

# ARGOSY UNIVERSITY SAN FRANCISCO BAY AREA COURSE SYLLABUS

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

**Course Number** PC 6320/6330 BLC

**Section and Times** Summer II: 6/29/06 – 8/19/06

Onsite Weekends: 7/15-7/16/06 & 8/12-8/13/06

## **Instructor & Contact Info**

Dr. Portia Polner

E Mail: portiapolnerargosy@yahoo.com

925- 798-5323

## **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.

*This pamphlet is provided to you free of charge by the instructor. It will be placed in your on-campus mailboxes by July 1, 2006.*

## **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 abuse victims or abusers.

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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/Delivery Format**

Methods include lecture, discussion, video viewing, experiential learning & group process.

### **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.

### **Schedule**

Week #1 – July 3-9	Reading: Hines & Malley-Morrison, Chap. 1 & 2 <i>California Child Abuse &amp; Neglect Reporting Law</i> Online Class Topic & Discussion: Contexts of Family Violence
Week #2 – July 10-16	Reading: Hines & Malley-Morrison, Chap 4, 5, 6 Online & Onsite Class Topic: Child Abuse & Neglect Assessment
Week #3 – July 17-23	Reading: Hines & Malley-Morrison, Chap. 7 & 8 Online Class Topic & Discussion: Spouse Abuse
Week #4 –July 24- July 30	Reading: Hines & Malley-Morrison, Chap. 9 Online Class Topic & Discussion: LGBT Relationship Abuse <b>Interview Paper Due</b>
Week #5 –July 31- Aug.6	Reading: Hines & Malley-Morrison, Chap. 10 Online Class Topic & Discussion: Elder Abuse
Week #6 – Aug.7 -13	Reading: Hines & Malley-Morrison, Chap. 11 Weekend Class Topic: Domestic Violence & Spousal Abuse <b>Treatment Research Paper Due</b>
Week #7 - Aug. 14-20	Reading: Hines & Malley-Morrison, Chap. 12 Online Class Topic: Synthesis & Reflection <b>FINAL EXAM</b>

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## **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: portiapolnerargosy@yahoo.com**
- Papers **MUST** be submitted electronically in Microsoft Word, PDF or RTF Format

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### **Assignment #1 –Interview Paper (20%)**

**DUE: July 9 via email**

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 may have been present in your volunteer’s experience of violence? Apply what you have learned to your volunteer’s incident/story.

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: August 6 via email**

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 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

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with other students in the class. Topics must be chosen and cleared by instructor by the end of class on July 16<sup>st</sup>.

**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 #3 – Reading & Online Discussions DUE: Each Sunday online by midnight**

Each week you are to read the selection from the Hines and Malley-Morrison book, 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.

**Assignment # 4 – Final Exam (30%) DUE: August 17 online by midnight**

The Final Exam will cover all reading and class material. It will count towards 30% of your grade. More information about the final test will be provided in class the first weekend.

**Class Participation Evaluation Criteria (30 points)**

<b>Criteria</b>	<b>Distinguished Category (A)</b>	<b>Commendable Category (B)</b>	<b>Average Category (C)</b>	<b>Failed Category (F)</b>
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

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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.**

### Argosy Criteria for Class Participation

Grade	
A = 90+	Student actively participated in discussions in <b>&gt;80%</b> of class sessions; <b>nearly all</b> comments were <b>thought provoking and incorporated material from the assigned readings</b>
B = 80 – 89	Student actively participated in discussions in <b>&gt;80%</b> of class sessions; <b>most</b> of the comments were thought provoking and incorporated material from the assigned readings
C = 70 – 79	Student participated in discussions in <b>&gt;70%</b> of class sessions; comments/questions demonstrate a surface level understanding of course topics
F = <70	Student did not participate in class discussions

### Criteria for Class Presentation

Grade	
A = 90+	Presentation is well organized and provides <b>excellent</b> coverage of the topic area; informative visual aids are 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

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## 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 only <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
	Evidence of <b>plagiarism</b> 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

## 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.

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

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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. Your instructor is also required to ensure that the course Outline include details regarding assignments and method of instruction. Any adjustment to the syllabus will be clearly delineated in the Outline and available for download prior to registration and on the first day of class.**

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