



SAN FRANCISCO BAY AREA CAMPUS

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COURSE SYLLABUS

Course Title: Domestic Violence and Spousal Abuse
Child Abuse Assessment and Reporting

Course Number: PC 6320 & PC 6330

***Instructor:** Dr. Pamela Jenkins

***Campus:** San Francisco/Bay Area

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*** Office Hours:** By Appointment.

***Short Faculty Bio:**

Dr. Jenkins worked for several years as a Clinical Psychologist for the California Department of Corrections. Her extensive work with forensic populations with its emphasis on rapid treatment results, such as the excessive use of pharmaceuticals, inspired her exploration into the use of Holistic alternatives in therapy. Dr. Jenkins is founder and owner of a private practice, Pacific Psychological Services with two offices to serve the Bay Area. Here she provides therapy, assessment and consultation to individuals, couples, families and staff on Clinical and Assessment dimensions. Other areas of specialty that Dr. Jenkins enjoys are Organizational Development, Trauma and Cultural Issues within Contemporary Society. She is currently teaching a course titled, "Cultural Trauma" developed and inspired as a result of her research, at Stanford University. Dr. Jenkins considers herself an eclectic therapist pulling from several theories and is particularly influenced by Existential Psychotherapy.

REQUIRED TEXTS:

1. *Domestic Violence: A Reference Handbook*. McCue, Margi Laird. 2nd Edition Revised. Published by ABC-CLIO, 2007. ISBN 1851097791, 9781851097791. 328 pages

2. *Violent No More: Helping Men End Domestic Violence*. Paymar, Michael. Hunter House Publishers, ISBN-13: 978-0-89793-268-4, ISBN-10: 0-89793-268-4.

3. *Reader: Including articles from Lenore Walker, Ed.D*

4. *Child Abuse & Neglect Reporting Law. Issues and Answers for Mandated reporters. California Dept. of Social Services, Office of Child Abuse Prevention.*

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 the date 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): June 11, 2009

Summer Session II (7.5 week courses): August 3, 2009

Summer Full Term (15 week courses): July 14, 2009

Course length: 15 Weeks **Contact Hours:** 45 Hours **Credit Value:** 3

Program Outcomes: This course supports the accomplishment of program outcomes 1.1,1.2,1.3.1.4; 3.1, 3.2,3.3; 5.1, 5.2 and 5.3.

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.

GENERAL COURSE DESCRIPTION:

Domestic Violence and Spousal Abuse & Child Abuse Assessment and Reporting courses will be taught together. This intermediate course covers topics such as cycle of violence, personality characteristics and the Battered Woman Syndrome, Battered Women's personality and the debate over the DSM, assessment and intervention in domestic violence, male and female batterers and characteristics and typology. It also explores the relationships between alcohol and drug use and abuse, culture, gender, sexual orientation and domestic violence.

Students will be able to decipher what is reportable and what is not reportable as a mandated reporter. The course will discuss the different approaches to working with spousal and partner abuse and provide critiques of the different modes. Therefore, assessment and treatment considerations, cultural and diversity factors, social and political structures, community prevention and treatment efforts, and mandatory reporting will be addressed. Lastly, students will learn how to keep abreast with new information pertaining to current social and political programs that are available to both victims and perpetrators.

EDUCATIONAL OBJECTIVES:

The overall goal of this course is to help psychotherapists understand the complexities involved in domestic violence and enable them to make predictions, assessments and interventions in these volatile and often tragic situations.

Course Descriptions:

1. Students will be able to demonstrate their ability to identify reportable violence, child abuse, elderly abuse and domestic violence through the use of vignettes and other material, as evident by the use of assessments. Additionally, students will specify cultural, same gender and other factors in domestic violence.
2. Students will review the current research on female batterers, detect and identify domestic violence and summarize the complex system involved in domestic violence.
3. Students will examine cross-cultural issues in the assessment and treatment of intimate violence, including potential bias in the identification and reporting of abuse, the extent to which the definition of child abuse and neglect is culturally determined, and the impact of cultural diversity on the definition of discipline by parents.
4. Students will learn what resources are available to them for consultation when confronted with issues of domestic violence and child and elderly abuse.
5. Students will recognize and consider counter transference and/or personal issues related to reporting child abuse, stress and the mandated reporter, treating children and adults who have been abused, and treating the perpetrators of abuse.
6. 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.
7. 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.

Prerequisite Knowledge or Courses:

Graduate Status

Key Questions Are:

1. Is there a bond and strong resonance of understanding between the therapist and client?
2. Does the client trust the therapist to interact with them positively and without judgment?
3. Are the therapist's behaviors familiar?
4. Is the therapist comfortable to be around?
5. Does the therapist's style communicate a positive sense of respect for their clients, regardless to the issues being addressed and information obtained from various resources?
6. Is the therapist well informed and comfortable addressing most topics, even ones that depend on deep understanding of cultural context or those that are normally surrounded by embarrassment and shame?

We are at a tipping point in counseling psychology. What then is the opportunity for you? Simply put, by making the effort to understand the world from the perspective of your future clients and the rigorous testing and assessments they often experience, you will be a more effective therapist. If you are here to get the best education possible, why sell yourselves short of critical knowledge?

You will work hard in this class. I suggest that you plan ahead for extensive reading and an emotionally demanding process and challenging experiences. The process of becoming familiar with

domestic violence and child abuse is difficult and complex. It will require you to embark on a journey of self-exploration and that particular path can be both rocky and steep. Although, abuse assessment and reporting are not the most inviting topics in psychology, they are both very important to understand. Ultimately, though, the rewards are immeasurable, if you open up and think positive. Hard work and a sense of adventure will pay off!

METHODS OF INSTRUCTION:

There will be various methods of instruction including and not limited to, DVD's made locally and provided by Zero Tolerance for Domestic Violence, (Contra Costa County). Text book reading (Family Violence, Legal, Medical and Social Perspectives) as well as classroom discussion and participation. Vignette cases which require full class room participation in conjunction with the text, *The California Child Abuse & Neglect Reporting Law*.

CONTENT AREAS

Content includes issues concerning elder abuse, child abuse and domestic violence. Cultural and sociological issues in all these areas will be addressed in the context of child physical, sexual, emotional abuse, verbal, and neglect. Spousal abuse including Gay and Lesbian domestic violence will be addressed as well.

ASSIGNMENT TABLE

CLASS	TOPICS	READINGS	ASSIGNMENTS
5/11-12	Class Introduction What is Domestic Violence?	Text	
5/18-19	Theories of Family Violence	Reader	
5/25-5/26	NO CLASS/ Role Play		Reflection Journal #1 Due: **Details of the reflection journals will be provided on the first day
6/01-02	Child Emotional Abuse & Neglect	Text/Reader	
6/08-09	Child Emotional Abuse & Neglect Part 2	Text/Reader	
6/15-16	Child Sexual Abuse	Reader	Reflection Journal #2 Due
6/22-23	California Child Abuse Assessment & Reporting	Reader	
6/29-30	Mandated Reporting Review Treating Child Abuse & Neglect	Reader	
7/06-07	TBD		Exploratory Paper Due
7/13-14	Dating Violence in Adolescents & Young Adults	Reader	
7/20-21	Dynamics of Intimate Partner Violence with Same Sex Couples	Text/Reader	
7/27-28	Domestic Violence: Abused Partners	Text	Reflection Journal #3 Due
8/03-04	Domestic Violence: Abusive Partners	Text	
8/10-11	Elder and Disabled Abuse	Text	

8/17-18	FINAL EXAM		FINAL EXAM
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Reflection Journals (30%): Every student will be required to keep a journal to be reviewed three times by the instructor (each 10 percent of student's grade). The purpose of journal-writing is to explore in more depth your understanding of and reactions to the course readings, guest lecturers, and class discussions. Journal reflection papers should be approximately 2-3 pages in length and should address one of the topics presented in class (topic choices will be given near the beginning of the course). These papers can be relatively informal (you are encouraged to include personal observations and interpretation) but should also be written in a professional style. You do not need to include references or citations unless you quote or paraphrase an outside source. This log will only be read by myself, and will be kept absolutely confidential. You will also have the opportunity to schedule individual coaching sessions if wanted and or needed.

Exploratory Paper (25%): You will be expected to write an exploratory paper (approximately 6 pages in length) - due March 19th. The purpose of this assignment is to measure your ability to write professionally about a child abuse topic, and to focus your study on prevention and intervention. You will receive more information about the scope and expectations for this paper early in the semester.

Final Exam (30%): This course will include a final exam during exam week (date and time to be announced). The exam will be a combination of question types, including short answers, multiple choice, true/false, and one or two essay questions. You will receive a course review tool that will help you prepare for the exam, and the final class period will include a question and answer session. Please contact the instructor early in the semester if you need specific accommodations for this exam.

Honor Code: By accepting admission to Argosy University, each student makes a commitment to understand, support, and abide by the University Honor Code without compromise or exception. Violation of academic integrity will not be tolerated. Refer to your Student Handbook for details.

This means that each student is expected to do his or her own work and to utilize and cite references appropriately for papers without plagiarism. If you are referring to information from another source, you must describe it in your own words AND cite the source, unless you are using direct quotes that are indicated as such, and are correctly cited. **Students are advised that all research papers will be submitted to TurnItIn.com, to scan for plagiarism. It is also unethical to submit a paper that has already been submitted for a different class.** The consequence for plagiarism is an "F" for the class, and an evaluation will be made to determine if dismissal from the program is indicated. Please contact the instructor for any questions regarding this.

STUDENT PERFORMANCE EVALUATION CRITERIA & PROCEDURES:

Classroom Climate Evaluation Criteria

Criteria	Distinguished Category (A)	Commendable Category (B)	Average Category (C)	Failed Category (F)
Personal goals	Pursues goals with high energy and assertion.	Pursues goals actively and with some assertion.	Pursues goals with low energy and mostly with prompting from	Fails to set goals.

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

Grading Criteria

Grading Scale

A	100 – 93
A-	92 – 90
B+	89 – 88
B	87 – 83
B-	82 – 80
C+	79 – 78
C	77 - 73
C-	72 – 70
F	69 and below

Grading Requirements

<i>Attendance/Participation</i>	25%
<i>Reflection Journals x 3@ 10% each</i>	30%
<i>Exploratory Paper</i>	20%
<i>Final Exam</i>	25%
	100%

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.

WRITTEN ASSIGNMENTS:

	A (Credit)	B (Credit)	C (Credit)	Fail (No Credit)
Composition	Excellent skills that include a clear, insightful & thought-provoking thesis, effective & clear organization.	Above average skills that include a clear insightful thesis, though it may not be original or it may be weak in one area.	Weak skills; some signs of logical organization but may have illogical shifts or ineffective flow of ideas. Few or no transitions.	Reader cannot determine thesis OR thesis has little or no relation to the assignment.
Idea Development	Substantial, logical and concrete development of ideas. Sequence of ideas may suffer minor flaws. Doesn't overuse quotes.	Some ideas may be trite OR may have some illogical shifts or ineffective flow of ideas. Assumptions are not always made explicit. Quotations & paraphrases may be too long or not always conform to APA.	Ideas are unsupported or unrelated to thesis. Overuse of quotations or paraphrases. Lack of clarity in expression. Offers simplistic, undeveloped or cryptic support for ideas.	Little or no idea development. Contains inappropriate generalizations, faulty assumptions or factual errors.
Diction & Syntax	Demonstrates perfect or near-perfect mechanics, including sentence structure, spelling, punctuation, APA format. Avoids casual or colloquial language.	Diction & syntax may not be clear and effective; conforms to APA format about 60 - 80% of the time. Details too general or inappropriately repetitive.	Mechanics and/or syntax may seriously affect clarity. APA format inconsistent and evident about 50% of the time.	Numerous errors in syntax, punctuation, diction, spelling, etc. Level of writing is not appropriate to graduate school.
Sources	Includes convincing supporting materials from a variety of sources.	Writer uses relevant sources but lacks in variety of sources or skillful combination of sources.	Use of irrelevant or inappropriate sources. Uses fewer than assigned number of outside sources.	Neglects important sources or uses source material without acknowledgement.
Overall	Writing perfectly or near-perfectly accomplishes the objectives of the assignment.	Writing effectively accomplishes most of the objectives of the assignment.	Writing minimally accomplishes the majority of the goals of the assignment.	Fails to accomplish the goals of the assignment.

N. B.: No assignments may be turned in by email. ALL written assignments are due in hard copy to the instructor by the date specified; assignments turned in late will be subject to a grade reduction, as much as ½ grade-level per day. Written papers MUST be in APA format, unless specifically exempted by the instructor. ALL papers must include a cover sheet and list of references that are in APA format, *even if* the body of the paper is not.

In Credit/No Credit classes written assignments turned in late will allow the instructor to assign an additional 15-minute oral presentation, on any topic of the instructor's choice, or another assignment of the instructor's choosing.

PARTICIPATION

	A (Credit)	B (Credit)	C (Credit)	Fail (No Credit)
Preparation for Class	Has read all assigned material & is familiar with a variety of other sources.	Has read all assigned material and/or done some additional reading.	Has read all assigned material.	Little or no preparation for class.
Class Discussions	Helps the discussion stay on point, frequently helps to set goals & agendas.	Actively participates in discussions; sometimes helps set goals & agendas.	Participates in discussions, but mostly allows others to set goals, agendas.	Responds to questions but does not initiate discussions or set direction for class interactions.
	Encourages others to participate in discussions; consistently uses active listening skills.	Consistently uses active listening skills.	Occasionally asks questions or seeks additional information.	Rarely asks questions or for additional information.
	Articulates a clear & precise personal point of view; acknowledges objections and rival positions and responds appropriately.	Articulates a clear & precise personal point of view, & discusses its weaknesses and strengths.	Formulates a vague and indecisive point of view, OR anticipates minor but not major objections, OR considers weak but not strong alternative positions.	Fails to formulate or express own point of view OR fails to consider other perspectives or positions.
	Brings into the discussion any relevant ideas or points that need further exploration.			
Attendance	Attends every class meeting for the duration of the term.	Attends most class meetings, missing no more than 1 session (if allowed). Notifies instructor and/or class in advance when not able to attend.	Attends most class meetings, missing no more than 1 or 2 sessions (maximum allowed). Notifies instructor and/or class in advance when not able to attend.	Attendance is inconsistent; is late or absent without notice. Fails to take initiative in getting missed notes or assignments.

Special Circumstances:

In a Credit/NoCredit class where students present to fellow classmates as part of the course requirements, any student missing another student's presentation must complete the following in order to receive credit for the class:

- A written 2-page response paper for the student whose presentation was missed, with a copy of the response paper for the instructor and for all other students in the class, due at the next class meeting.

Response papers must be delivered in hard copy to ALL recipients.