

Argosy University
COURSE SYLLABUS

Domestic Violence and Spousal Abuse (PC6320)
AND
Child Abuse Assessment and Reporting (PC6330)

Faculty Information

Faculty Name: Erica Torres, Psy.D.

Campus: San Francisco Bay Area

Contact Information: dr.torres@me.com

Office Hours: By appointment.

Class Meeting Dates: July 17-18, August 14-15, 2010

All communication from your instructors and the department will be sent to your Argosy email address. You are responsible for checking your Argosy email regularly.

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 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.

Final Date to Drop the Class: To receive a "W" grade a student must officially drop this class by the date listed below that corresponds to this course's term and length (indicated by bold type). Students may not withdraw from this course after this date. If a student chooses to discontinue course work after the final drop date, the student may receive an "F" grade for the course.
Summer Session I (7.5 week courses): Summer Session II (7.5 week courses): August 2, 2009
Summer Full Term (15 week courses): July 13, 2009

Course Pre-requisites: None

Required Text(s):

Barnett, O.W., Miller-Perrin, C.L., & Perrin, R.D. (2004). Family violence across the lifespan: An introduction. Second Edition. Thousand Oaks, CA: Sage Publications, Inc. *ISBN (paperback) 9780761927563.*

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 at:*

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.

Methods of Instruction – This course will be delivered in a **blended format**, including in-class lecture and discussion, video, and role-plays combined with online instruction. In addition to the two required weekends on campus, students are required to participate online via Embanet-Interlearn on a weekly basis during the entire term of the course. This course begins online the week of July 5th and meets on the following days: July 17th and 18th, and August 14th and 15th, and concludes on August 19th.

Content Areas: Content includes issues in definition and identification of family violence and abuse **in Spanish**; 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 in Spanish-speaking communities.

ASSIGNMENTS

Prior to the first weekend:

Read the required text Barnett, O.W., Miller-Perrin, C.L., & Perrin, R.D. (2004). Family violence across the lifespan: An introduction. Second Edition. This material will be discussed throughout the first weekend, and will show up on your final exam.

Prior to the Second Weekend:

Read and be prepared to discuss; 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. You are responsible for material in the chapters regardless of whether the material is covered in class. This material will be on your final exam. Read the remaining chapters in the text and be prepared to discuss them during the second weekend of class. You are also responsible for reading and knowing any materials handed out in class during the first weekend. Any and all materials handed out in class by the professor are subject to showing up on the final exam.

Online Schedule of Assignments – **NOTE:** 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. Online assignments will be opened on **Mondays** and your responses to the topic as well as each other must be posted by **Midnight Saturday of the same week** (late postings will be graded down):

Week 1-**July 5th**– Log into Argosy Online and say hello to your peers. Please let them know something about yourself and what you hope to get out of this class. **Email me (at dr.torres@me.com)** your phone number and email address. Online Class Topic & Discussion: Contexts of family violence. Reading Text Chapters 1-7; Read: *California Child Abuse & Neglect Reporting Law*.

Week 2- **July 12th** – Reading text Chapters 8-9. Online assignment and discussion to be posted.

Week 3- **July 19th** –Read Ch. 10 and 11 and respond to online assignment and discussion as directed.

Week 4- **July 26th** –****Interview Paper due this week**** . Read any handouts from class that are required for upcoming weekend class; respond to online assignment and discussion as directed.
Week 5- **Aug 2nd** – Read Ch. 12 and 13: respond to online assignment and discussion as directed. Study and prepare for final exam to be given the afternoon of the last Sunday of class, *August 15th*. This will be multiple choice and short essay. It will cover all readings and class material. Post any questions you may have at this point regarding course material. Be ready for the final as well as presenting your research papers to your peers in class.
Week 6- **Aug. 9th** – ****Research Papers due**** To be submitted via email no later than August 14th at midnight.

Student Performance Evaluation Criteria and Procedures:

Guidelines for ALL assignments:

- ~ All written assignments are due on the dates and times stated in the syllabus. **NO LATE ASSIGNMENTS WILL BE ACCEPTED.**
- ~ Treatment Research Papers **MUST** be in APA format and all works cited must be appropriately referenced. It is recommended that papers be submitted to Turnitin.com prior to being submitted to the Instructor. All papers should be double spaced and in 12 font.
- ~ All papers must be submitted electronically in Microsoft Word.

Assignment #1: Interview paper: (20%) Due via email by midnight on Saturday, July 31st.

Hearing about a case of abuse, neglect or domestic violence can be very anxiety provoking for the beginning therapist. For this reason it is important that you explore and learn from such an experience. In this assignment, you are to develop a list of at least 10 questions, and set up an interview with a therapist who is working with this vulnerable population. During the interview, your role is that of an active listener, and the goal is to get an understanding of what this type of work entails. *Your professor will provide you with a list of therapists who have agreed to be interviewed for this assignment. If you would like to use a different therapist, you must first clear this with your professor.*

Students will then write a **5-page paper** containing 1) a description of the interview; 2) a reflective analysis of the experience – what was the experience of listening to the therapist? Include a discussion of both your thoughts and emotions. 3). What did you learn from this experience and how does it relate to what you have learned in class, thus far? Use direct, APA formatted quotations from the text and other course materials to tie together concepts of the course with this assignment.

Interview Papers 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.
10% = Qualitative analysis reflects appropriate application of class readings and discussions.

Assignment #2 – Treatment Research Paper (20%) Due via email by midnight on Saturday, August 14th.

Because of the limited nature of this class, effective treatment methods is covered only briefly. In order to expand your knowledge and understanding of treatment for Child Abuse, Neglect and Domestic Violence, choose one of the following populations and research treatment models for this group. Each paper must incorporate information from your textbook and at least two new journal articles from a peer reviewed journal. **DO NOT** rely on information gleaned from an internet search of your topic. Search in Psych Info or PILOTS databases. Write a 5 to 7-page typed paper using APA style, which discusses treatment models and effectiveness for Latina/o and/or Spanish-speaking populations. *Papers will be shared with other students in the class via*

oral presentation on August 15th. Topics must be chosen and cleared with Instructor prior to end of the first Sunday of class. We will take time out to choose topics as a group in class.

Possible Populations to Research:

Child victims of sexual abuse
Adult victims of childhood abuse (any type)
Child victims of physical abuse
Adult domestic violence victims
Perpetrators of domestic violence
Child victims of emotional or psychological abuse
Child victims of neglect
Pedophiles
Parents who sexually abuse children
Adult victims of elder abuse
Children who witness domestic violence
Perpetrators of domestic violence
Military Families
Violence in LGBT relationships

****If you have a population of special interest to you, please ask in class****

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% = Appropriate use of APA format and professional writing skills.

Additional questions to guide your graduate level written work: Is your paper well organized? Are your thoughts presented clearly and coherently? Did you turn in a rough draft or a final copy? Do you use material from course readings and include references? Does your paper meet the page requirement? Did you turn it in on time?

Assignment #3 – Reading & Online Discussions DUE: Each Sunday online by midnight California time.

Each week you are to read the selection required as posted in the schedule, and post at least one response on the discussion board to the lecture and discussion questions provided online by the Instructor. Your participation in the Online Discussions will be graded as part of your Class Participation.

Participation and responses in online assignments as well as class participation will be worth 30% of the total for the class and will be based on the following:

Did you arrive to class on time? Did you participate online in a professional and self aware manner? Were you at all time professional and appropriate with you peers? Were you attentive to who ever was speaking? Were you able to appropriately contain yourself given the disturbing material covered by this course? Did you do your best to grasp the material and your countertransference responses to it?

Assignment #4 – Final Exam (30%) in class the last Sunday meeting, August 15th.

The final exam will cover all reading material and class material, as well as any additional handouts from the Professor. The exam will primarily be multiple choice with some fill-in and short essay answer format.

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

Class Participation and Lateness: 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 or absent so that I can inform the class. 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.**

Class Participation Evaluation Criteria

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 similarities and differences with	Displays sensitivity to similarities and differences with individuals from	Displays some degree of sensitivity to similarities and differences with	Lacks sensitivity to similarities and differences with individuals from varied

	individuals from varied backgrounds.	varied backgrounds.	individuals from varied backgrounds.	backgrounds.
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Note: Member goals include timely submission of email assignments and online posting as well as being to class on time, and returning from breaks on time.

Grading

Interview Paper 20%

Treatment Research paper 20%

Final Exam 30%

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

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.argosyu.edu>. Detailed descriptions of online resources are located at <http://library.argosyu.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.argosyu.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.