



LEWIS & CLARK COLLEGE

**GRADUATE SCHOOL OF EDUCATION AND COUNSELING
SPRING 2016**

MCFT 543: DOMESTIC VIOLENCE IN MCFT

Instructor: Marisol Garcia, Ph.D.
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CATALOG DESCRIPTION

Applications of family systems approach to treatment of families in crisis and transition. Topics include issues such as substance abuse, domestic violence, sexual abuse, trauma and loss, poverty, and chronic illnesses. A portion of this course emphasizes clinical case conceptualization and treatment planning.

COURSE DESCRIPTION

Family therapists are continually confronted with violent relational systems. Family violence is widespread and necessitates competency, awareness, and action from family therapists on an individual, familial, and societal level. This course is designed to provide family therapists with introductory knowledge and skills for the assessment and treatment of family violence.

COURSE OBJECTIVES

Students in this course will develop a working knowledge of assessing and treating domestic violence in the treatment of individuals, couples, children, and families from a relational/systemic perspective. This includes developing adequate safety and intervention plans.

STUDENT LEARNING OUTCOMES

- SLO 1.1 Students recognize the impact of power on individuals, families, and communities
- SLO 1.2 Students recognize the interconnections among biological, psychological, social systems in people's lived experience
- SLO 1.3 Students apply systems/relational theories to case conceptualization.
- SLO 2.1 Students self-reflect on the implications own and others' social location in clinical practice.
- SLO 2.2 Students' clinical practice demonstrates attention to social justice and cultural democracy.

- SLO 3.1 Students are able to discern the implications of the sociopolitical context within which research is produced and applied.
 SLO 3.2 Students draw on the research literature relevant to family therapy in case planning
 SLO 4.1 Students apply ethical decision-making processes to clinical dilemmas.

EVALUATION AND GRADING

Readings 33 points

READINGS	Possible points
PREPAREDNESS FOR CLASS	16
ENGAGEMENT IN DIALOGUE AND ACTIVITIES	17
TOTAL	33

Final Paper 33 points (See Rubric)

Attendance 33 points

ATTENDANCE	Possible points
PROMPTNESS AND DEPENDABILITY	11
PREPAREDNESS FOR CLASS	11
ENGAGEMENT IN DIALOGUE AND ACTIVITIES	11
TOTAL	33

- A = 93-100
 A- = 90-92
 B+ = 88-89
 B = 83-87

B- = 80-82
C+ = 78-79
C = 73-77
C- = 70-72

NON-DISCRIMINATION POLICY/SPECIAL ASSISTANCE

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

SPECIAL ASSISTANCE

If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share, please contact the instructors via e-mail as soon as possible.

Reading Assignments: CPSY 563—Domestic Violence

Day 1

1. Greene, K., & Bogo, M. (2002). The different faces of intimate violence: Implications for assessment and treatment. *Journal of Marital and Family Therapy*, 28(4), 455-466.
2. Corvo, K. & Johnson, P. (2012). An Eye for an Eye: Gender Revanchisme and the Negation of Attachment in Domestic Violence Policy. *Partner Abuse*, 3(1).
3. Corvo, K., & deLara E. (2011). The Gift of the Magic: Can Attachment, Altruism, and Hope be Mobilized in Treating Domestic Violence. *Partner Abuse* 2(1).

4. Wilkinson, R. (2004). Why is violence more common where inequality is greater? *Annals of New York Academy of Science*, 1036, 1-12.

Day 2

5. Bograd, M., & Mederos, F. (1999). Battering and couples therapy: Universal screening and selection of treatment modality. *Journal of Marital and Family Therapy*, 25(3), 291-312.
6. Chang, J. C., Decker, M. R., Moracco, K. E., Martin, S. L., Petersen, R., & Frasier, P. Y. (2005). Asking about intimate partner violence: advice from female survivors to health care providers. *Patient Education and Counseling*, 59, 141-147.
7. Gauthier, L. M., & Levendosky, A. A. (1996). Assessment and treatment of couples with abusive male partners: Guidelines for therapists. *Psychotherapy*, 33(3), 403-417.
8. Schacht, R. L., Dimidjian, S., George, W. H., & Berns, S. B. (2009). Domestic violence assessment procedures among couple therapists. *Journal of Marital and Family Therapy*, 35(1), 47-59.
9. Todahl, J. L., Linville, D., Chou, L.-Y., & Maher-Cosenza, P. (2008). A qualitative study of intimate partner violence universal screening by family therapy interns: implications for practice, research, training, and supervision. *Journal of Marital and Family Therapy*, 34(10), 28-43.

Day 3

10. Rosen, K. H. et al. (2003). Negotiated time-out: A de-escalation tool for couples. *Journal of Marital and Family Therapy*, 29(3), 291-298.
11. McLeod, A. L., Hays, D. G., & Chang, C. Y. (2010). Female intimate partner violence survivors' experiences with accessing resources. *Journal of Counseling & Development*, 88, 303-310.
12. Milner, J., Singleton, T. (2008). Domestic violence: solution-focused practice with men and women who are violent. *Journal of Family Therapy*, 30, 29-53.

13. Rober, P., Van Eesbeek, D., & Elliott, R. (2006). Talking about violence: A microanalysis of narrative processes in a family therapy session. *Journal of Marital and Family Therapy*, 32(3), 313-328.
14. Sharma, A. (2001). Healing the wounds of domestic abuse: Improving the effectiveness of feminist therapeutic interventions with immigrant and racially visible women who have been abused. *Violence Against Women*, 7(12), 1405-1428.

COURSE SCHEDULE

	Topics	Readings due
Day 1	Definition, characteristics, symptoms, processes in domestic violence	See Above
Day 2	Assessment of Domestic Violence/Safety Planning	See Above
Day 3	Treatment of Domestic Violence	See Above

MCFT 563: Domestic Violence Final Paper Rubric

	Unacceptable (0-1)	Below Expected (2-3)	Expected/Exemplary (4-5)	Total Points (out of 5 possible)
Show impact of power	Incomplete and/or disorganized presentation of issue	Complete but shallow presentation of issue	Complete and complex presentation of issue	
Show interconnections among biological, psychological, social systems	Incomplete and/or disorganized presentation of issue	Complete but shallow presentation of issue	Complete and complex presentation of issue	
Show systems/relational theories to case conceptualization.	Incomplete and/or disorganized presentation of issue	Complete but shallow presentation of issue	Complete and complex presentation of issue	
Show self-reflection on the implications own others' social location in clinical practice.	Incomplete and/or disorganized presentation of issue	Complete but shallow presentation of issue	Complete and complex presentation of issue	
Demonstrate attention to social justice and cultural democracy.	Incomplete and/or disorganized presentation of issue	Complete but shallow presentation of issue	Complete and complex presentation of issue	
Discern the implications of the sociopolitical context within which research is produced and applied.	Incomplete and/or disorganized presentation of issue	Complete but shallow presentation of issue	Complete and complex presentation of issue	
Draw on the research literature	Incomplete and/or disorganized presentation of issue	Complete but shallow presentation of issue	Complete and complex presentation of issue	
Apply ethical decision-making processes	Incomplete and/or disorganized presentation of issue	Complete but shallow presentation of issue	Complete and complex presentation of issue	
Show relational and systemic perspective	Incomplete and/or disorganized presentation of issue	Complete but shallow presentation of issue	Complete and complex presentation of issue	

Attend to Safety Planning	Incomplete and/or disorganized presentation of issue	Complete but shallow presentation of issue	Complete and complex presentation of issue	
Provide Treatment Options and Strategies	Incomplete and/or disorganized presentation of issue	Complete but shallow presentation of issue	Complete and complex presentation of issue	