

PASTORAL CARE IN ABUSIVE FAMILY SYSTEMS
COURSE # PC2233
LOUISVILLE PRESBYTERIAN THEOLOGICAL SEMINARY
SUMMER TERM 2010

CREDIT HOURS: 3

INSTRUCTOR: Sharon Bowland, PhD, MSW, LCSW, MPS

OFFICE HOURS: after class

ROOM: Schlegel Hall 120

TIME: 9:00-11:30 Monday-Friday, June 7-June 25

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I. COURSE DOMAIN AND BOUNDARIES

This is an elective and is a course in pastoral care suitable for pastoral counselors, marriage and family therapists, and parish pastors. The course assumes a working knowledge of pastoral care, some sense of pastoral theology, and experience in a ministry or clinical context. The major goals of the course are to develop an understanding of and skills in addressing violence and abuse and their manifestations in the family and community. These include: child physical and sexual abuse, emotional abuse, dating violence, sexual assault, intimate partner abuse (IPV), domestic violence, and elder abuse.

Another assumption of this course is that by developing pastoral care/clinical skills in addressing violence, clergy/therapists and congregations will be better equipped to take a social justice stance and become part of the larger coordinated community response to addressing these problems. In the context of pastoral ministry, persons are expected to draw upon their experiences in contextual education and the practice of ministry, as well as knowledge gained from other courses and experiences. This course will draw upon a variety of disciplines during the semester, including pastoral theology, theological texts, and social science research.

The course will incorporate methods conducive to seminar work. Students are expected to participate fully in the course through required readings, contributions in class, and preparation of written work.

The course has been developed due to the reality that few religious professionals have training in addressing issues of violence and abuse. Clergy report that they are ill-equipped to address psychological issues (Neuger, 2001), even though domestic violence has been labeled as the number

one emergency faced by pastors (Weaver, 1993). Large percentages of people seen in clinical practice have a history of violence and abuse. Social science research has shown that social support and advocacy are critical in effectively stopping violence (Sullivan & Bybee, 1999). The church and allied professionals trained to discern and to address violence and abuse can provide key social support and advocacy. The church is key due to its powerful role in family and community life.

II. COURSE GOALS

1. To understand definitions and manifestations of violence in the family: including child abuse, sexual assault, domestic violence, emotional abuse, and to see its cumulative effects in the life cycle of the family, including older adulthood;
2. To comprehend interconnections between family violence, social justice, and community;
3. To understand needs and complexity in addressing violence with ethnically/racially diverse populations, including immigrants and gays/lesbians/bisexuals/transgender (GLBT) persons;
4. To develop pastoral care skills in identifying violence occurring in congregational settings;
5. To gain skills in assessing family violence, and to draw upon that knowledge in developing strategies of care with individuals, families and congregations;
6. To understand the limits of knowledge and appropriate actions given the practice setting, knowing when to refer;
7. To develop knowledge needed about other systems (legal, court, mental health) in order to facilitate a coordinated and effective response;
8. To understand the range of therapies and therapeutic interventions for those who have PTSD and residual effects;
9. To help MFT students to understand how to form and maintain a productive therapeutic alliance with survivors and their families during the treatment process (AAMFT Core Competency 1.3.6);
10. To critically examine theological viewpoints from which to construct one's own pastoral theological understanding of interpersonal violence;
11. To offer an opportunity for critical theological engagement around contemporary dilemmas in violence and abuse in the family.

III. LEARNING OBJECTIVES

Students completing this course will be able to . . .

1. Understand the cycle of violence from lifespan and systems perspectives. (AAMFT Core Competency 1.1.1);
2. Develop a safety plan for someone in danger of violence or abuse(AAMFT Core Competency 5.3.4);
3. Identify the signs and effects of interpersonal trauma for children, adults, and older adults, GLBT persons, and those who are ethnically/racially diverse;
4. Respond with cultural sensitivity to persons from different cultural backgrounds (AAMFT Core Competency 1.2.1);
5. Identify and assess violence and abuse situations, including clients' strengths and resiliencies (AAMFT Core Competency 2.3.1 & 2.3.8);

6. Develop strategies for addressing violence, including knowing limits of own competency and how to develop community resources;
7. Act responsibly, taking into account the importance of a coordinated community response to violence and abuse;
8. Develop a pastoral care response to perpetrators in their congregation and community;
9. Draw on key social science literature in trauma treatment (AAMFT Core Competency 4.1.1);
10. Advocate for a client in obtaining quality care (AAMFT Core Competency 3.5.1);
11. Assist survivors and other family members to address the residual effects of violence and abuse in their families;
12. Become familiar with their denomination's polity surrounding family violence, and take an informed stance in relation to it;
13. Address theological issues surrounding family violence in sermons, Christian education, and in the life of the community.

IV. READINGS

Required texts:

Authors: Rita Nakashima Brock & Rebecca Ann Parker, (2001)
 Title: *Proverbs of Ashes: Violence, Redemptive Suffering, and the Search for What Saves Us*
 Boston: Beacon Press

Author: David J Livingston (2002)
 Title: *Healing Violent Men: A Model for Christian Communities*
 Minneapolis: Fortress Press

Editor: Jeanne Stevenson Moessner, (1996)
 Title: *Through the Eyes of Women: Insights for Pastoral Care*
 Minneapolis: Fortress Press

Author: Christie Cozad Neuger, (2001)
 Title: *Counseling Women*
 Minneapolis: Fortress Press

Recommended texts:

Author: Nancy Nason-Clark (1997)
 Title: *The Battered Wife: How Christians Confront Family Violence*
 Louisville, KY: Westminster John Knox Press

Authors: Nancy Nason-Clark & Catherine C. Kroeger (2004)
 Title: *Refuge from Abuse*
 Downers Grove, IL: InterVarsity Press

V. ASSIGNMENTS AND GRADING CRITERIA

Grades. Grades are assigned based on the student's ability to assimilate and apply class materials. Course grades will be based on the following assignments:

Grade Summary:

Before & After Safety Plan	15 percent
Journal Reflection	20 percent
Community Resource Project	20 percent
Final Paper	30 percent
Class attendance & Participation	15 percent
Total	100 percent

Grade Scale: 100-94 **A** 93-90 **A-** 89-88 **B+** 87-84 **B** 83-80 **B-** 79-78 **C+** 77-74 **C** 73-70 **C-** 69 and below **F**

Course Assignments:

1. Each student will develop a safety plan using a case example due at the beginning of Class 2 (June 8, 2010). Instructions for this assignment will be given during Class 1 (**June 7, 2010**). A second assignment based on learning from the 2nd class will be due at class 3 (**June 9, 2010**) (15% of the grade).
2. Community Resource Development Project (20% of grade): Due **June 21, 2010**. A plan for this project will be turned in to instructors for approval at the beginning of class 4 (**June 14, 2010**).
3. Students will keep a Journal during the class. Questions for reflection may be assigned during class. These journals will be graded pass/fail (20% of the grade). Journals are due on the last day of class, **June 25, 2010**.
4. A longer, integrative paper will be turned in by **July 2, 2010** at noon. It will be on a topic of the student's choosing, in consultation with the instructor. More information about this paper will be presented during the first week. (30% of the grade).

Papers are graded on:

- 1) Clarity in response to the assignment (i.e., did the student complete the assignment as requested);
- 2) Ability to articulate, reflect, and integrate (i.e., does the paper make coherent sense; does it move toward integration of materials used in the class; does it draw upon the resources of other classes);
- 3) Written performance (style, complete sentences, thesis statements, appropriate references, etc.).

VI. COURSE POLICIES

Use of Inclusive Language

Learning is fundamentally concerned with communication, self-expression, and personal and social transformation. Learning respects individuals, their feelings, their value and worth, and their particular potential for contribution to common knowledge and community virtue. Learning is fundamentally and intentionally inclusive.

Since all learning is inherently ethical and political, and theological discourse has been traditionally patriarchal and gender exclusive, the Seminary has established a policy, in the interest of constructing an inclusive and egalitarian community, that the language (symbols, metaphors) used in our class discussions and written work shall be gender inclusive and respectful of all persons and groups as valued human creatures of God.

Racism also permeates our society and is detrimental to any learning environment. We need to use language, symbols, and metaphors that honor our commitment to racial inclusiveness.

Grading Criteria

The assignments are to be turned in by 9:00 AM on the day they are due. Late papers will be graded down 1/3 letter grade (A becomes A-; A- becomes B+; etc.). Any paper turned in after the due date, regardless of the reason for its lateness will be considered a "late paper" unless prior arrangements have been discussed with the instructor.

Class discussion and attendance **are required** in this course. Assigned readings should be read before class, and students should be prepared to discuss and apply readings during class. At the end of the semester students will grade themselves on whether they kept up with the required reading and class attendance (15% of grade). Absences are not excusable.

Special Needs: If you have a learning disability, sensory, or physical disability or other impairment, or if English is your second language and you may need special assistance in lecture, reading assignments, and/or testing, please contact the instructors.

Students are expected to maintain personal and professional boundaries at all times in discussions and role-plays. Confidentiality is expected among members of the class.

Please note the LPTS Academic Honor Code. All papers must have appropriate footnotes or endnotes. Each paper must represent original work done for this class. If you have questions, please do not hesitate to consult the professor. Papers not properly referenced will receive an F.

Evaluation of Written Assignments

Graduate level writing is expected in this course. LPTS has adopted the Chicago/Turabian style for all written work. Please edit all work carefully before turning it in. Points will be deducted for poor grammar and sentence structure.

ASC (Academic Support Center) is available Monday & Wednesday, 9:00 a.m.-3:30 p.m., Tuesday & Thursday, 9:00 a.m.-5:30 p.m., and Friday, 9:00 a.m.-2:00 p.m. Please call or stop by to make an appointment, or visit: http://lpts.edu/Academic_Resources/ASC/Online_Writing_Lab.asp.

VI. ORGANIZATION OF COURSE

The course will utilize a lecture/discussion format, guest speakers, videos and role-plays. Given the experiential emphasis of the course, students should be prepared to role-play at any time in class. Video clips will be shown and some discussions will occur in small groups. Guest speakers will supplement material presented in class.

VIII. TENTATIVE COURSE OUTLINE

Class Meeting 1: (June 7, 2010)

Topic: INTRODUCTION & OVERVIEW OF THIS COURSE ON PASTORAL CARE FOR FAMILY VIOLENCE

Instructor will present an overview of the course and engage students in a review of their knowledge of and experience with different forms of violence, including: child abuse, domestic violence, elder abuse and neglect, and sexual assault. Listening skills will be reviewed and practiced in class.

Readings: **READ BEFORE CLASS!**

Neuger, *Counseling Women*, Chapters 1-3

Class Meeting 2: (June 8, 2010)

Topic: DOMESTIC VIOLENCE, INCLUDING SEXUAL ASSAULT AND EMOTIONAL ABUSE

Basic information about the etiology and trajectory of domestic violence, and other forms of violence in the family will lay a foundation for informed pastoral care responses. Personal responses to experiences of violence will also be explored. Pastoral assessment of domestic violence (DV) will be discussed, and the class will begin viewing a series of video vignettes for common “pastoral care emergencies.” Violence against boys and men will also be discussed. Video for this class will concern how to develop a safety plan (Ivy).

Readings:

Neuger, *Counseling Women*, Chapter 4

Fortune, M. “How does a congregation respond to a battered woman?” Faith Trust Institute website, October 26, 2007 (Available online).

Tjaden & Thoennes (2000). *Prevalence, incidence and consequences of violence against women: Findings from the National Violence Against Women Survey* (No. NCJ183781). Washington D.C.: National Institute of Justice, U.S. Department of Justice. (Available online).

***ASSIGNMENT DUE:**

Based on your knowledge and experience, and the readings above, follow the handout and “Develop a Safety Plan for Esther.” Will be discussed at the beginning of Class 2.

Class Meeting 3: (June 9, 2010)

Topic: ELDER ABUSE, INCLUDING DOMESTIC VIOLENCE

In this session the class will investigate types of elder abuse, including domestic violence, sexual assault, and caregiver abuse and neglect. Assessment instruments that can assist in identifying incidences of violence, abuse, or neglect will be examined. The intergenerational cycle of violence will also be discussed. The class will view and process a video on the challenges of domestic violence for older women. Additionally, the different needs of older women as compared with younger women will be explored.

Readings:

Moessner, *Through the Eyes of Women*,

Essay 1, Miller-McLemore, “The Living Human Web: Pastoral Theology at the Turn of the Century,” pp. 9-26;

Essay 14, Justes, “Pastoral Care and Older Women’s Secrets,” pp. 240-253;

Essay 15, Liebert, “Coming Home to Themselves,” pp. 257-284; Essay 16,

Neuger, *Counseling Women*, Chapters 8 & 9, pp. 197-239.

Recommended readings:

Moessner text: Buford, “Women and Community: Women’s Study Groups as Pastoral Counseling,” pp. 285-303.

***ASSIGNMENT DUE:**

Based on the class discussion and your increased knowledge about domestic violence, revise and resubmit “Developing a Safety Plan for Esther.” Due at the beginning of Class 3.

Class Meeting 4: (June 10, 2010)

Topic: VIOLENCE IN DIVERSE POPULATIONS

There are different understandings and definitions of abuse and violence based on cultural experiences and the reality of racism and homophobia. For instance, many Mexican American women are known to view certain types of physical aggression such as pushing, slapping, whipping, and hitting as acceptable (Torres, 1991). Women in the lesbian community often minimize their victimization by a female intimate partner due to denial that women can abuse other women (Renzetti, 1992). African-American women often refuse to report their partners to the police due to the racist treatment that African-American men

have received in the legal system (Hooks, 2000). Knowledge about these differences is important in assisting survivors. Our guest speaker, Stavroula Kyriakakis, MSW, will discuss her work with immigrant women and the barriers they experience in accessing assistance. A video vignette with an immigrant woman, Tessie, seeking assistance from her church, will be used to discuss appropriate clergy responses.

Readings:

Eugene, *Violence Against Women and Children*, "Swing Low, Sweet Chariot!": A Womanist Ethical Response to Sexual Violence and Abuse, pg. 185-200.

Jordan, L.M., "Domestic Violence in the African American Community: The Role of the Black Church." Available online at AARDVARC.org (An Abuse, Rape and Domestic Violence Aid and Resource Collection).

Moessner, *Through the Eyes of Women*, Essay 3, Snorton, "The Legacy of the African-American Matriarch: New Perspectives for Pastoral Care," pp. 50-65.

Recommended:

Renzetti, *Family Relations*, "Building a Second Closet: Third Party Responses to Victims of Lesbian Partner Abuse." p. 157-163.

Johnson, *Journal of Marriage and the Family*, "Patriarchal Terrorism and Common Couple Violence: Two Forms of Violence against Women," pp. 283-294.

Class Meeting 5: (June 11, 2010)

Topic: BROKEN MARITAL COVENANTS

Our class will discuss biblical understandings of marriage and divorce and how these impact decisions to leave or stay in abusive relationships. The video *Broken Vows* will be shown and discussed. There will be an exploration of how to assist women in decision-making around leaving or staying in an abusive relationship, including awareness of patterns of escalating violence at the end of relationships. We will also explore the particular needs of women who choose to stay. The impact on children of violence in couples' relationships will be included in this discussion. A video vignette of Luisa's struggle will be shown to examine discord between personal religious beliefs and life circumstances.

Readings:

Neuger, *Counseling Women*, Chapters 5, 6, 7

Class Meeting 6: (June 14, 2010)

Topic: SPIRITUAL DISTRESS AND THE PASTORAL CARE NEEDS OF SURVIVORS

Research on older women's experiences of violence and abuse across the life span will be reported from a project designed to address the religious/spiritual needs of survivors of interpersonal violence and abuse. Findings about the importance of spiritual coping in recovery will be included. Pastoral care for spiritual crises will be considered. The video vignette examines the experiences of Dana, who reports abandonment issues in her relationship with God.

Readings:

Hawthorne, *Presence: An International Journal of Spiritual Direction*, "Spiritual Direction for the Bereaved: Grief, Spiritual Crises and Dark Nights of the Soul," vol. 12 (1) pp. 35-42.

Neuger, *Counseling Women*, Chapter 3 "Helping Women Come to Voice," pp. 65-92.

***ASSIGNMENT DUE:**

An outline for the community resource development project is due today.

Class Meeting 7: (June 15, 2010)

Topic: OTHER THEOLOGICAL CHALLENGES IN WORKING WITH VIOLENCE

Focus of the class will be to discuss emerging theological issues arising in work with survivors, including understandings of silence, power, intimacy and anger that are shaped by theological beliefs. Images of God that may perpetuate the cycle of violence will be explored. A video vignette on Lisa, illustrating conflicted loyalties will be discussed.

Readings:

Brock & Parker, *Proverbs of Ashes: Violence, Redemptive Suffering, and the Search for What Saves Us*

Class Meeting 8: (June 16, 2010)

Topic: FROM VICTIMS TO SURVIVORS: RECOVERY PROCESSES

This class will cover the need for survivor self-care. Ways of addressing the needs of children who witness violence will also be covered. A video on child sexual abuse will be shown. Assessments for child abuse and neglect will also be reviewed in this class. Jackie's story in a pastoral care video will address stewardship of your life

Readings:

Wekerle & Wolfe (1999), "Dating Violence in Mid-Adolescence: Theory, Significance, and Emerging Prevention Initiatives," *Clinical Psychology Review*, Vol. 19 (4), pp. 435-456.

Davis, *Counseling Adolescent Girls*, Chapter 5, "Violence Against Girls," pp. 66-81.

Moessner, *Through the Eyes of Women*, Essay 2, Bohler, "Female Friendly Pastoral Care," pp. 27-49.

Class Meeting 9: (June 17, 2010)

Topic: PASTORAL RESPONSE TO BATTERING

Legal and community responses to battering will be the focus for this session. What is the appropriate pastoral response to perpetrators? How can they be held accountable? How can they get assistance? How can we stop the violence? We will discuss protection orders and what this means for male batterers in congregations. A video will be shown illustrating a rabbi confronting a parishioner (Stuart) who is denying abusing his wife.

Readings:

Livingston, *Healing Violent Men*

Class Meeting 10: (June 18, 2010)

Topic: REACHING OUT: COMMUNITY RESOURCES FOR FAMILY VIOLENCE

Community providers will introduce agency resources and describe their services. Information about other community resources, including legal resources and shelter care will be presented as well.

Readings:

<http://chfs.ky.gov/NR/rdonlyres/54B7AF71-5428-4EC6-AE69-158BBFBF8031/0/ModelDomesticViolenceLawEnforcementPolicy.htm>

<http://www.kdva.org/dvlawsva.html#>

Recommended:

Nason-Clark, *The Battered Wife*, Chapters 1, 6, 7

Class Meeting 11: (June 21, 2010)

Topic: SEX, VIOLENCE & THE CHURCH

It is through our experiences in the church and interactions with Scripture that we develop a blueprint for how we are to be in relationships. Unfortunately, too often historical theological interpretations of our sexuality have been demeaning for women. This class will consider the role of sexuality in “setting the stage” for how we live into our intimate relationships. We will discuss manifestations of violence during teen dating relationships and consider how the church might become a stronger positive voice in counteracting this epidemic.

Readings:

Neuger & Poling, Gender & Theology, *The Care of Men*, pp. 23-45.

Taves, *Violence against Women & Children*, “The Power to See and the Power to Name: American Church History and the Problem of Domestic Violence” pp. 262-278.

Wekerle & Wolfe (1999), “Dating Violence in Mid-Adolescence: Theory, Significance, and Emerging Prevention Initiatives,” *Clinical Psychology Review*, Vol. 19 (4), pp. 435-456.

Recommended:

Nason-Clark, *The Battered Wife*, Chapters 1, 2, 3.

Nelson, *Embodiment*, Chapters 3, “Sexual Alienation,” pp. 37-69, “The Dualistic Nemesis” & Chapter 10, “The Church as Sexual Community,” pp. 236-271.

***ASSIGNMENT DUE: Community Resource Packet**

Class Meeting 12: (June 22, 2010)

Topic: LIVING BEYOND THE VIOLENCE—PASTORAL RESPONSES

The class will consider possibilities for repentance and forgiveness. A video showing the story of David and issues surrounding repentance will be shown and discussed.

Readings:

(Handout) Fortune, *Violence Against Women and Children*, “Forgiveness, the Last Step,” pp. 201-206.

Fortune, “No Healing without Justice,” (Handout) Conference Presentation

Livingston, *Healing Violent Men*, Chapters 4, 5, Appendices

Recommended:

Nason-Clark, *Refuge from Abuse*, Chapter 6

Class Meeting 13: (June 23, 2010)

Topic: DENOMINATIONAL PERSPECTIVES ON VIOLENCE AND ABUSE

Each student will read her/his denomination’s polity statement on family violence. Denominational polity and cultural traditions surrounding family violence will be compared and contrasted across denominations—Gaps and conflicts within denominations will be identified. This analysis is important for at least three reasons: 1) poor polity leads to poor pastoral care; 2) familiarity with polity across denominations will assist us as we work with parishioners and clergy who come from different traditions; 3) we can become advocates for social justice in changing polity and improving access to resources in our communities.

Readings:

Livingston, *Healing Violent Men*, Chapter 3

Your Denomination’s Statement on Violence and Abuse

Class Meeting 14: (June 24, 2010)

Topic: REACHING IN: CHURCH AS SANCTUARY

We will discuss the integration of violence awareness and action into Christian Education and worship. How should we address issues of violence in Scripture? How can this knowledge inform our sermons? What is our vision for the future church?

Readings:

(Handout) Proctor-Smith, *Violence Against Women and Children*: “The Whole Loaf: Holy Communion and Survival” pp 464-478.

Nason-Clark & Kroeger, *Refuge From Abuse*, Appendix 3, “Worship that Heals”

Journal of Religion and Abuse, Vol. VIII, no. 4. Journal with sermons published on violence against women and children.

FaithTrust Institute, Web site with resources for clergy
<http://www.faithtrustinstitute.org>

FINAL Class Meeting 15: (June 25, 2010)

Topic: Tying it all together

Sharing of professional and personal impact of course material

Commitments to address violence and abuse issues

***ASSIGNMENT DUE: Final Integrative Paper due July 2 by noon.**