



CCSW6363 Social Work Practice with Juvenile Delinquents
New Orleans Baptist Theological Seminary
Division of Church and Community Ministries

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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.

Core Value Focus

The seminary has five core values. The core value focus for 2014-2015 is Spiritual Vitality. This course supports the five core values of the seminary.

Doctrinal Integrity: Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. Our confessional commitments are outlined in the “Articles of Religious Belief” and the “Baptist Faith and Message 2000.”

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.

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

The seminary has seven curriculum competencies: Biblical Exposition, Christian Theological Heritage, Discipleship Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. This course addresses Interpersonal Skills, Servant Leadership and Spiritual and Character Formation.

Course Description

The nature, extent, and causation of juvenile delinquency are examined. The developmental tasks of adolescence are discussed in terms of the juvenile delinquent's achievements of these tasks. Family relationships of the delinquent are explored. Proposals are made to assist the church in organizing a network of church, court, and community relationships to aid in the reduction of delinquent behavior.

Student Learning Outcomes

Providing moral leadership and guidance to individuals, families and groups affected by juvenile delinquency requires a thorough understanding of what juvenile delinquency is, how it develops, why it occurs and how it might be prevented. Students, at the completion of this course, should be able to:

1. Define juvenile delinquency from a variety of theoretical perspectives;
2. Describe the etiology of juvenile delinquency from multiple theoretical perspectives;
3. Critically evaluate a variety of theoretical perspectives of juvenile delinquency;
4. Construct a personal theory of juvenile delinquency accounting for social, community and environmental influences;
5. Propose innovative solutions for prevention and intervention that might serve to prevent a lifelong career pattern of crime;
6. Describe the juvenile justice system and how it operates and
7. Discriminate between mainstream values, minority values and Christocentric values.

Required Readings

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

Siegel, L.J. and Welsh, B.C. (2014). *Juvenile Delinquency: Theory, Practice and Law, 12th ed.* Stamford, CT: Wadsworth Cengage.

Anderson, E. (1999). *Code of the Street: Decency, Violence, and the Moral Life of the Inner City.* New York: W.W. Norton.

Loeber, R., Farrington, D.P. and Petechuk, D. (2013). *Bulletin 1: From juvenile delinquency to young adult offending.* (Study Group on the Transitions between Juvenile Delinquency and Adult Crime). NCJ 242931.

Piquero, A.R., Hawkins, J.D., Kazemian, L. and Petechuk, D. (2013). *Bulletin 2: Criminal career paths.* (Study Group on the Transitions between Juvenile Delinquency and Adult Crime). NCJ 242932.

Thornberry, T.P., Giordano, P.C., Uggen, C., Matsuda, M., Masten, A.S., Bulten, E. Donker, A.G. and Petechuk, D. (2013). *Bulletin 3: Explanations for Offending.* (Study Group on the Transitions between Juvenile Delinquency and Adult Crime). NCJ 242933.

Hoge, R.D., Vincent, G. and Guy, L. *Bulletin 4: Prediction and Risk/Needs Assessment*. (Study Group on the Transitions between Juvenile Delinquency and Adult Crime). NCJ 242934.

Welsh, B.C., Lipsey, M.W., Rivara, F.P., Hawkins, J.D., Aos, S., Peel, M.E. and Petechuk, D. (2013). *Bulletin 6: Changing lives: Prevention and intervention to reduce serious offending*. (Study Group on the Transitions between Juvenile Delinquency and Adult Crime). NCJ 242936.

Supplemental Texts

Agnew, R. and Brezina, T. (2011). *Juvenile delinquency: Causes and control, 4th ed.* New York: Oxford University Press.

Alexander, M. (2012). *The new Jim Crow: Mass incarceration in an age of colorblindness*. New York: The New Press.

Coutoure, P.D. (2000). *Seeing children, seeing God: A practical theology of children and poverty*. Nashville: Abingdon Press.

Garland, D. (1996). *Precious in His sight: A guide to child advocacy, 2nd ed.* Birmingham, AL: New Hope.

National Association of Social Workers. (2010). *The juvenile justice system*. Washington, DC: NASW Press.

Siegel, L.J. and Welsh, B.C. (2014). *Juvenile delinquency: The core, 5th ed.* Belmont, CA: Wadsworth.

Shoemaker, D.J. (2010). *Theories of delinquency: An examination of explanations of delinquent behavior, 6th Edition*. New York: Oxford University Press.

Van Pelt, R. and Hancock, J. (2005). *The youth worker's guide to helping teenagers in crisis*. Grand Rapids, MI: Zondervan.

Course Teaching Methodology

Lecture, discussion, guest speakers, videos and case studies will be used in this in-class course.

Assignments and Evaluation Criteria

1. Participate in all class discussions and meetings. Students are expected to be present, prepared by having completed class assignments and to contribute to the conversations by drawing upon assignments to create lively interaction based upon advance preparation. Daily participation will be assessed with a zero for no participation, a 1 for moderate participation (one or two comments/questions/insights) and a 2 for significant contribution (three or more comments/questions/insights) to the class discussion and will result in 10% of the student's grade for the class.

2. Class participation depends upon preparation and thus students must read the assigned texts and additional class material in advance of class so as to be prepared to discuss material in class; a lack of preparation will show and will result in less participation and a lower participation score.
3. Synthesis Paper (worth 30% of the student's grade for the class, due June 12, 5 PM).
 - Each student will complete a 10 page paper drawing upon assigned reading material which synthesizes the readings, class discussion, students' original thinking about the material and which draws upon a Christian worldview as informed by Scripture.
 - The paper is to be formatted in the Turabian style. Papers should be typed, double-spaced with 12 point type. The body of the paper should be 10 pages in length exclusive of bibliography.
 - Ten sources are required for the paper, this may include assigned reading but must also draw from outside sources.
 - Papers will be graded on content, organization, and form. The paper will be graded as follows:

Title Page/Table of Contents/Introduction	5 points
Appropriate citation of 10 sources minimum	5 points
Correct grammar and spelling	5 points
Paper turned in before completion of final class	5 points
Paper restates materials studied, draws upon new sources and shows understanding of topic	20 points
Paper addresses both theoretical and cultural causal factors of juvenile delinquency	20 points
Paper discusses causes, prevention and interventions in the field of juvenile delinquency	20 points
Paper integrates Scripture and a Christian worldview	20 points
TOTAL	100 points

4. A five page application project report that requires interacting with the juvenile justice system in your area, learning firsthand about the experience and then reporting your experience in a five page report. Student will choose one of the following options and will base the report on what was learned during the experience:
 - Visit juvenile court and write about the experience
 - Interview a juvenile justice professional about their views of the system
 - Research juvenile services available in your community
 - Interview a family who has been through the juvenile justice system

This will be completed ***before the class begins*** as the short format of the workshop will prevent this from happening during the scheduled class session. It will be turned in during the first class session. This paper is designed to be less academic and more

experiential and is worth 30% of the grade for the class. The paper will be graded as follows:

Grammar and Spelling	10%
Turned in during first class session	10%
Shows evidence of interacting with the juvenile justice system	20%
Reflects the students thoughts about the experience	20%
Reflects the student's emotional reaction to the experience	20%
Discusses the experience through a Biblical and Christian lens	20%
<i>TOTAL</i>	<i>100%</i>

- The final exam is worth 30% of the final grade, will be essay style and will draw upon readings and notes to assess your understanding of reading and class materials.

The course will be graded as follows:

Class discussion	10%
Synthesis Paper	30%
Final Exam	30%
Application Project and 5 page report	30%

Course Policies

Absences and Late Assignments

In accordance with seminary policy, a student will automatically fail the course if he or she incurs three absences. The student handbook should be consulted regarding further information about seminary policies for absences. Late assignments automatically will be penalized a letter grade and may receive additional penalties depending on the amount of time the assignment is late.

Emergency Plan

In the event of a hurricane or other emergency, go to the seminary website 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.

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.

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.

<u>Unit</u>	<u>Course Schedule</u> <u>Topics Covered</u>	<u>Assignment for Next Class</u>
Unit 1: Introduction	Objectives Review Syllabus Class Introductions Normalcy vs. Delinquency	Seigel/Welsh (S&G) Cha. 1 Anderson: Intro & Cha. 1 Bulletin 1: <i>From Juvenile to Young Adult Offending</i>
Unit 2	Childhood & Delinquency Street v. Decent Values Criminal Pathways	S&G Cha. 2 Anderson Cha. 2 Bulletin 2: <i>Criminal Career Pathways</i>
Unit 3	Trends in Crime & Delinquency Gaining Respect on the Street	S&G Cha. 3 Anderson Cha. 3 Bulletin 3: <i>Explanations for Offending</i>
Unit 4	Individual Views of Delinquency Drugs, Violence, Street Crime	S&G Cha. 4 Anderson Cha. 4 Bulletin 4: <i>Prediction & Risk/Needs Assessment</i>
Unit 5	Social Views of Delinquency Street Relationships	S&G Cha. 5 Anderson Cha. 5 Bulletin 5: <i>Young Offenders & and Effective Response</i>
Unit 6	Reaction & Conflict Theories Fatherhood's Role	S&G Cha. 6 Anderson Cha. 6 Bulletin 6: <i>Changing Lives: Prevention and Intervention</i>
Unit 7	Developmental Theories The Role of the Grandmother	S&G Chas. 7-8 Anderson Cha. 7

Prevention and Intervention

Unit 8	Gender Issues in Delinquency The Family & Delinquency Child Protective Services	S&G Chas. 9-10 Anderson: Conclusion
Unit 9	Impact of Peers on Delinquency Schools & Delinquency	S&G Chas. 11-12
Unit 10	Drug Use & Delinquency Applying Social & Developmental Perspectives to Prevention	S&G Chas. 13-14
Unit 11	Juvenile Justice System in History The Police & the Justice System	S&G Chas. 15-16
Unit 12	Juvenile Court Juvenile Corrections System	S&G Cha. 17
Unit 13	International Views on Juvenile Justice	Readings as Assigned
Unit 14	Christian Perspectives regarding Delinquency & Prevention	

Class Schedule

Monday, May 25, 2015	1-4 PM; 6-9 PM
Tuesday, May 26, 2015	8-11 AM; 1-4 PM
Wednesday, May 27, 2015	8-11 AM; 1-4 PM
Thursday, May 28, 2015	8-11 AM; 1-4 PM
Friday, May 29, 2015	8-21 AM

Monday, May 25, 2015—Class Introductions, Syllabus, Class Overview, Units 1-3

Tuesday, May 26, 2015—Units 4-6

Wednesday, May 27, 2015—Units 7-9

Thursday, May 28, 2015—Units 10-12

Friday, May 29, 2015—Units 13 and 14

Professor reserves the right to alter schedule as required by time constraints of class schedule.

Note from the Professor

I will be available to meet with students individually throughout the workshop. Students can contact me by email: kbrown@nobts.edu or by phone, 504-282-4455, ext. 8305. I am available at breakfast or lunchtimes by appointment as well as after class.

Selected Bibliography

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- Howell, J.D., Feld, B.C., Mears, D.P., Farrington, D.P., Loeber, R. and Petechuk, D. (2013). *Bulletin 5: Young offenders and an effective response in the juvenile and adult justice systems: What happens, what should happen, and what we need to know*. (Study Group on the Transitions between Juvenile Delinquency and Adult Crime). NCJ 242935.
- Huckabee, M. and Grant, G. (1998). *Kids who kill: Confronting our culture of violence*. Nashville: Broadman and Holman.
- Humes, E. (1996). *No matter how loud I shout: A year in the life of juvenile court*. New York: Touchstone.

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