



**Chaminade University of Honolulu**  
**Masters of Science in Counseling Psychology**  
**PSY759 Family Therapy: Violence, Trauma, and Healing**

**Instructor: Jennifer Cornwell**

**Contact Number: 808-490-2382**

**Email: Jennifer.cornwell@chaminade.edu**

**Office: By appointment only**

**Office Hours:** By appointment- email me to set up a time to meet.

**Classroom: Virtual**

**Day: Virtual**

**Time: Virtual learning**

**Textbook:**

***Required Text:***

Lawson, D. M. (2015). *Family violence: Explanations and evidence-based clinical practice*. John Wiley & Sons.

***Recommended Text:***

Van der Kolk, B. A. (2015). *The body keeps the score: Brain, mind, and body in the healing of trauma*. Penguin Books.

Herman, J. L. (2015). *Trauma and recovery: The aftermath of violence--from domestic abuse to political terror*. Hachette UK.

*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**

This course is 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*

**MSCP Core Program Learning Outcomes (PLOs)**

1. Students will identify core counseling theories, principles, concepts, techniques and facts.
2. Students will demonstrate the ability to facilitate the counseling process with clients.
3. Students will identify the relationship between adaptation and change and the counseling process.

**Marriage and Family Therapy Emphasis Learning Outcomes (MFT ELOs)**

1. Students will identify counseling theories, principles, concepts, techniques, and facts in marriage and family counseling.
2. Students will demonstrate the ability to facilitate the counseling process with clients in a marriage and family setting.
3. Students will identify the relationship between adaptation and change, and the counseling process in a marriage and family setting.

**Course Learning Outcomes**

Upon completion of this course, students will be able to:

1. Use theoretical and practical skills to clinically assess and treat, including using appropriate research, to intervene in and prevent violence in couple relationships and families. (PLO 2, PLO3)
2. Assess relationship problems within the context of larger issues of race, class, and gender that inform and influence family violence. (PLO 2, PLO 3)

3. Describe the symptoms, behavioral patterns, relational dynamics, and underlying psychological and biological changes associated with child, adult and family psychopathology that are associated with trauma. (PLO 1, PLO 2)
4. Discuss the ethical and professional issues related to working clinically with individuals and families presenting with trauma-related issues, including topics such as trauma-informed care, cultural competence, joining and relationship building, mandated reporting, boundaries and empathy, and therapist countertransference and self-care. (PLO 1, PLO 3)
5. Conceptualize clinical cases using the relevant theories and clinical frameworks, including history, etiology, and symptomology concerning trauma-related impacts across the lifespan from an systemic-ecological, biopsychosocial-spiritual perspective. (PLO 1, PLO 2)

### **ACA 2014 Code of Ethics**

#### **Section C: Professional Responsibility**

##### **Introduction**

... counselors engage in self-care activities to maintain and promote their own emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities.

#### **C.2.g: Impairment**

Counselors monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when impaired. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work. Counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent imminent harm to clients.

<https://www.counseling.org/Resources/aca-code-of-ethics.pdf>

#### **Writing Policy**

All papers should be written in APA format unless stated otherwise. APA format includes 1-inch margins, double-spaced, 12-point serif font, in-text citations, and a reference page.

#### **Class-over Google Meets Expectation (if any of the classes will be held over Google Meets)**

While in class over Google Meets you should be muted to minimize background noise unless you are speaking, asking or answering question, I do however, expect your video turned on at different times during the class such as during discussions (before or after the lecture), role-plays, presentations, and when you are engaging with peers and the instructor.

### **Assessment**

<b>Course Learning Outcomes (CLO)</b>	<b>Assessment &amp; Description</b>	<b>Contribution (%) to Final Grade</b>
CLO 1: Use theoretical and practical skills to clinically assess and treat, including using appropriate research, to intervene in and prevent violence in couple relationships and families. (PLO 2, PLO 3)	<p><b><i>Weekly Reflection Responses</i></b></p> <p>Pacing yourself with each week's required readings, formulate a reflected response to our discussion board for the week. This is an opportunity to reflect on course content, readings, and discussion with a specific focus on diversity considerations. Write about your personal response to course material. For instance: <i>Describe how you're reacting to the material. What touches you? How does it touch you? What does this suggest about your assumptions about violence? What does this suggest about your beliefs about individuals who choose to behave violently, and about survivors and about society?</i></p> <p><i>What diversity implications have come from the readings? How do these ideas influence you? How do you deal with your biases? What are the implications for your work as a therapist?</i> (No need to respond to all of these questions; they're meant to illustrate what you might consider). Be reflective and introspective. This response should have substance and no less than 2 paragraphs in length, must have evidence to back up your stance. You will be evaluated based on (1) whether or not the assignment is received on time, and (2) the degree of thoughtfulness reflected in your comments/materials and (3) Grammar and appropriate A.P.A formatting. (4) Citing of evidence.</p> <p><b>You will be given a prompt to respond for week 2, 4, 9.</b></p>	20 %

<p>CLO2: Assess relationship problems within the context of larger issues of race, class, and gender that inform and influence family violence. (PLO 2, PLO 3)</p>	<p><b><i>Weekly Read and respond</i></b></p> <p>Each week you are to respond to <b>two classmates' weekly reflections papers and respond by adding to the discussion.</b> This must be a thought out response expanding the discussion with possibly new development on the topic, research you uncovered, professional experience on the topic, and/or new found insight you gained by the response. One sentence responses such as "This was great research" without any explanation or elaboration will not be accepted. A paragraph response is required. Grading will be on (1) whether or not the assignment is received on time, and (2) the degree of thoughtfulness reflected in your comments/materials and (3) Grammar and appropriate A.P.A formatting.(4) Citing of evidence.</p>	<p>20 %</p>
<p>CLO3: Describe the symptoms, behavioral patterns, relational dynamics, and underlying psychological and biological changes associated with child, adult and family psychopathology that are associated with trauma. (PLO 1, PLO 2)</p>	<p><b><i>Weekly Quiz</i></b></p> <p><b><i>A weekly quiz will be unlocked for the week which will consist of 10 -20 questions. Please complete the quiz timely as no late work will be accepted for this.</i></b></p>	<p>20%</p>
<p>CLO4: Discuss the ethical and professional issues related to working clinically with individuals and families presenting with trauma-related issues, including topics such as trauma-informed care,</p> <p>cultural competence, joining and relationship building, mandated reporting, boundaries and empathy, and therapist countertransference and self-care. (PLO 1, PLO 3)</p>	<p><b><i>Trauma-informed, Culturally Sound &amp; Evidence-based Clinical Research Paper.</i></b></p> <p><b><i>Pick one of the following topics.</i></b></p> <p><b><i>Family Trauma in the Military Population (Army, Navy, Airforce, Marines).</i></b></p> <p><b><i>Family Trauma in the African American Population</i></b></p> <p><b><i>Family Trauma in the Native Hawaiian Population</i></b></p> <p><b><i>Family Trauma with Native American Population</i></b></p> <p><b><i>Family Trauma and survivors of the Holocaust.</i></b></p> <p><b><i>Family Trauma with refugee population in the United States.</i></b></p> <p>This research paper should be a minimum of 3 pages and address the following elements:</p> <ol style="list-style-type: none"> <li>1. Brief History</li> <li>2. MFT/systems and ecological perspective on the impact of trauma,</li> <li>3. Trauma-informed care recommendations including ethical and diversity considerations</li> <li>4. You will identify an MFT measurement instrument (assessment questionnaire) that would be beneficial to use with your population. A copy of the measure submitted on Canvas and shared with classmates through your presentation is required. Description of how it is used with a client system (how administered, scoring &amp; cutoff scores, to whom/modality, when in therapy, etc.)</li> <li>5. Research-informed and evidence-based findings pertaining to your population.</li> <li>6. Must touch upon <b><u>Bowenian's Multigenerational Transmission Process for your group.</u></b></li> <li>7. Present these findings to the group in a short presentation to be uploaded in Canvas</li> </ol> <p>Grammar, A.P.A formatting will be factored into grading.</p>	<p>40 %</p>

a systemic-ecological, biopsychosocial-spiritual perspective. (PLO 1, PLO 2)		
--	--	--

**Grading**

Weekly Reflection	20%	<b>270-300 (90%↑)</b>	=	<b>A</b>
Weekly Read & Report	20%	<b>240-269 (80%↑)</b>	=	<b>B</b>
Quiz	20%	<b>Below 240(↓80%)</b>	=	<b>C</b>
		<b>C: You must repeat the course</b>		
<u>Final Paper, Project &amp; Presentation</u>	<u>40%</u>			
<b>Total Points</b>	<b>100</b>			

**Instructor's policies**

Assignments:

- One written assignment throughout the term may be revised or edited for a higher grade but will have to be submitted by the end of week 9.
- Late submissions will not be accepted without 24 hours prior notification and will only be accepted within 7 days of the due date (except past the last week of class) and a **5 percent late deduction per day will be incurred for each day it is late.**
- No papers will be accepted after the last week of class.
- Papers that do not meet my minimum length requirement will be docked points.
- Written assignments will need to be constructed using APA formatting (unless specified otherwise, e.g. Reflection papers, personal statements, etc

All assignments need to be submitted online on Canvas by the due date (before 11:59pm on the day it is due) unless specified as an in-class submission. Late assignments will be accepted up to 7 days after the due date with a 5% late deduction FOR EACH DAY IT IS LATE. In cases of emergent or unanticipated events, I will give an extension only if

a) the request is received 24 hours prior to the due date and b) you provide documentation. THERE WILL BE NO EXTENSIONS FOR THE FINAL PAPER.

### **Credit Hour Policy**

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in a minimum of 45 hours of engagement, regardless of varying credits, duration, modality, or degree level. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester. Terms that have alternative lengths, such as 10 week terms, should have an equivalent amount of faculty instruction and out-of-class student work to meet each credit hour. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. Therefore, a traditional three credit hour undergraduate course would require 135 hours of engagement. The number of engagement hours may be higher, as needed to meet specific learning outcomes.

### **Specific Credit Situations**

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

### **How This Course Meets the Credit Hour Policy**

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are anticipated to spend the following number of hours per class activity:

<i><b>Educational activity</b></i>	<i><b>Expected hours of Student Engagement:</b></i>	<i><b>Details (if any):</b></i>
Course attendance	40	Class meetings weekly (240 mins each x 10)
Assigned readings	40	
Key papers, projects	35	Clinical statement, Reflection papers, Final paper & Project
Out of class collaboration	10	Final project collaboration
Preparing for presentations	10	
Total hours:	135	

### **Attendance**

Your posting reflection responses will be your attendance for the week.

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.

Media/Computer use: Due to the adjusted structure of the class and safety precautions, students will need to bring laptops or tablets to class for note-taking, class discussion activities, online activities and readings that will require the use of a laptop or tablet. These will be used in lieu of close, direct group discussions. Please immediately notify me of you have no access to a laptop or will not be able to bring a device to class.

### **Readings**

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.

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.

**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 disclosure. 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 Conduct Policy**

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

*\*Artificial intelligence (AI) language models, such as ChatGPT, and online assignment help tools, such as Chegg®, are examples of online learning support platforms that cannot be used for course assignments except as explicitly authorized by the instructor. Any assignment content composed by any resource other than you, regardless of whether that resource is human or digital, must be attributed to the source through proper citation. Unattributed use of online learning support platforms and unauthorized sharing of instructional property are forms of scholastic dishonesty and will be treated as such.*

### **Disability Access**

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua 'Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739- 8305 for further information (ada@chaminade.edu).

### **Title IX Compliance**

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

### **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>

### **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

Week/ Date	Topic	Readings	Assessments Due
W1 4/07/2025	<ul style="list-style-type: none"> <li>• Introductions, Syllabus review</li> <li>• Theoretical perspectives of violence in Families</li> <li>• Introduction of Family Violence</li> </ul>	Lawson Ch. 1 & Ch 2	<p><i>Weekly Reflection n Responses due by Friday of the week.</i></p> <p><i>Weekly Read and Responses are due no later than Sunday of the following week.</i></p> <p><i>Weekly Quiz by Sunday too.</i></p>
W2 4/14/2025	<ul style="list-style-type: none"> <li>• Cultural, Family, Violence</li> <li>• Weekly prompt will be provided</li> <li>• Trauma and the Brain &amp; Body</li> </ul>	<p>Lawson Ch. 3</p> <p>Watch Video: Read &amp; respond Van der Kolk Ch 4 Kira (2001)</p>	<p><i>Weekly Reflection Responses due by Friday of the week.</i></p> <p><i>Weekly Read and Respond will be on video. This is due no later than Sunday the following week.</i></p> <p><i>Weekly Quiz</i></p>
W3 4/21/2025	<ul style="list-style-type: none"> <li>• Male &amp; Female Intimacy Violence</li> <li>• Female &amp; Male Intimacy Violence</li> <li>• Same Sex Intimate Partner Violence</li> </ul>	Lawson Ch. 4 , 5, 6	<p><i>Weekly Reflection Responses due by Friday of the Week.</i></p> <p><i>Weekly Read and Respond are due no later than Sunday the following week.</i></p> <p><i>Weekly Quiz</i></p>
W4 4/28/2025	<ul style="list-style-type: none"> <li>• Assessment of Family Violence</li> </ul>	<p>Lawson Ch 7</p> <p>Van Der Kolk (ch 15)</p> <p>Watch required video</p>	<p><i>Weekly Reflection Responses due by Friday of the Week.</i></p> <p><i>Weekly Read and Respond due no later than Monday the following week.</i></p> <p><i>Weekly Quiz</i></p>

W5 5/5/2025	<p>Treatment for Intimate violence offenders</p> <p>Treatment for Adult Victims of Intimate Violence</p>	Lawson Ch. 8	<p><i>Weekly Reflection Responses due by Sunday of the Week.</i></p> <p><i>Weekly Read and Respond due no later than Monday the following week.</i></p> <p><i>Weekly Quiz</i></p>
W6  5/12/2025	<ul style="list-style-type: none"> <li>Assessment and Treatment for Adult Victims of Intimacy Violence</li> </ul>	Lawson Ch. 9	<p><i>Weekly Reflection Responses due by Friday of the Week.</i></p> <p><i>Weekly Read and Respond due no later than Sunday the following week.</i></p> <p><i>Weekly Quiz</i></p>
W7 5/19/2025	<ul style="list-style-type: none"> <li>Dating Violence, Sexual assault, and assault</li> </ul>	Lawson Ch. 10	<p><i>Weekly Reflection Responses due by Friday of the Week.</i></p> <p><i>Weekly Read and Respond due no later than Sunday the following week.</i></p> <p><i>Weekly Quiz</i></p>

W8 5/26/2025	<ul style="list-style-type: none"> <li>• Child Maltreatment</li> <li>• Assessment &amp; treatment for Child Maltreatment</li> </ul>	Lawson Ch. 11 & 12 -11 Van der Kolk Ch 13	<i>Weekly Reflection Responses due by Sunday of the Week.</i> <i>Weekly Read and Respond due no later than Sunday the following week.</i>  <i>Weekly Quiz</i>
W9 6/02/2025	<ul style="list-style-type: none"> <li>• Elderly Abuse</li> </ul>	CHAPTER 13 Video Polyvagal theory	
W10 06/09/2025	<ul style="list-style-type: none"> <li>• Final Project presentations</li> </ul>	<b>Final Project Presentations Due and Posted.</b>	

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

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