



TYNDALE

• SEMINARY •

Course Syllabus

SPRING/SUMMER 2020

**VIOLENCE IN RELATIONSHIPS: THERAPEUTIC PERSPECTIVES AND APPROACHES
COUN 0673**

MAY 25-29, 2020

MONDAY – FRIDAY, 9:00 AM – 4:00 PM

INSTRUCTOR: SHARON Y. RAMSAY, MDiv, RP, RMFT-SM, CCFT

Telephone: 647-225-RMFT (7638)

Email: sramsay@tyndale.ca

Office Hours: After class May 25-29, 2020

Access course material at <http://classes.tyndale.ca/>

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The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.

I. COURSE DESCRIPTION

The nature of relational violence, its historical roots and its expression in modern social life and institutions in relation to physical, emotional and sexual abuse. The development of a preventative and a therapeutic response to violence in relationships based on a theological and systemic perspective. Understanding the personal and interpersonal dynamics of violence and the therapeutic response to victims, perpetrators and witnesses from a systems perspective will also be explored with specific attention to collaborative and non-shaming interventions.

Prerequisites: COUN 0574, 0677. Recommended: COUN 0674. COUN majors only or by permission of instructor.

II. LEARNING OUTCOMES

At the end of the course, students will be able to:

1. Describe the impacts of abuse and trauma on people's lives, on their relationships, as well as the ways people resist or protest these experiences.
2. Expand their existing knowledge base of theory and practice related to experiences of violence and abuse in couple and family relationships from both modern and postmodern approaches.
3. Evaluate personal beliefs, biases and reactions to violence and abuse in their own life and in the lives of others as they engage in clinical practice and assess their own capacity for self-care to guard against vicarious trauma.
4. Develop ways of being and working that balance practices of compassion and accountability with clients who may have survived and/or committed acts of violence.
5. Examine the roles that the Church can have in response to the prevalence of violence and abuse in relationships.

III. COURSE REQUIREMENTS

A. REQUIRED READING

Herman, J.L. (2015). *Trauma and recovery: The aftermath of violence--From domestic abuse to political terror*. New York, NY: Basic Books. ISBN - 10: 0465061710; ISBN -13: 978-0-465-06171-6

Clark-Kroeger, C. & Nason-Clark, N. (2010). *No place for abuse: Biblical and practical resources to counteract domestic violence. Revised second edition*. Downers Grove, IL: Intervarsity Press. ISBN- 10 0830838384, ISBN -13 9780830838387

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Tyndale recommends www.stepbible.org – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

C. ASSIGNMENTS AND GRADING

This course seeks to examine the individual, relational and societal impacts of violence in relationships. Therefore, each assignment is designed to promote an ability to critically interact with these impacts from personal, clinical and theological positions. Success in meeting the objectives of this course will depend on each person reading the assigned materials prior to each class and being present in order to actively participate in various class activities. While no grade will be explicitly assigned for completion of reading and/or

attendance, attention to these two central tasks enhances the quality of the work submitted for grading.

1. Article review: 25%

Due date: Thursday May 28, 2019

Choosing one of the articles listed below, participants provide a careful and thorough examination of the basic issue(s) at stake by:

- Selecting a quotation that sums up the issue under consideration in the article
- Writing a review of the statement, commenting specifically on:
 - How the quotation reflects the author's/authors' perspective on the issue of violence in relationships
 - The most significant personal learning from this article
 - The influence this article may have on their work as a helping professional regarding issues of violence and abuse

This paper should also be 5-7 pages in length, double-spaced.

This assignment is related to Outcomes 2 and 3.

Articles for use with assignment #1

Karakurt, G., Whiting, K., Esch, C., Bolen, S.D. & Calabrese, J.R. (2016). [Couples therapy for intimate partner violence: A systematic review and meta-analysis](#). *Journal of Marital and Family Therapy*, 42(4), 567-583.

Legaree, T., Turner, J. & Lollis, S. (2007). [Forgiveness and therapy: A critical review of conceptualizations, practices and values found in the literature](#). *Journal of Marital and Family Therapy*, 33(2), 192-213.

Stith, E.M., McCollum, E.E., Amanor-Boadu, Y., & Smith, D. (2012). [Systemic perspectives on intimate partner violence treatment](#). *Journal of Marital and Family Therapy*, 38(1), 220-240.

Vieth, V.I., Tchividjian, B.J., Walker, D.F., and Knodel, K.R. (2012). [Child abuse and the Church: A call for prevention, treatment, and training](#). *Journal of Psychology and Theology*, 40(4), 323-335.

Weingarten, K. (2004). Witnessing the effects of political violence in families: Mechanisms of intergenerational transmission and clinical interventions. *Journal of Marital and Family Therapy*, 30(1), 45-59. (This article is not available electronically. Please visit the Tyndale Library to access the hard copy of journal.)

2. Dialogue of Hope: 25%

Presentation dates: May 27, 28 and 29, 2020

The purpose of this 30-minute conversation is to provide participants with an opportunity to discuss some of the ideas and issues raised in this course. In "fishbowl" format (to be explained in class), group members will consider the personal and professional impacts of working with relationships in which violence has occurred. A rubric for the conversation will

be handed out in the first class.

Possible topics for the group's reflection:

- Required reading in *Trauma and Recovery* or *No place for abuse*
- What is a Christian response to violence in relationships?
- When and how does the Church get it right/wrong in responding to those who have been impacted violence in relationships?
- How do assumptions about gender, culture, sexual orientation, socioeconomic status, etc., influence a clinician's ability to work effectively with those who have experienced and/or used violence?
- Self-care strategies

Each group will prepare and circulate a one-page summary of the major themes the group has identified in order to help the rest of the class follow the discussion.

This assignment is related to Outcomes 3, 4 and 5.

3. Final paper: 50%

Due Date: July 11, 2020

The essay is an opportunity to synthesize your learning from the course about what is entailed in a systemic consideration of and therapeutic engagement with the impacts of violence and abuse in interpersonal relationships. **The paper should be 15-20 pages in length, double-spaced, APA format.**

There are four broad topics for this assignment: 1) assessment and intervention strategies, 2) therapist self-care, 3) connecting to community resources and 4) integrating therapy and theology. However, what you will do with that scenario will be shaped by where you are in your studies at Tyndale. Given the range of clinical experiences among participants in this class, you are asked to refine your chosen topic to suit where you are in your counselling studies.

This assignment is related to Outcomes 1 and 2.

Regardless of which topic you choose, you must create a clinical scenario to ground your writing. The scenario will describe:

- a. An individual, couple or a family
- b. The client can be a perpetrator and/or a survivor; in the case of couple therapy or family therapy, the violence may have occurred before the current relationship or in the current relationship for one or both partners
- c. The abuse could be sexual, physical, emotional, psychological, financial and/or a situation of neglect
- d. The abuse may be past or present
- e. Ethical/legal requirements – duty to report/warn

Options if you have only completed first year:

Create a resource and referral manual

To quote a song from a children's show, "Who are the people in your neighbourhood?" This assignment serves to orient *you* to the resources in your home community. Researching what exists will mean determining which resources (out of many) may be useful given your clinical scenario:

- Hotlines and emergency services
- Child protection services
- Agencies/clinics involved with children and adolescents
- Agencies/clinics involved with women
- Agencies/clinics involved with men
- Agencies/clinics involved with families
- Legal resources
- Medical resources
- Housing resources (shelters, subsidized housing, transitional housing)
- Agencies/clinics who respond to marginalized communities (ethnospecific agencies, the elderly, persons with disabilities, etc.)

Each entry will be one-page in length and must include the following information:

- Name and contact information of organization, including if there is a business line and/or service line, website, email
- Hours of operation
- Referral process (who can call and what information must be given, how long does it take for a response)
- Services offered (therapy, telephone support, housing, etc. and how long can the client access the service)
- Client population (who is the service for?)
- Fees (no charge, set fee, sliding scale)

You will need to submit at least 15 resources. After compiling this information, write a one-page summary of what you have learned about who is in your neighbourhood, your experience of seeking this information and any surprises that came along the way.

Compassion fatigue/vicarious trauma

Identify some of the self-care strategies that you may need to employ to help you work effectively with this client in preparation for, during and at the end of each session or at the end of therapy.

- What do you know about yourself that might make you susceptible to compassion fatigue/vicarious trauma?
- How do you currently maintain good mental, spiritual and physical health?
- What has it been like for you to engage with the material of this course?
- Include references to the literature that support your self-care plan

Options if you are in second or third year and have not begun your internship:
Create a resource and referral manual (see above)

OR

Compassion fatigue/vicarious trauma (see above)

OR

Consider forgiveness and reconciliation

What role do you believe forgiveness has when violence has occurred in a relationship? When is reconciliation possible? Do they both have to occur in order for healing/change to occur? Given that the issues of forgiveness and reconciliation are somewhat controversial topics when violence has been a feature of the relationship, writing on this topic will require you to consider your personal convictions, clinical treatment perspectives and how you might interact with clients who have raised the issues of forgiveness and reconciliation. This essay is your opportunity to ethically engage in these conversations. Include references to the literature that support your approach.

OR

Assessment and intervention

Describe the important issues for consideration in the assessment process, the formulation of goals, and the development of a treatment plan by choosing two models of therapy that you have studied thus far. After *briefly* describing the model's understanding of typical family development, your paper will examine how each therapy model would understand the development of problems, goals of therapy, conditions that support change and the therapy process. Using your clinical scenario, consider how well each model might direct your formulation of the case as well as what the model might overlook or not consider. Include references to the literature that support your approach.

If you are currently in or have completed your internship:

Compassion fatigue/vicarious trauma (see above)

OR

Clinical intervention

Given your placement setting, what are some of the benefits and limitations of the service delivery structure when working with clients who have been impacted by violence (survivor and/or perpetrator)? Using a current or previous client case, with all identifying information removed from the case scenario, suggest a way of working with a client and their experience of trauma.

- Describe the important issues for consideration in the assessment process, the formulation of goals, and the choice and development of a treatment plan, including possible referrals to relevant community resources
 - This will mean describing the intake and assessment procedures, cost of services, accessibility of service, length of service (short-term, long-term, availability of concurrent services, etc.)

- Articulate the aspects of the situation that support or mitigate against healing from the trauma
- Describe the methods of intervention selected and how you would evaluate their effectiveness, including references to the literature that support your approach
- Include references to the literature that support your perspective

OR

Considering forgiveness/reconciliation (see above)

What role do you believe forgiveness has when violence has occurred in a relationship? When is reconciliation possible? Identify circumstances and/or some indicators that may inform a client’s choice to seek reconciliation and a clinician’s choice to or not to journey with a client towards that goal

- Couples and families may request counselling in order to rebuild their relationships following a history of violence.
- In this essay, please explore your own position regarding reconciliation and the positions on this issue from the trauma literature.

D. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

E. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Critical Article Review	25 %
Dialogue of Hope	25 %
Case Study	50 %
Total Grade	100 %

F. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Success in meeting the objectives of this course will depend on each person reading the assigned materials prior to each class and being present in order to actively participate in various class activities. While no grade will be explicitly assigned for completion of reading and/or attendance, the attention to these two central tasks will be evident in the quality of the work submitted for grading.

Each assignment has a specific due date; requests for an extension that are not due to extreme circumstances will result in a one-third grade deduction per week or part thereof.

If there are some unusual circumstances, please complete the **Extension Request Form** found available at <https://www.tyndale.ca/registrar/seminary/forms>, specifying the nature of these circumstances and submit it to **the Registrar** directly *before the due date* for that assignment. If the usual inconveniences of our technological age should visit your home the night before the due date, you will have my sympathy but not an extension. Similarly, since we are all involved in other activities besides this course, it is my assumption that registering for this course indicates a commitment on the part of each participant to devote sufficient time to the preparation of each assignment in the midst of life's busyness.

Your work should demonstrate the following characteristics:

- Attention to details of grammar, spelling, reflect a level of sophistication appropriate for a course at the master's level
- Show evidence of an ongoing integration between existing knowledge and new learning
- Follow APA formatting and be double-spaced using a reasonable font size
- Reflect the complexity of violence in relationships by attending to both compassion and accountability in the therapeutic encounter.

For proper citation style for scripture, consult the [Chicago-Style Quick Guide](#) (Tyndale e-resource) and refer to sections [10.44 to 10.48](#) and [14.238 to 14.241](#).

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [Writing Services](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Office (Room B302; aa@tyndale.ca) before proceeding.

G. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Pre-reading is expected prior to start of class. Late registrants are responsible for the consequences of partial preparation.

May 25, 2020: General Orientation

- Check in – what brings you to this course, concerns/fears
- What is meant by *violence*?
- Therapist self-care – personally and clinically

Trauma and recovery, chapters 1-3

No place for abuse, chapters 1-4

May 26, 2020: The experience of those who have been abused

- Assessment and treatment issues
- Importance of safety, education and self-esteem
- Working from a culturally-humble and gender-sensitive framework

Trauma and recovery, chapters 4-6

No place for abuse, chapters 5-8

May 27, 2020: Facing violence and those who use it

- Causal explanations of violence and abuse

No place for abuse, chapters 9-11

Dialogues of hope

May 28, 2020: Therapeutic approaches

- Engaging the client in therapy
- Options for change
- Community responses to a personal and social problem

Trauma and recovery, chapters 7-8

No place for abuse, chapter 12

Article review due today!

Dialogues of hope

May 29, 2020: Becoming agents of hope and change: Roles for communities

- Harnessing resilience

Trauma and recovery, chapters 9-11

No place for abuse, chapter 13

Dialogues of hope

V. SELECTED BIBLIOGRAPHY

For a uniquely Canadian perspective, participants are invited to consult:

[The National Clearinghouse on Family Violence](#)

Statistics Canada

[*Family violence in Canada: A statistical profile \(2018\).*](#)

Books:

Adams, C.J. (1994). *Woman-battering*. Minneapolis, MN: Augsburg Press.

Allender, D.B. (1990). *The wounded heart: Hope for adult victims of childhood sexual abuse*. Colorado Springs, CO: NavPress.

Allender, D.B. (1992). *The wounded heart: Hope for adult victims of childhood sexual abuse. A companion workbook for personal or group use*. Colorado Springs, CO: NavPress.

Busby, D.M. (Ed). (1996). *The impact of violence on the family: Treatment approaches for therapists and other professionals*. Needham Heights, MA: Allyn & Bacon.

Dolan, Y.M. (1991). *Resolving sexual abuse: Solution-focused therapy and Ericksonian hypnosis for adult survivors*. New York, NY: W.W. Norton & Company.

Dutton, D. (1998). *The abusive personality: Violence and control in intimate relationships*. New York, NY: The Guilford Press.

Fortune, M.M. (2005). *Sexual Violence: The Sin Revisited*. Cleveland, OH: Pilgrim Press.

Fortune, M.M. (1987). *Keeping the faith: Questions and answers for the abused woman*. New York, NY: Harper Collins Publishers.

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- Jenkins, A. (1990). *Invitations to responsibility*. Adelaide, South Australia: Dulwich Centre Publications.
- Johnson, M.P. (2008). *A typology of domestic violence: Intimate terrorism, violent resistance, and situational couple violence*. Lebanon, NH: Northeastern University Press.
- McClure, J. S. & Ramsay, N.J. (1998). *Telling the truth: Preaching against sexual and domestic violence*. Cleveland, OH: United Church Press.
- Miles, A. (2000). *Domestic violence: What every pastor needs to know*. Minneapolis, MN: Augsburg Fortress.
- Mills, L.D. (2008). *Violent partners: A breakthrough plan for ending the cycle of abuse*. New York, NY: Basic Books.
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- Ontario Association of Social Workers. (1992). *Elder abuse: A practical handbook for service providers*. Toronto: OASW.
- Penfold, R.B. (2005). *Dragonslippers: This is what an abusive relationship looks like*. Toronto, ON: Penguin Canada.
- Saakvitne, K. & Pearlman, A. (1996). *Transforming the pain: A workbook on vicarious traumatization*. New York, NY: W.W. Norton & Co., Inc.
- Schwartz, R. (2002). *Tools for transforming trauma*. New York, NY: Brunner-Routledge.
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- Stith, S.M., McCollum, E.E., & Rosen, K.H. (2011). *Couples therapy for domestic violence: Finding safe solutions*. Washington, DC: American Psychological Association.
- Van der Kolk, B. (2013). *The body keeps the score: Mind, brain and body in the transformation of trauma*. New York: Penguin Books

Journal articles

- Almeida, R. (2000). Probing beyond the bruises. *Family Therapy Networker, May/June, 23-24*.
- Almeida, R., & Durkin, T. (1999). The cultural context model: Therapy for couples with domestic violence. *Journal of Marital and Family Therapy, 25, 313-324*.
- American Association for Marriage and Family Therapy. (2007). Violence in the Family. *Family Therapy Magazine, (May/June)* available online to AAMFT members at www.aamft.org through the Family Therapy Resources link.

- American Association for Marriage and Family Therapy. (1999). Special section: Domestic violence. *Journal of Marital and Family Therapy*, 26.
- Augusta-Scott, T. (2003). Dichotomies in the power and control story: Exploring multiple stories about men who choose abuse in intimate relationships. In *Responding to violence: A collection of papers relating to child sexual abuse and violence in intimate relationships* (pp. 203-224). Adelaide, Australia: Dulwich Centre Publications.
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Wade, A. (1997). Small acts of living: Everyday resistance to violence and other forms of oppression. *Contemporary Family Therapy, 19*, 23-39.

Weingarten, K. (1995). Timing disclosure sessions: Adding a narrative perspective to clinical work with adult survivors of childhood sexual abuse. *Family Process, 34*, 257-269.

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