

# WESTERN SEMINARY - SACRAMENTO

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

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**Syllabus - Spring 2010**

## **COURSE SCHEDULE**

Meeting Tuesday Evenings:

January 12, 26 and February 9, 23 and March 9, 23 and April 13

## **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**

*Please support your seminary by using the following link for all your Amazon purchases – a minimum of 4% comes to Western Seminary.* Click [here](#) to order texts and other products.

### **Required**

- Pelzer, Dave, *A Child Called "It"*, 1995, Health Communications, ISBN# 1558743669 (4 hrs)
- California Attorney General's Office, *Child Abuse Educator's Responsibilities*, <http://www.safestate.org/shop/index.cfm?cat=2&navid=107&action=list> (2 hrs)

- *A Citizen's Guide to Preventing and Reporting Elder Abuse* (Download from the Office of the Attorney General, state of California) (1 hr)
- Dutton, Donald, *The Batterer*, 1997, HarperCollins, ISBN# 0465033881 (9 hrs)
- Carnes, Patrick J.. *The Betrayal Bond*, 1997, Health Communications, Inc., ISBN# 1558745262 (9 hrs.)

### Recommended

- Edwards and Gil, *Breaking the Cycle*
- Roberts, Albert, *Handbook of Domestic Violence Intervention Strategies: Policies, Programs, and Legal Remedies* [Hardcover]
- Quinn, Mary Joy & Tomita, Susan K., *Elder Abuse & Neglect*, 2nd edition, 1997 Springer Publishing Co. NY
- Walker, Leanore, (2000). *The Battered Woman Syndrome*. Springer Publishing.

## 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. **And**, provide information on how to obtain a restraining order, including any cost and the details the restraining order entails. **(4 hours)**
3. An Exam will be given on the second week of class covering the material in the Child Abuse Educator's Handbook. **(2 hours)**
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 Seminary Library. **(3 hours)**
5. 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. Include a page or so of your reactions to this book. Approximately **12 pages**. Also, you will be filling out a “Victim of Crime Report” that will be attached to the end of the paper. **(23 hours)**

6. Short paper, 1-2 pages total, on the significant issues of abuse related to the elder population. **(2 hours)**
7. 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 3 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 5<sup>th</sup> edition in the library reference section. You can also find a simple, straightforward presentation of the format at these online sites:

- <http://owl.english.purdue.edu/owl/>
- <http://www.cws.illinois.edu/workshop/writers/citation/>

A good website with footnote/bibliography entries is:  
<http://writing.wisc.edu/Handbook/Documentation.html>

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

Activity	Percent of Final Grade	Estimated Time to Complete
Exam	15%	5 hours
Elder paper	15%	2 hours
Reaction Papers & Procedures	30%	14 hours
“Child Called It” Paper	40%	23 hours
<b>Total</b>	<b>100%</b>	<b>44 hrs.</b>

## 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 final deadline for submitting all course work is the last day of the semester as noted in the Academic Calendar and in the Sacramento class schedule. In the case of serious illness, family emergency, or similar extenuating circumstances, the instructor may, **if it is initiated by the student**, grant an extension. A 1-3 week extension is typical in all except the most extreme cases, and in all cases the standard decrease of a full letter grade for late work applies. Extensions desired by the student beyond 3 weeks, with prof support, must be approved by the Sacramento Academic Coordinator, with 5 weeks after the end of the course being the longest possible extension for work being due to the prof; for this semester that date is **Saturday, 5/29/10**. (This allows a 6<sup>th</sup> week for the grading of work and a grade change request to be filed). A temporary notation of “I” (incomplete) is assigned until a final grade can be determined. Under no circumstances may the six-week period be extended except by petition and approval of the Administrative Committee in Portland.

**The Availability of Disability Services at Western Seminary:** Western Seminary is committed to responding to the needs of students with disabilities as outlined in both the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Western students are assisted individually as their needs dictate. It is the responsibility of students with disabilities to identify themselves and the nature of the disability. Any student who has a disability should contact the seminary’s Disability (Section 504) Coordinator, Ken Epp, at 503-517-1815/1-877-517-1800, ext. 1815. His office is at the Portland campus. Students at the northern California campuses may contact Carrie Priest (Student Services Coordinator – San José) or PJ Oswald (Director of Student Development – Sacramento), or they may contact Dr. Epp directly. Appropriate forms will be provided and must be submitted to the Disability Coordinator’s office.

**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- SACRAMENTO**

All class assignments with a research element require library research annotated as such in the bibliography. A minimum of two resources must be from a physical library. Note the physical location of each resource as an addendum to each bibliographical entry.

For complete library information including: hours of operation, interlibrary loan, local library resources, etc., please:

- Visit [www.westernseminary.edu/sacramento](http://www.westernseminary.edu/sacramento)
- Click the link “Library Services” in the right navigation pane.

### **Reserve Collection**

The library carries all required readings for this course.

### **Print Resources**

Use the Western-Arcade Library catalog to find books and other materials. To search the library collection:

- Visit <http://www.westernseminary.edu/Library/SAC> .
- Click the link “Search the Library Collection Online”.

### **Periodical & Research Databases**

As you complete your assignments for this course, don’t forget about the resources in the Western research databases. Remember to evaluate and cite your information too. To access the Western research databases:

- Visit <http://www.westernseminary.edu/Library/SAC> .
- Click the link “Research Databases” from the bottom menu.
- Click the link “Ebsco Host Research Databases”.
- Log in. [**User ID:** westsem / **Password:** seminary]
- Click the link “EBSCOhost Web”.
- Click the database(s) you wish to use. Start with *PsycARTICLES*.

To cite your information, consider the following APA composers:  
<http://www.noodletools.com> and <http://www.citationmachine.net>

### **Course Packs (if applicable)**

To access the course pack(s) for this course:

1. Go to the library homepage: <http://www.westernseminary.edu/Library/SAC>
2. Click the link ‘Course Packs’.

### **Reference and Research Contact Information**

David Holifield, M.A., M.L.S. / (916) 488-3720, ext. 7 / [dholfield@westernseminary.edu](mailto:dholfield@westernseminary.edu)

## COURSE OUTLINE AND SCHEDULE

Date	Topic	Assignments
01/12/2010	<ul style="list-style-type: none"> <li>• Child Abuse Reporting Law</li> </ul>	Print and read “The Child Abuse Educator’s Responsibilities” from the Att. General’s Off.
01/26/2010	<ul style="list-style-type: none"> <li>• Child Abuse</li> <li>• Lecture &amp; Discussion</li> </ul>	Complete <i>A Child Called It</i> , be prepared to discuss. <b>Test on Educator’s Responsibilities</b>
02/09/2010	<ul style="list-style-type: none"> <li>• Finish Child Abuse</li> <li>• Begin Lecture on Spousal/Partner Abuse</li> </ul>	Complete <i>The Betrayal Bond</i> , be prepared to discuss.
02/23/2010	<ul style="list-style-type: none"> <li>• Spousal Abuse Movie</li> <li>• Lecture on Spousal Abuse</li> </ul>	Complete <i>The Batterer</i> , be prepared to discuss <b>Procedure Papers due</b>
03/09/2010	<ul style="list-style-type: none"> <li>• Spousal Abuse</li> </ul>	<b>Reaction Papers are Due</b>
03/23/2010	<ul style="list-style-type: none"> <li>• Elder Abuse</li> </ul>	Read Elder Abuse Guidelines, <b>turn in paper on Elder Abuse Issues.</b>
04/13/2010	Overview & Practical Application	<b>“It” paper is due.</b>