



**Social Work Practice with Individuals and Families
CCSW 6367 (formerly CESW 6367)
New Orleans Baptist Theological Seminary
Church and Community Ministry Division
Fall 2016**

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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.

- 1. Doctrinal Integrity:** Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. This course addresses Doctrinal Integrity specifically by preparing students to grow in understanding and interpreting of the Bible.
- 2. Spiritual Vitality:** We are a worshiping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word. Spiritual Vitality is addressed by reminding students that a dynamic relationship with God is vital for effective ministry.
- 3. 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. This course addresses Mission Focus by helping students understand the biblical foundations for fulfilling the Great Commission and the Great Commandments.
- 4. 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. Characteristic Excellence is addressed by preparing students to excel in their ability to interpret Scripture, which is foundational to effective ministry.
- 5. 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.

The core value focus for this academic year is Characteristic Excellence.

Curriculum Competencies

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 areas:

- 1. Biblical Exposition:** To interpret and communicate the Bible accurately.
- 2. Christian Theological Heritage:** To understand and interpret Christian theological heritage and Baptist polity for the church.
- 3. Disciple Making:** To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.
- 4. Interpersonal Skills:** To perform pastoral care effectively, with skills in communication and conflict management.
- 5. Servant Leadership:** To serve churches effectively through team ministry.
- 6. Spiritual and Character Formation:** To provide moral leadership by modeling and mentoring Christian character and devotion.
- 7. Worship Leadership:** To facilitate worship effectively.

The curriculum competencies addressed in this course are:

- 1. Interpersonal Relationship Skills:** Through interviews with individuals and families, students will have opportunities to practice listening skills, assertion skills, conflict resolution skills, collaborative problem solving skills and skill selection.
- 2. Servant Leadership:** The class will address this competency by offering students leadership in team or group ministry.
- 3. Spiritual and Character Formation:** Through client and family case work experiences, students will have opportunities to provide moral leadership by modeling and mentoring Christian character and devotion.

Course Description

The course is designed to understand various theories of social work practice including Cognitive, Behavioral Psychotherapy, Experiential, Family Therapy, Structural, Solution Focused, Strategic, and Psycho-educational. Students will practice these theories in eight sessions with selected clients.

Student Learning Outcomes

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

- 1. Understand the social work theories available for practice with individuals and families.**
- 2. Conduct interviews and case studies with clients.**
- 3. Analyze client problems and develop recommendations for problem solving.**

Course Teaching Methodology

The course will involve the following methodologies:

1. This class is an in-class course. The course will consist of lectures, groups, videos, student presentations, and guest speakers.
2. Class will begin each day with a devotional from Philippians.

Units of Study:

1. Introduction, Goal setting, Contracting
2. Understanding yourself
3. Developing a Therapeutic relationship
4. Cultural Research
5. Cultural reports
6. Family Assessment
7. Professional speakers
8. Personal issues / Ethics
9. Diversity
10. Therapy related to Families Systematic Theory
11. Psychoanalytic, Structural, Cognitive, Solution Focused, Narrative, Strategic, Experiential
12. Psycho-educational, Family therapy
13. Spirituality (Church Social Work)
14. Resiliency Based Practice
15. Evaluation

Textbooks

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

Required Texts:

Van Hook, Mary Patricie. *Social Work Practice with Families*. Chicago: Lyceum, 2008.

Green, June Blumenthal. *Family Theory and Therapy*. Pacific Grove: Brooks/Cole, 2002.

Golding, Kim S. *Nurturing Attachments*. Philadelphia, PA: Jessica Kingsley Publishers, 2008.

Course Requirements

1. Client/Family Assessment

- a. Choose an adult client
- b. Meet weekly for 8 sessions
- c. Write individual reports on each session by including date of meeting, place, time spent, purpose, content, and next step (homework). Write a sentence or so of reflection/evaluation of your reactions. Prepare a case study of the client family to present to the class. The case study format will be given to you. Consider the risk and resiliency factors. Include belief systems, organizational patterns, coping process, social support systems, economic resources, community context, assessment, and interventions.

2. Culture Reports

Choose a culture from the following: Latino, African American, Asian, First Nations

People, Military, Rural, Single, Divorce, Gay and Lesbian. List 1st, 2nd, and 3rd choices.

- a. Become an “expert” on this culture by research (15 resources minimum).
Prepare annotated bibliography for each class member.
- b. Present your research by an oral report (at least 20 minutes).
- c. Lead a class discussion following your report (at least 10 minutes).

LATE PAPERS: All work is due by 5:00 p.m. on the date assigned. After 3 days, no work will be accepted without approval from the professor.

3. Group Meetings

Six discussion groups exploring personal backgrounds and experiences will be shared in order to promote personal understanding and growth. Absence from more than one meeting will result in a reduction of the semester grade by one letter.

Evaluation of Grade

The student's grade will be computed as follows:

Assignment	Percentage of Grade	Due Date
Culture Report	20%	As Assigned
Therapy Report	20%	As Assigned
Midterm Exam	20%	As Scheduled
Final Exam	20%	As Scheduled
Class Involvement	20%	On Going

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.

Policies Regarding All Assignments

All work is due on the assigned day and at the assigned time. Grades for late submissions will be reduced by 10 points.

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.

Academic Attendance Policies

Absences: As listed in the catalog, for a 3-hour course – 9 hours absent.

Absences: For the four-time per semester hybrid courses, students can only miss one of the four monthly class sessions.

Classroom Decorum

Each student is expected to treat the professor and other students with respect; arrive on time for class sessions; and use laptops and other technological devices for class purposes only.

Blackboard

Blackboard will be used in this class. Please make sure that your contact information on Blackboard is accurate and up-to-date. If you need assistance accessing Blackboard, please contact the Information Technology Center.

Netiquette

Appropriate Online Behavior: 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.

Emergency Plan

In the event of a hurricane or other emergency, go to the seminary web site for information: www.nobts.edu. Also, students should use Blackboard to follow any announcements that may be posted. Students should ensure their current email address is updated on Blackboard.

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.

Course Schedule

Week 1	Aug. 23 & 25	Introduction, Contracting, Goal Setting, Biblical Basis, Terms/Definitions Read Van Hook, Chapter 1 Read Golding, Chapters 1 & 2
Week 2	Aug. 30 & Sept. 1	Developing a Therapeutic Relationship Read Van Hook, Chapter 3 Read Golding, Chapter 3 Group Discussion #1

Week 3	Sept. 6 & 8	Speaker: Courtney Eichelberger Library Day for Cultural Research Read Van Hook, Chapter 2 Read Golding, Chapter 4
Week 4	Sept. 13 & 15	Student Reports Group Discussion #2: Asian American Families Native American Families Latino American Families Native Hawaiian Families Asian Families Rural Families Military Families Gay and Lesbian Families Italian Families Others
Week 5	Sept. 20 & 22	Assessment of Families Speaker: VOA – New Orleans Read Van Hook, Chapter 4 Read Golding, Chapters 5 & 6
Week 6	Sept. 27 & 29	Professional Issues and Ethics Read Green, Chapter 1 Read Golding, Chapters 7 & 8 Group Discussion #3
Week 7	Oct. 4 & 6	Medical Social Work Speaker: Laura Gee Diversity Read Green, Chapter 2 Read Golding, Chapters 9 & 10
Week 8	Oct. 11 & 13	Systematic Theory Elements of Change Read Green, Chapters 3 & 4 Read Golding, Chapters 11 & 12 Group Discussion #4 Midterm Exam (Oct. 13)
Fall Break	Oct. 17-21	
Week 9	Oct. 25 & 27	Systematic Theory Approaches Read Green, Chapter 5 Read Van Hook, Chapter 5 Read Golding, Chapter 13

Guest:
Student Reports:
 Psycho Analytic Therapy
 Cognitive Therapy

Week 10	Nov. 1 & 3	Therapists: Virginia Satir Read Green, Chapters 6 & 7 Read Golding, Chapters 14 & 15 Student Reports: Structural Family Therapy Group Discussion #5
Week 11	Nov. 8 & 10	Student Reports: Solution Focused Therapy Narrative Therapy Read Van Hook, Chapters 8 & 9 Read Green, Chapter 7 Read Golding, Chapters 16 & 17
Week 12	Nov. 15 & 17	Student Reports: Behavioral Family Therapy Strategic Family Therapy Experiential Family Therapy Psycho Educational Read Green, Chapters 8 & 9
Thanksgiving	Nov. 21-25	
Week 13	Nov. 29 & Dec. 1	Student Reports: Object Relations Family Therapy Read Green, Chapters 11 & 12 Read Van Hook, Chapters 5, 11 & 12 Read Golding, Chapters 18 & 19 Group Discussion #6
Week 14	Dec. 6 & 8	Spirituality Resiliency-Based Practice Framework Read Van Hook, Chapter 13 Celebration/Review
Week 15	Dec. 13	Final Exam/Evaluation from 1:00-3:00 p.m.

Selected Bibliography

- Augsburger, David. *Caring Enough to Confront: How to Understand and Express Your Deepest Feelings Toward Others*, Ventura, CA: Regal Books, 2009.
- Bolton, Robert and Dorothy Grover Bolton. *People Styles at Work...and Beyond: Making Bad Relationships Good and Good Relationships Better*, 2d ed. New York: AMACOM, 2009.
- Brill, Naomi I. and Joanne Levine. *Working with People: The Helping Process*, 8th ed. Boston: Pearson, 2005.
- Coleman, Jan. *After the Locusts: Restoring Ruined Dreams, Reclaiming Wasted Years*. Nashville: Broadman & Holman, 2002.
- Doka, Kenneth J., ed. *Disenfranchised Grief: New Directions, Challenges and Strategies for Practice*. Champaign, IL: Research Press, 2002.
- Hanson, Adolf. *Responding to Loss: A Resource for Caregivers*. Amityville, NY: Baywood Publishing Co., Inc., 2004.
- Holloday, Tom. *The Relationship Principles of Jesus*. Grand Rapids, MI: Zondervan, 2008.
- Minuchin, Patricia. *Working with Families of the Poor*. New York: Guilford Press, 2007.
- Pachter, Barbara and Susan Magee. *The Power of Positive Confrontation: The Skills You Need to Know to Handle Conflicts at Work, at Home, and in Life*. New York: Marlowe & CO., 2001.
- Plionis, Elizabeth Moore. *Competency in Generalist Practice: A Guide to Theory and Evidence-based Decision Making*. New York: Oxford University Press, 2007.
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- Trevithick, Pamela. *Social Work Skills: A Practice Handbook*. Maidenhead: open University Press, 2005.
- Wolfer, Terry A. and T. Laine Scales. *Decision Cases for Advanced Social Work Practice: Thinking Like a Social Worker*. Belmont, CA: Thomson Brooks/Cole, 20