

Chaminade University
Masters of Science in Counseling Psychology
PSY 759 Family Abuse: Sex and Violence, SPR18

Instructor: Blendine P. Hawkins, Ph.D., LMFT **Room:** Henry Hall, Room 102
Contact Number: 808-349-6649 **Day/Time:** Mondays 5:30pm-9:20pm
Email: blendine.hawkins@chaminade.edu
Office Hours: By appointment- email me to set up a time to meet.

Textbook:

Herman, J. (1992). Trauma and Recovery: The aftermath of violence- from domestic abuse to political terror. New York, NY: Basic Books (ISBN: 978-0-465-06171-6).

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.

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.

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

Student performance, relative to the Student Learning Outcomes (SLO) stated above, will be assessed.

Assessment	Description	Points	Applicable SLO
Attendance	Attending class on time and staying for the entire length of class.	10pts	1-10
Participation (Reading & Reporting)	Active engagement in class, participation in group discussions and activities, not distracted or preoccupied or using excessive amounts of technology unrelated to course material. I also require you to read and summarize your chosen topic readings for specific classes (4x).	25pts	1, 2, 4, 6, 7, 9, 10
Reflection papers	An opportunity to reflect on course content, readings, and in-class material and discussion. On an ongoing basis, write about your personal response to course material. For instance: <i>Describe how you’re reacting to the material.</i> <i>What touches you? How does it touch you?</i> <i>What does this suggest about your assumptions about violence? About individuals who choose to behave violently, about survivors and about society? How do these ideas influence you?</i> <i>How do you deal with them? What are the</i>	10pts x 2	2, 3, 4, 8

	<p><i>implications for your work as a therapist/counselor/social services professional?</i> (No need to respond to all of these questions; they're meant to illustrate what you might consider). Be reflective & introspective.</p> <p>Turn your reflections in on two occasions (defined in the course schedule). You will not be evaluated on the content of your comments. I will not evaluate grammar, A.P.A. format, etc. You will be evaluated based solely on (1) whether or not the assignment is received on time, and (2) the degree of thoughtfulness reflected in your comments/materials. I will review your work before I return it, but for this assignment I generally will not comment on your comments/material. I will not, at any time, comment publicly or in class about your work on this assignment unless you have given me permission to do so in advance.</p>		
Final Project	<p>An opportunity for you to work in a group and to create a project that will serve a specific target population or audience related to an interest or area of focus concerning a specific aspect of family violence, IPV, or child abuse in our community (i.e. something that you believe will make a difference and contribute in some way). The project should be written with specific 'stakeholders' in mind, a target audience, who may make use of the information you compile. Your work should be empirically based on literature and research.</p> <p>Examples are:</p> <ul style="list-style-type: none"> ● Creating a relationship violence assessment manual for therapists ● Designing a group manual for those who survive or perpetrate domestic violence 	45pts	2, 3, 4, 5, 6, 7, 9

	<ul style="list-style-type: none"> • Designing a training program specific to a particular service provider group (i.e. law enforcement, teachers, clergy, etc.) • Designing a psycho-educational handout or assessment or intervention for a specific population (i.e. children, adolescents, specific cultural group, group within the LGBTQIA community, etc.) • Research proposal/protocol studying a specific family violence topic within a population • Creating a PSA video with psychoeducation information for a specific group <p>You will present this product as a group to your colleagues in class, and your presentation will be graded on your group's level of preparation, thoroughness, organization, delivery, and creativity. The Final product will be different for each group but must include:</p> <ol style="list-style-type: none"> 1. A discussion of the topic, definition/description, data and prevalence, impact statement, and target audience 2. Data collection process and sources in APA format (at least 8 sources) 3. Synthesis of findings in a coherent form geared towards your target audience <p>Please inform the instructor and get approval for your topic, group members, and plan for the project by week 6.</p>		
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Grading

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

F = 69% and below

Assignments

All hard copies of the written assignments will be collected at the start of class that it is due. Late submissions will be accepted but 10 percent of the total possible points will be deducted for each class day it is late.

Attendance

Since a considerable part of the class is practical applications of skills and theory, requiring you to work in groups and dyads, you are responsible to inform me prior to the start of class should an emergency prevent you from attending.

Please note that regardless of reason, more than one (1) missed class will result in a failing grade. 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.

Reading

The readings have been intentionally selected to contribute substantive material to the course. That is, the readings are not supplemental to the course, they are central. I have included readings that I believe will be instrumental in helping you to develop key competencies in working with complex issues. The readings are a mixture of journal articles, current websites, chapters, professional magazines and a very highly regarded book (Herman, 1997). To understand the material and the core concepts of working with violence and trauma it is very important to read the materials as designed in the schedule.

Therefore, prior to each class, significant preparation is necessary. For each reading assignment, come prepared to class with (1) important questions the reading raised for you; (2) the most important pieces of information as you see it; and (3) areas of agreement and disagreement with the author(s). Preparing in this way will help to focus our discussion and highlight central features of the readings. For example, after reading a 30-page chapter, what were the 3 most important points for you, the 2 most important questions it raised, and how do you agree/disagree with the central ideas? Think also about how a given reading is related to other readings, ideas and experiences you’ve encountered. Please be able to access the readings when you are in class.

Group Topic Readings: For 4 weeks of the term you will be asked to sign-up for sub-topics for which there will be assigned readings. Your responsibility will be to read the readings and to summarize the important learnings from these readings in small groups in class. The readings will be posted on Canvas.

Self-Care & Self-Disclosure

Self-Care: Please refer to and add to the list of self-care and resources on the Canvas classroom site. Throughout the term there will be opportunities to mindfully and intentionally utilize and enhance your skills in self-care.

In-class Self-Disclosure: Some of you have been abused and some of you are currently being abused or mistreated. Some of you have been abusive and probably all of us have behaved in ways toward others,

if even in a small way, that we regret. Many of you know someone who has been or is being mistreated or is mistreating someone else. Given this, there will be many opportunities to disclose your personal experiences. If you choose to disclose a personal experience, please know that (a) the classroom environment does not allow for a fully supportive response to a disclosure, and (b) I cannot assure you that your immediate needs will be addressed following a disclosure in a classroom. Disclosure of personal experiences can be very useful in a classroom. And, it carries with it some risks. If you consider disclosing a personal experience, weigh the following questions before doing so:

- Why am I disclosing this information?
- Will this particular disclosure benefit the class at this time?
- What kind of a response am I likely to get in a classroom if I make this disclosure at this time?
- Am I ready for the range of possible responses?
- Will this disclosure possibly hurt me or someone else?
- Do the benefits outweigh the risks in making this disclosure?

As a participant in this class, we are all responsible for responding to a disclosure in a respectful manner. If someone makes a personal disclosure in class, that information is private and should not be discussed outside of the classroom without the explicit permission of the discloser. Also, please be reminded that under law I am a mandatory reporter. If you disclose an event that suggests a child or a vulnerable person (e.g., elderly individual, person w/ developmental disability) was harmed or is at risk of being harmed, I may be required to report this information to protective services. This also applies if I believe you or someone you mention may be at risk of harming him/herself or someone else.

In summary, self-disclosure of sensitive personal information is a choice and a right. Please do so thoughtfully and in a way that is useful for you, your classmates and our class. I am very happy to discuss this with you and we will discuss this matter throughout the term. The disclosure of information, including self-disclosure, is very relevant to the topic of interpersonal violence

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

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 |

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>

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 provides 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

Week/ Date	Topic	In-Class Activity	Readings	Assessments Due
W1- 4/9/18	<ul style="list-style-type: none"> • Introductions, Syllabus review • Prep, Self-care, Biases and Tendencies • Theoretical perspectives of violence in Families, 	Class Community Agreement Discussion Early Self-Assessment Violence & Abuse-Definitions		
W2- 4/16/18	<ul style="list-style-type: none"> • Understanding interpersonal violence, abuse & trauma • IPV & DV- Law, policy, rights, risk factors 	Class Discussion of Readings	Herman Ch 1, 2, 3 Additional assigned readings on Canvas	
W3- 4/23/18	<ul style="list-style-type: none"> • IPV & DV- Assessment, Typologies, Interventions • Psychological terrorism 	Class Discussion of Readings Role-plays Sign-up for Sub-topics & assigned readings	Herman Ch 4, 6 Additional assigned readings on Canvas	
W4- 4/30/18	<ul style="list-style-type: none"> • Child abuse & neglect • Intergenerational transmission, family patterns 	Class Discussion of Readings	Herman Ch 5, 7, 8 Additional assigned readings on Canvas	
W5- 5/7/18	<ul style="list-style-type: none"> • Child sexual abuse • Assessment and treatment 	Group Readings	Sub-topic Readings on Canvas	Reflections due Read & Report

W6- 5/14/18	<ul style="list-style-type: none"> • Trauma healing & Resilience 	Class Discussion of Readings Get approval for Final Project	Herman Ch 9, 10, 11 Additional assigned readings on Canvas	
W7- 5/21/18	<ul style="list-style-type: none"> • Elder abuse, neglect and exploitation • Disabled and marginalized populations 	Group Readings Role-plays	Additional assigned readings on Canvas Sub-topic Readings on Canvas	Read & Report
W8- 5/28/18	<ul style="list-style-type: none"> • International Family Violence Oppression, Societal Structure & Policies Influencing DV India: Dowry Violence & Female Infanticide • DV in South Africa, Mexico, Middle East, Human Trafficking FGM, Honor Rape 	Group Readings Role-plays	Additional assigned readings on Canvas Sub-topic Readings on Canvas	Read & Report
W9- 6/4/18	<ul style="list-style-type: none"> • Public health, primary prevention • VAWA Violence Against Women Act • CAPTA Child Abuse Prevention & Treatment Act 	Group Readings Group work- Final Project	Additional assigned readings on Canvas Sub-topic Readings on Canvas	Reflections due Read & Report
W10- 6/11/18	<ul style="list-style-type: none"> • Final Project presentations 	Review of learnings		Final Project Presentations

*Additional readings will be provided by the instructor and posted on Canvas.

**Syllabus is subject to change by instructor according to class needs.

LOCAL RESOURCES

EPIC `OHANA, INC.

<http://www.epicohana.net/services.aspx>

Hawaii State Coalition against Domestic Violence

<https://www.hscadv.org/>

Domestic Violence Action Center

<https://domesticviolenceactioncenter.org/>

Child and Family Service

<https://www.childandfamilyservice.org/>

Hale Ola Windward Abuse Shelter

http://honolulucounty.hi.networkofcare.org/mh/services/agency.aspx?pid=HaleOlaWindwardAbuseShelter_899_2_0

Parents and Children Together

<http://www.pacthawaii.org/>

