

Argosy University

COURSE SYLLABUS

PC 6320 & PC6330

*Domestic Violence and Spousal Abuse
Child Abuse Assessment and Reporting
Mondays, 5/7/07-8/18/07, 9:30 – 12:30 am*

Faculty Information

Faculty Name: Amy P. Brom, MSW, PsyD

Campus: San Francisco Bay Area

Contact Information: abrom@argosyu.edu, 510-837-3730

Office Hours: Wednesday, Thursday and Saturday by appointment

Short Faculty Bio: I have a social work background which leads me to a unique, systemic perspective on work with clients as well as on student development. In my professional practice, I specialize in treating the trauma of child abuse and domestic violence. In psychotherapy, I work pragmatically from a family systems and psychodynamic basis, using cognitive, behavioral, and somatic approaches.

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 and other psychopathologies. Assessment and treatment considerations, cultural and diversity factors, social and political structures, community prevention and treatment efforts, and mandatory reporting will be addressed.

Required Textbook:

Barnett, O.W., Miller-Perrin, C.L., Perrin, R.(2004) Family violence across the lifespan: An introduction, (Second edition), Sage Publications, Inc., ISBN # 0761927565

Course length: 15Weeks **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.

Course Objectives:

1. Students will demonstrate the ability to identify ways in which children, adults and elders 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, domestic violence and elder abuse to continue unabated.
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 recognize and consider countertransference 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.
 5. 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.
 6. 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

Methods include lecture, discussion, video viewing, experiential learning & online modules.

This course will follow the 2002 Ethical Principles and Code of Conduct, Ethical Standard 7.04 regarding **“Student Disclosure of Personal Information.”** The standard is as follows:
 Psychologists do not require students or supervisees to disclose personal information in course- or program-related activities, either orally or in writing, regarding sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, and spouses or significant others except if (1) the program or training facility has clearly identified this requirement in its admissions and program materials or (2) the information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training- or professionally related activities in a competent manner or posing a threat to the students or others.

Thus, as a student in this class, you are not required to disclose personal information either orally or in writing that you do not feel comfortable sharing with me as your instructor or with your classmates in class discussions. It is your responsibility to only share what you wish to share and to reflect on the issues or facts you did not share on your own as needed.

Assignment Table

Class	Topics	Readings	Assignments
5/7	Class Introduction What is Family Violence?	Barnett, et al Chap 1	
5/14	Theories of Family Violence	Barnett, et al Chap 2	
5/21	Child Physical Abuse	Barnett, et al Chap 3	Reflection Journal #1 Due
5/28	NO CLASS - Memorial Day		
6/4	Child Emotional Abuse & Neglect	Barnett, et al Chap 5-6	
6/11	Child Sexual Abuse	Barnett, et al Chap 4	
6/18	California Child Abuse Assessment & Reporting Online Training**	Barnett, et al Chap 7	Reflection Journal #2 Due **Details of this class will be provided on the first day

6/25	Mandated Reporting Review Treating Child Abuse & Neglect	Barnett, et al Chap. 13	
7/2	NO CLASS		Exploratory Paper Due
7/9	Dating Violence in Adolescents & Young Adults	Barnett, et al Chap 8	
7/16	Dynamics of Intimate Partner Violence	Barnett, et al Chap 9	
7/23	Domestic Violence: Abused Partners	Barnett, et al Chap 10	Reflection Journal #3 Due
7/30	Domestic Violence: Abusive Partners	Barnett, et al Chap 11	
8/6	Elder and Disabled Abuse	Barnett, et al Chap 12	Interview Paper Due
8/13	FINAL EXAM		

Grading Criteria

Grading Scale
Grading requirements

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

<i>Attendance/Class participation</i>	<i>15%</i>
<i>Journal Reflection Papers</i>	<i>15%</i>
<i>Exploratory Paper</i>	<i>20%</i>
<i>Interview Paper</i>	<i>25%</i>
<i>Final Exam</i>	<i>25%</i>
	<i>100%</i>

Assignment Guidelines

- All written assignments are due on the dates in the syllabus unless specific written arrangements are made prior to the due date.
- Exploratory Papers MUST be in APA format and all works cited must be appropriately referenced. All papers should be double spaced and in 12 font.
- Papers MUST be submitted electronically in Microsoft Word, PDF or RTF Format by midnight on the due date to: abrom@argosyu.edu

Assignment #1 - Class participation (15%) Attendance and active participation are expected; absences or late arrival may be reflected in the student's grade. During each class session, we will hold a brief discussion about our observations of course readings, virtual "field trips", and class related research. The purpose of this interactive discussion is to synthesize our learning in each of these areas, understand varying viewpoints, and provide feedback to the instructor regarding class learning. You will be expected to identify one or two items that caught your attention, took you by surprise, or presented a concept you

disagreed with. You may also choose items that interested you enough to consider choosing it as a paper topic.. This requires that you complete readings before class so that you can use class sessions to link your learning from readings, assignments and experiences. You are expected to listen to the ideas and views of others, which will sometimes include learning to understand and appreciate viewpoints and experiences which are very different from your own. You are also expected to articulate your own viewpoints in a clear and respectful fashion so your peers may have the benefit of your perspective.

Assignment #2 - Journal Reflection Papers (15%)

Students will keep journals to be reviewed three times by the instructor (each 5 percent of student's grade). Reading and studying about child abuse and domestic violence can evoke some really strong feelings in the student clinician. One may feel sad or anxious in a growing awareness of the pervasive nature of violence in our society. One might be triggered by the material if one has had similar past experiences. Anger with perpetrators is another common emotion. Journaling is both an exercise that helps diffuse feelings and gain a deeper understanding of them. It is also a method of treatment commonly used for clients with abuse histories. Journal reflection papers should be 1-2 typed pages in length and should address reactions to topics presented in class. 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.

Journal Reflection Paper #1 - due May 21 via email by midnight

Journal Reflection Paper #2 - due June 18 via email by midnight

Journal Reflection Paper #3 - due July 23 via email by midnight

Assignment #3 - Exploratory Paper (20%) DUE: July 2 via email by midnight

You will be expected to write an exploratory paper (approximately 5 pages in length) using APA style- due July 2nd. 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. Each paper must incorporate a minimum of two journal articles from the reference list in your textbook. You will receive more information about the scope and expectations for this paper early in the semester.

Exploratory Papers will be graded as 20 % of your final grade based on the following:

5% = Demonstrated understanding and mastery of assignment concepts

5% = Relevance of cited sources and clear presentation of relevant content

10% = Appropriate use of APA format and general flow and readability

Assignment #4 – Interview Paper (25%) DUE: August 6 via email by midnight

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 content 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. The volunteer may be someone you know well, but their story should be one you have not heard before. Your role is simply that of an interested listener. You are not expected to provide any "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 description 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 that were present in your volunteer’s experience of violence? Analyze the volunteer’s incident/story based on what we have covered in class and your readings.

Interview Papers will be graded as 25 % of your final grade based on the following:
 5% = Description meets the basic understanding and mastery of assignment concepts
 8 % = Reflective analysis demonstrates insight into personal reactions and emotions
 12% = Qualitative analysis reflects appropriate application of class readings and discussions

4. **Final Exam** (25%) This course will include a final exam during the last week of class. 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.

Class Participation Evaluation Criteria

Criteria	Distinguished Category	Commendable Category	Average Category	Failed Category
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 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	Displays some degree of sensitivity to similarities and differences with	Lacks sensitivity to similarities and differences with individuals

	individuals from varied backgrounds.	from varied backgrounds.	individuals from varied backgrounds.	from varied backgrounds.
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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.