 Lunch
1:00-4:00  Personal Grief Experiences

**Third Day**

8:00-8:30  Devotion and Review
8:30-10:00 Personal Grief Experience
10:00-10:15 Break
10:15-11:45 Personal Grief Experience
11:45-1:00 Lunch
1:00-2:30  Personal Grief Experience
2:30-2:45  Break
2:45-4:00  Conclusion, Evaluation, Discussions of Post Seminar Assignment
Schedule may be altered depending on enrollment.

**Selected Bibliography**


Coleman, Jan. *After the Locusts: Restoring Ruined Dreams, Reclaiming Wasted Years*. 


Manning, Doug. *Don’t Take My Grief Away From Me*. Oklahoma City, OK: Insight


York, S. *Remembering Well: Rituals for Celebrating Life and Mourning Death*. San


**Video recordings**


Helping those in grief, crisis and trauma [video recording] / H. Norman Wright. 2011

**Rubric for Personal Grief Experience**

<table>
<thead>
<tr>
<th>Personal Grief Experience Presented</th>
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<tr>
<td>Grief Theory Integrated</td>
<td>25 points</td>
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<td>Readings from Texts Reflected</td>
<td>25 points</td>
</tr>
<tr>
<td>Adequate Explanation of Experience</td>
<td>10 points</td>
</tr>
<tr>
<td>Feelings and Thinking Integrated</td>
<td>10 points</td>
</tr>
<tr>
<td>Appropriate Resources</td>
<td>10 points</td>
</tr>
<tr>
<td>Adequate Number of Resources (15)</td>
<td>5 points</td>
</tr>
<tr>
<td>Resources Appropriate for Experience</td>
<td>5 points</td>
</tr>
<tr>
<td>Conclusion</td>
<td>5 points</td>
</tr>
<tr>
<td>Personal Reflections</td>
<td>5 points</td>
</tr>
</tbody>
</table>