



**CCSW6376 Social Work Practice With Individuals and Families
New Orleans Baptist Theological Seminary
Church Ministry Division
Fall 2020**

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Mission Statement

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

Purpose of the Course

This course is designed to study various theories of social work relating to individuals/families and to apply these theories to clients by having eight sessions with a selected client/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. The Doctrinal Integrity used in our evaluations are our Articles of Religious Belief and the Baptist Faith and Message Statement.
- 2. Spiritual Vitality:** We are a worshiping community, with both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word.
- 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.
- 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.
- 5. Servant Leadership:** We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

The core value focus for this academic year is Mission Focus.

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.

Learning Objectives

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

Goldenberg, Irene. *Family Therapy: An Overview*. 9th ed. Belmont, CA: Brooks/Cole, 2013.

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 a CIV instructional class methodology. The course will consist of lectures, groups, videos, student presentations, and guest speakers.

Assignments and Evaluation Criteria

I. Client/Family Assessment (Embedded Assignment):

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's 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 an ethnic group, population demographic, or culture after consultation with professor.

1. Become an "expert" on this culture by research (15 resources minimum). Prepare annotated bibliography for each class member (Can be shared electronically).
2. Present your research by an oral report (at least 20 minutes)
3. Discuss the following aspects of your culture: bias, stereotypes culture may face, disadvantages, strengths, resiliency, cultural hindrances to therapy, and a therapy model that would be a strong approach to take with " a client"
4. Lead a class discussion following your report (at least 10 minutes)

III. Class Involvement:

Students are expected to actively participate in discussion groups by vocalizing questions, sharing insights, etc. Students will also participate in discussion forums on Blackboard. Students are expected to initiate electronic postings 5 times during the semester and comment 5 times on peer/colleague virtual postings. Following this protocol will accomplish the expected class involvement.

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

IV. 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
Culture Report	20%	As Assigned
Therapy Report	20%	As Assigned
Midterm Exam	20%	
Final Exam	20%	
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 25/27	Introduction, Contracting, Goal Setting, Biblical Basis, Terms/Definitions		Ch 1
Week 2	Sept 1/3	Family Development Developing a Therapeutic Relationship	Group Discussion #1	Ch 2
Week 3	Sept 8/10	Diversity in Family Functioning/ Library Day Sept 10		Ch 3
Week 4	Sept 15/17	Systemic Theory & Systemic Thinking	Group Discussion #2	Ch 4
Week 5	Sept 22/24	Origins & Growth of Family Therapy Assessment of Families		Ch 5
Week 6	Sept 29/Oct 1	Professional Issues and Ethics	Student Report Group Discussion #3	Ch 6
Week 7	Oct 6/8	Psychodynamic Models Transgenerational Models	Student Report	Ch 7 & 8
Week 8	Oct 13/15	Group Discussion #4	Mid Term Exam	
Week 9	Oct 20/22	Fall Break		
Week 10	Oct 27/29	Behavioral And Cognitive Behavior Models		Ch 12
Week 11	Nov 3/5	Therapists: Virginia Satir Structural Family Therapy	Group Discussion #5	Ch 10
Week 12	Nov 10/12	Solution Focused Therapy Narrative Therapy	Student Report	Ch 13 & 14
Week 13	Nov 17/19	Strategic Family Therapy Experiential Family Therapy	Group Discussion #6	Ch 9 & 11
Week 14	Nov 24/26	Thanksgiving Break		
Week 15	Dec 1/3	Population Based Family Treatments		Ch 15
Week 16	Dec 8/10	Spirituality Resiliency-Based Practice Framework		
Week 17	Dec 17	Exam Week/Evaluation		

Social Work Practice with Individual & Families
Client Family Assessment Embedded Learning Evaluation Rubric:

DOMAIN:	LEVEL	BASIC (1 pt)	COMPETENT (2 pts)	GOOD (3 pts)	Excellent (4 pts)
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 interviewee' responses in their evaluation of interpersonal relationship skills				

Selected Bibliography

- Augsburger, David. (2009) *Caring enough to confront: How to understand and express your deepest feelings toward others*. Ventura, CA: Regal Books.
- Bolton, Robert and Dorothy Grover Bolton. (2009). *Peoples styles at work...and beyond: making bad relationships good and good relationships better* (2nd ed.). New York: AMACOM.
- Brill, Naomi I. and Joanne Levine. (2005). *Working with people: The helping process*. (8th ed.). Boston: Pearson.
- Coleman, Jan. (2002) *After the Locusts: Restoring Ruined Dreams, Reclaiming Wasted Years*. Nashville: Broadman & Holman.
- Danowski, W.A. (2012) *In the field: A guide for the social work practicum*, (2nd ed). Upper Saddle River, NJ: Pearson.
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- Doka, Kenneth J., ed. (2002). *Disenfranchised grief: New directions, challenges and strategies For practice*. Champaign, IL: Research Press.
- Egan, G. (2010). *The skilled helper, 10th ed*. Belmont: CA: Brooks/Cole.
- Hanson, Adolf. (2004). *Responding to loss: A resource for caregivers*. Amityville, NY: Baywood Publishing Co., Inc.
- Hepworth, D.H., Rooney, R.H., Rooney, G.D. and Strom-Gottfried, K. (2013) *Direct social work practice: Theory and skills*. (9th ed.). Belmont, CA: Brooks Cole.
- Holloday, Tom. (2008). *The relationship principles of Jesus*. Grand Rapids, MI: Zondervan.
- Minuchin, Patricia. (2007). *Working with families of the poor*. New York: Guilford Press.
- Pachter, Barbara and Susan Magee. (2001). *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.
- Poulin, J.E. (2010). *Strengths-based generalist practice: A Collaborative approach*. Belmont, CA: Cengage
- Plionis, Elizabeth Moore. (2007). *Competency in generalist practice: A guide to theory and evidence-based decision making*. New York: Oxford University Press.
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Winek, Jon L. (2009). *Systemic family therapy: From theory to practice*. Appalachian State University: Sage Publications.

Wolfer, Terry A. and T. Laine Scales. (2006). *Decision cases for advanced social work practice: Thinking like a social worker*. Belmont, CA: Thomson Brooks/Cole.

Student Services

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Financial Aid	financialaid@nobts.edu	504.282.445 5 x3348	www.nobts.edu/financialaid
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Library	library@nobts.edu	504.816.801 8	www.nobts.edu/Library
Online library resources	library@nobts.edu	504.816.801 8	http://www.nobts.edu/research-links/default.html
Writing and Turabian style help	library@nobts.edu	504.816.801 8	http://www.nobts.edu/writing/default.html
Guest Housing (Providence Guest House)	ph@nobts.edu	504.282.445 5 x4455	www.provhouse.com

Student Counseling	lmccc@nobts.edu	504.816.800 4	www.nobts.edu/studentservices/counselingservices.html
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- LALINC for Louisiana students
- Florida Virtual Library (<http://www.flelibrary.org/>) for Florida students
- Interact with us online at –



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