



CCSW8305 Essential Grief Ministry Skills

2020 Fall Trimester

Division of Church and Community Ministries

September 15-16

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Institutional Mission Statement

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

Purpose of the Seminar

This seminar is designed to survey major ministerial skills needed by the minister/educator when ministering to grievers across the life span. Special attention will be given to self-evaluation of present skills and to the enhancement and development of skills in this specific area. Proper ministerial response to a wide variety of grief topics and situations will be explored.

Core Value Focus

The course will emphasize the seminary's current core value focus assigned annually by the President and his Cabinet. This year's core value focus is Mission Focus.

Curriculum Competencies Addressed

This course will address the following curriculum competencies:

1. Biblical exposition: Devotionals illustrating spiritual comfort for grievers will be presented.
2. Effective servant leadership: Texts, group work, and speakers will address this competency.
3. Interpersonal relationships: This competency will be addressed by guest speakers and as students relate to grievers.
4. Disciple making: Student project presentations and class speakers will offer opportunities to become more effective in disciple making.
5. Spiritual and character formation: Reflection on assignments in the class setting will address this competency.

Course Description

The focus of this seminar is on death, loss, and grief throughout the life span. Attention will be given to basic therapeutic interventions that can be useful in assisting individuals and groups through a wide variety of loss experiences such as illness, divorce, unemployment, relocation, infertility, death, purpose, and loss of dreams. The role of the counselor/minister in the helping relationship will be explored.

Student Learning Outcomes

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

1. Share grief and loss experienced in his/her own life.
2. Assess his/her readiness to minister to persons in various grief experiences across the life span.
3. Become acquainted with resources related to death, loss, and grief
4. Gain understanding regarding the impact of loss upon a family.
5. Apply listening skills effectively to grievers.

Teaching/Leaning Methods

Students will gain information and develop skills using lecture, guest speakers, role playing, and small group interaction.

Required Texts

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

Doka, Kenneth J. and Martin L. Terry. *Grieving Beyond Gender*. New York: Routledge, 2010.

Kelley, Melissa M. *Grief: Contemporary Theory and the Practice of Ministries*. Minneapolis, MN: Fortress Press, 2010.

Lewis, C.S. *A Grief Observed*. San Francisco: HarperSanFrancisco, 2001.

Rando, Therese A. *Grief, Dying, and Death: Clinical Interventions for Caregivers*. Champaign, IL: Research Press, 1984.

Worden, J. William. *Grief Counseling and Grief Therapy*, 5th ed. New York: Springer Publishing Co, LLC, 2018.

Assignments and Evaluation

Criteria

- Unless otherwise noted, all assignments are to be created in Turabian format.
- All papers must be written in third person unless otherwise instructed.
- All assignments should be created in 12 point, Times New Roman font.
- All assignments should be submitted on Blackboard.

Required Assignment Summary—100 points

<u>Assignment</u>	<u>Percentage</u>	<u>Due Date</u>
Book Critiques	20%	September 15, 2020
Seminar Involvement	20%	

Personal Grief Experience	20%	September 15, 2020
Reaction Paper (<i>A Grief Observed</i>)	15%	September 15, 2020
Integration Project	25%	
2-page summary		September 15, 2020
Project report		September 30, 2020

Pre-Seminar Assignments

1. Book Critiques

Each student will read the 5 required texts. Each student is to prepare a 4-page critique of the following *four* texts:

Doka, Kenneth J. and Martin L. Terry. *Grieving Beyond Gender*. New York: Routledge, 2010.

Kelley, Melissa M. *Grief: Contemporary Theory and the Practice of Ministries*. Minneapolis, MN: Fortress Press, 2010.

Rando, Therese A. *Grief, Dying, and Death: Clinical Interventions for Caregivers*. Champaign, IL: Research Press, 1984.

Worden, J. William. *Grief Counseling and Grief Therapy*. New York: Springer Publishing Co, LLC, 2018.

Note each book's strengths and weaknesses, noting areas of personal agreement or disagreement. Each student should emphasize application of the ideas presented to his or her personal ministry situation. **Due at first seminar meeting.**

2. Personal Grief Experience Paper

Each student will analyze and present a personal grief experience integrating grief theory and readings with his or her personal experience. The paper is to be typed, Turabian style. Recommended length is 8-10 pages, double spaced with a minimum of 15 resources. Paper will be presented as scheduled during the seminar. See page 15 for grading rubric. **Due at first seminar meeting.**

Rubric for Personal Grief Experience Paper

Personal Grief Experience Presented	
Grief Theory Integrated	25 points
Readings from Texts Reflected	25 points
Adequate Explanation of Experience	10 points
Feelings and Thinking Integrated	10 points

Appropriate Resources	10 points
Adequate Number of Resources (15)	5 points
Resources Appropriate for Experience	5 points
Conclusion	5 points
Personal Reflections	5 points

3. Reaction Paper on *A Grief Observed* / *Shadowlands*

Each person is to read *A Grief Observed* and watch the video, *Shadowlands*. Type a paper, 3-5 pages expressing your reactions to both. **Due the first seminar meeting.** Papers will be discussed in seminar as scheduled. Questions to answer:

- a. What feelings did you experience? 20 points
- b. What were your thoughts? 20 points
- c. Could you have walked through the experience with any one of the persons? 20 points
- d. Explain which one you would help and why. 20 points
- e. How would you help? 20 points

4. Integration Project

Pre-Seminar Portion

- a. During this seminar, each participant will submit a two-page summary of the proposed plan. The proposal should include anticipated content as well as a potential delivery system. Secondary adjustments will be negotiated between the student and professor during on-campus time of the seminar. *This initial two-page summary is due on the first day of the seminar meeting.*

Post-seminar Portion

- b. Each student will develop a plan for a seminar or conference to address grief awareness in his or her place of ministry appropriate for a specific age group. The content of the seminar, the presentations and discussions during the sessions should be reflected in this seminar integration project. The report should include background information regarding the church, a biblical basis for the plan, goals and objectives, methodology, detailed plans, and at least two evaluation procedures to evaluate knowledge and skills of the student in grief ministry. *This Post Seminar Assignment is due September 30, 2020.*
- c. This Integration Project will be graded by the Writing Assessment Coordinator for Turabian 8th edition form and style. The Integration Project must include: (1) A Cover Page, (2) Section headings, not chapter headings, (3) Footnotes for any referenced quotes/materials and (4) Pagination according to Turabian, and (5) Bibliography. The Integration Project is to be double-spaced.

Grading Rubric for Post Seminar Assignment

Item	Points Earned
Background Information (20 points) <ul style="list-style-type: none">• Clear presentation of background: 10• Well organized: 5• Outline of subjects to be covered: 5	0-20
Biblical Basis (20 points) <ul style="list-style-type: none">• Biblical references used that relate to comfort for the griever (at least 20 references).	0-20
Goals and Objectives (10 points) <ul style="list-style-type: none">• Goals clearly stated (at least 3)	0-10
Methodology (20 points) <ul style="list-style-type: none">• Various methods utilized (at least 3): 10• Methodologies clearly stated: 10	0-20
Detailed Plans (40 points) <ul style="list-style-type: none">• Seminar paper according to outline: 10• Seminar paper covered subjects adequately: 20• Report begins, flows, and ends effectively: 5• Report is virtually free of error in grammar, punctuation, word choice, spelling, format, and Turabian style issues. Paragraphs well structured: 5	0-40
Clear Conclusions (10 points) <ul style="list-style-type: none">• Concise conclusion including personal assessment of value of the project to the church: 5• 2 Evaluation Procedures: 5	0-10

Course Policies, Academic Conduct, and Professional Conduct

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

Academic policies relating to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: [New Orleans Baptist Theological Seminary Academic Catalog](#).

Classroom Parameters

Please arrive on time.
Turn off cell phones. Utilize laptops and other technology for class purposes only.
Respect the professor and other members of the class.

Maintain confidentiality when someone shares personal information.
Participate in class and group discussions.

Classroom Participation/Active Dialogue

Student participation is expected. Class interaction is an important and valuable aspect of the learning environment where we can experience the truth of the Great Commandment by truly knowing one another.

Disabilities and Accommodations

New Orleans Baptist Theological Seminary does not discriminate against applicants/ students on the basis of personal disabilities. The Seminary, in voluntary compliance with the American Disabilities Act, will provide reasonable institutional accommodations, modifications, and adjustments to enable and empower students with disabilities to participate in Seminary programs and activities to the fullest extent possible. However, NOBTS cannot support accommodations that place undue hardship on the Seminary or its resources or which alter the essential requirements of curriculum and academic progress. While the seminary does not provide direct assistance to students in the form of equipment or personnel, accommodations may be made by individual professors at their discretion. These accommodations usually take the form of early access to lecture materials in electronic format and additional time to complete tests and assignments. The most efficient way to pursue such accommodations is to provide the Director of Testing and Counseling (Dr. Jeff Nave, jnave@nobts.edu, 504-282-4455 ext. 8004) with documentation of the condition for which you seek accommodation, an explanation of helpful accommodations received in the past, and a description of the specific accommodations you desire. The Director of Testing and Counseling will document your request and communicate on your behalf with the professors who teach the course(s) for which you are registered. The seminary reserves the right to consider each request for “special” accommodations on a case by case basis pursuant to the criteria enumerated above.

Diversity

The Counseling Program at NOBTS affirms the Christian doctrinal position that God created man in His own image, and that Christ died for man; therefore, every person of every race possesses full dignity and is worthy of respect and Christian love. We believe the counseling profession affords our students and graduates the opportunity to be “salt and light” (Matthew 5:13-16) whatever their places of service, and that a robust appreciation for and sensitivity to human diversity is key to that end. Further, a learning environment diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. Students and faculty benefit from diversity. The quality of learning, research, scholarship, and creative activities are enhanced by a climate of inclusion, understanding, and appreciation of the full range of human experience. We are committed to nurturing and training a diverse student body in an atmosphere of mutual respect and appreciation of differences. As a result, the counseling program is committed to diversity and equal opportunity and recognizes that it must represent the diversity inherent in American society, reflected in our local community, and aligned with the core values of the NOBTS community.

Emergencies:

In cases of emergency, such as hurricanes, disease outbreaks, or other disasters, go to the seminary website (www.nobts.edu) for information. The seminary administration will post information, such as the nature of the emergency, instructions for response, and evacuation and return dates. Please check Blackboard for information specific to this course. Because Blackboard

is available, the course will continue even if the main campus is closed. Please consider registering for the seminary's priority text messaging service through [SelfServe](#). This service is used only in emergencies, and will allow the seminary to deliver urgent information to you as needed.

Extra Credit

No extra credit is available in this course.

Netiquette

Netiquette refers to appropriate online behavior in Blackboard or other online discussions. 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.

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

Policy for Graduating Seniors

Graduating Seniors are responsible for alerting the professor of your intention to graduate. All of your assignments must be completed by noon (12:00 PM) on the Wednesday prior to commencement exercises.

Professor's Policy on Late Assignments

All work is due on the assigned date in the syllabus. The grade for late assignments will automatically be reduced by one letter grade per week late.

Professional Conduct

Students are expected to adhere to the appropriate code of ethic for their particular program. Any behavior deemed unethical will be grounds for dismissal from the program.

Professor's Availability and Assignment Feedback

The student may contact the professor at any time using the email address provided in the course syllabus. The professor will make every effort to return answers to emailed questions within a 24-hour period. Assignments requiring grading will be returned to the student within a reasonable timeframe. Student feedback on graded assignments will be provided through the grading rubric or assignment comments located in the course's Blackboard shell or in written form. The student will find comments in the grading rubric, as well as on graded paper assignments. The student may also email the course grader with questions regarding grading.

Reading Assignments

Students are responsible for completing all reading assignments.

Technical Assistance

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)

2. BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
3. ITCSupport@nobts.edu - Email for general technical questions/support requests.
4. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

Writing Center

NOBTS has adopted a Quality Enhancement Plan to improve English writing at the graduate level. As part of this effort, NOBTS has established a writing center located in the Hardin Student Center (290B). Visit the official [NOBTS Writing Center](#) online help site for writing academic papers and essays. You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for Turabian and APA style helps and guidelines. You will also find language fonts for Greek and Hebrew.

More information about how to set up an appointment for writing assistance is available on the writing center page.

Writing Style

All papers must conform to Turabian style as detailed in the NOBTS/Leavell College [Manual of Form and Style](#). The NOBTS Professional Doctoral office also maintains an excellent [Resources](#) page with Turabian helps.

Seminar Schedule

The seminar meets in the ProDoc classroom in the Perry Sanders Building just to the west of Leavell Chapel.

Tuesday, Sep 15

8:00-11:45	Devotion, Introduction, Goal Setting, and Biblical/Theological Background Book Critiques
11:45-1:00	Lunch
1:00-4:00	Discussion of Grief Observed Papers Personal Grief Experiences

Wednesday, Sep 16

8:00-11:45	Devotion and Review Personal Grief Experiences
11:45-1:00	Lunch
1:00-4:00	Personal Grief Experiences Conclusion, Evaluation, Discussions of Post Seminar Assignment

Schedule may be altered depending on enrollment.

Selected Bibliography

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- Angel, Marc D. *The Orphaned Adult: Confronting the Death of a Parent*. New York: Insight Books, Human Services Press, Inc., 1987.
- Baumgardner, Barbara. *A Passage Through Grief*. Nashville: Broadman and Holman, 2002.
- Becvar, Dorothy Stroh. *In the Presence of Grief: Helping Family Members Resolve Death, Dying, and Bereavement Issues*. New York: Guilford Press, 2001.
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- Fisher, Dr. Bruce. *Rebuilding: When Your Relationship Ends*. San Luis, CA: Impact Publishers, 1996.
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Zotovich, Katherine Dorn. *Good Grief for Kids: A Journal to Help Children Cope with Their Grief During Times of Loss*. Los Osos, CA: Journal Keepers, 2000.

Video recordings

A guide to the grief journey [videorecording] / [hosted by] Darcie Sims and Alan Pederson. 2012

Helping those in grief, crisis and trauma [video recording] / H. Norman Wright. 2011