

**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. Tolkien*

Rev. Dr. Beverly Blaisdell Weinhold

[beverlyweinhold@gmail.com](mailto:beverlyweinhold@gmail.com)

502.409.7331

**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**

<b><i>By the end of the semester, students will:</i></b>	<b><i>Student Learning Outcomes (SLO) &amp; MFT Competencies (MFTC:)</i></b>	<b><i>Assessment Signature Assignments</i></b>
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.	SLO 1:...able to conduct multicultural, evidence-based therapy with individuals, couples and families that meets entry-level professional standards.  SLO 2: Demonstrates a broad knowledge of MFT theory. 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...	Integrative paper (rubric) Case presentation (rubric) Summary Paper (rubric)
Be able to formulate a culturally-sensitive, evidence-based preventive or treatment plan for an abusive family or community system (e.g. parish)	SLO 1: (see above) SLO 4: be able to use a multicultural approach to Marriage and Family Therapy that attends appropriately to religious, cultural, racial, economic, gender, and sexual orientation diversity in client systems, client-therapist systems, supervisory systems, and broader social systems. MFTC: 2.3.5 Screen and develop	Case Presentation (rubric) Class Presentation (rubric)

	adequate safety plans for...child and elder maltreatment, domestic violence... 3.1.1 Know which models, modalities...techniques are most effective for presenting problem MFTC 3.3.2 Prioritize treatment goals	
Be able to discuss key theological, religious and pastoral issues related to abusive family systems as these impact larger congregational systems.	SLO 5: be able to use a theologically informed and clinically appropriate framework to integrate religious and spiritual factors into the practice of Marriage and Family Therapy. MFTC: 4.3.1 Match treatment modalities...to client's needs, goals and values	Integrative Paper (rubric) Class Presentation (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 3: ...can think ethically and make appropriate clinical ethical decisions consistent with...ethical and professional standards...  MFT C 1.2.3 Recognize issues that suggest referral for specialized evaluation...or care 5.1.1 Know...laws and regulations that apply to...MFT 5.2.1 Recognize situations in which ethics, law, professional liability and standards of practice apply 5.3.4 Develop safety plans for clients who present with...abuse or violence	Case Presentation (rubric) Summary Paper (rubric) Integrative Paper (rubric)
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)

**Required Texts:**

Hattery, A., & Smith, E. (2012). *The social dynamics of family violence*. Boulder, CO: Westview Press.

McClintock, K. A. (2004). *Preventing sexual abuse in congregations: A resource for leaders*.

Hendron, VA: The Alban Institute.

Miles, A. (2011). *Domestic Violence: What Every Pastor Needs to Know*. Minneapolis, MN: Augsburg Fortress.

Schmutzer, J. (Ed.). (2011). *The long journey home. Understanding and ministering to the sexually abused*. Eugene, OR: Wipf & Stock.

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

Buechner, F. (1993) *Telling secrets*. New York, NY: Harper Collins Publishers.

Walls, J. (2005). *The glass castle, A memoir*. New York, NY: Scribner.

**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

- Bentovim, A. (1992). *Trauma Organized Systems. Physical and Sexual Abuse in families*.(ch 1&2). London, UK: Karnac. (Library Reserve)
- Poole, C. (n.d.). *Characteristics of dysfunctional families*. Retrieved Mar 7, 2014 from [http://www.cpoolecounseling.com/dysfunctional\\_families.html](http://www.cpoolecounseling.com/dysfunctional_families.html)

- family systems perspectives
- power dynamics in abusive systems
- roles and rules in abusive systems
- variations in same-sex couple families
- 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

- Enroth, R. (1993). Nine marks of an abusive church. *Churches that Abuse*. Grand Rapids, MI: Zondervan. Retrieved March 7, 2014 from <http://thewartburgwatch.com/2010/12/17/ninemarks-of-an-abusive-church/>
- Hufford, D. (n.d.). The true meanings of sanctuary and sacred. Retrieved Mar 7, 2014 from [http://www.nepastoral.org/clergy/safechurch\\_article.html](http://www.nepastoral.org/clergy/safechurch_article.html)
- Weinhold, B. (2011). Pastoral boundaries. *Healthy Boundaries: Recovering Our God-Given Limits for the Good of the Church*. DMin Project, Louisville Seminary.
- churches & clergy at risk
- boundaries
- self-care
- sanctuary

### **June 12 A Tale of Two Families**

Reading: Either: Buechner or Walls

- small groups
- class discussion
- 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

- Babbel, S. (May 27, 2011). Domestic violence: A power struggle with lasting consequences. *Somatic Psychology*. Retrieved Mar 7, 2014 from <http://www.psychologytoday.com/blog/somatic-psychology/201105/domestic-violence-power-struggle-lasting-consequences>
- de Benedictis, et al. (2012). Domestic violence and abuse: Types, signs, symptoms, causes, and effects. *The American Academy of Experts in Traumatic Stress*. Retrieved Mar 7, 2014 from <http://www.aaets.org/article144.htm>
- Duluth Model. (1984). Power and control wheel. *National Center for domestic and sexual violence*. Retrieved Mar 7, 2014 from <http://www.ncdsv.org/images/powercontrolwheelnoshading.pdf>
- Gay Men's Domestic Violence Project (n.d.). Retrieved March 7, 2014, from <http://gmdvp.org/domestic-violence/types-domestic-abuse/>
- White, R. (Oct/Nov 2010). Safety plan for a friend, relative or co-worker who is being abused by an intimate partner. *The Domestic Violence Report*. Retrieved Mar 7, 2014 from <http://www.civicrosearchinstitute.com/pdfs/DVR1601-SA4-SafetyPlanForAFriend.pdf>
- definition, prevalence and forms
- cycle of violence
- safety plan

### June 17 Child Abuse

Reading: Hattery & Smith, chapter 6 Schmutzer, chapters 1, 14, 15, 19

- Babbel, S. (April 23, 2011). The lingering trauma of child abuse. Retrieved Mar 7, 2014 from <http://www.psychologytoday.com/blog/somatic-psychology/201104/the-lingering-traumachild-abuse-0>
- Child Welfare Information Gateway. (n.d.). What is child abuse and neglect? Recognizing signs and symptoms. Retrieved Mar 7, 2014 from <https://www.childwelfare.gov/pubs/factsheets/whatiscan.pdf#page=3&view=What%20Are%20the%20Major%20Types%20of%20Child%20Abuse%20and%20Neglect?>
- Sharpe, D. (May 31, 2010). Child sexual abuse can't be ignored. *Ethics Daily* Retrieved Mar 7, 2014 from <http://www.ethicsdaily.com/news.php?viewStory=16146>
- definition, prevalence and forms
- dynamics of sexually abusing relationships
- lasting effects on adult survivors
- what healing is and is not

### June 18 Elder Abuse

Reading: Hattery & Smith, chapter 5

- Falk, N. L., et al. (August 14, 2012) Elder mistreatment and the Elder Justice Act. *The Online Journal of Issues in Nursing* Vo. 17 No. 3. Retrieved Mar 7, 2014 from <http://nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/TableofContents/Vol-17-2012/No3-Sept-2012/Articles-Previous-Topics/Elder-Mistreatment-andElder-Justice-Act.html>
- Gorbien, M. & Eisenstein, A. (2005). Elder abuse and neglect: An overview. *Clin Geriatric Med* 21. (pp. 279-292). Retrieved Mar 7, 2014 from <http://www.ucdenver.edu/academics/colleges/medicalschoo/departments/medicine/geriatrics/education/Documents/Elder%20abuse%20and%20neglect.pdf>
- Help Guide. (n.d.). Warning signs, risk factors, prevention and reporting abuse. Retrieved Mar 7, 2014 from [http://www.helpguide.org/mental/elder\\_abuse\\_physical\\_emotional\\_sexual\\_neglect.htm](http://www.helpguide.org/mental/elder_abuse_physical_emotional_sexual_neglect.htm)

- definition, prevalence and forms
- Elder Justice Act
- registry
- pastoral and professional responses

### **June 19 Mandated Reporting & Moral Responsibility**

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

- Fortune, M. (2010). Confidentiality and Mandatory Reporting. A clergy dilemma? Retrieved Mar 7, 2014 from <http://www.faithtrustinstitute.org/resources/articles/Confidentiality-and-Mandatory-Reporting.pdf>
- Eisler, P. (2011, May 10). When God and the law collide. *USA Today*, p. 1A. Retrieved Mar 7, 2014 from [http://usatoday30.usatoday.com/news/opinion/letters/2011-05-12-when-God-andlaw-collide\\_n.htm](http://usatoday30.usatoday.com/news/opinion/letters/2011-05-12-when-God-andlaw-collide_n.htm)

- small groups
- panel discussion
- recursive reflection

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

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

Reading: Miles, chapter 5

- Fortune, M. (1999). The seven elements of justice making. *Faith Trust Institute*. Retrieved Mar 7, 2014 from <http://umsexualethics.org/LinkClick.aspx?fileticket=Qbt2TSB85Yg%3d&tabid=8937>
- Fortune, M. (1995). Forgiveness, the Last Step, *Violence against Women and Children: A Christian Theological Sourcebook*. Retrieved Mar 7, 2014 from <http://faculty.plts.edu/gpence/PS1012/html/forgiveness.htm>
- Freeman, H. (Ju 26, 2012). The systematic cover-up that accompanied the Penn State football coach's crimes was every bit as bad. *The Guardian*. Retrieved Mar 7, 2014 from <http://www.theguardian.com/commentisfree/2012/jun/26/jerry-sandusky-sexual-abuse-cover-up>
- Keene, F. (1995). Structures of forgiveness in the New Testament. Retrieved Mar 7, 2014 from <http://www.faithtrustinstitute.org/resources/articles/Structures-of-Forgiveness.pdf>
  - Weinhold, Beverly. (Dec 20, 2011). Systemic silences. *The Courier-Journal*. (Letter to the editor). Retrieved March 7, 2014 from <http://www.courier-journal.com/article/20111221/OPINION02/312210056/>
    - theological foundations
    - forgiveness
    - justice
    - systemic silence

## June 23 Best Practices: Prevention & Intervention

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

### Some Resources:

- Clark, D. (2014). Making our churches safe. United Church of Christ. Retrieved Mar 7, 2014 from <http://www.ucc.org/ministers/safe/>
- Heillger, R. (2012). Professional Pastoral-Counseling Institute. *It's time to refer when...* Retrieved Mar 7, 2014 from <http://www.pastoral-counseling.org/asp/page.asp?ID=1108>
- Herman, J. (1998). Recovery from psychological trauma. *Psychiatry and Clinical Neurosciences*. 52 (Supl., 145-150. Retrieved Mar 7, 2014 from <http://epubl.ltu.se/1402-1781/2010/004/LTU-CDUPP-10004-SE.pdf>
- Martin, G. (n.d.). What pastor's can do to help victims of domestic violence in the church. Retrieved Mar 7, 2014 from <http://www.enditnow.org/assets/2561>
- Meichenbaum, D. (2012). Appendix A. Resilience checklist: My personal resilience. (pp. 191-195). Retrieved Mar 7, 2014 from [http://www.roadmaptoresilience.org/Appendix\\_A.pdf](http://www.roadmaptoresilience.org/Appendix_A.pdf)
  - Meichenbaum, D. (n.d.). Family Violence: Treatment for perpetrators and victims. Retrieved Mar 7, 2014 from [http://www.melissainstitute.org/documents/treating\\_perpetrators.pdf](http://www.melissainstitute.org/documents/treating_perpetrators.pdf)

a. Class Presentations:

1. Pastoral care
2. Evidence based interventions
3. Resilience
4. Referring to outside agencies.

- prevention
- pastoral care
- evidence based interventions: CBT, Prolonged Exposure Therapy, EMDR
- resilience
- building bridges with outside agencies/knowing when to refer

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

Reading: Hattery,  
chapter 14

- Condliffe, P. (2009). Practice what you preach: Using restorative justice as an alternative to clergy abuse. Retrieved from [www.epublicationsbond.edu.au](http://www.epublicationsbond.edu.au).
- McGlynn, C. et al. Is restorative justice possible in cases of domestic violence: Durham University Law School: England. Retrieved from <https://www.dur.ac.uk/resources/gladResearchBriefing1Isrestorativejusticepossibleincasesofsexualviolence.pdf>
- Rea, L. (2013, April 9). Clergy abuse and restorative justice: There's still time. [Web log post]. Retrieved from [www.restorativejusticeinternational.com](http://www.restorativejusticeinternational.com).
- Veith, V. (2012). What would Walther do? Applying law and gospel to victims and perpetrators of child sexual abuse. *Journal of Psychology and Theology*, 4 (4), 257-273. Retrieved Mar 7, 2014 from <http://journals.biola.edu/jpt/assets/16/40-257.pdf>
- 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
- 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*



## 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 Percentage Date Due**

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 patterns 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> p. 9

- **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: American Psychological Association. *Publication Manual of the American Psychological Association*. 6th ed. Washington, DC: American Psychological Association, 2010. Turabian, Kate L., Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 8th ed. Chicago: University of Chicago Press, 2013. *The Chicago Manual of Style*. 16th ed. Chicago: University of Chicago Press, 2010. 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.

### Abusive Family Systems Comprehensive Rubric

**Scoring Directions:** Mark or highlight observations in each area. Complete rating score at the end of the rubric.

**Scoring:** 0-2 unacceptable (C- & below), 3-5 marginal (C to B), 6-8 expected (B+ to A), 9-10 exceeds expectations for student's level of training.

**Level of Training:** Expectation for this class is achievement of Basic Knowledge and Skill.

Assignment I: Case Presentation Directions: See Syllabus				
Exceeds Expectations for level of training (9-10)	Expected (6-8)	Marginal (3-5)	UA (0-2)	Average score for assignment: _____

1.Demonstrates exceptional skill critical thinking and sensitivity in use of a multicultural framework and multicultural counseling theory	Uses critical analysis and multicultural theory in a broad, helpful way	Marginal reference to multicultural issues or theory		SLO: 1, 2 MFTC: 4.3.4, 3.1.1  Score:
2. Shows exceptional care and understanding in identifying and assessing systemic patterns of family abuse and violence across cultural contexts, generations and the human life cycle.	Identifies and assesses systemic patterns of family abuse and violence across cultural contexts, generations and the human life cycle.	Marginal demonstration of identifying and assessing systemic patterns of family abuse and violence across cultural contexts, generations and the human life cycle.		SLO: 1, 2 MFTC: 1.2.1., 1.4.1, 2.2.3, 2.3.4  Score:
3. Demonstrates a thoughtful and well-developed understanding of risk factors in family systems	Demonstrates clear understanding of primary risk factors in family systems	Demonstrates marginal understanding of primary risk factors in family systems		SLO: 1, 3 MFTC: 3.4.3  Score:
4.Demonstrates an exceptional ability to establish a treatment plan that includes clear, measurable goals, and nuanced attention to multicultural sensitivity and evidence-based methods	Demonstrates the ability to establish a treatment plan that includes clear, measurable goals, and nuanced attention to multicultural sensitivity and evidence-based methods	Demonstrates marginal ability or little attention to establishing a treatment plan that includes clear, measurable goals, and nuanced attention to multicultural sensitivity and evidence-based methods		SLO: 1 MFTC: 1.1.4, 2.3.5, 3.1.1, 3.3.2  Score:
5.Demonstrates thoughtful, nuanced understanding and evaluation of ethical and theological issues	Demonstrates critically informed understanding and evaluation of ethical and theological issues	Shows little attention to ethical and theological issues		SLO: 3, 5 MFTC: 5.1.1, 5.2.1, 5.3.4  Score:
6. Shows exceptional knowledge of when and how to comply with mandatory reporting laws	Demonstrates critical understanding of when and how to comply with mandatory reporting laws	Demonstrates marginal understanding of when and how to comply with mandatory reporting laws		SLO: 3 MFTC: 5.1.1  Score:
7.Demonstrates thoughtful, nuanced consideration of personal boundaries, ethical issues, and referral	Demonstrates the ability to think critically about boundaries and consider referral thoughtfully	Marginal understanding of boundary issues or referral		SLO: 1, 3 MFTC: 1.2.3, 5.2.1  Score:
8. Demonstrates exceptional knowledge of multi-layered responses to family violence that include community agencies, civil authorities and spiritual resources	Demonstrates knowledge of multi-layered responses to family violence that include community agencies, civil authorities and spiritual resources	. Demonstrates marginal knowledge of multi-layered responses to family violence that include community agencies, civil authorities and spiritual resources		SLO: 2, 4 MFTC: 3.1.4, 3.3.8  Score:

#### Assignment II: Class Presentation

Directions: See syllabus

Exceeds Expectations for level of training (9-10)	Expected (6-8)	Marginal (3-5)	UA (0-2)	Average score for assignment:
1.Demonstrates an exceptional ability to establish a treatment plan that includes clear, measurable goals, and nuanced attention to multicultural	Demonstrates the ability to establish a treatment plan that includes clear, measurable goals, and nuanced attention to	Demonstrates marginal ability or little attention to establishing a treatment plan that includes clear, measurable goals, and nuanced attention		SLO: 1, 2 MFTC: 1.1.4, 2.3.5, 3.1.1, 3.3.2  Score:

sensitivity and evidence-based methods	multicultural sensitivity and evidence-based methods	to multicultural sensitivity and evidence-based methods		
2.Demonstrates thoughtful, nuanced consideration of personal boundaries, ethical issues, and referral	Demonstrates the ability to think critically about boundaries and consider referral thoughtfully	Marginal understanding of boundary issues or referral		SLO: 1, 3 1.2.3, 5.2.1  Score:
3. Demonstrates exceptional knowledge of multi-layered responses to family violence that include community agencies, civil authorities and spiritual resources	Demonstrates knowledge of multi-layered responses to family violence that include community agencies, civil authorities and spiritual resources	. Demonstrates marginal knowledge of multi-layered responses to family violence that include community agencies, civil authorities and spiritual resources		SLO: 2, 4 MFTC: 3.1.4, 3.3.8  Score:

**Assignment III: Integrative Paper**  
**Directions: See syllabus**

Exceeds Expectations for level of training (9-10)	Expected (6-8)	Marginal (3-5)	UA (0-2)	Average score for assignment:
1.Demonstrates exceptional skill critical thinking and sensitivity in use of a multicultural framework and multicultural counseling theory	Uses critical analysis and multicultural theory in a broad, helpful way	Marginal reference to multicultural issues or theory		SLO: 1, 2 MFTC: 4.3.4, 3.1.1  Score
2. Shows exceptional care and understanding in identifying and assessing systemic patterns of family abuse and violence across cultural contexts, generations and the human life cycle.	Identifies and assesses systemic patterns of family abuse and violence across cultural contexts, generations and the human life cycle.	Marginal demonstration of identifying and assessing systemic patterns of family abuse and violence across cultural contexts, generations and the human life cycle.		SLO: 1, 2 MFTC: 1.2.1, 1.4.1, 2.2.3, 2.3.4  Score:
3. Demonstrates a thoughtful and well-developed understanding of risk factors in family systems	Demonstrates clear understanding of primary risk factors in family systems	Demonstrates marginal understanding of primary risk factors in family systems		SLO: 1, 3 MFTC: 3.4.3  Score:
4.Demonstrates thoughtful, nuanced understanding and evaluation of ethical and theological issues	Demonstrates critically informed understanding and evaluation of ethical and theological issues	Shows little attention to ethical and theological issues		SLO: 3, 5 MFTC: 5.1.1, 5.2.1, 5.3.4  Score:
5. Shows exceptional knowledge of when and how to comply with mandatory reporting laws	Demonstrates critical understanding of when and how to comply with mandatory reporting laws	Demonstrates marginal understanding of when and how to comply with mandatory reporting laws		SLO: 3 MFTC: 5.1.1  Score:
6.Demonstrates thoughtful, nuanced consideration of personal boundaries, ethical issues, and referral	Demonstrates the ability to think critically about boundaries and consider referral thoughtfully	Marginal understanding of boundary issues or referral		SLO: 1, 3 1.2.3, 5.2.1  Score:
7. Demonstrates exceptional knowledge of multi-layered responses to family violence that include community agencies, civil authorities and spiritual resources	Demonstrates knowledge of multi-layered responses to family violence that include community agencies, civil authorities and spiritual resources	. Demonstrates marginal knowledge of multi-layered responses to family violence that include community agencies, civil authorities and spiritual resources		SLO: 2, 4 MFTC: 3.1.4, 3.3.8  Score:

**Assignment IV: Summary Paper**

<b>Directions:</b> See Syllabus				
Exceeds Expectations for level of training (9-10)	Expected (6-8)	Marginal (3-5)	UA (0-2)	Average score for assignment:
1.Demonstrates exceptional skill critical thinking and sensitivity in use of a multicultural framework and multicultural counseling theory	Uses critical analysis and multicultural theory in a broad, helpful way	Marginal reference to multicultural issues or theory		SLO: 1, 2 MFTC: 4.3.4, 3.1.1  Score:
2. Shows exceptional care and understanding in identifying and assessing systemic patterns of family abuse and violence across cultural contexts, generations and the human life cycle.	Identifies and assesses systemic patterns of family abuse and violence across cultural contexts, generations and the human life cycle.	Marginal demonstration of identifying and assessing systemic patterns of family abuse and violence across cultural contexts, generations and the human life cycle.		SLO: 1, 2 MFTC: 1.2.1, 1.4.1, 2.2.3, 2.3.4  Score:
3.Demonstrates thoughtful, nuanced understanding and evaluation of ethical and theological issues	Demonstrates critically informed understanding and evaluation of ethical and theological issues	Shows little attention to ethical and theological issues		SLO: 3, 5 MFTC: 5.1.1, 5.2.1, 5.3.4  Score:

**Grade:** \_\_\_\_

**Comments:**

<b>Abusive Family Systems Aggregated Rubric Scores</b>																						
Singature Assignment	Case Pres I.1	I.2	I.3	I.4	I.5	I.6	I.7	I.8	Class Pres II.1	II.2	II.3	Integ Pap III.1	III.2	III.3	III.4	III.5	III.6	III.7	Sum Pap IV.1	IV.2	IV.3	
Student																						
1																						
2																						
3																						
4																						
5																						
6																						
7																						
8																						
9																						
Mean Score																						
SLOs	1, 2	1, 2	1, 3	1	3, 5	3	1, 3	2, 4	1, 2	1, 3	2, 4	1, 2	1, 2	1, 3	3, 5	3	1, 3	2, 4	1, 2	1, 2	3, 5	

