

MB Biblical Seminary

**Course Syllabus
MF-525 Child Abuse
0.5 Units
November 5, 2005 (Saturday)
8:30 a.m. – 5:00 p.m.**

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COURSE DESCRIPTION:

This course is a 0.5 unit course designed to meet the California Board of Behavioral Sciences MFT requirements in child abuse assessment training. This course will emphasize identification and assessment of the different types of abuse, as well as its prevention. Reporting procedures, ministry applications and clinical treatment will be surveyed.

COURSE OBJECTIVES:

- To review the historical understanding of child abuse.
- To review the legal framework of mandatory reporting and California Penal Codes regarding child abuse and definitions of abuse.
- To define abuse, assessment and reporting procedures.
- To understand the multiple effects of abuse on neurobiology and human development.
- To examine theological beliefs and practices that impact child abuse.
- To develop treatment strategies and resources for healing and recovery.

PRIMARY REQUIRED TEXT:

Crosson-Tower, C. (2005). *Understanding Child Abuse and Neglect (6th Edition)*. Boston, MA.: Allyn & Bacon.

ADDITIONAL REQUIRED TEXT:

For MFT Students:

* Wallace, H. (2002). *Family Violence: Legal, Medical, and Social Perspectives (3rd Edition)*. Boston, MA: Allyn and Bacon. Chapter 2-7.

For MA/MDiv Students:

Melton, J. (2002). *Safe Sanctuaries: Reducing the Risk of Child Abuse in the Church*. Nashville, TN: Discipleship Resources.

* This is the same text book for those students who had taken Domestic Violence in Spring 2004.

A free copy of “Child Abuse Prevention Handbook and Intervention Guide” produced by the Crime and Violence Prevention Center and California Attorney General’s Office will be issued to each student.

COURSE FORMAT:

MF-525 will meet on Saturday, November 5, 2005, from 8:30 a.m. to 5:00 p.m. Due to the intensive nature of this course, students are expected to complete all assigned readings before class begins. Students will take two 15-minute breaks given by the instructor, one during the morning session and one during the afternoon session. The class will break for lunch from 12:00 p.m. to 1:00 p.m. Any student who wants to interact with the instructor and other students during lunch hour is encouraged to bring his or her own lunch for a roundtable discussion. For the sake of other students and the integrity of the learning environment, all students are asked to turn off their cellular phones and pagers or set them to silent mode during instruction time.

EVALUATION:

Evaluation will be based on class attendance (required), class participation, reading and written assignments. **All written assignment is expected in the format of the American Psychological Association publication Manual, 5th edition.** The APA publication manual can be found on reserve at the Hiebert Library. Another option is to purchase an APA template for MS World entitled APA Style Helper 3.0. This may be purchased at www.apa.org/books.

ASSIGNMENTS:

1. **Reading of Text and Book Critique (40%).** Submit a two-page book critique on the primary text, *Understanding Child Abuse and Neglect (6th Edition)*. In your critique, conclude with a brief reflection on your thoughts and emotional responses concerning a topic/issue of your interest that is raised in the book.
Due: November 19, 2005, Friday, by 3 p.m.

2. **Project Report (60%).** Choose one of the following projects and submit a 3-5 page written report. Student may obtain instructor's permission to do a project of his/her own interest if the project is deemed relevant and related to the class and real life application (clinically or church ministry related).
Due: December 3, 2005, Friday, by 3 p.m.

MFT Students: Choose one of the followings:

- a. Develop a concise 10-12 week group therapy program outline for working with survivors (adults or children) of child abuse. The group can be a generic group or a specific type of group (i.e. physical abuse, ritualistic abuse, spiritual abuse, emotional abuse, sexual abuse, etc.). The outline should include the type of group, setting, format of the group (i.e. process group, psychoeducational group, support group, etc.), topic and goals for each week.
- b. From your theoretical perspective, what are some potential psychopathologies that are highly correlated as result of child abuse and neglect? Choose one disorder and describe its clinical presentation, its etiology and pathogenesis based on your chosen theoretical perspective. Include briefly how treatment may look (base on your theoretical orientation), and what are some of the therapeutic and spiritual issues that may arise in treating a survivor of child abuse/neglect.
- c. Two Case Studies. To be handed out in class.
- d. Research and summarize your findings on how child abuse impact interpersonal neurobiological development and attachment. You may focus your summary of findings base on the research of one of the followings: Dan Siegel, Marion Solomon, Bessel A. van der Kolk, Diana Fosha and Allan N. Schore (refer to Reading List for some suggested readings).
- e. Develop a clinical template, protocol and tools for the use of assessing child abuse. In your template, include how this template can be used (format – verbal interview, play interview, etc.) and what is the target age group (i.e. younger non-verbal children, lower elementary, ages 10-12 or adolescents). The template may include the following

categories: child's developmental history, current status, sexual history, possible risk factors, history of the concerns, screening for significant behaviors, objective measures and collateral information.

MA/MDiv. Students: Choose one of the followings:

- a. Develop a Child Abuse Prevention and Risk Reduction Policy for your local church. The policy should include protocols for recruiting, screening and hiring workers and how you plan on implementing the policy based on your local church and denominational polity.
- b. Develop a Congregational Plan for Responding to Allegations of Abuse. The plan should include protocols on how you confront the alleged perpetrator, how you respond to the alleged victim and how your church would respond to the media. Include how your spiritual and theological framework guides your response to the perpetrator and victim.
- c. Is spanking children our Christian duty? Many Christians believe that it is God's absolute will that "children be subjected to the rod of correction" and if you "spare the rod, you spoil the child". Develop a theological and biblical framework for your views on corporal punishment. You may include your exegetical understanding of "the rod" and use it to help you to understand its context.
- d. Theological Reflection on the book "Facing the Abusing God: A Theology of Protest" by David Blumenthal (Westminster/John Knox Press, 1993). You may choose to synthesize your theological reflection base on systematic theology or biblical theology.

Assignments must be turned in on time for full credit. Late assignments will result in loss of one letter grade for each week late. Failure to comply with APA format will result in loss of one grade. Please refer to the *Academic Handbook* if you need to file for an extension. All assignments are due on the stipulated due dates by 2 p.m. For confidentiality, students are encouraged to turn in their assignment in an envelope. Your graded assignment will be returned in the same envelope. Assignments may also be submitted in MS Word format via email to alandaw@comcast.net. You may also fax your written assignments to (559) 452-1752.

GRADING SCALE:

A = 90-100% Excellent
B = 80-89% Expected
C = 70-79% Below Expectation
F = < 69% Unacceptable

ACADEMIC POLICIES AND INTEGRITY OF ACADEMIC WORK

MBBS academic policies are described at www.mbseminary.edu/fresno/policies. These policies provide guidance on academic integrity and plagiarism, incomplete course work, extensions, dates for changing registration, non-discriminatory and inclusive language, appeals, etc. Students are expected to be familiar with these policies and will be held responsible for adhering to them. If you have questions about how these policies relate to you or to a situation that you face in your studies, please speak to the professor or consult the Registrar or Academic Dean.

The seminary has clear policies on academic integrity. *“Writing papers or making oral presentations involves more than collecting the ideas of other people; it means thinking through an issue and/or idea on one's own. All sources used--books and articles--should be cited. Cheating and plagiarism in any form--i.e., using other people's ideas or words without acknowledgment, copying other people's work as one's own, or falsifying the results of study are prohibited. Cheating and/or plagiarism is viewed as a grave offense, and may result in failure in a course, and can be grounds for dismissal from the Seminary. Dishonest use of ideas and/or sources is an ethical issue that reflects on readiness for ministry. Work submitted to one class should not be used in a second class without consultation with the faculty”* (MBBS Website)

READING LIST

- * Allan, J. (1989). *Inscapes of the Child's World*. Dallas: Spring.
- * Anderson, B. (1992). *When Child Abuse Comes to Church*. Minnesota: Bethany House Publisher.
- * Blumenthal, D. (1993). *Facing the Abusing God: A Theology of Protest*. Kentucky: Westminster/John Knox Press.
- * Bratton, M. (1999). *From Surviving the Thriving: A Therapist's Guide to Stage II Recovery from Survivors of Childhood Abuse*. New York: Haworth Press.
- Ciotto, R. & Madonna, J. (1996). *Play Therapy with Sexually Abused Children: A Synergistic Clinical-Developmental Approach*. Northvale, New Jersey: Jason Aronson Inc.
- * Crime and Violence Prevention Center, California Attorney General's Office, Bill Lockyer. (2000). *Child Abuse Prevention Handbook and Intervention Guide*. California.
- * Finkelhor, D. (1986). *A Sourcebook on Child Sexual Abuse*. Newsbury Park, CA: Sage Publications.
- Fosha, D. (2000). *The Transforming Power of Affect: A Model for Accelerated Change*. New York: Basic Book.
- * Gil, E. (1991). *The Healing Power of Play: Working with Abused Children*. New York: Guilford Press.
- Gil, E. (1992). *Sexualized Children: Assessment and Treatment of Sexualized Children and Children who Molest*. Self Esteem Shop II.
- Gil, E. (1996). *Treating Abused Adolescents*. New York: Guilford Press.
- Hughes, D. (1998). *Building the Bonds of Attachment*. Northvale, NJ: Jason Aronson.
- * James, B. (1989). *Treating Traumatized Children: New Insights and Creative Interventions*. MA: Lexington Books.
- * James, B. (1994). *Handbook for treatment of attachment-trauma problems in children*. New York: Lexington Books.
- * Johnson, A. (1993). *A Rock and a Hard Place*. UK: Warner Books.
- Johnson, B. (1992). *For Their Sake: Recognizing, Responding to, and Reporting Child Abuse*. Martinsville, IN: American Camping Association.
- * Quinn, P. (1988). *Spare the Rod: Breaking the Cycle of Child Abuse*. Nashville: Abington Press.
- Lester, A. (1985). *Pastoral Care with Children in Crisis*. Philadelphia: Westminster Press.
- MacKinnon, L. (1998). *Trust & Betrayal in the Treatment of Child Abuse*. New York: Guilford Press.
- * Melton, J. (2002). *Safe Sanctuaries: Reducing the Risk of Child Abuse in the Church*. Nashville, TN: Discipleship Resources.
- * Middleton-Moz, J. (1989). *Children of Trauma: Rediscovering your Discarded Self*. Florida: Health Communications, Inc.

Miller, T. (Ed). (1998). *Children of Trauma: Stressful Life Events and Their Effects on Children and Adolescents*. Connecticut: International Universities Press, Inc.

* Owens, L. (2000). *Train Up the Child*. Xlibris Corporation.

Sakheim, D. & Devine, S. (1992). *Out of Darkness: Exploring Satanism & Ritual Abuse*. New York: Lexington Books.

Schore, A. N. (1994). *Affect Regulation and the origin of the self: The neurobiology of emotional development*. Mahwah, NJ: Erlbaum.

* Schore, A. N. (2003). *Affect Dysregulation and Disorders of the Self*. New York: W.W. Norton & Company.

* Schore, A. N. (2003). *Affect Regulation and the Repair of Self*. New York: W.W. Norton & Company.

Siegel, D. J. (1999). *The Developing Mind: Toward a Neurobiology of Interpersonal Experience*. New York: Guilford Press.

* Solomon, M, & Siegel, D. (Editors) (2003). *Healing Trauma: Attachment, mind, body, and brain*. New York: W. W. Norton Company.

Stern, D. (1985). *The Interpersonal World of the Infant*. New York: Basic Books.

*** Books on Reserve in Hiebert Library from November 4, Friday to December 2, Friday.**