

WESTERN SEMINARY - SACRAMENTO

Child Spouse and Elder Abuse
CNS 522M : 2 credit hours

Wendy A. Campbell, MFT
Adjunct Professor
(916) 965-7319
FamConcern@aol.com

Syllabus - Fall 2006

COURSE SCHEDULE

Sept. 11, 25; Oct. 9, 23; Nov. 6, 20 (Monday, 6 – 9:55 p.m.)
Room 601

Plus, an additional six hours for an out-of-class group project

COURSE DESCRIPTION

CNS 522 – Child, Spouse, and Elder Abuse. This course reviews recognition and assessment of abuse, reporting procedures and prevention programs. 2 hour.

COURSE CONTRIBUTION TO STATED DEGREE OUTCOMES

The objectives of this course are tied directly to the desired outcomes constructed specifically for the MFT degree for which this course is a requirement. Below are the formal degree outcomes which this class supports:

KNOW HOW to think like an effective counselor, able to face new and unique situations with self-efficacy, personal integrity, and professional competence. (CNS 501, CNS 502, CNS 514, Practicum, overarching)

KNOW HOW to accurately diagnose the major mental disorders and KNOW HOW to establish and implement an effective treatment plan for each (CNS 502, CNS 505, CNS 511, CNS 517, CNS 521, CNS 522, CNS 526, Practicum)

- familiarity with standard treatment approaches; (CNS 502, CNS 511, CNS 517, CNS 521, CNS 522, CNS 526)
- ability to formulate and implement treatment goals and objectives.(CNS 502, CNS 511, CNS 517, CNS 521, CNS 522, CNS 526, Practicum)

KNOW HOW to identify and confront ethical dilemmas. (CNS 506, CNS 522, Practicum)

- have developed a model for decision making to be used when confronted with ethical dilemmas; (CNS 506, CNS 522)
- be familiar with pertinent professional ethical codes; (CNS 506, CNS 522, Practicum)

KNOW HOW to articulate a theology of marriage and apply theological and psychological principles in working with couples. (CNS 511, CNS 522, CNS 523)

KNOW HOW to build upon his/her seminary training to be a true life-long learner. (Practicum, overarching)

COURSE GOALS

Students will:

- Have an overview of the theories behind maltreatment and the parental and child factors associated with child abuse and neglect.
- Have an understanding of both interpersonal and intrapersonal dynamics of spousal/partner abuse and the role of the police and justice system in trying to curtail this abuse.
- Know the legal definition of elder/dependent person abuse.
- Learn how to recognize and know the signs and symptoms (physical, behavioral, and emotional) of each type of abuse and how to assess for it, how to provide crisis intervention, main treatment strategies, and what the state of California requires of mandated reporters.
- Learn and understand issues of culture and gender as it relates to abuse.

COURSE OBJECTIVES

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

- Recognize and assess for possible abuse.
- Know the procedures for mandated reporters and how to apply them.
- Know how to intervene on behalf of clients who are in crisis.
- Know how to determine the appropriateness or inappropriateness of working with certain clientele base on counter-transference issues and their level of experience.
- Know how to develop a treatment plan for victims
- Understand the complexities that create and maintain a batterer and be better equipped to intervene.
- Better support their clients by having knowledge of the criminal justice system.

TEXTBOOKS

All course textbooks are available on Amazon.com. You might also want to check out addall.com to compare prices on new and used books from major online bookstores.



Required

- California Attorney General's Office. *Child Abuse Educator's Responsibilities*. <http://www.safestate.org/shop/index.cfm?cat=2&navid=107&action=list>
- Carnes, Patrick J. (1997). *The Betrayal Bond*. Health Communications. ISBN: 1558745262
- Dutton, Donald. (1997). *The Batterer*. HarperCollins. ISBN: 0465033873

- Elder Abuse Guidelines for Professional Assessment and Reporting (copies on file at Western Sacramento site – usually distributed first day of class)
- Pelzer, Dave. (1995). *A Child Called "It"*. Health Communications. ISBN: 1558743669

Recommended

- Edwards & Gil. (1991). *Breaking the Cycle*. ISBN: 9991465383
- Roberts, Albert. (1997). *Handbook of Domestic Violence Intervention Strategies: Policies, Programs, and Legal Remedies*. ISBN: 0195151704
- Walker, Leanore. (2000). *The Battered Woman Syndrome*. ISBN: 0826143229

COURSE REQUIREMENTS

Reading

Complete all required reading before each class session so that you will be able to participate in and benefit from the class discussions. Reading should be done a familiarity level (about 45 pages per hour) that assumes knowledge of the material assigned.

Assignments

1. Attend all class dates.
2. In your local area, find out exactly what happens when a child abuse report is made (both if the child is removed from the home and if the child remains in the home). Also, find out what happens when an elder abuse report is made. (5 hours)
3. **Group Assignment:** each group will interview a number of agencies in the community who specialize in either child, spousal, or elder abuse. Information gathered will then be compiled as a group and a presentation for the class will be made. (6hours)
4. Become familiar with the Community Service Directory and the resources listed therein. Make a top ten list of services you would feel best referring to. A copy of the Directory is available in the Western Library reference section. (3 hours)
5. Provide information on how to obtain a restraining order, including any cost and the details the restraining order entails. (3 hours)
6. Read *A Child Called "It"* and write an evaluation of this child, recommended treatment, and any reporting issues (include what they are and what you do about them). Include in this paper your assessment as to the family dynamic:
 - What role did each family member play in the abuse?
 - How was each family member impacted by the abusive mother?
 - How do you explain the position the father took?
 Complete a child abuse reporting form for this child. Also include a page or so of your reactions to this book. Approximately 15 pages. (23 hours)

- Write reaction papers upon reading both *The Betrayal Bond* and *The Batterer*. Include what you perceive your transference issues could potentially be in working with either the perpetrator or the victim. Approximately 4 pages each. (7 hours)

STANDARDS FOR WRITTEN WORK (APA)

Papers must be written to a near-thesis standard. That is, minimum format standards must be met, as defined below. English grammar, idiom, and spelling must be up to graduate level. Always include a strong introduction paragraph (declare what you intend to show the reader) and conclusion paragraph. Qualities valued include clarity, succinctness, and precision.

This course employs the APA (American Psychological Association) publication manual style guide. You can find the APA 5th edition in the library reference section. You can also find a simple, straightforward presentation of the format at these online sites:

- [Using American Psychological Association \(APA\) Format](#)
- [American Psychological Association \(APA\) Style Workshop](#)

For assignments that require the use of non-course texts and include a bibliography, of the resources mentioned in the bibliography for your project/paper, two must be from a physical library. Note the physical location of each book as an addendum to each bibliographical entry.

All work must reflect master's level use of the English language. Plagiarism will result in failure of assignment.

GRADING

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-
99-100%	95-98%	93-94%	91-92%	88-90%	86-87%	84-85%	81-83%	79-80%	77-78%	74-76%	70-73%

Activity	Percent of Final Grade	Estimated Time to Complete
Procedure Papers & Resource List	20%	8 hours
Group Project	15%	6 hours
Reaction Papers	15%	7 hours
“Child Called It” Paper	40%	23 hours
Total	100%	49 hrs.

CLASS POLICIES

Cover page: To safeguard confidentiality, provide a title page as a cover for all assignments. Include your student mailbox number in the upper right corner of the cover page.

Attendance and Late Assignments: Students are expected to attend all class meetings. Students who miss class are responsible for missed work. Unexcused absences and tardiness will impact a student’s grade. Students who anticipate an absence should discuss it in advance with the instructor. Students who miss two or more classes will not pass the course. Assignments

submitted after the due date and time constitutes a drop in the student's letter grade for that assignment.

Incompletes: Faculty members determine their own procedures and due dates for the completion of course assignments. The instructor's expectations will be stated in the course syllabus. The final deadline for submitting all course work is the last day of the semester as noted in the Academic Calendar (p.16). In the case of serious illness, family emergency, or other extenuating circumstances, the instructor may grant an extension. A temporary notation of "I" (incomplete) is assigned until a final grade can be determined. The maximum extension permissible is six weeks. All course assignments not completed by the extended deadline will be given a failing grade. Under no circumstances may this six-week period be extended except by petition and approval of the Administrative Committee.

www.westernseminary.edu/Downloads/Western/0405Catalog/WS_Catalog_2004_admiss.pdf

Enrichment Students: Enrichment students are encouraged, but not obligated, to participate in assignments and class discussions. Professors are not obligated to grade participation for these students, but may opt to do so depending on class size.

LIBRARY AND INTERNET RESEARCH

All class assignments with a research element require library research annotated as such in the bibliography.

For complete library information including: current schedules, course resource pages, interlibrary loan, research databases, etc. Please:

- visit www.westernseminary.edu
- click on Sacramento Campus in the left navigation
- click on Library Resources in the left navigation

COURSE OUTLINE AND SCHEDULE

Date	Topic	Assignments
09/11/06	<ul style="list-style-type: none"> • Child Abuse Reporting Law 	Print and read "The Child Abuse Educator's Responsibilities" from the Attorney General's Office
09/25/06	<ul style="list-style-type: none"> • Child Abuse • Lecture & Discussion 	Complete <i>A Child Called It</i> , be prepared to discuss.
10/09/06	<ul style="list-style-type: none"> • Finish Child Abuse • Begin Lecture on Spousal/Partner Abuse 	Complete <i>The Betrayal Bond</i> , be prepared to discuss.
10/23/06	<ul style="list-style-type: none"> • Spousal Abuse Video • Lecture on Spousal Abuse 	Complete <i>The Batterer</i> , be prepared to discuss
11/06/06	<ul style="list-style-type: none"> • Elder Abuse 	Read Elder Abuse Guidelines for professionals "It" Paper is due
11/20/06	<ul style="list-style-type: none"> • Group Project 	All other written assignments are due: Reaction Papers, Procedure Papers, and Resource List.

	Presentations	
	• Overview	