

**Argosy University**  
**COURSE SYLLABUS**  
**Domestic Violence and Spousal AND**  
**Abuse Child Abuse Assessment and Reporting**  
**PC 6320/6330**

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**Faculty Information**

**Faculty Name:** Christine Mayerchak, Psy.D.

**Campus:** San Francisco Bay Area

**Contact Information:** mindfix2006@yahoo.com

**Office Hours:** by appointment

**Short Faculty Bio:** will be covered in class

**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 Pre-requisites:** None

**Required Textbook(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. It will be in you on campus mailboxes. If not, see Julie Griffith in the Library for a copy.*

**Technology:** Internet Access; Microsoft WORD; Adobe Acrobat (full version)

**Course length:** 7.5 Weeks

**Contact Hours:** 45 Hours

**Credit Value:** 3.0

### **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.

### **ASSIGNMENTS**

#### **Prior to the first weekend:**

1) Prior to the first 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.

Additionally; read Chapters 1 through 7 in 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 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-**Due July 7<sup>th</sup>** – Log into Argosy Online. **Email me** 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- **Due July 14<sup>th</sup>** – Reading text Chapters 8-9. Online assignment and discussion to be posted.

Week 3, **Due July 21<sup>st</sup>** - Read Ch. 10 and 11 and respond to online assignment and discussion as directed.

Week 4, **Due July 28<sup>th</sup>** – **\*\*Interview Paper due\*\***. Read any handouts from class that are required for upcoming weekend class; respond to online assignment and discussion as directed.

Week 5, **Due August 4<sup>th</sup>** – 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 12<sup>th</sup>**. 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.

Week 6, **August 11<sup>th</sup>** –**\*\*Research Papers due\*\*** To be submitted via email and a paper copy submitted in class. Last weekend of class meeting. Be ready 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, Tahoma or Times New Roman are acceptable.
- ~ All papers must be submitted electronically in Microsoft Word.

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#### **Assignment #1: Interview paper: (20%) Due via email by Saturday midnight of the day given on the schedule.**

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 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 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 August 10th. Paper copy due in class the last weekend.**

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 in class oral presentation. Topics must be chosen and cleared with Instructor prior to end of the first Sunday of class. Do not start this assignment without prior approval of Instructor. We will take time out to choose topics as a group in class.

POPULATION

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 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? Did you use a paper from another course?

**Assignment #3 – Reading & Online Discussions DUE: Each Saturday 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 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, August 12th.**

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 <b>excellent</b> coverage of the topic area; informative visual aids provided to the instructor and classmates
B = 80 – 89	Presentation is well organized and provides <b>adequate</b> coverage of the topic area
C = 70 – 79	Coverage of material is marginal; presentation is slightly disorganized

F = <70	Presentation is <b>disorganized</b> and does not provide adequate coverage of the topic area, or presentation was <b>not completed</b> by student.
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### Additional Criteria for Paper

Grade	
A = 90+	Paper is in appropriate APA format, well thought out and provides <b>excellent</b> coverage of material
B = 80 – 89	Paper is well thought out, but is missing one component of APA format OR coverage of material is <b>adequate</b>
C = 70 – 79	Insufficient number of references provided AND <b>limited</b> coverage
F = <70	Paper is disorganized AND coverage is not adequate AND does not conform to APA format, or there is evidence of <b>plagiarism</b> , 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 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 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	Uses active listening and responding skills which are	Uses active listening and responding skills which are	Uses active listening and responding skills which are

	highly facilitative.	facilitative.	minimally facilitative.	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 as well as on campus classroom time**

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, 5<sup>th</sup> Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5<sup>th</sup> 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](http://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.