SYLLABUS: COUNSELING 497
DOMESTIC VIOLENCE

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Office Hours: Monday (all day) Tuesday: 9-12 noon, Wednesday: 9-12 noon
Thursday: 9-12 noon Friday (By appointment)

Course Description

Domestic violence, sometimes called domestic abuse, is reaching epidemic proportions and affects men, women and children of all races and social and economic levels. In order to stem the tide of domestic abuse we have to not only stop the abuse and protect the victims, we also have to understand what triggers the abuse so that the next generation of families can learn to live abuse-free.

Course topics will include:

- What is Domestic Violence?
- Who are the Victims?
- Recognizing the Signs of Domestic Violence
- Why Victims Stay with Abusers
- How You Can Help Victims of Domestic Abuse
- Legal Issues such as: PFA's and PRO's
- What the police and courts can and can't do
- Handling divorce and custody issues
- How to Keep Safe such as: Safety Measures for yourself and your children
- Escape plans in case you need to flee
- Understanding who to turn to in an emergency
Course Topics

- What is Domestic Violence?
- Recognizing the Signs of Domestic Violence
- Why Victims Stay with Abusers
- How You Can Help Victims of Domestic Abuse
- Legal Issues
- The After-Effects of Domestic Abuse
- Moving On--Relationships After Abuse
- Helping Domestic Abuse Survivors
- Stopping the Cycle of Abuse
- Stopping Abuse Forever

Course Materials

All course material will be provided online.

Learning Outcomes

By successfully completing this course, students will be able to:

- Define domestic violence.
- Recognize signs of domestic violence.
- Describe the reasons why victims stay with abusers.
- Describe ways you can help victims of domestic abuse.
- Summarize the legal issues involved with domestic violence.
- Describe methods for keeping safe from domestic abuse.
- Describe the after-effects of domestic abuse.
- Summarize methods for helping domestic abuse survivors with life after abuse.
- Describe methods for stopping the cycle of abuse, and
- Demonstrate mastery of lesson content at levels of 70% or higher.
Recommended Books

- **Surviving Domestic Violence: Voices of Women Who Broke Free**
- **Why Does He Do That?: Inside the Minds of Angry and Controlling Men**

Web Links

- Minnesota Center Against Violence and Abuse (MINCAVA)
- Family Violence Prevention Fund
- Illinois Coalition Against Domestic Violence
- Illinois Coalition Against Sexual Assault
- Violence Against Women Online Resources, U.S. Department of Justice
- American Professional Society on the Abuse of Children
- Institute on Domestic Violence in the African American Community
- Asian & Pacific Islander Institute on Domestic Violence
- National Latino Alliance for the Elimination of Domestic Violence
- Annie E. Casey Foundation

Course Requirements

1. Complete all required and supplemental readings appropriate to class needs and personal interests; be prepared to discuss in class.
2. Complete all class assignments within specified time frames.

Your course grade will be determined on the basis of your performance in each of the following areas:

1. Class attendance and participation (on line discussions) 20%
2. Midterm examination (November 20, 2015) 20%
3. Journal article annotated bibliography (December 4, 2015) 20%
4. Site visits to support groups (November 13, December 9) 20%
5. Final examination (December 11, 2015) 20%

NOTE: The annotated journal bibliography must be word processed or typed double-spaced and adhere to APA publication format. A part of the evaluation will involve assessment against APA format as well as clarity of written form and grammatical accuracy. All papers will be retained by the instructor, therefore it is suggested that each student retain a copy of their work. **Please take note of the due date listed below for the journal article manuscript. The final grade of this project will be adversely affected by any work submitted late.**
A. **Journal Article Annotated Bibliography**

Each student will select a domestic violence behavior topic of personal and/or professional interest, one that is believed to be worthy of theoretical/conceptual or application consideration. Research and review ten (10) *journal articles* that contain a specific theme, e.g. group work with domestic violence, outpatient treatment efficacy, solution focused therapy with domestic violence, a family therapy domestic violence abuse approach, domestic violence assessment, women’s issues in domestic violence. Prepare an annotated bibliography (a brief summary and critical analysis) of the ten articles selected. **Please note:** Students must consult with the instructor for topic approval prior to beginning work on their journal article annotated bibliography. This consultation will be done online or scheduling an appointment with the instructor. (December 4, 2015)

In addition, each student is to attend two meetings: domestic violence self-help support meeting. You are to develop a 1-2 page summary of your observations and reactions of each visit.

C. **Examinations**

The midterm and final examinations will assess the student’s knowledge of the material presented in the textbooks, reserved readings, guest speakers, videos, lectures and class discussions. The format of the exams will consist of multiple choice, short answer essay and more in-depth essays.

**Class Format**

The class format will consist of a combination of online lectures, discussions, and additional readings.
ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library, Room 132.
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Honor Statement

By accepting admission to Texas A&M University-Commerce, each student makes a commitment to understand, support and abide by the University Honor Code without compromise or exception. Violations of academic integrity will not be tolerated. This class will be conducted in strict observance of the Honor Code. Refer to your Student Handbook for details.

Course Schedule

Review of the syllabus; introduction: working definitions and the scope of substance abuse and addiction. The role of the therapist working with addictive behavior problems

Historical perspectives; harm reduction and other strengths based strategies (motivational interviewing and solution-focused therapy).

Addictive behavior effects as viewed from physiological, psychological and socio-cultural perspectives. Introduction to theories of addictive behavior;

Traditional models of addiction: disease model, behavioral model, social learning model

Assessment, diagnosis and treatment planning with substance abuse and dependency; Therapeutic interventions I: individual counseling

Addiction across the life span; "other" addictions
Competing and emerging models, Dual-diagnosis clients; Issues of race, ethnicity, culture, gender and sexual orientation

Therapeutic interventions: family, codependence and COA’s; "intervention" with abuser/addict; strategies and methods. Substance abuse and the family: codependency, enabling and the effect on children

Group treatment and self-help groups

Recovery and growth issues: 12-step models and additional self-help support groups

Relapse prevention/change maintenance: models and strategies

Public policy, prevention, and professional issues (how to survive as a substance abuse therapist), course summary.

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Man has such a predilection for systems and abstract deductions that he is ready to distort the truth intentionally, he is ready to deny evidence of his senses only to justify his logic.

-Dostoyevsky-

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Experiential Teacher’s Paradox

It’s as though the teacher said something like this: “I can tell you that there’s something you need to know and I can tell you that with my help you can probably learn it. But I cannot tell you what it is in a way that you can understand. You must be willing therefore, to undergo certain experiences as I direct you to undergo them, so that you can learn what it is you need to know and what I mean by the words I use. Then and only then can you make an informed choice about whether you wish to learn this new competence. If you are unwilling to step into this new experience without knowing ahead of time what it will be like, then I cannot help you. You must trust me.”

Donald Schon

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