



CCSW6376 Social Work Practice With Individuals and Families
New Orleans Baptist Theological Seminary
Church & Community Ministries Division
Fall 2018

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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.

Purpose of the Course

This course is designed to study various theories of social work relating to individuals and families and to apply these theories to selected clients by having eight sessions with a selected client or family.

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 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. 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 deportment.

The core value focus for this academic year is *Doctrinal Integrity*.

Curriculum Competencies Addressed

This course will address the following curriculum competencies:

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 assist students in understanding various theories of social work practice including Family, Experimental, Structural, Cognitive, Behavioral Psychotherapy, Solution Focused, Strategic and Psycho-educational Therapy. 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.

Required Readings

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

Required Text

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

Green, June Blumenthal, *Family Theory and Therapy*. Pacific Grove: Brooks/Cole, 2003

Course Teaching Methodology

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

Teaching Method

This class is an in-class course. The course will consist of lectures, groups, videos, student presentations, and guest speakers.

Devotionals: Class will begin each day with a devotional from Philippians.

Assignments and Evaluation Criteria

I. Client/Family Assessment

1. Choose an adult client
2. Meet weekly for 8 sessions
3. Write individual reports on each session by including date of meeting, place, time spent, purpose, content, and next step (home work). 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.

II. Culture Reports

Choose a culture from the following: Latino, African American, Asian, First Nations People, Military, Rural, Single, Divorces, Gay and Lesbian. List 1st, 2nd, and 3rd choices.

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

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

III. 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.

Assignment	Percentage of Grade	Due Date
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Culture Report	20%	As Assigned
Therapy Report	20%	As Assigned
Midterm Exam	20%	10/9 Tuesday
Final Exam	20%	12/11 Tuesday 9-11 am
Class Involvement	20%	

Course Policies

Policies Regarding 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 Policies

Absences: as listed in the catalog, 3-hour course- 9 classroom 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.

Course Schedule

Week	Date	Schedule	Speaker/Discussion	Reading
Week 1	August 21	Introduction, Contracting, Goal Setting, Biblical Basis, Terms/Definitions		Van Hook, Ch. 1
Week 2	August 28	Developing a Therapeutic Relationship	Group Discussion #1	Van Hook, Ch. 3
Week 3	September 4	Library Day for Cultural Research	<u>Leslie Quartano</u>	Van Hook, Ch. 2
Week 4	September 11	<u>Student Reports:</u> 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	Group Discussion #2	
Week 5	September 18	Assessment of Families	<u>Dianne Boazman</u>	Van Hook, Ch. 4
Week 6	September 25	Professional Issues and Ethics	Group Discussion #3	Green, Ch. 1
Week 7	October 2	Medical Social Work	<u>Laura Gee</u>	Green, Ch. 2
Week 8	October 9	Systemic Theory Elements of Change	Mid Term Exam Group Discussion #4	Green, Ch. 3&4
Week 9	October 16	Fall Break		
Week 10	October 23	Systemic Theory Approaches <u>Student Reports:</u> Psycho Analytic Therapy Cognitive Therapy		Green, Ch. 5 Van Hook, Ch. 5
Week 11	October 30	Therapists: Virginia Satir <u>Student Reports:</u> Structural Family Therapy	Group Discussion #5	Green, Ch. 6
Week 12	November 6	<u>Student Reports:</u> Solution Focused Therapy Narrative Therapy		Green, Ch. 7&8

Week 13	November 13	Student Reports: Behavioral Family Therapy Strategic Family Therapy Experiential Family Therapy Psycho Educational		Green, Ch. 9 Van Hook, Ch. 8
Week 14	November 20	Thanksgiving Break		
Week 15	November 27	Student Reports: Object Relations Family Therapy		Green, Ch. 11&12 Van Hook, Ch. 5, 11
Week 16	December 4	Spirituality Resiliency-Based Practice Framework	Celebration/Review	Van Hook, Ch. 12 & 13
Week 17	December 11	Exam Week/Evaluation		

**Social Work Practice with Individual and Families
Embedded Learning Assignment Assessment Rubric**

DOMAIN	LEVEL	BASIC (1 PT)	COMPETENT (2 PTS)	GOOD (3 POINTS)	EXCELLENT (4 POINTS)
UNDERSTANDING	Student will demonstrate knowledge of concepts related to self, family, church, and community relationships.				
APPLICATION	Student will value self-evaluation as evidenced by development of a plan for strengthening interpersonal relationship skills.				
COMMUNICATION	Student will communicate effective listening skills by incorporating interviewees' responses in their evaluation of interpersonal relationship skills.				

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.
- Plonis, Elizabeth Moore. *Competency in Generalist Practice: A Guide to Theory and Evidence-based Decision Making*. New York: Oxford University Press, 2007.
- Richo, David. *How to Be an Adult in Relationships: The Five Keys to Mindful Loving*. Boston: Shambhala Publications, 2002.
- Shulman, Lawrence. *The Skills of Helping: Individuals, Families, Groups and Communities*. Belmont, CA: Thomson Brooks/Cole, 2006.
- 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, 2006.

Student Services

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/studentservices, 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/studentservices/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 –



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