

ARGOSY UNIVERSITY SAN FRANCISCO BAY AREA

COURSE SYLLABUS

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

Course Number PC 6320/6330

Section & Times Summer I: May 10 – June 30, 2010
Onsite Weekends: May 22/23 and June 26/27.
9:00am-6:15pm

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. 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):
Deadline for 100% refund: 5/17/2010
Deadline for withdrawal “W”: 6/13/2010

Instructor & Contact Information:

Christine Mayerchak, Psy.D.
Mindfix2006@yahoo.com

*****Note: it is my expectation that students will NOT, under any circumstances, proceed with any portion of the interview assignment prior to the first weekend of instruction. Doing so may result in failure of the assignment*****

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.*

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, cultural and diversity factors, social and political structures, community prevention and treatment efforts, and mandatory reporting will 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.

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 May 10th and meets on the weekends of May 22 and 23, and June 26 and 27 and concludes on June 30th.

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.

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.

****Research Papers due**** To be submitted via email (mindfix2006@yahoo.com), **June 18th by 11:00pm California time**, and a paper copy submitted in class, **June 26th**, the last weekend of class meeting on campus. Be ready for the final as well as presenting your research papers to your peers in class Saturday and Sunday.

NOTE: Su1 2010 the hard copy will not be submitted in class on the final weekend. It will be submitted by email only as stated above.

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 (I will email the class to advise when the discussion is open)** and your responses to the topic as well as each other must be posted by **NOON Saturday (CA time) of the same week** (i.e., on 5/10 I will email you as a class in the evening to advise you the week is open for your participation. You must have participated at least twice by 5/15, NOON):

Week 1-**May 10th**– Log into Argosy Online and say hello to your peers. Please let them know something about yourself, such as how long you have been in the program and what you hope to get out of this class. **Email me (mindfix2006@yahoo.com)** your phone number and email address. Begin reading all texts and try to get through Ch. 7 minimally.

Week 2- **May 17th** – Reading text Chapters 8-9. Online assignment and discussion to be posted.

Week 3, **May 24th** - Read Ch. 10 and 11 and respond to online assignment and discussion as directed.

Week 4, **June 1st** – *This is a day late as 5/31 is a holiday.* Read handouts from first on campus class for upcoming weekend class; respond to online assignment and discussion as directed.

Week 5, **June 7th** – 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, **June 26/27**. 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.

June 18thResearch Papers due**** To be submitted via email (mindfix2006@yahoo.com). This must be submitted as an attachment, and as a doc. NOT as a doc.x. Be preparing for the final as well as presenting your research papers to your peers in class.

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. Papers must be submitted to Turnitin.com prior to being submitted to the Instructor.
- ~ All papers should be double spaced and in 12 font, Times New Roman.

~ All papers must be submitted electronically in Microsoft Word as a doc., not as a doc.x.

Assignment #1: Interview paper: (20%) Due in class, June 26th, by NOON. Papers must be stapled, with an APA formatted cover sheet. Papers submitted in covers or unstapled will not be accepted.

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. 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). (**NOTE: you are not to interview anyone under the age of 18 years**). 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. Students will then write a 5 page paper containing 1) a brief synopsis of the incident; 2) a reflective analysis of the experience – what was the experience of telling the story like for your volunteer? Of listening for you? Include a discussion of both your thoughts and emotions. Use feeling words; 3) a qualitative analysis of the experience – What dynamics that we have read about and talked about in class may have been present in your volunteer's experience of violence? Apply what you have learned to your volunteer's incident/story. 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 Friday June 18th.

Because of the limited nature of this class, treatment 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 text book 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 page typed paper using APA style, which discusses treatment models and effectiveness. Papers will be shared with other students in the class via oral presentation. 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.

POPULATION

Child victims of sexual abuse

Child victims of physical abuse

Adult victims of childhood abuse (any type)

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 graduate level writing expectations: Organization of paper. Is it well thought out? 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? Do you talk about yourself and your experience in an honest, aware manner? Do you meet the length requirement? Did you turn it in on time?

Assignment #3 – Reading & Online Discussions DUE: Each Saturday online by NOON 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.

****It is imperative that you do not participate online prior to receipt of the email from me advising you that the week is open. Early posts will not be given credit.****

Participation:

Participation and responses in online assignments as well as on campus class participation will count as 30% of your overall grade 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 times professional and appropriate with the professor? With your peers? Were you attentive to whom 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, June 27, 2010.

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.

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: 100% 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.**

Class Participation Evaluation Criteria (30 points)

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	Works toward	Works toward	Not cooperative

	shared goals in a highly cooperative manner.	shared goals in a cooperative manner; at times with compliance and defiance.	shared goals mostly with compliance and defiance.	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.

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

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.

Additionally, Argosy University considers resubmission of a work produced for one course in a subsequent course or the submission of work done partially or entirely by another to be academic dishonesty. It is the student's responsibility to seek clarification from the instructor regarding how much help may be received in completing an assignment, exam or project and what sources may be used.

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 are responsible for maintaining an electronic copy of any work submitted, because 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.

ADA Policy

It is AU/San Francisco Bay Area Campus policy not to discriminate against qualified students with a documented disability in its educational programs, activities or services. If you have a disability-related need for accommodations in this class, contact the Campus Director of Student Services at 510-215-0277.

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.

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/>

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.