



COURSE SYLLABUS

Domestic Violence and Partner Abuse & Child Abuse Assessment and Reporting
PC 6320 & PC 6330
Summer 2011

Faculty Information

Faculty Name: Tiffany O'Shaughnessy, PhD
Campus: San Francisco Bay Area
Contact Information: toshaughnessy@argosy.edu;
510-217-4830 (email preferred)
Class Meetings: **5/9/2011 – 8/19/2011**
Monday or Tuesday 9:30am – 12:30pm

Office Hours: Mondays 1:30pm – 3:30 pm
(Room #222) Wednesday 10am – 12 pm
Or by appointment

Course description: These two courses will be taught together, and will examine child abuse, neglect, and domestic violence, and their connection in regards 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. Assessment and treatment considerations, social and political structures, community prevention and treatment efforts, and mandatory reporting will also be addressed.

Course Pre-requisites: None

Required Texts:

Allison, D. (1992) *Bastard out of Carolina*. New York: Plume Publishing.

Barnett, O.W., Miller-Perrin, C.L., & Perrin, R.D. (2004). *Family violence across the lifespan: An introduction* (2nd Ed.). Thousand Oaks, CA: Sage Publications. ISBN 0-7619-2756-5.

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 day of class. It can also be downloaded at:
<http://www.dominican.edu/about/forfaculty/file/childabuselaw.pdf>

Required Journal Articles:

Will be handed out in class or e-mailed.

Recommended Texts:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Cook, P. W. (1997). *The hidden side of domestic violence: Abused men*. Westport, CT: Praeger Publishers.

Sokoloff, N. J. (2005). *Domestic violence at the margins: Readings on race, class, gender, and culture*. Piscataway, NJ: Rutgers University Press.

Wilson, K. J. (1997). *When violence begins at home: A comprehensive guide to understanding and ending domestic abuse*. Alameda, CA: Hunter House Publishing

Course length: 15 Weeks **Contact Hours:** 45 Hours **Credit Value:** 3.0

Final Date to Drop the Class:

- In order to receive a refund of 100%, students must officially drop a course through Student Services by noon on **5/21/2011**, 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 **7/16/2011**. 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.

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/intimate partner 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.

Course Calendar		
Date	Topics Covered in Class	Readings to be completed before meeting in class this week
Week 1 5/9-10	-Syllabus Review, Introductions - Intro to Domestic Violence	Barnett, Miller-Perrin, & Perrin (BMP) Chapters 1 & 2
Week 2 5/16-17	-Child Physical Abuse -Child Sexual Abuse	BMP Chapters 3 & 4
Week 3 5/30-31	Independent Study - Memorial Day Holiday	Work on Domestic Violence Interview Paper
Week 4 6/6-7	-Child Neglect -Child Psychological Maltreatment	BMP Chapters 6 & 7 Lough (2003)
Week 5 6/13-14	-Book Discussion -Child Abuse Reporting Continued	Allison – Bastard out of Carolina
Week 6 6/13-14	Dating Violence, Stalking, and Sexual Assault	BMP Chapter 8 <i>Domestic Violence Interview Paper Due</i>
Week 7 6/20-21	Intimate Partner Violence	BMP Chapter 9
Week 8 6/27-28	Midterm Exam	
Week 9 7/4-5	Independent Study – 4th of July Holiday	Work on Final Project/Paper
Week 10 7/11-12	Intimate Partner Violence: Abused Partners	BMP Chapter 10
Week 11 7/18-19	Intimate Partner Violence: Abusive Partners	BMP Chapter 11
Week 12 7/25-26	-Elder Abuse	BMP Chapter 12
Week 13 8/1-2	-Student Presentations	
Week 14 8/8-9	-Student Presentations	
Week 15 8/15-16	-Final Exam -Evaluations	

*The course calendar may be adjusted to accommodate the needs of any guest speakers. Students will be advised as far in advance as possible should this need to occur.

Assignments

Professionalism, Attendance, and Class Participation (50 Points)

- **Definition:** Complete assigned readings every week, be present for the entirety of each class; Actively engage in class discussions, lecture, and exercises; Be respectful of each other; Arrive on time, return from breaks at the scheduled time; Our goal is to create a learning community that feels safe for every member.

Domestic Violence Interview (100 Points)

- Each student is required to interview someone (at least 18 years old) who has been in an abusive relationship and is willing to talk about it. It is important to clarify that this is an interview, this person will not be/is not your client. You will not be engaging in a therapeutic relationship with this person. The person you speak with should be sufficiently distanced from the situation so as to be willing and able to speak with you about this topic. The questions to ask in the interview include:
 - When did you realize you were in an abusive relationship?
 - What/Who helped you get out of it?
 - What advice would you give to someone who is trying to help someone out of an abusive relationship?
- The interview paper should be 5 pages in length and must conform to APA style (in format, though it is likely that you will not have any references/citations). The paper must include basic demographic information for the person interviewed (do not use names, maintain the anonymity of your interviewee) the questions asked, the answers provided to you, and the insights you gained about domestic violence from the interview.
- Due Date: This paper must be e-mailed to the professor before the start of class during the 6th week of the semester.

Prevention and Intervention Group Project (100 Points – Guidelines to be Distributed in Class)

- For this project, your small group will first select a population from the following list:

Child survivors of sexual abuse	Adult survivors of sexual abuse	Adult survivors of physical abuse
Child survivors of physical abuse	Adult survivors of domestic/intimate partner violence	Perpetrators of domestic/intimate partner violence
Child survivors of neglect	Pedophiles	Parents who sexually abuse children
Adult survivors of elder abuse	Children who witness domestic violence	Rape survivors
*Additional populations may be possible, if your group has a specific interest, consult with me early in the semester for approval.		

- After you have selected your population and researched/learned about their specific needs, you will then research effective treatment interventions for this group **AND** design a prevention project.
- Your group will ultimately conduct a comprehensive presentation that introduces the class to the unique needs of this population, shares detailed information about appropriate and effective treatment interventions, and presents your proposal for a primary, secondary, or tertiary intervention plan.
- Presentations will last between 45-50 minutes and should be interactive and engaging.
- Full details will be discussed in the first week of class.

Midterm Exam (60 Points)

- The midterm exam will occur during the 8th week of class and consist of multiple choice and essay questions. The questions will be drawn from class lectures, presentations, and reading materials presented prior to the 7th week.
- Students must be present for the midterm exam, there will be no make-up exams offered.

Final Exam (90 Points)

- The comprehensive final exam will consist of multiple choice and essay questions. The questions will be drawn from class lectures, presentations, and reading materials from the entire course.
- Students must be present for the final exam, there will be no make-up exams offered.

Grading:

	<u>Percent (%)</u>	<u>Points</u>
A	93 – 100	372 – 400
A-	90 – 92	360 – 371
B+	87 – 89	348 – 359
B	83 – 86	332 – 347
B-	80 – 82	320 – 331
C+	77 – 79	308 – 319
C	73 – 76	292 – 307
C-	70 – 72	280 – 291
F	< 70	< 279

NOTE: Students may receive a failing grade if any of the follow occur:

- Missing 3 or more classes
- Plagiarism

Course Policies:

Attendance – Missing classes will result in a lowered participation grade. Absences should occur only for such urgent reasons as ill health or critical emergency. If you must miss

a class, please get the lecture/discussion notes from a classmate. Please discuss any planned absences with me as far in advance as possible. Please turn off cell phones and other electronic devices during class. Laptops should be used for note taking purposes only. Excessive late arrivals or absences, regardless of the reason, may jeopardize a student's academic standing.

Tardiness – Students are expected to be punctual to all classes. Tardiness at the start of class, as well as after breaks will result in reductions to your participation grade.

Assignments – Late assignments are not accepted. Late assignments will receive zero points.

Plagiarism – Papers that contain plagiarism will receive zero points. Any incident of plagiarism will require an in-person meeting with the professor and may entail additional action including referral to SPDC, and/or potentially needing to re-take the course.

Professional ethics – Students are expected to conduct themselves in a professional manner. At all times, students are expected to adhere to the ethical guidelines established by the American Psychological Association. For further information, reference the academic dishonesty/plagiarism statement in Appendix A.

Appendix A

Technology:

Pentium III CPU/ Windows 98; 128MB RAM, printer; Microsoft Office Acrobat (full version), Microsoft Internet Explorer 5.5 (PC) 5.0 (MAC) or Netscape Navigator 4.08. Norton Antivirus.

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.

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> and also at <http://thecampuscommon.com/library/auo/login.aspx>.

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 access the tutorial directly 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, 6th Edition (2009) Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 6th 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

The Argosy University provides equitable access through its services and programs to students of any social, geographic and cultural background, regardless of gender, and strives to prepare all candidates to work with and provide services to diverse populations. Argosy demonstrates its commitment to diversity through the development and support of a diverse educational community.

Program Outcomes for the Master's of Arts in Counseling Psychology

1. Professional Practice

Competency 1a: 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 1b: Theory

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

Competency 1c: 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.

2. Research

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

3. Interpersonal Effectiveness and Professional Development

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

4. Ethics

- 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.

5. Diversity

Competency 5a: 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 5b: Multicultural Awareness

- Examine personal values and biases, reflect on beliefs, and understand how they impact Page 9 work with clients and interpersonal relationships with other students and faculty.

Competency 5c: 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.