

Chaminade University- Fall 2017
PSY 759 Family Abuse: Sex and Violence

Instructor: Chiyo Churchill
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Room: Henry Hall 102
Time: 5:30-9:20 pm
Office Hours: By Appointment

Catalog Course Description

An in-depth examination of the problem of family abuse designed to facilitate an understanding of the complexities of family abuse patterns, their causes, and effects. Special attention is given to the roles sex and violence play in destructive family behavior. Coursework also combines readings, simulations, and videotaped role-plays to develop student understanding of and practice with systemic intervention strategies employed in cases involving family abuse.

Prerequisite: PSY 756

Program Linking Statement

This course develops and assesses the skills and competencies for the MSCP program marriage and family counseling emphasis student learning outcomes of contextual dimensions: marriage and family counseling. In addition, 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.

This course develops and assesses the skills and competencies for the MSCP program community counseling emphasis student learning outcomes of 1) knowledge and skills for the practice of community counseling and 2) contextual dimensions: community counseling. In addition, 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

This course will take an in-depth look at violence within families, how secrets and shame suppress healing and the role those in the helping professions address the dynamics of abuse.

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 how to

1. Objectively exam all approaches to the problem of family abuse.
2. Integrate the practical and caring side of family abuse.
3. Examine cultural influences and how they interact with family abuse.
4. See how family abuse affects family systems and behavioral patterns.
5. Understand the “family dance” in dealing with the consequences of family abuse.
6. Change or eliminate dysfunctional family patterns.
7. Redirect “enabling” behaviors into support for the family abuser.
8. Understand the ethical and legal issues relative to family abuse counseling.

9. Use methodology and statistics to find answers to family abuse and to measure their success.
10. Integrate the scientific method and research into family abuse counseling.

Assessment

1. **Reflection papers** will be turned in for each class except the first and last. Reflect on your experience of the previous week's session. This paper is due at the beginning of the next class. The paper is to be 1-2 pages, typed and double spaced, size 12 font. Your reflection should focus on your experience in class, how you processed the information afterward, what you felt, what you did and what do you want to know more about.
(5 points each = 40 points total)
2. Students will select **one topic from the required reading to present** in class for discussion. Each presentation will include a 5 page paper with statistics, dynamics of the abuse, society's response, and the healing process. Use Student Learning Outcomes for guidance.
(20 points)
3. Demonstration; lead class, in a self-care technique that works for you.
(20 points)
4. A **final exam** will be given on the last night of class.
(20 points)

Grading

8 reflection papers @ 5 pts.	40
Topic Presentations @ 20 points each	20
Demonstration	20
Final Exam	20
Total Points	100

90-100 = A

80-90 = B

Below 80 = C You must repeat the course

Academic Honesty

Violations of academic honesty principles are extremely serious and won't be tolerated. Examples of dishonesty are records theft, cheating on examinations, altering grades, and plagiarism. Specific instances of dishonesty are investigated first by the instructor, then the program director. The penalty for dishonesty can range from an F grade to expulsion from the University.

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.

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.

(Graduate programs policy) [in addition, instructors have the option to penalize for tardiness or leaving early]

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.

TITLE IX

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct will NOT be tolerated at Chaminade. If you have been the victim of sexual misconduct, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment. Should I learn of any sexual misconduct, I am required to report the matter to the Title IX Coordinator as part of my mandatory reporting responsibilities. If you wish to speak to a **confidential** source, you may contact Dr. June Yasuhara in the Personal Counseling Center on the Chaminade campus. Phone | [808.735.4845](tel:808.735.4845) |

Tentative Course Schedule

Date	Topic
Oct. 3	Self-Care, understand biases, understanding family violence Tough Guise/Killing Us Softly
Oct. 10	Child neglect and psychological maltreatment Topic Presentation Demonstration
Oct. 17	Child physical abuse Topic presentation Demonstration
Oct. 24	Child sexual abuse Topic presentation Demonstration
Oct. 31	Abused and abusive adolescents Topic presentation Demonstration
Nov. 7	Dating aggression, stalking and rape Topic presentation Demonstration
Nov. 14	Abused men and women in heterosexual couples, Intimate partner violence (IPV) Topic presentation Demonstration
Nov. 21	Abuse in understudied populations (Cross-cultural, immigrant/racial/ethnic, rural, same-sex, military Topic presentation Demonstration
Nov. 28	Abuse of elderly and disabled persons Topic presentation Demonstration
Dec. 5	Evaluation, Relaxation, Review and final exam