



NEW ORLEANS
BAPTIST THEOLOGICAL SEMINARY

ANSWERING GOD'S CALL

CCSW6310 Social Work Practice with Groups
New Orleans Baptist Theological Seminary
Division of Church Community Ministries
Fall 2019, Bunyan 201 (Tuesday/Thursday, 9:30 am)

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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 deportment.

The core value focus for this academic year is *Spiritual Vitality*.

Curriculum Competencies

This course will address the following curriculum competencies:

1. Disciple making: This course will provide opportunities for students to practice applied ministry skills relating to groups.
2. Interpersonal relationship skills: Students will be able to demonstrate servant leadership through leading groups within the church and community agencies.

Course Description

The course provides an overview of group work in the church and community agencies by providing experiences in leadership, group formation, development, processes, and evaluation of groups.

Student Learning Outcomes

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

1. Students will apply a biblical and Christ-centered worldview to real-world issues likely to be encountered in their fields of practice.
2. Students will utilize practical skills in their social work courses.

Course Teaching Methodology

This class is an in-class course. Methodology includes group interaction, group leadership, strength bombardment, lecture, PowerPoints, videos, leadership and co-leadership by students.

Units of Study

1. Problem Solving
2. Conflict
3. Decision Making,
4. Stress Management
5. Chemical Dependency
6. Domestic Violence
7. Decision Making
8. Self Help Groups
9. Alcoholics Anonymous
10. Family Therapy
11. Stress Management
12. Time Management
13. Domestic Violence
14. Grief Management

Textbooks

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

Zastrow, Charles. *Social Work With Groups: A Comprehensive Work Text, 9th ed.*
Belmont, CA: Brooks/Cole Publishing, 2015. **(Required)**

Bertcher, Harvey J. *Group Participation Techniques for Leaders and Members 2nd ed.*
Thousand Oaks, CA: Sage Publications. **(Required)**

Gladen, Steve. *Small Groups with Purpose.* Grand Rapids, MI: Baker Books, 2011. **(Required)**

Steinberg, Dominique Moyse. *A Mutual Aid Model for Social Work with Groups, 3rd ed.*
New York, NY: Routledge, 2014. **(Optional)**

Course Requirements and Grade Evaluation

1. Involvement in class experiences based on schedule	20%
2. Assume leadership of groups as scheduled	20%
3. Participate in Strength Bombardment	20%
4. Successfully complete the mid-term and final exam	20% (10% each)
5. Lead a group for 8 sessions within your church or work (or place of your choice).	20%

Course Policies

- 1) In evaluating class involvement, consideration will be given to (1) attendance: 20%, (2) class participation: 40%, (3) reading accountability: 20% and (4) punctuality 20%.
- 2) **Student involvement is required in this class. My expectation is that when you are present physically, you are also present emotionally and prepared to participate in the class discussions. Benefit from this class will depend upon your commitment to be prepared and involved each class period. Please turn off your cell phone. Text messaging is not acceptable during class. Computer use is acceptable only for class work.**
- 3) Absences: as listed in the catalog, 3-hour course- 9 classroom hours absent.
- 4) More than one absence from a strength bombardment will result in a term grade reduced by one letter grade.
- 5) Grading scale: as listed in the catalog, A-93-100; B-85-92; C-77-84; D-70-76; E-course in progress; F- below 70
- 6) The professor will be available to meet with students individually throughout the semester. Students can schedule an appointment by e-mail: jbozeman@nobts.edu or by phone, 504-282-4455, ext. 3207, cell 504-881-8525.
- 7) Four points on the final grade will be earned for perfect class attendance.

Instructions for Group Presentations

- 1) Each student will submit a 1st, 2nd, and 3rd choice for group study and presentation. Selection must be made from groups listed in text and on syllabus. Choices are to be submitted on the first day of class. Choices will be confirmed by the professor. Each student is to involve himself/herself as a leader/co-leader of the class on the designated date.
- 2) Each group will have 40 minutes to present the material. Allow time for questions and evaluation.
- 3) Each presentation is to include the following stages: planning, activity sharing or processing, generalization and application.
- 4) The two general aims of the experiential activities are "transfer of learning" and "effective aspects of learning."
- 5) For each class session the leader or leaders are expected to:
 1. State the goals or learning objectives.
 2. Summarize theoretical material on how the goals can be accomplished.
 3. Lead the class in one or more exercises that are designed to help each participating member move toward achieving the stated goal(s).
 4. Speak extemporaneously.
 5. Adapt the material by bringing in personal observations and related information.
 6. Make the presentation stimulating, interesting, and educational.
 7. Prepare and distribute 2 handouts summarizing key points and theory.
- 6) Students will give feedback to group leaders by commenting on the following areas: strengths of presentation, areas needing attention, suggestions for improvement, and a grade for the presentation.

Choices for Group Presentation Topics

- 1) Problem Solving Groups
- 2) Decision Making Groups (Required)
- 3) Conflict Resolution (Required)
- 4) Parliamentary Procedure
- 5) Self Help Groups
- 6) Assertiveness Training (Required)
- 7) Stress Management
- 8) Time Management (Required)
- 9) Eating Disorders
- 10) Grief Management (Required)
- 11) Chemical Dependence
- 12) Spouse Abuse/Domestic Violence
- 13) Family Therapy
- 14) Identity Groups
- 15) Desensitivity to Sexual Issues
- 16) Improving Interpersonal Relationships (Required)
- 17) Transactional Analysis
- 18) Rational Therapy
- 19) Behavior Therapy
- 20) Reality Therapy

Group Presentation Grading Rubric

- Organization (well planned, responsibilities distributed evenly, goals clearly stated) 20 points
- Planned activities for group involvement 20 points
- Leadership of exercises (1 or more) 20 points
- Application (2 handouts) 20 points
- Evaluation (strengths, weaknesses) 20 points

Instructions for Strength Bombardment

Each class member will volunteer to be on the “hot seat” for one class session. Class members will affirm their strengths based on a group form provided by a textbook. Participation at these sessions is required. More than two absences from Strength Bombardment sessions will result in a term grade reduced by one letter grade.

Instructions for Embedded Learning Assignment

Each student will organize and lead a group for eight sessions of his/her with their church, place of employment or other place of choice (house, apartment, etc.) The duration of each session will last 45-60 minutes, and will be composed of 6-8 people. A report will be submitted of each session at the time of termination of the group. The paper should reflect organization of the group, statement of goals (at least 2), planned group activities, leadership of activities, application (2 handouts) and evaluation (strengths, weaknesses) and 15 reflection responses from group members relating to the type of group and their experience in the group.

Instructions for Leadership of Group Outside of Class

Each student will assume leadership of a group of his/her choice for 8 sessions lasting 45-60 minutes in length. The group must have 6-8 people. A report will be submitted of each session including:

- Organization (place, date, time, attendees, introductions, and parameters) 20 points
- Goals (at least 2) 20 points
- Activities for group/response 20 points
- Participation evaluation 20 points
- Feedback from group 10 points
- Plans for next meeting or termination 10 points

The reports will be due after termination of the group. *Groups are to terminate by November 19, 2019. This assignment is due on November 21, 2019 in class.* The students will submit a Summary/Reaction/Evaluation plus recommendations for improving the group.

Course Schedule

Date	Topic	Assignment
August 20	Introduction Devotional Goal Setting Examination of Texts and Terms	Read Zastrow Ch.1 (pp. 1-30)
August 22	Historical Basis Models of Groups	Read Gladen Ch. 1-3
August 27	Devotional Terms, Groups Choices	Read Zastrow Ch. 2
August 29	Embedded Learning Assignment Biblical Basis	Read Gladen Ch. 4-6
September 3	Devotional Biblical Basis Terms	Read Zastrow Ch. 3-6
September 5	Leadership Class decision on Bertcher book	Read Gladen Ch. 7-8
September 10	Devotional Communication in Groups: Verbal and Non-verbal	Read Zastrow Ch. 7-10
September 12	Strength Bombardment #1	Read Gladen Ch. 9-10
September 17	Devotional Models/Types of Groups	Read Zastrow Ch. 9-10
September 19	Parliamentary Procedure	Read Gladen Ch. 11
September 24	Devotional Organizations and Communities Strength Bombardment #2	Read Zastrow Ch. 12-14

September 26	Self Help Groups Formation of Groups	Read Gladen Ch. 12-14
October 1	Devotional Problems in Groups Roles in Groups	Read Zastrow Ch. 15-16
October 3	Time Management Stress Management	Read Gladen 15-18
October 8	Strength Bombardment #3	Review for Mid-Term Exam
October 10	Mid-Term Exam	Review for Mid-Term Exam
October 14 - 18	Fall Break, no classes!	
October 22	Evaluate Mid-Term Exam Presentations of Groups: Client Centered	Read Zastrow Ch. 17-18
October 24	Transactional Analysis Reality Therapy	Read Zastrow Ch. 19-20
October 29	Presentations of Groups: Rational Therapy Behavioral Therapy	Read Zastrow 21-22
October 31	Family Therapy	Read Zastrow Ch. 24
November 5	Presentations of Groups: Chemical Dependence	Read Zastrow Chap. 26, 28
November 7	Desensitization to Sexual Issues Strength Bombardment #4	Read Zastrow Chap. 30
November 12	Improving Interpersonal Relationships	Read Zastrow Ch. 31
November 14	Termination	Read Zastrow Ch. 32
November 19	Strength Bombardment #5 Presentation/Evaluation of Personal Groups Formed	Read Zastrow Ch. 11

November 21	Evaluation by Students	
November 25-29	Thanksgiving Break, no classes!	
December 3	Grief Management	Read Zastrow Ch. 25
December 5	Celebration Party!	
December 12	Final Exam 9:00am – 11:00am	

Selected Bibliography

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- Corey, Gerald and Marianne Carey, and Patrick Callahan, and Michael J Russell. *Group Techniques*. Pacific Grove: Brooks/Cole, 2004.
- DeCremer, David, Marius Van Dijke and David M. Mayer. "Cooperating When 'You' and 'I' Are Treated Fairly: The moderation Role of Leader Prototypicality" *Journal of Applied Psychology*, 95 (2010): 1121-1133.
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- Lum, Doman. *Cultural Competence, Practice Stages, and Client Systems: A Case Study Approach*. Belmont: Thomson Brooks Cole, 2005.
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- Thau, Stefan and Marie S. Mitchell. "Self-Gain or Self-Regulation Impairment? Tests of Competing Explanations of the Supervisor Abuse and Employee Deviance Relationship through Perceptions of Distributive Justice" *Journal of Applied Psychology*, 95 (2010): 1009-1031.
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Embedded Learning Assignment Rubric

Domain	Level	Inadequate 1 point	Basic 2 points	Competent 3 points	Good 4 points	Excellent 5 points
Understanding	<i>Able to understand and differentiate between micro, mezzo, and macro levels of social work practice</i>					
Application	<i>Able to apply knowledge of ethics, human behavior in the social environment and Biblical /Christian thought to a social problem</i>					
Communication	<i>Able to advocate effectively for clients.</i>					