

**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

**Section and Times** Full Summer Session: 5/8/07 – 8/15/07

**Instructor & Contact Info** Robert Mince  
[rmince@sbcglobal.net](mailto:rmince@sbcglobal.net)  
(415) 244-0507

**Required Reading**

Hines, D.A. & Malley-Morrison, K. (2005). Family violence in the United States: defining, understanding, and combating abuse. Thousand Oaks, CA: Sage Publications, Inc.  
*ISBN (paperback) 0761930868*

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. *I will provide each student with a copy of this pamphlet at no charge.*

**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. We will also consider how the effects of child abuse manifest over the life of the child 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 each be addressed.

**Course Objectives**

**By the end of this course, students will be able to:**

1. 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. demonstrate their awareness of the social and political factors/structures that enable child neglect, abuse and domestic violence to continue unabated.
3. indicate awareness of and confront issues within themselves which might hamper their ability to be effective in working with abuse victims or abusers.
4. 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. demonstrate 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/Delivery Format**

Methods include discussion, video viewing, lecture and group process.

### **Content Areas**

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 LBGT relationships; elder abuse; responding effectively to family violence.

### **Schedule of Reading assignments and class topics**

**Students read each chapter before that chapter is shared in class**

Week 1	Chapter 1: Contexts of Family Violence
Week 2	Chapter 2: Contexts of Family Violence
Week 3	California Child Abuse & Neglect Reporting Law
Week 4	California Child Abuse & Neglect Reporting Law, and related topics
Week 5	Chapter 4: Child Abuse and Neglect Assessment
Week 6	Chapter 5: Child Abuse and Neglect Assessment, and related topics
Week 7	Chapter 6: Child Abuse and Neglect Assessment, and related topics
Week 8	Chapter 7: Spouse Abuse
Week 9	No Reading assignment: <b><u>Interview Paper due</u></b>
Week 10	Chapter 8: Spouse Abuse, and related topic
Week 11	Chapter 9: L.G.B.T. Relationship Abuse
Week 12	Chapter 10: Elder Abuse
Week 13	No Reading Assignment: <b><u>Treatment Research Paper Due</u></b>
Week 14	Chapter 11, 12: Domestic Violence and Spousal Abuse and <u>REVIEW FOR FINAL</u>
Week 15	Synthesis and Reflection, <u>FINAL EXAM</u>

### **Student Performance Evaluation Criteria and Procedures**

#### **Guidelines for all assignments**

- All written assignments are due on the dates 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.
- All papers should be double spaced and in 12 font.
- All assignments must be submitted **by midnight on the due date to: [rmince@sbcglobal.net](mailto:rmince@sbcglobal.net)**
- Papers MUST be submitted electronically in Microsoft Word, RTF Format

#### **Assignment #1 –Interview Paper (20%) DUE: via email**

Find a volunteer to tell you about ONE INCIDENT story of child abuse, neglect, or domestic violence. The story may also be 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 may have been present in your volunteer's experience of violence? Apply what you have learned to your volunteer's incident/story.

#### **Assignment #2 – Treatment Research Paper (20%) DUE: via email**

Choose one of the following populations and research treatment models for this group. Each paper must incorporate information from your textbook and at least two new journal

articles, from a peer-reviewed journal. DO NOT rely on information gleaned from a Google 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. Topics must be chosen and cleared by instructor by the end of class on May 21st.

### 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

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.

**Assignment # 4 – Final Exam (30%)** Multiple choice and short answer

### **Argosy Criteria for Class Participation**

#### Grade

A = 90+ Student actively participated in discussions in **>80%** of class sessions;

**nearly all** comments were **thought provoking and incorporated material from the assigned readings**

B = 80 – 89 Student actively participated in discussions in **>80%** of class sessions;

**most** of the comments were thought provoking and incorporated material from the assigned readings

C = 70 – 79 Student participated in discussions in **>70%** of class sessions;

comments/questions demonstrate a surface level understanding of course topics

F = <70 Student participated in **<70%** of class sessions; comments/questions

did not demonstrate an understanding of course topics

Student did not participate in class discussions

## **Criteria for Class Presentation**

### Grade

**A** = 90+ Presentation is well organized and provides **excellent** coverage of the topic area; informative visual aids are 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

## **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 only **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. Evidence of **plagiarism** OR paper not submitted

## **Grading**

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 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](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.

### **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 who serves as the Disability Services Coordinator.

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