



CCSW8304 Ministering to Persons in Crisis
New Orleans Baptist Theological Seminary
Division of Church Community Ministries
April 7-9, 2020 T 1-9 p.m. W/Th 8-4 p.m. CST
New Orleans and Nashville

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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.

Our Core Values

The seminary has five core values. 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.

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

Curriculum Competencies

NOBTS faculty members realize that all ministers need to develop specific competencies if they are going to have an effective ministry. To increase the likelihood of NOBTS graduates having an effective ministry, the faculty developed a competency-based curriculum after identifying seven essential competencies necessary for effective ministry. All graduates are expected to have at least a minimum level of competency in all of the following seven areas:

Biblical Exposition: To interpret and communicate the Bible accurately.

Christian Theological Heritage: To understand and interpret Christian theological heritage and Baptist polity for the church.

Disciple Making: To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.

Interpersonal Skills: To perform pastoral care effectively, with skills in communication and conflict management.

Servant Leadership: To serve churches effectively through team ministry.

Spiritual and Character Formation: To provide moral leadership by modeling and mentoring Christian character and devotion.

Worship Leadership: To facilitate worship effectively.

The curriculum competencies addressed in this course are: Disciple making, Interpersonal skills, Spiritual and Character formation.

Course Description

The purpose of the seminar is to equip ministers to actively assist persons in crisis. Among the crises that will be addressed are divorce, death, child abuse, neglect, adoption, children with special needs, miscarriages, infertility, abortion, drug abuse, domestic violence, alcoholism, substance abuse, and addictions.

Student Learning Outcomes

When students have completed this seminar, they should be able to:

1. Identify basic guiding principles for ministering to persons in crisis at varying developmental levels.
2. Develop an awareness of crises frequently experienced by persons in ministries.
3. Explore the possible roles of the church in ministering to individuals in crisis.
4. Present a ministry plan, appropriate for use in the local church that addresses a particular crisis situation.
5. Demonstrate an ability to implement the basic guiding principles for ministering to persons in crisis.

Textbooks

Cavaiola, Alan A., and Joseph E. Colford. *Crisis Intervention: A Practical Guide*. Los Angeles: SAGE, 2018.

Floyd, Scott. *Crisis Counseling: A Guide for Pastors and Professionals*. Grand Rapids, MI: Kregel, 2008.

Wright, H. Norman. *The Complete Guide to Crisis and Trauma Counseling: What to Do and Say When It Matters Most*. Minneapolis, MN: Bethany House, 2011.

Zustiak, Gary B. *Intensive Care: A Manual for Nonprofessionals Who Work with Hurting and Broken Youth*, 2017. Kindle.

Course Requirements

Pre-Seminar Assignments

1. Annotated Analysis. Each student will read the four required textbooks, **plus** three books of the student's choice on the presentation topic in assignment #2, and submit a typed (single-spaced) annotated analysis of 1-2 pages per book. Format: **a.** bibliographical entry; **b.** a brief summary of the book; **c.** one (or more) helpful feature(s) of the book concerning crises that people may experience; **d.** one (or more) helpful feature(s) of the book concerning ministering to people in crises; **e.** one (or more) weaknesses of the book and recommendations for improvement.

Note: The Annotated Analysis is due on the first day of the seminar (**April 7, 1:00 p.m.**).

2. Crisis Presentation. Each person is to develop a presentation, 40-45 minutes in length (exclusive of class discussion time), on a crisis facing persons in the twenty-first century. Students should prepare presentation slides and handouts for the class. Guiding a discussion and responding to questions by other members in the seminar is also expected; the discussion time will be approximately 15 minutes. Presentations should be well organized with clearly stated objectives. Each student should compile a list of resources (at least 20) related to the presentation topic. The presentation slides (in pdf), the handouts, and list of resources should be posted on Blackboard by **April 3, 11:59 p.m.** [Note: Presentation and discussion lengths may be adjusted by the professor depending upon class size.]

The topic of each student's presentation should be approved by the professor. Email Dr. Rivers, lrivers@nobts.edu, with two possible topics no later than **March 12**. Topics will be approved on a first come, first served basis.

During the Seminar Assignments

3. Attendance/Participation. Each student is expected to attend and participate fully in the entire seminar. Because of the limited amount of class time, please plan to arrive on time and stay for the duration of the seminar.

4. Textbook Discussion. Each student will lead a discussion on assigned portions of the textbooks. Assignments will be made by March 13 and will depend upon the number of students in the class.

5. Presentation/Discussion. Each student will present the approved topic and guide the subsequent discussion.

Post-Seminar Assignment

6. Ministry Plan. Each student will develop a paper detailing a ministry plan addressing an identified crisis facing persons in his/her church or ministry context. The paper should include an overview of the crisis within the ministry context and a specific plan for ministering to persons

experiencing the crisis. The paper should be written in a Turabian style format with a title page, table of contents, introduction, body of the paper, conclusion, and a selected bibliography (12-15 resources). The body of the paper should be 15 pages, double-spaced. **Due date: May 8, 11:59 p.m.** Submit on Blackboard.

Directed Study Requirements

In addition to Assignment #6 above, directed study students should complete the following assignments:

7. **Revised Annotated Analysis Assignment.** Each student will read the four required textbooks, plus three books of the student's choice on the presentation topic in assignment #2, plus two additional books of the student's choice on ministering to persons in crisis, and submit a typed (single-spaced) annotated analysis of 1-2 pages per book. Format: a. bibliographical entry; b. a brief summary of the book; c. one (or more) helpful feature(s) of the book concerning crises that people may experience; d. one (or more) helpful feature(s) of the book concerning ministering to people in crises; e. one (or more) weaknesses of the book and recommendations for improvement.

Note: The Annotated Analysis is due on the first day of the seminar, **April 7, 1 p.m.**

8. **Revised Presentation Assignment.** Prior to the seminar, the student should prepare a video presentation following the guidelines stated in Assignment #2. The video should be uploaded to YouTube to be viewed by other members in the class. The link to the YouTube video should be emailed to the professor by **April 3, 11:59 p.m.**

Course Evaluation

Assignment	Percentage of Grade	Directed Study Students
Annotated Analysis/Reading Assignments	20%	30%
Textbook Discussion	10%	
Presentation	40%	40%
Ministry Plan	30%	30%

Course Policies

Technical Assistance

For assistance regarding technology, consult ITC at (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.

Policy on Late Assignments

All work is due on the assigned day and at the assigned time. The grade for late assignments will automatically be reduced by 10 points. **Assignments that are over one week late will not be accepted.**

Academic Policies

Academic policies related to absences, examinations, and other topics can be found in the *New Orleans Baptist Theological Seminary Academic Catalog 2019-2020*.

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.

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 others 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.

Emergency Plan

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

Academic Integrity

Each student is responsible for the academic integrity of his/her work. The following are examples of violations of academic integrity: cheating on an exam, plagiarism, turning in work done by someone else, and submitting a paper which has been submitted in another class. These and other violations of academic integrity may result in failure of the course.

Course Schedule

April 7, 1-9	Introduction, Book Presentations
April 8, 8-4	Crisis Presentations/Discussion
April 9, 8-4	Crisis Presentations/Discussion, Conclusion

Selected Bibliography

Adams, Chris. *Women Reaching Women in Crisis: Ministry Handbook*. Nashville, TN: Lifeway, 2009.

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Beckmann, Roberta. *Children Who Grieve: A Manual for Conducting Support Groups*. Holmes Beach, FL: Learning Publications, 2000.

Berman, Alan. "Risk Assessment, Treatment Planning, and Management of the At-Risk-for Suicide Client." *Family Therapy* 5, no. 4 [July/August 2006]: 12-15.

Bode, Janet, and Stanley Mack. *For Better, For Worse: A Guide to Surviving Divorce for Preteens and Their Families*. New York: Simon and Schuster Books for Young Readers, 2001.

Butler, Ian. *Divorcing Children: Children's Experience of Their Parents' Divorce*. New York: Jessica Kingsley, 2003.

Clinton, Tim, Archibald Hart, and George Ohlschlager, eds. *Caring for People God's Way: Personal and Emotional Issues, Addictions, Grief, and Trauma*. Nashville, TN: Nelson, 2006.

Collins, Gary. *Christian Counseling: A Comprehensive Guide*. 3rd ed. Nashville, TN: Thomas Nelson, 2007.

Collins, Margaret. *It's OK to Be Sad: Activities to Help Children Aged 4 to 9 to Manage Loss, Grief, or Bereavement*. Thousand Oaks, CA: Sage Publications, 2005.

Coloroso, Barbara. *Parenting Through Crisis: Helping Kids in Times of Loss, Grief, and Change*. New York: HarperCollins, 2000.

Danielson, Thay, Pat Lucas, Rose Malinowski, and Sharon Pittman. "Set Free Ministries: A Comprehensive Model for Domestic Violence Congregational Interventions." *Social Work & Christianity*, 36 (2009): 480-493.

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- Goldman, Linda. *Children Also Grieve: Talking About Death and Healing*. Philadelphia: Jessica Kingsley Publishers, 2006.
- Greeman, James T. *What Happened to My World? Helping Children Cope with Natural Disaster and Catastrophe*. Watertown, MA: Comfort for Kids, 2005.
- Grollman, Earl A., and Joy Johnson. *A Complete Book About Death for Kids*. Omaha, NE: Centering Corporation, 2006.
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- Jeffreys, J. Shep. *Helping Grieving People – When Tears are not Enough: A Handbook for Care Providers*. 2nd ed. New York: Routledge, 2011.
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