

SOUTHERN METHODIST UNIVERSITY

Course: HDCN 6392 Family Violence
Class: June 18, 19, 20; July 9, 10, 11; July 16, 17; 5:00pm-10:15pm
Instructor: Sarah Feuerbacher, Ph.D., LCSW-S, sfeuerbach@mail.smu.edu
Textbooks: 1. Barnett, O., Miller-Perrin, C. L., & Perrin, R. D. (2005). Family Violence Across the Lifespan, 3rd Ed. SAGE.
2. Rivers, Victor Rivas. (2005). A Private Family Matter: A Memoir. Atria.

Course Description: This course explores family violence with primary emphasis on the problems of spouse abuse and child abuse. Analysis of each of these areas of family violence focuses specifically on the epidemiology of the problem, characteristics of the families, etiological theories, and treatment approaches.

**This class may be taken by individuals who do or do not have knowledge about family abuse. The class will not act as a counseling session for anyone. However, due to the sensitive nature of family violence, assignments and classroom activities or discussions may be disturbing for those who have experienced domestic abuse or know someone who has. The National Domestic Violence Hotline for confidential crisis counseling and referral is available 7 days a week, 24 hours a day at 1-800-799-7233.*

Student Learning Objectives:

Measurable Outcome:

1. Describe and analyze major theoretical perspectives and overarching themes of counseling and family systems and their historical development.	Students will demonstrate this understanding through class discussion, projects, papers, and exams.
2. Identify and explain different research methods used by counselors and mental health professionals.	Students will demonstrate this understanding through class discussion, projects, papers, and exams.
3. Locate, accurately summarize, and evaluate bodies of scientific literature in counseling specifically relating to family interactions on micro, mezzo, and macro levels.	Students will demonstrate this understanding through projects and papers.
4. Use critical thinking to design and conduct basic studies to address counseling questions using appropriate research methods.	Students will demonstrate this understanding through projects and papers.
5. Demonstrate proficiency in writing research reports following APA Style Guidelines that include an abstract, introduction, methods, results and discussion sections.	Students will demonstrate this understanding through projects and papers.
6. Use critical thinking to evaluate popular media and scholarly literature relating to families and societies.	Students will demonstrate this understanding through class discussion, projects, and papers.
7. Use creative thinking to address counseling-related issues specifically related families and societies.	Students will demonstrate this understanding through class discussion, projects, papers, and exams.
8. Demonstrate effective writing skills in various formats (e.g., summaries, integrations, critiques, technical reports) and for various purposes (e.g., informing, teaching, explaining, defending, persuading).	Students will demonstrate this understanding through projects, papers, and exams.
9. Demonstrate effective oral communication skills in various context (e.g., group discussion, debate, lecture) and for various purposes (e.g., informing, teaching, explaining, defending, persuading, arguing).	Students will demonstrate this understanding through class discussion and projects.
10. Demonstrate competence in effectively collaborating with others.	Students will demonstrate this understanding through class discussion, projects, and papers.
11. Apply counseling concepts, theories, and research findings to issues in everyday life.	Students will demonstrate this understanding through class discussion, projects, papers, and exams.
12. Identify appropriate applications of counseling in human service, education, and business professions.	Students will demonstrate this understanding through class discussion, projects, papers, and exams.
13. Demonstrate how counseling principles can explain social issues and inform public policy, specifically for those related to policies on families and societies.	Students will demonstrate this understanding through class discussion, projects, papers, and exams.

Method of Presentation: Discussion, lecture, projects, group exercises, and multiple forms of technology will be used throughout the semester. Students should read each chapter before coming to class so the material will be familiar for class discussions.

“I ceased to be a teacher. It wasn’t easy. It happened rather gradually, but as I began to trust students, I found they did incredible things in their communication with each other, in their learning of content material in the course, in blossoming out as growing human beings. Most of all they gave me the courage to be myself more freely, and this led to profound interaction. They told me their feelings, they raised questions I had never thought about. I began to sparkle with emerging ideas that were new and exciting to me, but also, I found, to them. I believe I passed some sort of crucial divide when I was able to begin a course with a statement something like this: ‘This course has the title ‘Personality Theory’ (or whatever). But what we do with this course is up to us. We can build it around the goals we want to achieve, within that very general area. We can conduct it the way we want to. We can decide mutually how we wish to handle these bugaboos of exams and grades. I have many resources on tap, and I can help you find others. I believe I am one of the resources, and I am available to you to the extent that you wish. But this is our class. So what do we want to make of it?’ This kind of statement said in effect, ‘We are free to learn what we wish, as we wish.’ It made the whole climate of the classroom completely different. Though at the time I had never thought of phrasing it this way, I changed at that point from being a teacher and evaluator, to being a facilitator of learning—a very different occupation” (Rogers, Freedom to Learn, 1983, p. 26).

Method of Evaluation:

Assignment	Percentage / Points
Papers	40% / 40 points <ul style="list-style-type: none"> ▪ 5% / 5 points: 8 papers
Project	30% / 30 points: <ul style="list-style-type: none"> ▪ 20% / 20 points: instructor <ul style="list-style-type: none"> - 8% / 8 points: handouts - 12% / 12 points: presentation ▪ 10% / 10 points: peers <ul style="list-style-type: none"> - 5% / 5 points: from peers - 5% / 5 points: for peers
Exam	30% / 30 points

Point Range:

Grade	Performance Description	Range	GPA	Points
A	Exceptional	93 – 100	4.0	12.0
A-	High Pass	90 – 92	3.7	11.1
B+		87 – 89	3.3	9.9
B	Pass	83 – 86	3.0	9.0
B-		80 – 82	2.7	8.1
C+	Failure, any C or below	77 – 79	2.3	6.9
C		79 – 73	2.0	6.0
C-		73 – 76	1.7	5.1
D+		76 – 70	1.3	3.9
D		70 – 72	1.0	3.0
D-		72 – 69	0.7	2.1
F		67 – 63	0.0	0.0
		63 – 66		
		60 – 62		
		59 \geq		

Course Schedule:

Date	Class Topics	Class Activities	Readings	Assignment
June 18	Family Violence course Family violence history	Introductions, syllabus, project discussion Nonviolence	Ch. 1, 9	Paper #1
June 19	Perpetrator Victim	Non-threatening Behavior Respect	Ch. 11 Ch. 10	Paper #2 Paper #3
June 20	Children Older adults & Persons w/ disabilities	Support and Trust	Ch. 3, 5, 6	Paper #4
July 9	Media	Honesty and Accountability Sexual Respect	Ch. 12 Ch. 4, 8	Paper #5 Paper #6
July 10	Community & Interventions Laws & Policies	Partnership Negotiation and Fairness	Ch. 13 Ch. 2, 7	Paper #7 Paper #8
July 11	Reviews	Novel review Exam review	Rivers book	Finish project Study
July 16	Project Presentations	Present or peer review	Literature	Have a great break!
July 17	Exam	Ace the test	Powerpoints	

Coursework: Daily writing assignments will be given and are to be completed in class at the conclusion of each lecture, so paper and writing utensils will be needed each day. Students should write a discussion paper about the assigned topic that includes thoughts from class lectures and discussions as well as reading the textbook chapters and novel. Included in your paper should be a discussion of your role as a counselor in working with the population being discussed in the topic. The papers could be discussed in class, and all students will be held accountable for this information. Students may be asked to discuss questions in class and will lose credit if participation does not occur. Students should turn in a total of 8 papers worth 5 points each for a total of 40 points (40%) of the final grade. *Work must be turned in during class for credit; no late or early work will be accepted.*

Grading Rubric Per Paper (5 points per paper, 40 points total):

Criteria	1 point	0 points
Population	Description of the type of population being discussed	Incomplete description of type of population being discussed
Abuse	Description of the type of abuse the population is experiencing	Incomplete description of the type of abuse the population is experiencing
Effects	Description of the effects that the abuse has on the population being discussed	Incomplete description of the affects that the abuse has on the population being discussed
Resources	Description of effective resources for the population being discussed	Incomplete description of effective resources for the population being discussed
Counseling	Description of the role of the counselor and focus points to address during counseling	Incomplete description of the role of the counselor and focus points to address during counseling

Project: A final project will be chosen by each student to be completed by the end of the week. Projects will be completed by groups of students and should be worked on throughout the entire week. Projects account for 30 points (30%) of the final grade, and peer reviews will be completed by each student regarding every presenter (students will also receive points for completing reviews on peers). Each group is to complete an in-depth examination of how family violence affects a specific type of family (ex: international family, blended family, extended family), family member (ex: single father, teenage mother, adopted child) or family policy/law (ex: Gates Case, Crawford v. Washington, Emergency Protective Orders, Mandatory arrests). Also include appropriate counseling strategies for working with the population. Include these topics, plus any others you feel are relevant:

Literature Review

Definitions

History: Significant Historical Events/Individuals/Movements; Current Events/Individuals/Movements;

International Efforts

Family Structures; Family Communications; Lifespan Stages

Policies: Governmental and Political (Local, State, Federal) Stances on the Policy; Economic Structures of the Policy;

Involvement of Religious Communities

Strengths, Challenges, Barriers, & Needs

Best Practices and Evidence-Based Practice; Professional Responsibility/Plan of Action; Resource Inventory

All projects should include the following:

- Summary handouts of presentation including all required categories for instructor and fellow classmates
- 45-60 minute presentation including visual aids (notify instructor 2 days prior to presentation date of media needs, such as PowerPoint presentation, overhead projector, tape recorder, TV/VCR, etc.).
 - 20 minutes presenting topic information
 - 15 minutes facilitating best practices or empirically-based practice activity/intervention
 - 10 minutes post-intervention processing

Grading Rubric for Project (20 points by Instructor, 10 points by Peers, 30 points total):

Criteria	2-1 points	1-0 points
Handout		
Topics	Includes all topics specified on Project List	Incomplete topics specified on Project List
Depth	Explanation of topics, including at least 20 academically-appropriate citations and APA references	Incomplete explanation of topics, including at least 20 academically-appropriate citations and APA references
Visuals	Creative method of distributing information	Incomplete creative method of distributing information
Counseling	Discussion on counseling related to topic	Incomplete discussion on counseling related to topic
Presentation		
Topics	Includes all topics specified on Project List	Incomplete topics specified on Project List
Depth	Explanation of topics	Incomplete explanation of topics
Visuals	Creative method of distributing information	Incomplete creative method of distributing information
Counseling	Discussion on counseling related to topic	Incomplete discussion on counseling related to topic
Style	Appears confident and enthusiastic about the topic; Volume and inflection are consistently effective in emphasizing key points and rate of speech is good	Appears self-conscious or nervous throughout counseling; Low/loud volume with monotonous tone or rate of speech is too rapid/slow
Followed Project Specifications	Produced an overall project with a 45-60 minute presentation including visual aids and at least 20 academically-appropriate citations and APA references	Incomplete production of an overall project with a 45-60 minute presentation including visual aids and at least 20 academically-appropriate citations and APA references

Exam: One examination worth 30 points (30%) will be given at the end of the week; therefore, missing class the day of the final will result in class failure. The exam may have numerous testing formats, including multiple choice, true/false, short answer, listing, and discussion questions. The instructor maintains full discretion to include any information covered during course. Approximately 10 blank notebook papers and writing utensils will be required.

Grading Rubric for Each Exam Question (6 points per question, 30 points total):

Criteria	2 points	1-0 points
Depth	Answer with multiple terms used and described from readings, lectures, and projects	Incomplete or incorrect answer with multiple terms used and described from readings, lectures, and projects
Validity	Answer that is correct in what was asked from information in readings, lectures, and projects	Incomplete or incorrect answer in what was asked from information in readings, lectures, and projects
Quality	Answer that is applicable, grammatically correct, coherent, well-written	Incomplete or incorrect answer that is applicable, grammatically correct, coherent, well-written

Attendance Policy/Class Participation: Attendance to every class is very important. In order to receive credit for turning in assignments, the student must be present during the class meeting time to turn in the weekly paper assignment. Students will be responsible for all classes missed due to either an excused or unexcused absence. Excessive tardiness or disruptive behavior may result in the student being asked to leave the classroom, and, if necessary, steps may be made to refer the student for disciplinary actions. If you stop attending, but do not officially withdraw from the course by the withdrawal date, you will receive an "F".

Grade of Incomplete: A student may receive a grade of I (Incomplete) if at least 50 percent of the course requirements have been completed with passing grades, but for some justifiable reason, acceptable to the instructor, the student has been unable to complete the full requirements of the course. At the time a grade of I is given, the instructor must stipulate in writing to the student and to the University registrar the requirements and completion date that are to be met and the grade that will be given if the requirements are not met by the completion date. The maximum period of time allowed to clear the Incomplete grade normally is 12 months. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the 12-month Policies and Procedures 25 deadline, the grade of I will be changed to the grade provided by the instructor at the time the Incomplete grade was assigned or to a grade of F if no alternate grade was provided. The grade of I is not given in lieu of a grade of F or W, or other grade, each of which is prescribed for other specific circumstances. If the student's work is incomplete, poor quality and not acceptable, a grade of F will be given. The grade of I does not authorize a student to attend the course during a later term. Graduation candidates must clear all Incomplete grades prior to the deadline in the Official University Calendar, which may allow less time than 12 months. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of I to the grade indicated by the instructor at the time the grade of I was given. For graduate students, a maximum of two (six hours) concurrently held grades of Incomplete in courses other than thesis is allowed. If this maximum is reached, the student will be allowed to take only one three-hour course per term until the Incomplete total is reduced. Students who accumulate a total of three grades of Incomplete in courses other than thesis will be put on probation and not allowed to enroll further until the total is reduced.

Excused Absences: Students participating in an officially sanctioned, scheduled University extracurricular activity will be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence.

Emergency Preparedness: As part of the federal government response to the H1N1 (Swine Flu) virus, the Department of Health and Human Services issued a nationwide public health emergency preparedness declaration on April 26, 2009. The declaration was renewed on July 23, 2009 and is currently in force. For the semester ahead, there is concern that the level and intensity of flu cases could increase substantially. 1) For updates on the campus-wide status of flu conditions at SMU, please visit <http://www.smu.edu>. 2) If flu conditions require cancellation of a class session or other changes for this course, an email will be sent to all class members. 3) In the event of a major campus emergency at SMU, course requirements, deadlines, and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control.

Confidentiality and Integrity: To maintain a safe and supportive learning environment student discussions regarding sensitive course information (i.e. personal experiences, comments, reactions) must occur only in class or privately with other current class members. Respect and integrity toward all persons surround course endeavors (i.e. lecture, discussion, presentations); particularly regarding issues of a delicate and/or controversial. This responsibility demands that Counseling students familiarize themselves with the ethical standards of such organizations as the American Counseling Association, Texas State Board of Examiners of Professional Counselors, and Texas State Board of Examiners of Marriage and Family Therapists; failure to abide by this expectation may result in expulsion from class and/or termination from the program. Students are reminded of the SMU Honor Code as referenced in the *Student Handbook*. Intellectual integrity and academic honesty are both the foundation and the goals for this program. Please reference and review the university policies on the responsibilities, policies, and penalties regarding academic honesty. http://www.smu.edu/studentlife/PCL_05_HC.asp

Disability Accommodations: Students needing academic accommodations for a disability must first contact Disability Accommodations & Success Strategies (DASS) at 214-768-1470 or www.smu.edu/alec/dass.asp to verify the disability and to establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements. (See University Policy No. 2.4; an attachment describes the DASS procedures and relocated office.)