



San Francisco Bay Area Campus
1005 Atlantic Avenue, Alameda, California 94501

COURSE SYLLABUS
Summer Semester Session 11

Course Title: Domestic Violence and Spousal AND Abuse Child Abuse Assessment and Reporting
Course Number PC 6320/6330

Onsite Days and Times

Saturday, July 9, 2011>9:00am-6:15pm

Sunday, July 10, 2011>9:00am-6:15pm

Saturday, August 06, 2011>9:00am-6:15pm

Sunday, August 07, 2011>9:00am-6:15pm

Instructor and Contact Information:

Lige Dailey Jr., [Ph.D. /drligedailey@sbcglobal.net](mailto:drligedailey@sbcglobal.net) (510)297-4919

Office Hours: By appointment only

Course Description:

These two courses will be taught together, and will examine child abuse, neglect and domestic violence, and their connection to adult victims and perpetrators of domestic violence. The course will also consider how the effects of child abuse manifest over the life of the child and into adulthood and contribute to domestic violence. Included will be assessment and treatment considerations, cultural and diversity factors, social and political structures, community prevention and treatment efforts, and mandatory reporting will be addressed.

Course Pre-requisites: None

Course length: 7.5 Weeks **Contact Hours:** ~32 Hours **Credit Value:** 3.0

Program Outcomes: Master of Arts in Counseling Psychology:

Program Outcome One: Professional Practice

Competency 1: Assessment and Skills

Formulate assessments of psychological functioning and apply therapeutic intervention strategies when working with individuals, couples, families, and groups, toward the development of optimal mental health.

Competency 2: Theory

Interpret and apply psychological and developmental theories to therapeutic intervention strategies.

Competency 3: Writing

Employ media and technology when presenting counseling information orally and in writing, so that the presentation is concise, organized, well supported, professional, and appropriate to the audience.

Program Outcome Two: Research

Competency 1: Analyze research, and translate research findings for improvement of counseling services using statistics and program evaluation methods.

Program Outcome Three: Interpersonal Effectiveness and Professional Development

Competency 1: Students will develop positive relationship skills that promote personal and professional development via effective communication, encouragement, empathy, respect for others, self-awareness, and other-awareness.

- a. Apply active listening communication skills in interpersonal scenarios to establish empathetic relationships.
- b. Analyze the importance of effective nonverbal communication skills in interpersonal relationships.
- c. Solicit and utilize feedback to build and maintain interpersonal relationships.

Program Outcome Four: Ethics

Competency 1: Using the American Counseling Association's Standards of Practice /or the American Psychological Association's Ethical Code, as well as, and local state law as it applies to the behavior of mental health professionals, identify ethical dilemmas and apply ethical decision-making strategies while engaging in professional activities.

Program Outcome Five: Diversity

Competency 1: Multicultural Skills

Provide assessment, counseling, and consultation services in work with clients by applying psychological and multicultural theories and research to diverse populations, and modifying interventions as needed to work effectively with diverse clients.

Competency 2: Multicultural Awareness

Examine personal values and biases, reflect on beliefs, and understand how they impact work with clients and interpersonal relationships with other students and faculty.

Competency 3: Multicultural Knowledge

Identify and assess the complexity and multidimensionality of cultural/diversity theories and issues in the field of counseling psychology while working with clients and interpersonal relationships with other students and faculty.

Course Objectives:

- 1) Students will demonstrate the ability to identify ways in which children and adults are victims of intimate violence and how the effects of their injuries express themselves in symptoms that are often misunderstood and/or misdiagnosed by the professional community, especially as time between injury and intervention increases.
- 2) Students will gain an awareness of the social and political factors/structures that enable child neglect, abuse and domestic violence to continue unabated.
- 3) Students will gain awareness of and confront issues within themselves which might hamper their ability to be effective in working with victims or abusers.
- 4) Students will understand their responsibility as mandated reporters under California Child Abuse and Neglect Reporting Laws, and will be exposed to local community resources and legal systems which address child abuse, neglect and domestic violence.
- 5) Students will have an introductory knowledge of appropriate models of treatment and intervention for perpetrators and victims, as well as the strengths and weaknesses of various treatment approaches.

Faculty Biography: Dr. Dailey earned his master's degree in Clinical Psychology from the University of San Francisco, and holds a doctorate degree in Psychology from the Wright Institute in Berkeley, California. His area of expertise includes marriage, family and child counseling, multicultural competencies and community mental health. Dr. Dailey is an organizational consultant, a certified hypnotherapist, and a published author. He has extensive teaching experience at community college and university levels. Dr. Dailey was formerly a psychiatric social worker for the West Oakland Health Center, the mental health director for the AIDS Minority Health Initiative, and the counseling program manager for Parental Stress Services in Oakland. He has also served as a consultant and faculty member for the California Center for Judicial Education and Research, and as oral commissioner for the California Board of Behavioral Science Examiners.

Required Text(s)

Barnett, O.W., Miller-Perrin, C.L., & Perrin, R.D. (2011). Family violence across the lifespan: An introduction. Third Edition. Thousand Oaks, CA: Sage Publications, Inc. *ISBN (paperback) 978-1-4129-8178-1.*

Lough, P. (2003). The California child abuse & neglect reporting law: Issues and answers for mandated reporters. California Department of Social Services, Office of Child Abuse Prevention. *This pamphlet is provided to you free of charge by the Instructor the first Saturday on campus. It can also be downloaded off the internet.*

Methods of Instruction – This course will be delivered in a *blended format*, including class lectures, discussions, videos, and role-plays- combined with online instruction.

Sequential Course Schedule

Prior to our first onsite weekend- Saturday, July 09, 2011 & Sunday, July 10, 2011; Students will read and be prepared to discuss the required textbook: Family violence across the lifespan, third addition(2011). This material will be processed throughout the first weekend, and will show up on your final exam.

Prior to our second onsite weekend- Saturday, August 06, 2011 & Sunday, August 07, 2011; Students will read and be prepared to discuss the required booklet: The California child abuse & neglect reporting law: Issues and answers for mandated reporters(2003). You are responsible for material in the chapters regardless of whether the material is covered in class. This material will be on your final examination.

Weekly Blended On-line Instruction

Students are required to participate online during the entire term of the course. The following Monday after each weekend, a new question or task (from the course content area) will be posted by the instructor within the following timeslots:

The first week of on-line participation begins Monday, July 11 and ends on Sunday, May 17, 2011.

TASK: Read text chapters 1-7 and respond to online assignment and discussion when posted.

The second week of on-line participation begins on Monday, July 18 and ends on Sunday, July 24, 2011.

TASK : Read text chapters 8-9 and respond to online assignment and discussion when posted.

The third week of on-line participation begins on Monday, July 25 and ends on Sunday, July 31, 2011.

TASK : Read text chapters 10-11 and respond to online assignment and discussion when posted.

The fourth and last week of on-line participation begins on Monday, August 01 and ends on Friday, August 05, 2011. **TASK: Read text chapter 12 and respond to online assignment and discussion when posted.**

- **NOTE:** Any work not received by Sunday (or on Friday, August 05), 12midnight **will not be accepted.**
Online assignments are subject to change at the instructor’s discretion and without prior notice; therefore, it is not recommended to work ahead on these postings. I will email *the class* to advise when it is open.

Content Areas: Content includes issues in definition and identification of family violence and abuse; cultural and sociological contexts of family violence; child physical, sexual, emotional abuse and neglect; wife abuse; husband abuse; abuse in LGBT relationships; elder abuse; responding effectively to family violence and mandated child abuse reporting.

Outline of Course Requirements and Due Dates: 100+ Points Total

- 1) **Interview Paper AND Oral Presentation (20%):** Due Saturday, August 06, 2011 at end of class.
- 2) **Treatment Research Paper AND Oral Presentation (20%):** Due Saturday, August 06, 2011 at end of class.
- 3) **Final Examination (30%):** Due Sunday, August 07, 2011 at end of class.
- 4) **Class Participation (32%)** of overall grade.

NOTE: Onsite and online classroom participation is calculated by multiplying 8 sessions X 4= 32 POINTS

Guidelines for Submitting Papers to Instructor:

Papers **MUST** be in APA format and all works cited must be appropriately referenced. Papers should be double spaced and in 12 font, Times New Roman. Papers must be stapled, with an APA formatted cover sheet. Papers submitted in covers or unstapled **will not be accepted.** Graduate level writing is expected. Is your paper well thought out? Are your thoughts presented clearly and coherently? Did you use material from course readings and include references? Did you talk about yourself and your experience in an honest, aware manner? Did you meet the length requirements for each paper? Did you turn it in on time?

Assignment #1 –Interview Paper AND Oral Presentation (20%): Due Saturday, August 06, 2011 at End of Class.

In this assignment, you are to solicit a volunteer to tell you about ONE INCIDENT/story of child abuse, neglect or domestic violence. Remember that these topics cover a wide variety of experiences from emotional neglect to date rape. The story may also be that of a child’s perspective on their parent’s domestic violence (as told by a now adult). The volunteer may be someone you know well, but the story should be one that you have not heard before. Your role is simply that of an interested listener. You are not expected to provide “therapy”, and should make this clear to your volunteer, although inviting someone to tell their story might be “therapeutic’ for them. Hearing a person’s story of abuse, neglect or domestic violence can be very anxiety provoking for the beginning therapist. You are simultaneously reacting to the person, the context of their story, and your own bodily and emotional responses to the content. For this reason it is important that you explore and learn from such an experience.

The interview paper should be a minimum of 5 pages (not including cover and reference pages) and a maximum of 8; double spaced, 12 point font in Times New Roman; 1 inch margins; proper APA

citations and reference list. This paper should contain the following elements: **1.** Your volunteer should be 18 years old and older. A letter of consent should be signed, and the identity of the volunteer should be concealed in the paper. **2.** A brief synopsis of the incident (summary). **3.** A reflective analysis of the experience (What was the experience of telling the story like for the volunteer?). **4.** A qualitative analysis of the experience (your thoughts and feelings about hearing the story). **5.** Use direct quotations from the text and other course materials to tie together concepts of the course with this assignment. **6.** What have we read and/or talked about in class that is similar to your volunteer's experience of violence? **7.** Did volunteer received treatment for abuse, how effective was/is treatment, are there any residual effects of abuse and what is the prognosis? (**Note:** Your paper will be shared with other students in the class via oral presentation).

The Interview Paper will be graded as 20% of your final grade based on the following:

5% = Description meets the basic understanding and mastery of assignment concepts.

5% = Reflective analysis demonstrates insight into reactions and emotions.

5% = Qualitative analysis reflects appropriate application of class readings and discussions.

5% = Clear and sequential oral presentation that involves class members.

Assignment #2 – Treatment Research Paper and Oral Presentation (20%): Due Saturday, August 06, 2011 at End of Class

In this assignment, you will write a paper which discusses treatment models and effectiveness. The purpose of this task is to expand your knowledge and understanding of domestic violence, spousal and child abuse and reporting.

The treatment research paper should be a minimum of 5 pages (not including cover and reference pages) and a maximum of 8; double spaced, 12 point font in Times New Roman; 1 inch margins; proper APA citations and reference list. **1.** This paper must incorporate information from your text book and at least two new journal articles from a peer reviewed journal. **2.** DO NOT rely on information gleaned from an internet search of your topic. Search in Psych Info or PILOTS databases. Papers will be shared with other students in the class via oral presentation. Topics must be chosen and cleared with instructor prior to writing the paper. We will take time out to choose topics as a group in class. (**Note:** Your paper will be shared with other students in the class via oral presentation).

Population May Include:

- | | |
|---|---|
| 1. Child victims of sexual abuse | 8. Adult victims of childhood abuse (any type) |
| 2. Child victims of physical abuse | 9. Adult domestic violence victims |
| 3. Perpetrators of domestic violence | 10. Child victims of emotional or psychological abuse |
| 4. Parents who sexually abuse children | 11. Adult victims of elder abuse |
| 5. Children who witness domestic violence | 12. Child victims of neglect Pedophiles |
| 6. Military families of domestic violence | 13. Violence in LGBT relationships |

7. Children who witness domestic violence

NOTE: If you have a population of special interest to you, please ask the instructor.

Treatment research papers will be graded as 20% of your final grade based on the following:

5% = Thoroughness of research and applicability of treatment model chosen to population.

10% = Presentation of relevant content and relevance of cited sources.

5% = Clear and sequential oral presentation that involves class members.

Assignment #3 – Final Exam (30%): Due Sunday, August 07, 2011 at End of Class.

The final exam will cover all reading material and class material, as well as any additional handouts from the Professor. It will count towards 30% of your grade. It will combine multiple choice, fill in and short essay answer format.

Assignment #4 – Class Participation: Your involvement will count as 32% of your overall grade based on the following:

Class attendance at all sessions is mandatory. I certainly understand there are emergencies in life, but this is an experiential course that requires 100% attendance. Please let me know if you will be late as I take 2 points off your class participation grade for every 15 minute increment of lateness. See the chart below for specific in class grading criteria for participation. **Late papers and/or assignments will be graded down. Please talk to me if you think an assignment will be late.**

Criteria	Distinguished Category (A)	Commendable Category (B)	Average Category (C)	Failed Category (F)
Personal goals	Pursues goals with appropriate high energy and assertion.	Pursues goals actively and with some assertion.	Pursues goals with low energy and mostly with prompting from others.	Fails to set goals.
Member goals	Works toward shared goals in a highly cooperative manner.	Works toward shared goals in a cooperative manner; at times with compliance and defiance.	Works toward shared goals mostly with compliance and defiance.	Not cooperative in working toward shared goals
Creating climate of trust and openness	Uses active listening and responding skills which are highly facilitative.	Uses active listening and responding skills which are facilitative.	Uses active listening and responding skills which are minimally facilitative.	Uses active listening and responding skills which are destructively facilitative
Displaying sensitivity	Displays consistent sensitivity to	Displays sensitivity to	Displays some degree of	Lacks sensitivity to similarities and

	similarities and differences with individuals from varied backgrounds.	similarities and differences with individuals from varied backgrounds.	sensitivity to similarities and differences with individuals from varied backgrounds.	differences with individuals from varied backgrounds.
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Note: Student goals also include the following responsibilities:

1. Did you arrive to class on time?
2. Did you return from breaks on time?
3. Did you interact in a professional and self-aware manner?
4. Were you at all times professional and appropriate with the professor?
5. Were you at all times professional and appropriate with your peers?
6. Were you attentive to whoever was speaking?
7. Were you able to appropriately contain yourself given the disturbing material covered by this course?
8. Did you do your best to grasp the material and manage your responses to it?

Additional Criteria for Class Presentation

Grade	
A = 90+	Presentation is well organized and provides excellent coverage of the topic area; informative visual aids provided to the instructor and classmates
B = 80 – 89	Presentation is well organized and provides adequate coverage of the topic area
C = 70 – 79	Coverage of material is marginal; presentation is slightly disorganized
F = <70	Presentation is disorganized and does not provide adequate coverage of the topic area, or presentation was not completed by student.

Additional Criteria for Paper

Grade	
A = 90+	Paper is in appropriate APA format, well thought out and provides excellent coverage of material
B = 80 – 89	Paper is well thought out, but is missing one component of APA format OR coverage of material is adequate
C = 70 – 79	Insufficient number of references provided AND limited coverage
F = <70	Paper is disorganized AND coverage is not adequate AND does not conform to APA format, or there is evidence of plagiarism , or paper not submitted

Overall Grading

Interview Paper 20%
Treatment Research paper 20%

Final Examination 30%
Class Participation 32% - Includes email/online portions of class

GRADES

93-100+	A
90-92	A-
87-89	B+
83-86	B
80- 82	B-
77-79	C+
73-76	C
70-72	C-
69 below	F

Library

All resources in Argosy University's online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.

Library Resources: Argosy University's core online collection features nearly 21,000 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosy.edu>. Detailed descriptions of online resources are located at <http://library.argosy.edu/misc/onlinedblist.html>.

In addition to online resources, Argosy University's onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University's Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at <http://library.argosy.edu/infolit/>

Academic Policies

Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 5th Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5th Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through "Turnitin," (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Americans with Disabilities Act Policy

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student's responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

The Argosy University Statement Regarding Diversity

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.

Your instructor is responsible for delivering this curriculum in a format that will ensure the objectives are met and measured. This can be accomplished in a variety of ways depending upon the experience, orientation, technological acumen, emphasis and preferences of the instructor as well as the resources available. Your instructor is also required to ensure that the course Outline include details regarding assignments and method of instruction.

Argosy Communication:

If you choose to use an email address other than the assigned Argosy email, please be advised that you do so at your own risk. Any difficulty receiving Argosy emails will be your responsibility.

Final Date to Drop or Withdraw:

- In order to receive a refund of 100%, students must officially drop a course through Student Services by **July 8, 2011**, the final day of the add/drop period.
- After the add/drop period, to receive a grade of "W" (Withdrawal) you must officially drop this class by **August 3, 2011**. You may not withdraw from the course after this date. If you choose to discontinue coursework after the final drop date, you may receive grade of "F" for the course.

Instructional Contact Hours/Credit

Students can expect 15 hours of instructional engagement for every 1 semester credit hour of a course. Instructional engagement activities include lectures, presentations, discussions, group-work, and other activities that would

normally occur during class time. Instructional engagement activities may occur in a face-to-face meeting, or in the classroom.

In addition to instructional engagement, students can expect to complete 30 hours of outside work for every 1 semester credit hour of a course. Outside work includes preparing for and completing readings and assignments. Such outside work includes, but is not limited to, all research associated with completing assignments, work with others to complete a group project, participation in tutorials, labs, simulations and other electronic activities that are not a part of the instructional engagement, as well as any activities related to preparation for instructional engagement.

At least an equivalent amount of work as required in paragraph above shall be applied for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.