



EDUC 633 – Summer 2022 – 2 Units
Child and Elder Abuse and Domestic
Violence

Mon/Wed (5:00pm-6:45pm; 7:00pm-8:45pm)

Instructor: Dr. Catherine Barrett

Office Hours: By appointment only

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7pm: WPH 203

Rossier School of Education Mission:

The mission of the USC Rossier School of Education is to prepare leaders to achieve educational equity through practice, research and policy. We work to improve learning opportunities and outcomes in urban settings and to address disparities that affect historically marginalized groups. We teach our students to value and respect the cultural context of the communities in which they work and to interrogate the systems of power that shape policies and practices. Through innovative thinking and research, we strive to solve the most intractable educational problems.

The Marriage and Family Therapy Program Mission:

MFT students are trained to identify and develop strengths within clients to help them overcome serious barriers to their wellbeing, and attain their life goals. USC MFT students are trained to turn the field of mental health upside down, so that the system is fitted to the client, rather than forcing clients to fit into the system.

Course Overview

This 2 unit course is designed to teach you how to diagnose, report, and treat child and elder abuse, as well as how to diagnose and treat partner abuse. This course satisfies the 7 hour requirements for training in child abuse and 15 hour requirement for partner abuse, required by the Board of Behavioral Sciences.

Course Objectives

At the end of this course, you will be able to:

1. Recognize the prevalence of various forms of child, elder, and partner abuse in the United States.
2. Discuss how sociocultural factors such as race, ethnicity, sex, gender, etc., play a role in the phenomena of abuse and violence and access to mental health care.
3. Recognize various forms of child and elder abuse.
4. Describe the effects of psychological, physical, and sexual abuse of children and the elderly, as well as financial abuse of the elderly.
5. Identify the laws and regulations surrounding reporting suspected abuse of children and the elderly.
6. Examine the abuse reporting process and the effects of reporting abuse on the family, victim/survivor, and perpetrator, as well as on the therapeutic relationship.
7. Recall appropriate treatment interventions for victims/survivors, perpetrators, and families dealing with child or elder abuse.
8. Identify indicators of and explain various forms of partner abuse and domestic violence.
9. Explain laws and regulations pertaining to domestic violence.
10. Describe common outcomes and effects of domestic violence on the family, victim/survivor,

and perpetrator.

11. Identify effective interventions in treating domestic violence.

12. Summarize common symptoms of an emotionally abusive cycle of violence and describe various socio-cultural models of violence.

Required Texts:

Gil, E. (2011). *Helping abused and traumatized children*. New York: Guilford Press.

Herman, J. (1997). *Trauma and Recovery: The Aftermath of Violence-From Domestic Abuse to Political Terror*. Basic Books

Recommended Text:

Walker, P. (2013). *Complex PTSD: From Surviving to Thriving*. CreateSpace Independent Publishing Platform 1st Edition.

Morningstar, D. (2017). *Out of the Fog. Moving from Confusion to Clarity After Narcissistic Abuse*. Morningstar Media.

Additional Required Course Readings (Available in Blackboard under “Content”)

Reading #1 California Department of Justice. (2002). A citizen’s guide to preventing and reporting elder abuse. Retrieved February 8, 2007 from http://safestates.org/documents/citizens_guide.pdf update

Reading #1:Part 2 Morse, I., Smith R., & Null E. (2020) *The Child Abuse and Neglect Reporting Act*. Retrieved January 29, 2020 from <https://www.ivanmorselaw.com/blog/2020/january/the-child-abuse-and-neglect-reporting-act-canra/>.

Reading #2 Followill, P. (2015) *Teen Sexting in California*. Retrieved June 10, 2015 from <https://sfcriminallawspecialist.com/blog/Teen-Sexting-in-California/>

Reading #3 Wiehe, V. R. (1998). Sibling abuse. In *Understanding family violence: Treating and preventing partner, child, sibling and elder abuse*. Thousand Oaks, CA: Sage Publications.

Reading #4 Wiehe, V. R. (1998). Elder abuse. In *Understanding family violence: Treating and preventing partner, child, sibling and elder abuse*. Thousand Oaks, CA: Sage Publications.

Reading #5 Pham, E., & Liao, S. (2009). Clinician’s role in the documentation of elder maltreatment. *Geriatrics & Aging*, 12(6), 323-327.

Reading #6 Walsh, W. & Mattingly M. (2012). *Understanding Child Abuse in Rural and Urban America Risk Factors and Maltreatment Substantiation*. Carsey Institute, Issue Brief NO. 50.

Course Requirements

In-class exercises (10%)

Active participation is a critical component of this course. You are expected to come to class having completed the assigned readings for the week and be prepared to discuss the material and participate in class activities. The instructor will require the completion of in-class exercises, individually or in teams. You will complete work assigned during class time, that count towards your in-class work grade. Credit will be given for thoughtful completion. For teamwork, all members will receive the same grade for the work product. In-class work may be assigned at any point during the class; students who miss the assignment due to arriving late or leaving early will not have an opportunity to make up the work. Detailed rubric for this portion of the grade is provided under Course Rubrics.

Out of class Research Reaction Paper (20 points-20%)

You will watch the Netflix Documentary, “The Trials of Gabriel Fernandez,” and submit a 5-page reaction paper. The paper should include 1) Initial Reaction to the case and important/salient facts learned 2) Cultural Considerations of the Case; including conceptualization of Pearl Fernandez and Pearl’s boyfriend, Isauro; how you believe law enforcement and DCFS perceived Gabriel 3) The role of DCFS and where the system either failed or protected Gabriel. Who is responsible? 4) How, as a clinician would you conceptualize the family system dynamics, types of abuse Gabriel endured? 5) Could you work with his mother, Pearl or Isauro Aguirre if assigned as their clinician. Was a death sentence warranted? 6) You may also want to discuss the impact of trauma bonding between Gabriel and his caretakers and how this abuse built over time.

If you use any references outside of the documentary, please remember to cite them. Papers should be in APA format. Hard copies are preferred.

Quizzes X 2-(20 points each-40% total)

Quizzes will be multiple choice, short answer and vignette and administered in class. Method of administration (blackboard/paper) will be determined.

Final Exam (30 points-30%)

You will be provided with a final exam based on material covered throughout the course. The final will be distributed on Wednesday, June 29th. The final exam is due on Monday, June 29th at 10pm. Please note the policy associated with turning in late assignments. The format of this exam will be discussed later in the quarter.

Course Requirement Summary

In-class discussion and exercises 10%

Out of class reaction paper 20%

Quizzes 40%

Final 30%

COURSE SCHEDULE

Week	Date	Topic	Readings should be read before class	Assignments due

1	W 5/18	Introduction to course Ted Talk on Child Abuse	Herman Introduction	
2	M 5/23	Reporting Laws	Readings # 1-3	
2	W 5/25	Reporting Laws	Readings # 1-3 SOC341 Form	
3	M 5/30	University Holiday No Class		
3	W 6/1	Child Abuse Assessment & Treatment	Gil Ch. 1-4 Reading 6,	
4	M 6/6	Child Abuse Assessment & Treatment	Gil Ch. 6- 11,	<i>Quiz #1</i>
4	W 6/8	Intimate Partner Violence	Herman Ch. 6-7	
5	M 6/13	Emotional abuse, trauma bonding, and cycle of violence	Herman Ch.8-9	Dr. Barrett Presents
5	W 6/15	Treatment Considerations from an Anti-racism lens	Herman Ch.10-11	Dr. Green Presents <i>Quiz #2</i>

6	M 6/20	Complex Post Traumatic Stress Disorder/Neurobiology of Trauma and Emotion ACE Study	Research Paper Due
6	W 6/22	Course Wrap Up	Final Exam Distributed
7	M 6/28	Class Does not Meet	Final Exam due 10 pm to cmbarret@usc.edu

Course Policies

Grading Range

Final grade will be assigned based on the following range based on total points possible.

A = 94%-100% A- = 90%-93% B+ = 87%-89% B = 84%-86% B- = 80%-83% C+ = 77%-79% C = 74%-76% C- = 70%-73%

All Master's degree students should be submitting A-B range work. Students receiving a C, should consult with their professors immediately for feedback about making significant changes in their approach to their courses. Students receiving a D or below are not working at the graduate level, and should seriously consider whether their current life circumstances are conducive to successfully completing a Master's degree at this time. An A is reflective of outstanding achievement, reflecting a deep understanding, insight, and writing (i.e., profound command of the course content with a high level of scholarship and excellence).

It is expected that students will attend class regularly, participate in class discussions, and submit work promptly. Failure to meet these expectations may result in reduction in grades.
(NOTE: Please refer to the Student Handbook and the University Catalogue for additional discussion of grades and grading procedures.)

Attendance

When you miss class, you will not be able to participate in class discussions or in the experiential activities and these cannot be made up. You begin each class with zero participation points, and you may earn up to 1 point for participating in each class. Therefore, your first absence and subsequent absence will result in a loss of 1 point. Additionally, missing more than 30 minutes (i.e., leaving early, showing up late, or a combination) in any one class will result in lost points

Late Assignments

Late work will be penalized by a 10% deduction in the assignment grade every 24 hours late unless due to an emergency situation excused by the instructor. Email the instructor as soon as possible to discuss alternate arrangements due to an emergency.

Students must hand in all assignments by the end of the final exam time in order to receive a passing grade for this course. If all assignments are not handed in, students will receive a failing grade for the

course regardless of how well they did on other assignments.

Requirement for Original Work

Please be aware of the Rossier School of Education policy regarding original work. Keep in mind that it is still considered plagiarism if one searches and copies from other sources and inadvertently included this work in written papers without proper attribution.

Equivalent work in group projects

For any group project work, if there are any concerns about non-cooperation or non-equivalence of work among the members, the student having the concern should email the instructor as soon as possible. The instructor will then conduct an informal assessment (without indicating who raised the concern). In groups where this is an issue, the instructor will ask for peer rating of group members on equivalence of participation at the end of the project. If there is majority agreement (or sufficient evidence) as to nonequivalence of contribution, then that person's grade on that project may be deducted as much as a full letter grade.

Writing Skills

Formal papers should be professional documents, written in scholarly language. They should be type-written, in APA format, with sub-headings. Make sure you address all parts of the assignment. Please have a colleague give you feedback on writing errors and clarity before you turn it in. Your grade will be affected by your demonstration of writing skills (e.g., clarity, grammar, syntax, insight, mastery of course content, use of APA style, etc.). If you know writing is a challenge for you, please use the writing center on campus to help you develop this skill early in your program and before you submit your papers. You must request a referral from a professor to consult with our writing advisor, James Hayashi, or utilize the University's excellent online resources (at <http://rossier.usc.edu/students/masters-program-forms/writing-advising.html>) or other online writing centers (such as https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)

If your paper does not meet the appropriate standards for graduate level writing, you may be docked points for the assignment and may be required to provide proof of use of the writing center for all future papers in this course.

Communication Policy

Students are encouraged to contact the instructor by USC email and during office hours. The instructor will reply to emails within 48 hours, 72 hours over a weekend, and the work day following a holiday. The instructor may not respond to questions during the 24 hours before an exam or assignment is due and may not respond to emails sent from non-USC accounts.

Technology Policy

Computers are discouraged in class unless you need to take notes on them or they are relevant for in-class activities. Recent research reports that handwritten notes actually help the learner synthesize and learn material more effectively rather than verbatim transcribing of lectures. This is a class where you are expected to be engaged in discussion of the readings and responsive to the material presented. Students are expected to demonstrate professional behavior when using technology such as computers and cellphones. Any distracted behavior such as engaging in social media during class will result in a deduction of in-class participation points. If you are expecting an important call or experiencing any type of emergency, please notify your instructor prior to the beginning of class.

Program Policies and Procedures

Academic Accommodations

The University of Southern California is committed to full compliance with the Rehabilitation Act (Section 504) and the Americans with Disabilities Act (ADA). As part of the implementation of this law, the university will continue to provide reasonable accommodation for students with disabilities so that they can participate fully in the university's educational programs and activities. Although USC is not required by law to change the "fundamental nature or essential curricular components of its programs in order to accommodate the needs of disabled candidates," the university will provide reasonable academic accommodation. It is the specific responsibility of the university administration and all faculty serving in a teaching capacity to ensure the university's compliance with this policy.

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is open from 8:30 a.m. - 5:00 p.m., Monday through Friday. The campus office address is GFS 120 and phone number is (213) 740-0776. The email address is: ability@usc.edu. The website for DSP has additional information regarding accommodations and requests (www.usc.edu/disability).

Academic dishonesty

Plagiarism is the use of others' ideas, writings, research, drawings, etc. in a paper without appropriate acknowledgment. Paraphrasing (putting the material in your own words, etc.) is usually acceptable as long as the original reference is cited, and you do not imply that the ideas or thoughts are your own. You must always use quotation marks and a citation when using someone else's words verbatim. Incidences of plagiarism will result in remediation and/or a zero on the assignment and/or an F for the course.

Cheating is defined as the act of obtaining or attempting to obtain academic credit for work by the use of any dishonest, deceptive, or fraudulent means. Action will be taken if an instructor suspects a student of cheating. Please visit the USC Student Judicial Affairs and Community Standards website for more information (<http://sjacs.usc.edu/students/>).

Academic Integrity

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, "Behavior Violating University Standards" <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Observance of Religious Holidays

Students who are unable to attend class due to observance of religious holidays will not be penalized for their absence, but you must inform the instructor ahead of time via email clearly stating that the absence is due to religious reasons, and make arrangements to complete any missed coursework resulting from that absence.

Incompletes

An incomplete (IN) is given when work is not completed because of documented illness or some other emergency occurring after 80% of the course has been completed. Arrangements for the IN and its removal should be initiated by the student and agreed to by the instructor prior to the final exam. The University policy on Incompletes (IN) is as follows (from the USC Catalogue):

Conditions for Removing a Grade of Incomplete: If an incomplete is assigned as the student's grade, the instructor will fill out the Incomplete (IN) Completion form which will specify to the student and to the

department the work remaining to be done, the procedures for its completion, the grade in the course to date, and the weight to be assigned to work remaining to be done when computing the final grade. A student may remove the IN by completing only the work not finished as a result of illness or emergency. Previously graded work may not be repeated for credit. It is not possible to remove an IN by re-registering for the course, even within the designated time.

Time limit for removal of an incomplete: One calendar year is allowed to remove an IN. Individual academic units may have more stringent policies regarding these time limits. If the IN is not removed within the designated time limit, the course is considered “lapsed” and the grade is changed to an IX and it will be calculated into the grade point average as 0 points. Courses offered on a Credit/No Credit basis or taken on a Pass/No Pass basis for which a mark of Incomplete is assigned will be lapsed with a mark of NC or NP and will not be calculated into the grade point average

Support Systems:

Counseling and Mental Health at Student Health - 213-740-9355 (WELL)

Confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://studenthealth.usc.edu/counseling/>

National Suicide Prevention Lifeline - 1-800-273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

The Office of Disability Services and Programs

Provides certification for students with disabilities and helps arrange relevant accommodations. <http://dsp.usc.edu>

Student Support and Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

Diversity at USC

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students.

<https://diversity.usc.edu/>

USC Emergency Information

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible, <http://emergency.usc.edu>

USC Department of Public Safety – 213-740-4321 (UPC) and 323-442-1000 (HSC) for 24-hour emergency assistance or to report a crime.

Provides overall safety to USC community. <http://dps.usc.edu>