



Essentials of Helping

CCSW 6370

New Orleans Baptist Theological Seminary

Church Community Ministries Division

July 2015 Workshop

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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.

Purpose of the Course

The purpose of this course is to equip students in their ministries to assist persons to address problems encountered in living.

Core Value Focus

The course will emphasize the seminary's current core value focus assigned annually by the Administrative Council. For the 2014-2015 academic year, the core value is spiritual vitality.

The core values of New Orleans Baptist Theological Seminary are:

Doctrinal Integrity – Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. The doctrinal statements used in our evaluations are our Articles of Religious Belief and the Baptist Faith and Message Statement.

Spiritual Vitality – We are a worshiping community, with both personal spirituality and gathering together as a Seminary 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

This course will address the following curriculum competencies:

1. *Biblical exposition*: Students will formulate a biblical foundation for helping.
2. *Interpersonal relationships*: Course will address this competency by providing opportunities for the student to practice listening skills, assertion skills, conflict resolution skills, collaborative problem solving skills and skill selection.
3. *Disciple making*: The course will provide opportunities for students to demonstrate that they value the practice of ministry skills.
4. *Spiritual and character formation*: Students will evaluate their readiness to help persons effectively.

Course Description

This course provides an overview of the helping process including a biblical and a historical foundation for helping and essential skills for helping. In addition, philosophy and values and ethics related to helping are explored. Personal issues, including time management, stress, accountability, and healthy relationships will be examined to determine readiness to help.

Student Learning Outcomes

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

1. Formulate a biblical foundation for helping
2. Explore attitude and beliefs about helping
3. Practice particular skills in the helping process

Required Readings

The following texts are required reading and are to be read in their entirety.

Required Texts

Joanne Levine. *Working with People: The Helping Process*, 9th ed. Boston: Pearson, 2005.

Keith-Lucas, Alan. *Giving and Taking Help*, rev. ed. St. Davids, PA: The North American Association of Christians in Social Work, 1994.

Course Teaching Methodology

Units of Study

- Unit 1: Introduction
- Unit 2: Foundations for Helping
- Unit 3: Jesus: Our Model for Helping
- Unit 4: Understanding Ourselves as Helpers
- Unit 5: Diversity and Values
- Unit 6: Skills of Helping- Communication
- Unit 7: Skills of Helping- The Helping Relationship
- Unit 8: Skills of Helping- Problem Solving
- Unit 9: Techniques for Helping
- Unit 10: Techniques for Helping
- Unit 11: Working with Groups
- Unit 12: Helping in Different Context
- Unit 13: Helping in Ministry
- Unit 14: Conclusion

Teaching Method. This course will utilize PowerPoint presentations, discussion boards, and journaling.

Assignments and Evaluation Criteria

I. Unit Assignments

All readings are to be complete in preparation for that day's class. To be prepared for class on July 27, the first day, one must have already purchased the texts and have completed several chapters of reading in order to be prepared for class discussions.

Online Journal: The topics students are asked to write about in their journals often require them to share information about themselves. For this reason, journal entries will be read by the professors and teaching assistants and treated confidentially. However, Information and Technology Center personnel at NOBTS will have access to the Blackboard course and will, in times of need, login to the course to address any problems that might occur that hinder the professors and the students from effectively engaging in online learning.

II. Ethnic Group Presentation (This Pre-Assignment Requires Advance Preparation)

Students will select an ethnic group for the focus of the presentation. Students will study the history and culture of the group with particular emphasis on group preferences for giving and receiving help. Students should include in their presentations how they can prepare to work with and minister to the chosen groups. The presentation should be 15-20 minutes long. A bibliography of at least 12 sources must be submitted upon completion of the presentation.

The presentation will be made in class on 7/29/15.

III. “My Attitudes and Beliefs about Helping” Paper

The paper should be 6-8 pages, typed, double-spaced. In this paper, the student should:

- a) explore his/her views about helping, attitudes toward helping, and Biblical/theological basis for helping;
- b) assess personal and professional experiences of helping, including mentors for helping, education, and resources for helping;
- and c) make recommendations for strengthening future helping relationships.

The paper is due on 8/14/15, 11:59 p.m. (CST). The grade for late submissions will be reduced by 10 points per day. No papers will be accepted after 8/21/15, 11:59 p.m. (CST) unless late submission is approved by the professor for emergency circumstances.

IV. Exam – The final exam will be available at 1 p.m. on 7/31/15 and will be due on 8/7/15 at 11:59 p.m. (CST).

Course Evaluation

Assignment	Percentage of Grade	Due Date
Blackboard Journal	25%	Upon completion of unit.
Ethnic Group Presentation	25%	7/29/15
Helping Paper	25%	8/14/15, 11:59 p.m. (CST)
Final Exam	25%	8/7/15, 11:59 p.m. (CST)

Course Policies

Academic Policies

Academic policies related to absences, examinations, and other topics can be found in the *New Orleans Baptist Theological Seminary Academic Catalog 2014-2015*.

Policy Regarding Assignments

All assignments should be submitted through Blackboard unless otherwise instructed.

Academic Honesty Policy

All NOBTS students are expected to adhere to the highest Christian standards of honesty and integrity in completing all assignments and exams for online courses. The Scriptures provide this standard where the Apostles states “Whatever you do, work heartily, as for the Lord and not for men, know that from the Lord you will receive the inheritance as your reward. You are serving the Lord Christ. For the wrongdoer will be paid back for the wrong he has done, and there is no partiality.” (Colossians 3:23-25) This standard applies whether a student is taking tests or quizzes, writing papers, completing Discussion Boards, or any other course requirement.

Seminary Policy on Plagiarism

Plagiarism (papers, projects, or any other assignment prepared outside of class) shall include the following:

- Omitting quotation marks or other conventional markings around material quoted from any printed electronic source.
- Paraphrasing a specific passage from a specific source without properly referencing the source.
- Replicating another student’s work or parts thereof and submitting it as an original.
- Plagiarism includes the taking ideas as well as direct quotes from any source other than the student himself. ALL such material must be documented with footnotes and a bibliography entry. Failure to do so is copyright infringement and a punishable offense according to the Student Handbook and Catalog policies.

The “Guidelines for Writing and Formatting Research Papers” and a “Turabian Style Guide” are designed to aid the student in making proper footnotes and composing a bibliography for written projects.

Instructor Response Time

The instructor will endeavor to answer email in a timely manner and will also return graded assignments in a timely manner. If the student fails to receive an answer to email or have assignments returned in a timely manner, the student should attempt to discuss the matter with the instructor first. However, if the student fails to receive a satisfactory response from the instructor, then the student should contact the office of the Associate Dean of Online Learning (cprice@nobts.edu; 1-800-662-8701, ext. 8064) for further assistance.

Grading Policies

The grading scale will follow that of the seminary catalog.

Blackboard

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

Netiquette Statement of Appropriate Online Behavior

Each student is expected to demonstrate appropriate Christian behavior when working online on the Discussion Board or other group interaction projects. 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

Unit	Dates	Preparatory Assignments
Unit 1: Introduction Objectives -Introductions -Review Syllabus -Assess current understanding of “helping”	Monday, 7/27	
Unit 2: Foundations for Helping Objectives -Define Helping -Review the history of helping professions	Monday, 7/27	Working with People – Ch. 1 Giving and Taking Help – Ch. 1 Complete Blackboard Journal.
Unit 3: Jesus: Our Model for Helping Objectives -Develop an understanding of oneself as a helper -Establish the importance of self-awareness and self-care.	Monday, 7/27	Working with People – Ch. 2, 12 Giving and Taking Help – Ch. 6 Complete Blackboard Journal.
Unit 4: Understanding Ourselves as Helpers -Understand how the human mind develops and functions -Examine different therapies and the theories behind them -Explore spiritual beliefs and how they influence your philosophy of helping	Tuesday, 7/28	Working with People – Ch. 3 Complete Blackboard Journal.
Unit 5: Diversity and Values -Define Systems Theory and apply it to the local church -Understand the value systems that influence helping professionals	Tuesday, 7/28	Working with People – Ch. 4 Giving and Taking Help – Ch. 9 Complete Blackboard Journal.
Unit 6: Skills of Helping -Identify methods of communication -Examine communication problems and probable solutions	Tuesday, 7/28	Working with People – Ch. 5 Complete Blackboard Journal.
Unit 7: Skills of Helping -Define a helping relationship -Examine oneself as a helper	Wednesday, 7/29	Working with People – Ch. 6 Giving and Taking Help - Ch. 4 Complete Blackboard Journal.
Unit 8: Skills of Helping Objectives -Identify the problem solving process -Explain how to use that process in the helping relationship	Wednesday, 7/29	Working with People – Ch. 7 Complete Blackboard Journal.
Ethnic Group Presentations	7/29	

Unit	Dates	Reading
Unit 9: Techniques for Helping -Develop an eclectic approach appropriate for ministry in the local church. -Identify the factors of helping.	Wednesday, 7/29	Working with People – Ch. 8 Giving and Taking Help – Ch. 5 Complete Blackboard Journal.
Unit 10: Techniques for Helping -Examine the various skills and techniques of helping. -Apply these skills to relationships in your ministry context	Thursday, 7/30	Working with People – Ch. 9 Giving and Taking Help – Ch. 7 Complete Blackboard Journal.
Unit 11: Working with Groups -Apply the helping process and methods discussed to group work -Examine group work in the context of the work place	Thursday, 7/30	Working with People – Ch. 10 Giving and Taking Help – pg. 152-157 Complete Blackboard Journal.
Unit 12: Helping in Different Context -Identify the different populations encountered in different ministry contexts -Apply the helping process and methods discussed to working with different populations	Thursday, 7/30	Working with People – Ch. 11 Giving and Taking Help – Ch. 2 Complete Blackboard Journal.

Unit 13: Helping in Ministry -Apply the helping process and methods discussed to working in Christian settings.	Friday, 7/31	Giving and Taking Help – Ch. 8, 10 Complete Blackboard Journal.
Unit 14: Conclusion/Review	Friday, 7/30	
Final Exam	Open 7/31/15, 1 p.m. (CST) Due 8/7/15 11:59 p.m. (CST)	

Class Meeting Dates and Times

The class will meet 1:00 PM to 9:00 PM on 7/27, 8:00 AM to 4:00 PM on July 28, 29 and 30 and from 8:00 AM until 12:00 PM on July 31.

Selected Bibliography

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CRITERIA FOR EVALUATING HELPING PAPER

Criteria	Levels of Achievement		
	Unsatisfactory	Satisfactory	Exemplary
	0-2 points	3-4 points	5 points
Title Page/Table of Contents/Introduction/Length	None of the elements or elements not used according to Turabian, paper too short	All of the elements but not using correct Turabian style paper less than reqd length	All elements included, proper use of Turabian, paper is required length
	0-2 points	3-4 points	5 points
Appropriate Citation of 10 Sources	Failure to cite sources and/or sources fewer than 10	Improper uses of sources; use of Wikipedia or other weak citation sources	10 solid sources; proper Turabian citations, footnotes and bibliography
	0-2 points	3-4 points	5 points
Correct Grammar and Spelling	10 or more misspellings or grammar errors; clear failure to proofread	4-10 misspellings or grammar errors; minimal proofreading	Fewer than 4 spelling or grammar errors; clear evidence of proofreading
	0-2 points	3-4 points	5 points
Timeliness of Submission	Paper submitted 2 days late, further loss of 10 points per day after day 3	Paper submitted after time for submission and up to 24 hours late	Paper submitted on or before the due date and time
	0-10 points	11-14 points	15-20 points
Explores Personal Helping Attitudes & Beliefs re: Helping in a Personal & Professional Context	Lack of exploration of personal attitudes & beliefs, student chooses to present material without evidence of personal risk, paper reads like a rehash of class material	Superficial exploration of personal attitudes & beliefs regarding helping process; gives pat answers that show lack of willingness to challenge personal convictions	Shows vulnerability, is willing to take personal risk in sharing past & present attitudes & beliefs even when they run contrary to readings and class content
	0-10 points	11-14 points	15-20 points
Personal Assessment of Attitudes & Beliefs about Helping	Failure to critically evaluate personal strengths & weaknesses re: past & present helping relationships	Superficial appraisal of personal strengths & weakness re: past & present helping relationships	Willingness to honestly asses both personal strengths & weaknesses re: past & present helping relationships
	0-14 points	15-29 points	30-40 points
Integrates Scripture & a Theological Worldview	A few, random Scripture verses used to justify points and/or long blocks of Scripture used to elongate the paper	Appropriate usage of Scripture & some understanding of how a Christian worldview might inform helping relationships	Solid use of Scripture to bolster points; inclusion of a Christian philosophical perspective to shape the paper's fundamental direction

CRITERIA FOR EVALUATION OF PRESENTATIONS

I. Organization

- a. Introduction – helps listener know focus of presentation
- b. Main points are clear
- c. Presentation logically structured
- d. Transitions between sections smooth

II. Content

- a. Mastery of the material
- b. Well researched
- c. Clear explanation of concepts and terms
- d. Illustrations/Examples helpful

III. Communication Skills

- a. Confident, at ease, professional
- b. Interesting and engaging manner
- c. Appropriate reliance on notes
- d. Gestures/Expressions (e.g. “um” or “ah”) not distracting

IV. Visual Aids

- a. Easy to understand
- b. Appropriate for presentation
- c. Original/creative
- d. Effective use of visual aids

V. Conclusion

- a. Summary of key points
- b. Clear and concise
- c. Recommendations/suggestions
- d. Strong conclusion