

ARGOSY UNIVERSITY SAN FRANCISCO BAY AREA
COURSE SYLLABUS

COURSE TITLE: CHILD ABUSE ASSESSMENT and REPORTING/
DOMESTIC VIOLENCE and SPOUSAL ABUSE

COURSE NUMBER: PC 6320/6330 Full Summer Session 5/07/08 –
8/12/08 Mon or Tues 9:30 to 12:30

INSTRUCTOR/CONTACT INFO: Lori Salinas MA, LMFT
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510-612-9971

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 6, 2008

Summer Session II (7.5 week courses): July 3, 2008

Summer Full Term (15 week courses): July 14, 2008

REQUIRED READING

Wallace, Harvey 5th edition (2008) *Family Violence; Legal, Medical and Social Perspectives; Boston Ma. Pearson Education Inc.*
ISBN #978-0-205-57354-7

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

COURSE DESCRIPTION:

Child Abuse Assessment and Reporting & Domestic Violence and Spousal Abuse courses will be taught together. Students will examine child abuse, elderly abuse and domestic violence issues. Students will examine the

effects of child abuse and domestic violence to children and families and will be able to decipher what is reportable and what is not reportable as a mandated reporter. Students will learn assessment tools and treatment considerations. Students will be aware of different cultural perspectives regarding domestic violence and how they are affecting our social system here in California. Students will learn where to get involved in their communities and how to keep abreast with new information pertaining to current social and political programs that are available to both victims and perpetrators.

COURSE OBJECTIVES:

- 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. Students will be able to locate local Child and Family Service representatives for case consultations and to report abuse and violence.
- 2) Students will gain awareness of the social and political issues surrounding both domestic violence and child, elderly abuse.
- 3) Students will learn what resources are available to them for consultation when confronted with issues of domestic violence and child and elderly abuse and also dealing with their own counter-transference.
- 4) Students will understand the responsibilities of both a Practitioner and a mandated reporter under California Child Abuse and Neglect and Elder abuse reporting laws and will gain the knowledge to locate local resources in their communities to refer clients for legal services, shelters and social services.
- 5) Students will learn basic skills in dealing with and treating victims and perpetrators of domestic violence using appropriate modalities of treatment and intervention.

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;

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.

ASSIGNMENTS:

- 1) Before commencement of first class, required reading of Chapter 1 and completion of **DISCUSSION QUESTIONS 1-6**. Papers must be

- typed and handed in by first class. Know **KEY TERMS** at the end of the chapter as these may appear on the **FINAL EXAM**.
Read Chapters 2, 3 & 4. Complete **DISCUSSION QUESTIONS** for all three chapters. Papers must be typed and handed in by 2nd class. Know **KEY TERMS** at the end of these chapters as they may be on the **FINAL EXAM**.
- 2) Read chapters 5 and 6. Only do the **DISCUSSION QUESTIONS** for Chapter 5. Paper must be typed and handed in by 3rd class period. Know **KEY TERMS** at the end of chapter 5 as they may be on the **FINAL EXAM**. You only need to **READ** Chapter 6.
 - 3) Read chapters 7, 8 & 11. Complete the **DISCUSSION QUESTIONS** for all 3 chapters. Papers must be typed and turned in at the 4th class. Know **KEY TERMS** at the end of all 3 chapters as they may be on **FINAL EXAM**. Read **THE CALIFORNIA CHILD ABUSE & NEGLECT REPORTING LAW pamphlet**.
 - 4) Complete an **ELDER ABUSE REPORT** and a **CHILD ABUSE REPORT** using **VIGNETTES** given in class. These reports can be typed or hand written as long as I can read your hand writing. These reports will be due at the beginning of the 5th class period.
 - 5) Class review for a **QUIZ** which will be taken at the 6th class period.
 - 6) Introduction to Domestic Violence for the 6th class period. Read chapter 9 and complete the **DISCUSSION QUESTIONS**. Papers must be typed and handed in at the 7th class period. Know **KEY TERMS** as they may be on the **FINAL EXAM**.
 - 7) Read Chapter 10. Complete the **DISCUSSION QUESTIONS**. Papers are due at the 8th class period. Know **KEY TERMS** as they may be on the **FINAL EXAM**.
 - 8) Read Chapter 12. Complete **DISCUSSION QUESTIONS**. Papers are due at the 9th class period. Know **KEY TERMS** as they may be on the **FINAL EXAM**.
 - 9) Read Chapter 13. Complete **DISCUSSION QUESTIONS**. Papers are due at the 10th class period. Know **KEY TERMS** as they may be on the **FINAL EXAM**.

- 10) Read Chapter 14. Complete ***DISCUSSION QUESTIONS***. Papers are due at the 11th class period. Know ***KEY TERMS*** as they may be on the ***FINAL EXAM***. Role play will be introduced to learn direct questioning techniques in a rape crises situation.
- 11) Read Chapter 15. Complete ***DISCUSSION QUESTIONS***. Papers are due at the 12th class period. Know ***KEY TERMS*** as they may be on the ***FINAL EXAM***.
- 12) Read Chapter 16. Complete ***DISCUSSION QUESTIONS***. Papers are due at the 13th class period. Know ***KEY TERMS*** as they may be on the ***FINAL EXAM***.
- 13) Read Chapter 17. ***DO NOT COMPLETE DISCUSSION QUESTIONS***. Rather, research or find local domestic violence incidents in your community and bring them in for discussion. You can use the local news paper or a story on the web. You must show proof of your story and discuss it in the 14th class period. Review for ***FINAL EXAM***.
- 14) In the 15th class period there will be a ***FINAL EXAM***. I will accept late assignments at this time providing you have a ***REALLY GOOD REASON***.

ROLE PLAY

There will be ***ROLE PLAY*** activity in class. This could be random as it will depend on the subject matter and class time.

CLASS PARTICIPATION

There is a significant amount of class participation required for this course. I believe it is necessary as these topics affect EVERYONE in some way shape or form. I realize that there is a lot of writing in the weekly homework, therefore; I am not requiring a written paper. However; class participation is 30% of your grade, so the vignette participation and open forum discussions are mandatory.

HOMEWORK

All homework assignments are due at the time specified in the syllabus. Due to the large amount of questions to be answered it is wise that you keep up with the pace as late assignments will be graded lower. Homework is 40% of your grade.

QUIZ AND FINAL EXAM

A Quiz will be given at the 6th session to review the previous material in weeks 1-5. A final exam will be given for overall material in the 15th class period, or the last class of the course. There is no make up for the Final exam. If you have a ***REALLY GOOD EXCUSE*** and you need to make up the Quiz, I will consider it.

The ***FINAL EXAM*** will consist of 50 questions. It will be in regards to Law, Treatment Planning, Treatment and Crises Management. Most if not all the questions will be from your ***KEY TERMS*** at the end of each chapter. Some questions will come from ***THE CALIFORNIA CHILD ABUSE AND NEGLECT REPORTING LAW pamphlet***. There will be 3 Vignettes in the exam as well. These Vignettes are designed for the student to learn to decipher what is reportable by law and what crises management steps to take as a practitioner. These Vignettes are similar to what is on the Clinical Vignette Exam for the MFT and LCSW for licensure. The ***FINAL EXAM IS 30%*** of your grade.

GRADING CRITERIA

<i>A</i>	<i>100-93</i>
<i>A-</i>	<i>92-90</i>
<i>B+</i>	<i>89-88</i>
<i>B</i>	<i>87-83</i>
<i>B-</i>	<i>82-80</i>
<i>C+</i>	<i>79-78</i>
<i>C</i>	<i>77-73</i>
<i>C-</i>	<i>72-70</i>
<i>F</i>	<i>69 AND BELOW</i>

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.