

Family Violence: Sex & Violence PSY 759-02-3
CHAMINADE UNIVERSITY of HONOLULU

Instructor: Desrae Kahale

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Room: HH202

MON:5:30-9:30pm

Required Text: Family Violence in the United States Defining, Understanding and Combating Abuse 2nd ed. By: Denise Hines et.al

Catalog Course Description

This course is designed to increase the student's understanding of Family Violence. The course emphasizes the goals, strategies and skills needed to be effective.

Program Linking Statement

This course develops and assesses the skills and competencies for the MSCP program. This emphasizes student learning outcomes of knowledge and skills for the practice of marriage and family counseling as well as Mental Health Counseling. This course also addresses the MSCP core program student learning outcomes of 1) professional issues and ethics, 2) research and evaluation and 3) social and cultural foundations.

Course Description

Family Violence will be taught from the perspective of the Marriage and Family Therapist and the Mental Health Counselor. Students will learn how to develop a treatment plan based on the individual client's needs and how to assess and collect information necessary for the treatment of family abuse. As such, the focus will be on identifying the factors that contribute to the incidence and prevalence of family violence. In addition, the topics of family violence prevention and intervention will also be addressed. Students will develop therapy skills through practice of progress note documentation, assessments, research and dyad experiences.

It is imperative that students keep all syllabi from all courses taken while in the MSCP program to facilitate the application process for licensing, certification, doctorate school application, etc.

Student Learning Outcomes

Student will demonstrate an understanding of:

1. The various types of family violence they may encounter in their clinical work.
2. The major theories of family violence, as well as research-based approaches to explaining and intervening with family violence issues.

3. The dynamics of family violence issues through various experiential and dyad counseling practice, including guest speakers, experiential exercises, course assignments, audio and visual presentations, and class discussions.
4. Their personal biases, reactions, and assumptions regarding family violence issues.
5. The connections among family violence issues and multicultural diversity, substance abuse, sexuality, psychopathology, risk factors, legal, medical, social service professions, and gender role dynamics.
6. The relevant professional, legal, and ethical issues surrounding clinical work with family violence issues.
7. The problems and controversies surrounding the process of defining family violence and abuse.
8. Assessment of spousal or partner abuse, elder/dependent abuse and child abuse.
9. Reporting abuse, legal and law systems, community resources.

Research Paper

You will choose a discussion question from the textbook, Family Violence in the United States. You must answer this question through research and validate your response through the use of at least 3 journal articles. You may also include interviews with professionals (i.e. Marriage and Family Therapists, Mental health Counselors, Police, CPS workers etc.) who are affiliated with this specific population.

Please address the following in your paper:

<ul style="list-style-type: none"> • Identify each article and briefly describe the main contribution(s) this research has made to the study and possible treatment of family violence.
<ul style="list-style-type: none"> • State your question, noting page number and chapter
<ul style="list-style-type: none"> • Explain your answer to the discussion question.
<ul style="list-style-type: none"> • Discuss how each research article/interview supports your view or response to the discussion question.
<ul style="list-style-type: none"> • Discuss why you chose this discussion question

- Finally discuss what factor(s) you think (environmental, professional, personal) may have impacted or will impact your views on family violence.

Keep your paper within the suggested length (writing in a concise manner is one aspect of scholarly writing); what is critical in this assignment is that you write clearly, paraphrase correctly, and use citations and references appropriately. Length: minimum 5 pages no more than 7.

Your paper should demonstrate thoughtful consideration of the ideas and concepts that are presented in the course and provide new thoughts and insights relating directly to this topic. Your response should reflect scholarly writing and current APA standards. Be sure to adhere to Chaminade University's Academic Integrity Policy.

Assessments/Screenings

You will practice and administer assessments and screening for child abuse. You will score and learn about interpreting procedures that are used for the intervention of child abuse.

Group DYADS

You will work with another class member and research a therapeutic group activity focusing on the treatment of family violence. You will implement and lead the class with your specific activity. Your activity must be interactive and will be timed. It must be 45 minutes in length. Please have handouts for each member of the class outlining age appropriateness of the activity, types of settings this activity would be best implemented, therapeutic outcomes expected, as well as highlighting important and valid information related to the constructs of this group activity. Handouts should be 1-2 pages only. You must use valid resources such as journal articles, books and media. Your activity must be approved by your instructor. All resources must be documented and cited. If you need assistance with copies for class handouts, please submit to me through email at least one week in advance.

Assessment

Quizzes (best 6 of 7)	50 points each for a total of 300 pts
Research paper	100 pts
Group Activity	50 pts
Participation	1 pt per class for a total of 10 pts
Reaction paper	10 pts
Assessment	50 pts

Grading

A =270-250

B =249-240

Scientific Method Definitions

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

Research Design And Counseling Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations. Research Method In Social Relations
Kidder

THEORIES are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

Methods In Behavioral Research; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory

<http://allpsych.com/researchmethods/replication.html>

Attendance

If you miss more than one class, you will be given a “C” and you must retake the class. If you miss an assignment or quiz because of a missed class and did not notify the instructor, you will not be able to make up the assignment or quiz. Please contact your instructor when absent by email or telephone before class begins. You will be given credit per attended class. Being late or leaving early of more than 45 minutes will be considered an absence. Class participation is graded according to attendance and your contributions to a positive learning environment.

Students with Disabilities

Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact **Dr. June Yasuhara, 735-4845**, at the Counseling Center (office next to Security) in order to determine if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.

Marianist Educational Values

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

1. Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Excellent Education

In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made. Selected from *Characteristics of Marianist Universities: A Resource Paper*, Published in

1999 by Chaminade University of Honolulu, St. Mary's University and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.

Tentative Course Schedule

<u>Date</u>	<u>Topic</u>	<u>Readings / Assignments due</u>
Week 1: 4/6/15	Intro Video: Family Secrets Breaking the Cycle of Abuse	
Week 2: 4/13/15	Review Ch. 1 DYADS Video: The Polyvagal Theory Demystifying the Bodies Response to Trauma	Ch. 1: Issues in the Definition of Family Violence Reaction paper due
Week 3: 4/20/15	Review Ch 6 Quiz #1: Ch.1 DYADS	Ch. 6: Maltreatment of Male Partners
Week 4: 4/27/15	Review Ch. 5 Quiz #2; Ch. 6 DYAD Activity	Ch. 5: Maltreatment of Female Partners
Week 5: 5/4/15	Review Ch. 2 Quiz #3; Ch.5 DYAD Activity Screening child abuse	Ch. 2: Child Physical Maltreatment
Week 6: 5/11/15	Review Ch. 3 Quiz #4; Ch. 2 DYAD Activity Video: Play Therapy	Ch. 3: Child Sexual Maltreatment
Week 7: 5/18/15	Review Quiz #6; Ch. 3 DYAD Activity Assessment: Child abuse potential inventory	Ch. 4: Child Neglect and Psychological Maltreatment
Week 8: 5/25/15	Review Ch. Ch. 9 Quiz #7; Ch. 3 DYAD Activity Treatment Planning	Ch. 9: Maltreatment of Older Adults and People with Disabilities Research Paper Due

Week 9: 6/1/15	Review Ch. 9 DYAD Activity Video	
Week 10: 6/8/15	Closure Presentation of research findings	Present research papers Make up quizzes