Pastoral Care in Abusive Family Systems:  PC 223-3
June 9-26 (M-Th, 9am-11:30am) Summer 2014
Not all who wander are lost. –J. R. R. Tolkein

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Description
This course will provide a foundational understanding of the systemic patterns social constructs and abusive dynamics that inform abusive family systems and can be imported into communities of faith. This class will cover a lifespan of family violence including intimate partner violence, child abuse, elder/disabled maltreatment and clergy misconduct. Students completing this course will be able to think critically and reflect theologically on best practices for prevention and evidence based intervention to respond pastorally/proactively in a parish or professional setting. This course fulfills the pastoral care requirement for the MDiv degree and offers an elective to MFT and dual degree students.

Objectives and Expected Student Learning Outcomes

<table>
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<tr>
<th>By the end of the semester, students will:</th>
<th>Student Learning Outcomes (SLO) &amp; MFT Competencies (MFTC:)</th>
<th>Assessment Signature Assignments</th>
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<td>Be able to use a multicultural framework to identify and assess systemic patterns of family abuse and violence across cultural contexts, generations and the human life cycle.</td>
<td>SLO 1: …ability to conduct the course of Marriage and Family Therapy…for a diverse population of clients and client families. SLO 4: …able to apply multicultural approaches…and attend…to religious, cultural, racial, economic, gender, and sexual orientation differences MFTC 1.2.1 Recognize contextual and systemic dynamics MFTC 1.4.1 Evaluate case for appropriateness of treatment within professional scope of practice MFTC 2.2.3 Develop hypotheses regarding relationship patterns… MFTC 2.3.4 Administer and interpret results of assessment instruments MFTC 3.4.3 Evaluate level of risk, management of risk, crises and emergencies MFTC 4.3.4 Deliver interventions…sensitive to…gender…culture/race/class etc…</td>
<td>Integrative paper (rubric) Case presentation (rubric) Summary Paper (rubric)</td>
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<td>Be able to formulate a culturally-sensitive, evidence-based preventive or treatment plan for an abusive family or community system (e.g. parish)</td>
<td>SLO 1 (see above) SLO 4 (see above) MFTC: 1.1.4 Understand the risks &amp; benefits of individual, couple, family…psychotherapy MFTC: 2.3.5 Screen and develop adequate safety plans for…child and</td>
<td>Case Presentation (rubric) Class Presentation (rubric)</td>
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| Demonstrate knowledge of multi-layered responses to family violence that include community agencies, civil authorities and spiritual resources | SLO 1 (see above)  
MFTC 3.1.4 Understand recovery-oriented services  
MFTC 3.3.8 Assist clients in obtaining care while navigating complex systems of care | Class Presentation (rubric)  
Case Presentation (rubric)  
Integrative Paper (rubric) |
| Be able to discuss key ethical issues related to abusive family systems, including (1) knowledge of when and how to comply with mandatory reporting laws (2) knowledge of when to refer because of personal boundaries or other ethical issues | SLO 2: …can think ethically and make appropriate decisions consistent with…ethical and professional standards.  
SLO 5: …aware of explicit and implicit social justice concerns in the practice of Marriage and Family Therapy…  
MFTC 3.1.1 Know which models, modalities…techniques are most effective for presenting problem  
MFTC 3.3.2 Prioritize treatment goals | Case Presentation (rubric)  
Summary Paper (rubric)  
Integrative Paper (rubric) |
| Be able to discuss key theological, religious and pastoral issues related to abusive family systems as these impact larger congregational systems. | SLO 6: …be able to describe and implement a theologically coherent, ethically responsible, and culturally sensitive spiritual integrative framework…that attends appropriately to diversity…  
SLO 5: …aware of explicit and implicit social justice concerns in the practice of Marriage and Family Therapy… | Integrative Paper (rubric)  
Class Presentation (rubric) |
Required Texts:


Choose one on the following memoirs from adult survivors of abuse family systems:

Class Schedule

**Week 1 Perspectives on Abusive Family Systems**

**June 9 Setting the Stage**
Reading:
Hattery & Smith, chapters 1-3
Choose one book:
Buechner or Walls (see required reading)

- overview
- introductions
- expectations
- definitions, social dynamics, historical perspectives and methods

**June 10 Abusive Family Systems**
Reading:
Hattery, chapter 11
Schmutzer, chapter 2

a. family systems perspectives  
b. power dynamics in abusive systems  
c. roles and rules in abusive systems  
d. variations in same-sex couple families  
e. why abusive family systems can inform abusive congregational settings.

**June 11 Abusive Congregational Settings**

Reading:

Hattery & Smith, chapter 10  
McClintock, chapters 2, 5, 6, 7  
Miles, chapter 4


a. churches & clergy at risk  
b. boundaries  
c. self-care  
d. sanctuary

**June 12 A Tale of Two Families**

Reading:

Either:  
Buechner or Walls

a. small groups  
b. class discussion  
c. identifying and integrating constructs, dynamics, and patterns

**Week 2 Relationships in Abusive Family Systems**

**June 16 Intimate Partner Violence**

Reading:

Hattery & Smith, chapter 8.  
Miles, chapters 1 & 2


a. definition, prevalence and forms

b. cycle of violence

c. safety plan

**June 17 Child Abuse**

Reading:

Hattery & Smith, chapter 6

Schmutzer, chapters 1, 14, 15, 19


a. definition, prevalence and forms

b. dynamics of sexually abusing relationships

c. lasting effects on adult survivors

d. what healing is and is not

**June 18 Elder Abuse**

Reading:

Hattery & Smith, chapter 5

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  a. definition, prevalence and forms
  b. Elder Justice Act
  c. registry
  c. pastoral and professional responses

  **June 19 Mandated Reporting & Moral Responsibility**

  Reading:
  Haverty & Smith, pp. 146-149
  McClintock, chapter 10


    a. small groups
    b. panel discussion
    c. recursive reflection

  **Week 3 Healing Responses to Abusive Family Systems**

  **June 22 Theological Foundations: Justice and Forgiveness**

  Reading:
  Miles, chapter 5

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a. theological foundations
b. forgiveness
c. justice
d. systemic silence

**June 23  Best Practices: Prevention & Intervention**

Reading:
Hattery, chapter 12
McCIntock, chapter 9
Miles, chapter 6
Schmutzer, chapter 17, 18

Some Resources:


a. Class Presentations:
1. Pastoral care
2. Evidence based interventions
3. Resilience
4. Referring to outside agencies.

a. prevention
e. pastoral care
f. evidence based interventions: CBT, Prolonged Exposure Therapy, EMDR
g. resilience
h. building bridges with outside agencies/knowing when to refer

**June 24  Restorative Justice: Toward a Just & Compassionate Response**

Reading:
Hattery, chapter 14


a. Is restorative justice possible in cases of family violence?

**June 25  Final Reflections**

- Reflecting theologically, thinking critically, moving slowly & staying calm
- Where do we go from here?
- Saying our goodbyes

a. conversation and celebration

> *If no one remembers a misdeed or names it publicly it remains invisible. To the observer, its victim is not a victim and its perpetrator is not a perpetrator; both are misperceived because the suffering of the one and the violence of the other go unseen. A double injustice occurs--the first when the original deed is done and the second when it disappears.*
> -Miraslov Volf, Yale University

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Appendices

• Grading
  A  100-95
  A-  94-91
  B+  90-88
  B   87-84
  B-  83-80
  C+  79-78
  C   77-74
  C-  73-70
  F   Below 69

• Requirements
  Exit Slips  10%  at the end of each class
  *1/3 page summary with comment/question of small group discussions on material presented.
  2 Page Summary Paper  10%  June 18
  *Summary of social constructs, relational dynamics and systemic patters surrounding violence.
  Case Presentation  20%  June 11
  *Reflect on an encounter with violence in your experience. Detail what you did and why/how your response might be different as a result of class learnings.
  Class Presentation  20%  June 23
  *4 student groups will present one of the following: 1. Pastoral care, 2. Evidence based interventions, 3. Resilience, 4. Referring to outside agencies.
  Integrative Paper/Plan  40%  July 3
  *Topic to be chosen by the student in consultation with the instructor that reflects the ability to articulate, reflect and integrate class materials and move toward a holistic response to violence in your parish or professional setting.

Papers are due (via email) by midnight on the assigned day. Given the condensed nature of this class there’s little latitude for late papers.

• Policies
Use of Inclusive Language
In accordance with seminary policy, students are to use inclusive language in class discussions and in written and oral communication by using language representative of the whole human community in respect to gender, sexual orientation, ethnicity, age, and physical and intellectual capacities. Direct quotations from theological texts and translations of the Bible do not have to be altered to conform to this policy. In your own writing, however, when referring to God, you are encouraged to use a variety of images and metaphors, reflecting the richness of the Bible’s images for God. For more information, see:
http://www.lpts.edu/academics/academic-resources/academic-support-center/online-writing-lab/avoiding-gender-bias

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• **Academic Honesty**
All work turned in to the instructors is expected to be the work of the student whose name appears on the assignment. Any borrowing of the ideas or the words of others must be acknowledged by quotation marks (where appropriate) and by citation of author and source. Use of another’s language or ideas from online resources is included in this policy, and must be attributed to author and source of the work being cited. Failure to do so constitutes plagiarism, and may result in failure of the course. Two occurrences of plagiarism may result in dismissal from the Seminary. Students unfamiliar with issues related to academic honesty can find help from the staff in the Academic Support Center. For more information, see the Policy for Academic Honesty in the Student Handbook.

• **Special Accommodations**
Students requiring accommodations for a documented physical or learning disability should be in contact with the Director of the Academic Support Center ([kmapes@lpts.edu](mailto:kmapes@lpts.edu)) during the first two weeks of a semester (or before the semester begins) and should speak with the instructor as soon as possible to arrange appropriate adjustments. Students with environmental or other sensitivities that may affect their learning are also encouraged to speak with the instructor.

• **Citation Policy**
Citations in your papers should follow Seminary standards, which are based on these guides:


Copies of these guides are available at the library and in the Academic Support Center.

• **Attendance Policy**
According to the Seminary catalog, students are expected to attend class meetings regularly. In case of illness or emergency, students are asked to notify the instructor of their planned absence from class, either prior to the session or within 24 hours of the class session. Six or more absences (1/4 of the course) may result in a low or failing grade in the course.