



Ministering to Children in Crisis

CECH 8301

New Orleans Baptist Theological Seminary

Discipleship and Ministry Leadership Division

April 27-29, 2020

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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 Course

The seminar is designed to equip ministers to develop appropriate skills for ministry to preschoolers and children in crisis.

Core Value Focus

The seminary has five core values. The focal core value for 2019-2020 is *spiritual vitality*.

Spiritual Vitality – We are a worshipping community, with both personal spirituality and gathering together as a Seminary for the praise and adoration of God and instruction in His Word.

Curriculum Competencies Addressed

This course will address the following curriculum competencies:

1. *Biblical Exposition*: To interpret and communicate the Bible accurately
2. *Christian Theological Heritage*: To understand and interpret Christian theological heritage and Baptist polity for the church
3. *Interpersonal Skills*: To perform pastoral care effectively, with skills in communication and conflict management.
4. *Spiritual and character formation*: To provide moral leadership by modeling and mentoring Christian character and devotion.

Course Description

Students will explore events and issues which create crisis conditions for children and appropriate responses to such crisis. Among the crisis explored are death, divorce, chronic/terminal illness, bullying, abuse, neglect, violence, and natural disaster.

Student Learning Outcomes

At the conclusion of this seminar, you should be able to demonstrate an understanding of:

1. . . . specific needs of children in crisis at different developmental levels.
2. . . . a variety of crisis issues experienced by children;
and skill in:
3. . . . developing training sessions related to children in crisis
4. . . . constructing a ministry action plan suitable for use in a local church or ministry.

Required Readings

The following texts are required reading. They are to be read in their entirety prior to the seminar.

Required Texts

- James, John, Russell Friedman, and Leslie Matthews. *When Children Grieve: For Adults to Help Children Deal with Death, Divorce, Pet Loss, Moving, and Other Losses*. New York, NY: HarperCollins Publishers, 2001. **ISBN-13:** 978-0060084295 (Kindle edition available).
- Levine, Peter and Maggie Kline. *Trauma through A Child's Eyes: Awakening the Ordinary Miracle of Healing*. Berkeley, CA: North Atlantic Books, 2006. **ISBN-13:** 978-1556436307 (Kindle edition available).
- Nash, Paul, Mark Bartel, and Sally Nash, ed. *Paediatric Chaplaincy: Principles, Practices, and Skills*. Philadelphia, PA: Jessica Kingsley Publishers, 2018. **ISBN-13:** 978-1785920769 (Kindle edition available).

Suggested Reading

- Alcorn, Randy. *The Goodness of God: Assurance of Purpose in the Midst of Suffering*. Colorado Springs: Multnomah Books, 2010. **ISBN-13:** 978-0735290938 (Kindle edition available)

Course Teaching Methodology

Teaching methodology for this seminar includes student-led discussions and presentations, and professor-led discussions.

Assignments and Evaluation Criteria

Pre-Seminar Assignments

1. Readings:

Due: April 27

Read all texts in their entirety prior to attending the seminar. Come to the seminar with 10 talking points per book. *This assignment is related to SLO #1 and #2.*

2. Prepare Book Talk/Annotated Bibliography: (10%) Due: April 27

Present a 5-minute Book Talk on a book from the course bibliography or a book of your choosing (which must be approved). Submit your selection by email to the professor for approval **no later than Friday, March 27**. Books will be assigned on a first-come first- served basis. Submit an Annotated Bibliography to Blackboard in the Assignment Upload and post it for classmates on the assigned Discussion Board. *This assignment is related to SLO #2.*

3. Research Paper/Presentation/Response: (Paper 20%, Presentation 15%, 10%)

Paper Due: April 20

Presentation and Response Due: April 27

Research a selected crisis topic and write a 15-page paper and make a 45 minute presentation.

Research Paper

Submit your crisis topic request in an email to the professor no later than Friday, March 20. If you desire to present a crisis topic not on the list you must contact the professor for approval. The topics will be assigned on a first-come first-served basis. Your topic will be approved by the professor on or before Wednesday, March 25 and the final list of assigned crisis topics will be posted on Blackboard. Research papers should be posted on the assigned Discussion Board by end of day April 22. *You should read all research papers prior to coming to the seminar.*

Your paper will essentially answer three questions, although you can address more. (1) What are the effects of the selected topic on children of different developmental levels? (2) How can the faith community (parents, ministers, teachers) best respond to the child's needs? (3) What resources are available?

- You must have a minimum of 10 sources, including at least 2 journal articles.
- Page length (15 pages) does not include front matter or the bibliography.
- Paper must be in Turabian format, double-spaced, and in 12 pt. Times New Roman font.

Some research will need to be done at a "real," not virtual, library. Much scholarly work and other valuable information still resides only in hard copy. Relying only on the Internet will give you a false impression of what is out there. For academic papers, books and scholarly journals tend to provide the best information.

- Scholarly sources which reside on the Internet and are also in print in a scholarly journal *are not* considered Internet sources. Many scholarly journals either do not publish on the Internet or have membership only access to journals online. *A paper with only internet material as resources will not be accepted.*

Select from the following crisis topics: (Only one student per topic)

Catastrophes and Natural Disasters

Chronic/Terminal Illness/Injury (select one of the following)

- Family member (sibling, parent)
- Child

Death (select one of the following)

- Deaths of grandparents, parents, siblings
- Suicide in the family

Divorce

Foster Children and Foster System

Gender Dysphoria

Homelessness and Street Children

Incarceration of Parent(s)

Mental Illness (select one of the following)

- Parent
- Child

Military Deployment

Substance Abuse/Addictions (select one of the following)

- Parental addiction
- Child addiction

Trauma by Proxy

Violence (select one of the following)

- School violence (excluding bullying)
- Bullying
- Abuse

Presentation

Your classmates will read your research paper prior to the seminar. Therefore, your presentation should be an *extension* of the research paper, not merely a presentation of information contained in the paper. Your presentation should be creative and accompanied by a handout and visual aid (such as PowerPoint®, Prezi®, video clips, etc.). You will guide a discussion following the presentation and respond to questions from other members of the seminar.

The following questions should be considered in the development of the presentation:

- How is this topic manifested in or relevant to the lives of 21st century children, families, or the church?
- What are current models for the church's response to your selected topic?
- What are suggested strategies for the church to respond to your topic?

Presentation Response

Due: April 27

Prepare a 15-minute response to an assigned presentation utilizing the *Doctoral Paper Evaluation (Peer Review)* included in this syllabus and posted on Blackboard under Assignments.

All presentation materials must be submitted to Blackboard by end of day of presentation. This assignment is related to SLOs #1 and #2.

Seminar Assignments

1. Book Talk

Refer to Pre-Seminar Assignment #2 for specific instructions regarding this assignment. The presentation schedule will be made by the professor and communicated to seminar participants.

2. Crisis Topic Presentation

Refer to Pre-Seminar Assignment #3 for specific instructions regarding this assignment. A presentation schedule will be made by the professor and communicated to seminar participants.

Post-Seminar Assignments

1. Crisis Analyses and Ministry Action Plans: (15% each=30%) Due: May 15

Crisis Analysis

Select one movie from the following list (or one approved by the professor). Some movies have multiple crises. All of the following films or made-for-TV movies are rated PG-13 or Not Rated. Many movies regarding crisis topics are rated R. With approval, an R-rated movie may be viewed.

Death	Divorce	Domestic Violence	Foster/Adoption
<i>Bridge to Teribithia</i>	<i>Step-Mom</i>	<i>The Burning Bed</i>	<i>Instant Family</i>
<i>Clipping Adam</i>	<i>Kramer vs. Kramer</i>	<i>Enough</i>	<i>No Reservations</i>
<i>We Bought A Zoo</i>	<i>Hope Floats</i>		<i>Martian Child</i>
<i>My Girl</i>	<i>St. Vincent</i>		<i>White Oleander</i>
<i>Mysterious Ways</i>			
Bullying	Mental Health	Terrorism	War
<i>Standing Up</i>	<i>Phoebe in Wonderland</i>	<i>Extremely Loud & Incredibly Close (911)</i>	<i>Never Leave Me</i>
<i>Mean Girls</i>	<i>Perfect Body</i>		<i>Grace is Gone</i>
	<i>No Letting Go</i>		
	<i>Canvas</i>		
Terminal Illness	Homelessness	Child Addiction	Gender Dysphoria
<i>Five Feet Apart</i>	<i>The Pursuit of Happyness</i>	<i>The Secret Life of Zoey</i>	<i>Tom Boy</i>
<i>The Fault in Our Stars</i>	<i>God Bless the Child</i>	<i>Perfect High</i>	
<i>Marvin's Room</i>			

- Identify and describe the child(ren)/family and type(s) of crisis experienced by the character(s).
- Thoroughly describe the familial, social, cultural, political, and related factors that may explain why the child(ren)/family is in crisis.
- Describe the manner in which the crisis was resolved – positively or negatively – e.g. in *Les Miserable* Valjean agrees to care for factory worker Fantine's young daughter, Cosette, and rear her as his own.
- Relate what you learned about the crisis experience and the coping abilities of children and adults from watching this movie.

Ministry Action Plan

Refer to *the Crisis Intervention Plan* document posted under Course Documents for information regarding the development of an intervention plan. Develop ministry action plans for a local church ministry response to the main child character and the family members. Include potential challenges and risks of ministry in the particular situation.

2. Training Session: (15%)

Due: May 15

Develop a 1.5 hour training session – for parents, ministry leaders or school-age children - on a topic related to childhood crises. Submit the following:

- Lesson Plan – a lesson planning guide is posted under Course Documents and should be used in the development of the training sessions.
- Handouts
- PowerPoint® or other visuals *This assignment is related to SLO #3.*

Course Policies

Classroom Decorum: Your participation is required for every seminar session. You are expected to:

- Come to the seminar with a constructive point of view, prepared to interact with the readings and resources related to the course topic.
- Dress appropriately and in accordance with the NOBTS Student Handbook.
- Turn off cell phones and not accept any calls and/or text messages during class.
- Use laptops appropriately during class.

Absences: Absences from a doctoral seminar are not permitted. You must see the Director of the D.Min. Program for any exception to this policy.

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. 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: A high standard of personal integrity is expected of all students. Copying another person's work, submitting downloaded material without proper references, submitting material without properly citing the source, submitting the same material for credit in more than one course, and other such forms of dishonesty are strictly forbidden. *Although anything cited in three sources is considered public domain, we require that all sources be cited.* Any infraction will result in failing the course. Any infraction will be reported to the Dean of Students for further action.

Revision of the Syllabus: The course syllabus is not a legal contract. Any syllabus revision will be preceded by a reasonable notice to students. The standards and requirements set forth in this syllabus may be modified at any time by the professor. Notice of such changes will be by announcement in class or by email notice.

Grading Scale: Your final grade will be based on your total accumulation of points as indicated under the *Assignments and Evaluation Criteria* section of this syllabus according to the grading scale in the NOBTS 2013-2014 catalog.

A 93-100 B 85-92 C 77-84 D 70-76 F 69 and below

Assignment Submission: All assignments are to be submitted to Blackboard by 11:59 p.m. of the due date unless otherwise indicated. Do not send files as attachments via email to the professor. For technical reasons, this mode of file transmission is extremely inefficient.

Assignment Formatting: Unless otherwise noted, all assignments are to be created in Turabian format. All written assignments must be Word documents, written in third person unless otherwise instructed, and created in 12 pt. Times New Roman font. PDFs will not be accepted.

Late Assignments: Only under extreme circumstances, and with prior approval, will a late assignment be accepted. No assignments will be accepted more than two weeks after the original due date. Missed presentations may not be made up.

Electronic Devices: Electronic devices may be used in class only for taking notes and other activities assigned by the professor. Other activities are strictly prohibited. Laptops may not be open during presentations unless requested by the presenter. Phones must be silenced during class time. Any student found violating this policy may be asked to leave class and will be counted absent.

Recording Policy: Recordings of class, including any audio and/or video recordings, regardless of the media or format, and regardless of the intended or actual use, are not permitted without prior written permission of the professor. The class will be notified in advance should any such recording be approved. This policy is intended to protect the privacy of the students.

Withdrawal from the Seminar: The administration has set deadlines for withdrawal. These dates and times are published in the academic calendar. Administration procedures must be followed. You are responsible to handle withdrawal requirements. A professor can't issue a withdrawal. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in the course if you choose not to attend once you are enrolled.

Additional Information

Blackboard and SelfServe: You are responsible for maintaining current information regarding contact information on Blackboard and SelfServe. The professor will utilize both to communicate with the class. Blackboard and SelfServe do not share information so you must update each. Assignment grades will be posted to Blackboard.

Technical Support: If you experience any problems with your Blackboard account you may email BlackboardHelpDesk@nobts.edu or call the ITC at 504-282-4455, ext. 8180.

Correspondence with the Professor: Every effort is made to respond to emails and phone calls within 24-48 hours, excluding weekends. Please feel free to contact the professor(s) with any question you may have regarding this course.

Special Needs: If you need an accommodation for any type of disability, please set up a time to meet with the professor(s) to discuss any modifications you need that may be provided.

NOBTS Emergency Text Messaging Service: Once you have established a SelfServe account you may sign up for the NOBTS emergency text messaging service by going to <http://nobts.edu/NOBTSEmergencyTextMessage.html> .

Hurricane/Severe Weather Evacuation: For up-to-date weather information stay tuned to:

- WBSN FM-89.1
- WWL Channel 4
- WWL AM-870
- www.nobts.edu

Mandatory Evacuation: Hurricane season lasts from June 1 to November 30. If the Mayor or the President of NOBTS recommends that you leave the city, then do so. If a mandatory evacuation is called everyone except emergency personnel must leave. Staying on campus is not an option. See the *Student Handbook* for further information regarding hurricane preparedness, evacuation, and shelter.

Course Schedule

Monday 1:00 – 9:00

Tuesday 8:00 – 4:00

Wednesday 8:00 – 4:00

A daily schedule is posted on Blackboard and will be emailed to seminar participants.

Selected Bibliography

- Barnett, Robin. *Addict in the House: A No-Nonsense Family Guide Through Addiction and Recovery*. Oakland, CA: New Harbinger Publications, 2016. **ISBN-13:** 978-1626252608. Kindle edition available.
- Breggin, Peter R. *Reclaiming Our Children: A Healing Solution for a Nation in Crisis*. New York, NY: Perseus Publishing, 2000. **ISBN-13:** 978-0738204260. Kindle edition available.
- Bullock, Jane, George Haddow, and Damon Coppola. *Managing Children in Disasters: Planning for Their Unique Needs*. Boca Raton, FL: CRC Press, 2010. **ISBN-13:** 978-1439837665. Kindle edition available.
- Dacey, John, Martha Mack, and Lisa Fiore. *Your Anxious Child: How Parents and Teachers Can Relieve Anxiety in Children*, 2nd ed. Chichester, West Sussex, UK: John Wiley & Sons, 2016. **ISBN-13:** 978-1118974599. Kindle edition available.
- Dockrey, Karen. *When A Hug Won't Fix the Hurt: Walking with Your Child Through Crisis*. Woman's Missionary Union, 2000. **ISBN-13:** 978-1563094958.
- Greca, Annette, ed. *Helping Children Cope with Disasters and Terrorism*. American Psychological Association, 2002. **ISBN-13:** 978-1557989147
- Group Publishing. *Comforting Children in Crisis*. Loveland, CO: Group Publishing, 2009. **ISBN-13:** 978-0764438295
- Lebrun, Marcel. *Children in Crisis: Violence, Victims, and Victories*. Lanham, MD: Rowman & Littlefield Education, 2011. **ISBN-13:** 978-1610480215. Kindle edition available.

- Martin, Brian. *Invincible: The 10 Lies You Learn Growing Up with Domestic Violence, and the Truths to Set You Free*. New York, NY: Perigee, 2014. **ISBN-13:** 978-0399166570. Kindle edition available.
- McKee, Jonathan. *The Bullying Breakthrough: Real Help for Parents and Teachers of the Bullied, Bystanders, and Bullies*. Uhrichsville, OH: Shiloh Run Press, 2018. **ISBN-13:** 978-1683226888. Kindle edition available.
- Murphy, Tim. *The Angry Child: Regaining Control When Your Child Is Out of Control*. New York, NY: Three Rivers Press, 2001. **ISBN-13:** 978-0609807514. Kindle edition available.
- Newman, Dawn, Arthur Home, and Christi Bartolomucci. *Bully Busters: A Teacher's Manual for Helping Bullies, Victims, and Bystanders*. Research Press, 2003. **ISBN-13:** 978-0878224524
- Pagliaro, Louis. *Child and Adolescent Drug and Substance Abuse*. New York, NY: Routledge, 2019. **ISBN-13:** 978-1138542150. Kindle edition available.
- Root, Andrew. *The Children of Divorce*. Grand Rapids: Baker Academic, 2010. **ISBN-13:** 978-0801039140.
- Sax, Leonard. *Why Gender Matters: What Parents and Teachers Need to Know about the Emerging Science of Sex Differences*. New York, NY: Harmony Books, 2017. **ISBN-13:** 978-0451497772. Kindle edition available.
- _____. *Boys Adrift: The Five Factors Driving the Growing Epidemic of Unmotivated Boys and Underachieving Young Men*. New York, NY: Perseus Books, 2016. **ISBN-13:** 978-0465040827. Kindle version available.
- _____. *Girls on the Edge: The Four Factors Driving the New Crisis for Girls--Sexual Identity, the Cyberbubble, Obsessions, Environmental Toxins*. New York, NY: Basic Books, 2010. **ISBN-13:** 978-0465022069. Kindle edition available.
- Simmons, Rachel. *Odd Girl Out, Revised and Updated: The Hidden Culture of Aggression in Girls*. New York: Mariner Books, 2011. **ISBN-13:** 978-0547520193. Kindle edition available.
- Snyder, Rachel. *No Visible Bruises: What We Don't Know about Domestic Violence Can Kill Us*. New York, NY: Bloomsbury Publishing, 2019. **ISBN-13:** 978-1635570977. Kindle edition available.
- U.S. Department of Health and Human Services, National Institutes of Health, and National Institute of Mental Health. *Helping Children and Adolescents Cope with Violence and Disasters: What Parents Can Do*. National Institutes of Health: CreateSpace, 2013. **ISBN-13:** 978-1492914044.