

MENNONITE BROTHERS BIBLICAL SEMINARY

COURSE: MF-648
TITLE: DOMESTIC VIOLENCE
UNITS: 1.0
OFFERED: SPRING, 2008
INSTRUCTOR: MARY A. SHAMSHOIAN, M.A., L.M.F.T.
TELEPHONE: (559) 452-1778
SCHEDULE: FRIDAY, FEBRUARY 29, 6:00 - 9:00 P.M.;
SATURDAY, MARCH 1, 8:30 - 4:30
LOCATION: CALIFORNIA ROOM

COURSE DESCRIPTION:

This course explores the nature and scope of violating behavior in the home and in faith communities, the impact of violence on the family, and the response of society and the faith community to this problem. Prevention and treatment approaches for both perpetrator and survivor will also be presented.

COURSE OBJECTIVES:

In addition to learning how to assess for and recognize domestic violence, students will become aware of the prevalence of domestic violence locally and nationally. Students will be familiarized with theories on the etiology of family violence and will be able to identify individual characteristics, religious beliefs, and cultural ideals that place family members at greater risk. Students will begin to articulate a personal theology of the marriage covenant and examine how their theology impacts their abilities to intervene safely and helpfully with violent families. Students will gain understanding and skills necessary to counsel and refer those experiencing domestic violence.

PRIMARY REQUIRED TEXT:

Alsdurf, James & Alsdurf, Phyllis (1998). Battered Into Submission. Downers Grove, Illinois: Intervarsity Press.

ADDITIONAL REQUIRED TEXTS/READINGS:

For MFCCs-- Wallace, Harvey (2008). Family Violence: Legal, Medical and Social Perspectives (Fifth Edition). Boston, Massachusetts: Allyn & Bacon.

For MA/MDiv-- Switzer, David (2000). Pastoral Care Emergencies. Minneapolis, Minnesota: Fortress Press. Chapters 1-3, 9-11.

ADDITIONAL SUGGESTED READING(S) ON RESERVE:

Barnett, Ola & LaViolette, Alyce (1993). It Could Happen to Anyone. Newbury Park, California: SAGE Publications.

Miller, Melissa (1994). Family Violence: The Compassionate Church Responds. Waterloo, Ontario: Herald Press.

Mennonite Central Committee (1989). The Purple Packet. Akron: MCC

RELATED LEARNING OUTCOMES:

Students will work at intermediate level application of the following MBBS learning outcomes—describe the Biblical call to justice and peacemaking (2.2.6), analyze contemporary church and world issues (2.4.1, 2.4.2, 2.4.3), describe the *Missio Dei* of the church (3.1.2, 3.1.3, 3.1.4), explore issues of faithful pastoral leadership (MDiv 4.2.1, 4.2.2, 4.2.3, 4.2.4), explore implications of team leadership (MDiv 4.7.1, 4.7.3, 4.7.4), provide basic pastoral care and counseling (MDiv 4.8.3), articulate integrative views of humanity, theology, and counseling (MFCC 4.1.2, 4.2.3), demonstrate appropriate use of one's self in response to human need (MFCC 4.3.1, 4.3.2, 4.3.4), demonstrate practice consistent with applicable laws and ethics (MFCC 4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.5), demonstrate knowledge of mental disorders (MFCC 4.6.1), demonstrate proactive skills across diverse populations (MFCC 4.7.1, 4.7.2), demonstrate proactive commitment to a community of witness, justice, and peace (MFCC 4.8.3, 4.8.4).

COURSE REQUIREMENTS AND EVALUATION:

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| 1. Class attendance and participation | 20 points |
| 2. Portfolio/Referral list | 25 points |
| 3. Movie Review | 15 points |
| 3. Response paper | 40 points |

ASSIGNMENTS:

Students will assemble a portfolio of materials from which they will create an intervention and referral list for families experiencing domestic violence. An exceptional portfolio will include local domestic violence services and how to access them, therapists specializing in family violence and trauma, related services (medical, legal, etc.) websites and other online resources, reading materials and bibliographies, etc. The portfolio should address a diverse population and should be designed for use with either clients or congregants, depending on the student's area of ministry.

Students will watch a feature-length film of their choosing and write a critical review. The film's theme may address any area of the class material (e.g. intimate partner violence whether physical, sexual, or emotional; coercion and control in intimate relationships; elder abuse; the effects of intimate partner violence on children witnessing the violence; spiritual abuse, etc.). The 800 word critical review should primarily be concerned with a discussion of the film in the light of the class material.

Students will write a five page (excluding title page and references) paper responding to their class experience. The paper must integrate theological insights, required readings, and presentations by the lecturers. Students will consider the context in which they might

be called on to intervene in family violence, their ideal response, and the personal biases/issues they may need to overcome in order to be helpful. The paper must be double-spaced, in APA format.

All assignments are due on or before March 17, 2008. Hard copies of the assignments are preferred, although Word documents will be accepted in consideration of those who commute long distances. Assignments submitted in envelopes will be returned in envelopes. Students wanting their papers returned by mail should provide a self-addressed, stamped envelope. Portfolios should be submitted with all materials securely attached and will either be returned to student mailboxes (size permitting) or to the top shelf of the faculty mailbox area in NorthWing.

GRADING:

Assignments must be turned in on time for full credit. Late assignments result in a deduction of points equivalent to one-half letter grade for every two days late. Students must attend a minimum of 10 hours of class time to receive passing credit for attendance/participation.

A= 100 - 94%	A-= 93 - 90%	B+= 89 - 87%
B= 86 - 83%	B-= 82 - 80%	F= 69% and below

CLASS POLICIES:

MBBS academic policies (as well as other school policies) are described at <http://www.mbseminary.edu/fresno/policies/>. These policies provide guidance on academic integrity and plagiarism, accommodations for disability, incomplete course work, extensions, dates for changing registration, non-discriminatory and inclusive language, appeals, grading templates, 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 your professor or consult the Registrar.

Course evaluations are to be completed online and are due one week after the completion of the course. Official grades will not be posted until the student's evaluation of the course is completed.