



"We are a community that commits itself to
diversity and sustainability as dimensions of a just
society" --*Lewis and Clark Mission Statement*

MCFT 543 Interpersonal Violence Treatment in Marriage, Couple, and Family Therapy (1 unit)

SUMMER 2023

Instructor: **Joslyn Armstrong, Ph.D.**

Time & Day: Section 1- 5/11-5/18, Thursday 9:30am-5:30pm
Section 2- 5/25-6/1, Thursday 9:30am-5:30pm
Section 3- 6/8-6/15, Thursday 9:30am-5:30pm

Location: York, room 116

Office Hours: by appointment via email

CATALOG DESCRIPTION

This course addresses the widespread nature of interpersonal violence across individual, partner, familial, and societal levels. It provides family therapists with introductory knowledge and skills for the assessment and treatment of interpersonal violence and trauma in marriage, couples, and family therapy. The curriculum is informed primarily by feminist and critical multicultural theories and practices.

COURSE DESCRIPTION

This course will address intimate partner violence across individual, couple, and family levels as well as incorporate discussion of violence at systemic levels. The course will provide an introductory knowledge and skills for the assessment and treatment of interpersonal violence and trauma in marriage, couples, and family therapy. Also, the course will incorporate best practices, assessment, and safety practices for teletherapy and telehealth in working with violence in individual, couple, and family clinical cases.

A note about the nature of this course: Given the sensitive and challenging nature of the material discussed in class, it is important that we develop an atmosphere of trust and openness. The instructor and students will seek to foster an environment in which each person is able to hear and respect each other, drawing on the guidelines for a relational approach to social justice and repair. It is critical that each class member show respect for all worldviews expressed in class; however, experiencing discomfort/uncomfortability is also part of the process of consciousness-raising and learning. It is expected that some of the material in this course may evoke strong emotions, please be respectful of others' emotions and be mindful of your own. Please let the instructor know if something said or done in the classroom is particularly troubling. Some students find it helpful to journal their thoughts and feelings as they explore these sensitive issues.

Prerequisites: None

Credits: 1 semester unit (15 hours contact)

MCFT 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 2.2 Students' clinical practice demonstrates attention to social justice and cultural democracy.

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.

COURSE OBJECTIVES

As a result of this course students will:

1. Develop a working knowledge of assessing and treating interpersonal violence from a systemic perspective.
2. Recognize and apply legal and ethical mandates of the profession if applicable.
3. Demonstrate a working knowledge of risk management, including the ability to formulate adequate safety and intervention plans.

READINGS:

1st Class Session:

Greene, K. & Bogo, M. (2002). The different faces of intimate violence: Implications for assessment and treatment. *Journal for Marital and Family Therapy*, 28(4), 455-466.

https://primo.lclark.edu/permalink/f/1v7iusn/TN_cdi_proquest_miscellaneous_72184514

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.

https://primo.lclark.edu/permalink/f/1v7iusn/TN_cdi_proquest_miscellaneous_6684522

[2](#)

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.

https://primo.lclark.edu/permalink/f/1v7iusn/TN_cdi_proquest_miscellaneous_7021040

[9](#)

Wrape, E. R., & McGinn, M. M. (2018). Clinical and ethical considerations for delivering couple and family therapy via telehealth. *Journal of Marital and Family Therapy*, 45(2), 296-308. doi: 10.1111/jmft.12319.

https://primo.lclark.edu/permalink/f/1v7iusn/TN_cdi_proquest_miscellaneous_1990855448

<https://www.psychologytoday.com/us/blog/love-them-or-leave-them/202211/3-big-relationship-mistakes-love-is-blind>

2nd Class Session:

Calton, J. M., Cattaneo, L. B., & Gebhard, K. T. (2016). Barriers to help seeking for lesbian, gay, bisexual, transgender, and queer survivors of intimate partner violence. *Trauma, Violence, & Abuse*, 17(5), 585-600.

https://primo.lclark.edu/permalink/f/1v7iusn/TN_cdi_proquest_miscellaneous_1826625507

Rosen, K. H. *et al.* (2003). Negotiated time-out: A de-escalation tool for couples. *Journal of Marital and Family Therapy*, 23(3), 291-298.

https://primo.lclark.edu/permalink/f/1v7iusn/TN_cdi_proquest_miscellaneous_73505265

Kelly, L. C., Spencer, C. M., Stith, S. M., & Beliard, C. (2020). “I’m black, I’m strong, and I need help”: Toxic black femininity and intimate partner violence. *Journal of Family Theory & Review*. doi: 10.1111/jftr.12358.

https://primo.lclark.edu/permalink/f/1v7iusn/TN_cdi_proquest_journals_2371831951

Yerke, A. F., & DeFeo, J. (2016). Redefining intimate partner violence beyond the binary to include transgender people. *Journal of Family Violence*, 31, 975-979.

https://primo.lclark.edu/permalink/f/1v7iusn/TN_cdi_gale_infotracacademiconefile_A472880075

<https://www.psychologytoday.com/us/blog/love-them-or-leave-them/202211/will-zanab-and-cole-love-is-blind-stay-together>

SUGGESTED TEXT:

Stith, S. M., McCollum, E. E., & Rosen, K. H. (2011). *Couples therapy for domestic violence: Finding safe solutions*. American Psychological Association.

RESOURCES:

- Domestic Abuse, Stalking and Honor Based Violence (DASH) Risk Identification Checklist (<http://www.dashriskchecklist.co.uk>)
- National Domestic Violence Hotline (www.thehotline.org), 1-800-799-7233.
- Oregon Coalition against Domestic and Sexual Violence, (<https://www.ocadsv.org/>)

COVID POLICY

Please read and carefully review LC's guidelines for reopening at

<https://www.lclark.edu/news/2020-plans/health-and-safety>

In the event of Dr. Armstrong contracting COVID-19: If Dr. Armstrong were to exhibit symptoms of the Coronavirus, then class will resume in an online format, where she limits her physical interactions with students. In the event of Dr. Armstrong's death due to Coronavirus, all direction and teaching of the course will be at the discretion of Dr. Kim (Program Director) and the MCFT faculty.

OVERVIEW AND EXPECTATIONS

Communication: If you would like to schedule a meeting, then please feel free to email me for an appointment. If you send an email to me, you can expect an answer in about 48 hours during the week. Generally, if you email me during the weekend, it is best to assume that I will not respond until Tuesday morning.

Attendance: Class attendance is expected and required as stated in the student handbook. There is no make up for any excused, missed class time. Missing more than 10% of class time may result in failure to complete the class. This would be 4.5 hours of a 45-hour class (3 credits), 3 hours for a 30-hour class (2 credits) or **1.5 hours for a 15-hour class** (1 credit.).

Assignments: All assignments are due by 11:30 pm on the due date. Late assignments will generally not be accepted. Assignments will lose 10% of the points for each day late unless an extension is approved in advance, or a disability accommodation plan is already in place. All assignments must be successfully completed to pass the class. All written work is to be typed, double spaced, and adhere to APA style 7th edition guidelines unless otherwise stated.

Readings and Discussion: All assigned readings are to be completed prior to the beginning of class. There are many ways you can work to make this class fun and engaging. This class is often discussion-based, so please do all the reading to the best of your ability. I want you to interact with the texts and come with informed opinions, so perhaps highlight, and take some notes, and find connections with your personal experiences and others'. Fun and engaging discussions also depend on your willingness to take risks, which will help cultivate a climate of openness and intellectual humility

Disclosure of personal information: Each student should decide for him/herself what information to disclose. Students are advised to be prudent when making self-disclosures. The program cannot guarantee confidentiality of student disclosures given the group environment,

although personal comments should be considered private and confidential – and remain only in the classroom – unless an exception to confidentiality applies.

Cell phones & Computers: cell phones must be silenced/remain off, and text messaging is not allowed during class time. If there is an emergency that requires your immediate attention, please step outside of the classroom. Computers must only be used for class material only (ex: taking notes, searching up information pertaining to class topics) and other usages are considered a distraction from class session.

Course Objective	MCFT Student Learning Outcomes	AAMFT Core Competencies & AMFTRB task statements	Evaluated by
1. Develop a working knowledge of assessing and treating interpersonal violence from a systemic perspective.	SLO 1.1 SLO 1.2 SLO 1.3 SLO 2.2 SLO 3.2	CC 1.1.1 CC 2.3.1 CC 2.3.6 CC 4.5.3	Self-of-therapist paper IPV Assessment video
2. Recognize and apply legal and ethical mandates of the profession if applicable.	SLO 1.3 SLO 2.2 SLO 4.1	CC 5.1.1 CC 5.1.2 CC 5.1.4 CC 5.2.1	Self-of-therapist paper
3. Demonstrate a working knowledge of risk management, including the ability to formulate adequate safety and intervention plans.	SLO 1.1 SLO 1.2 SLO 1.3 SLO 2.2 SLO 3.2 SLO 4.1	CC 1.2.1 CC 3.1.1 CC 5.1.2 CC 5.2.1 CC 5.4.1 CC 5.4.2	Self-of-therapist paper IPV Assessment video

COURSE ASSIGNMENTS AND EVALUATION

1. CLASS PARTICIPATION (15 points)

Students will rate their own participation on Moodle about how they have participated in the course based on the criteria of frequency, preparation, engagement, contribution, and self/other awareness. Please refer often to the rubric below for participation for guidelines on how you are to assess yourself in this area.

2. IPV ASSESSMENT VIDEO & INDIVIDUAL MEETING (35 points)

Students will record themselves completing an IPV assessment in a role-play of the case example that is mutual/situational partner violence. They will meet outside of class in person or over Zoom, or use friends to record the counseling demonstration completing an assessment of IPV with the relational client. The session should be 15-20 minutes long and should not go over the 20-minute limit. This recording will be a snapshot in time in a session, so there is no need to have a proper session closing. The goal should not be to squeeze an entire counseling session into 20 minutes, but students should focus more on asking IPV assessment related questions, broaching the topic of IPV with a client, and addressing any concerns from the client. Guidelines for the assignment are attached below.

You will sign up for an individual feedback session to view and evaluate your assessment skills. The links are found on Moodle.

Turn in & Grading:

Nothing. All feedback will be given verbally in person. Students can choose to upload their video to Moodle for viewing. Grading will be based on: (a) your willingness to take risks in assessing for IPV with the client in the role-play, and (b) your depth of self-evaluation and analysis in your reflection of your session. I will not be evaluating your practical skill execution, though I may comment on the presence of these skills in your verbal feedback. I want to stress that taking risks, rather than perfection in execution is what you are being evaluated on.

3. IPV SELF-OF-THE-THERAPIST PAPER (50 points)

Students will watch the movie *Antwone Fisher* (2002) as a clinical case example of IPV. Students will discuss their case conceptualization of Antwone in the movie, the individual, couple, familial, and systemic violence present. The paper will address the necessary self-of-the-therapist work that the student would need to do in their work with Antwone and its implications on their perceptions of violence within clinical practice.

Turn in & Grading:

Paper will be submitted on Moodle. The paper will be a minimum of 3 pages and a maximum of 4 pages, double spaced, 12 pt font, a Word or PDF document, and Arial/Calibri/Times New Roman/Sans Serif font. Any suspicions of violations to the Academic Integrity policy will be reported (please review the policy below). A rubric and guidelines for the assignment are attached below. Late papers will receive a 10%-point deduction for every day late.

EVALUATION AND GRADING

Class Participation	15
IPV Assessment video	35
Self-of-Therapist Paper	50
Total	100

Final Grading

A = 93-100%	A- = 90-92%
B + = 88-89%	B = 83-87%
B- = 80-82%	C+ = 78-79%
C = 73-77%	C- = 70-72%

According to Graduate School policy, grades lower than B- may not apply to graduation. Students earning a C+ or lower will need to repeat the course.

Late papers and assignments: Any assignments turned in late (without previous permission) will automatically receive a 10% reduction in grade for every day late.

CPSY DEPARTMENTAL ATTENDANCE POLICY

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness maybe seen as an absence that requires make-up work.

DISABILITY SERVICES STATEMENT

- Option 1: If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.
- Option 2: If you require academic accommodations please contact the Student Support Services Office in Albany Quadrangle (503-76-7192 or access@lclark.edu). Once you complete the intake process and the Accommodations Agreement, you may Request to Send your Accommodations Letter. Student Support Services staff will then notify faculty of the accommodations for which you are eligible.

LINKS TO LEWIS & CLARK GRADUATE SCHOOL ESSENTIAL POLICIES

This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies:

- Nondiscrimination: go.lclark.edu/gsec-nondiscrimination;
- Standards for professional student conduct and academic integrity: go.lclark.edu/gsec-conduct;
- Sexual misconduct: go.lclark.edu/titleIX.

SYLLABUS CHANGE POLICY

Except for changes that substantially affect implementation of the evaluation (grading), this syllabus is a guide for the course and is subject to change with advance notice throughout the semester.

COURSE STRUCTURE AND SCHEDULE

Any changes to the reading schedule will be announced at least 24 hours prior

Section 1 (543.11)

Session	Day	Date	Lecture Review	Readings
1	Thurs	May 11th	Introductions & Syllabus Review Lecture: IPV; IPV Assessment	On Moodle
2	Thurs	May 18th	Lecture: Clinical tools to reduce IPV	On Moodle
	Thurs	June 1st	Assignment: IPV Self-of-Therapist paper due by 11:30pm on Moodle	
		Ongoing	Assignment: IPV Assessment video & meeting w/ Dr. Armstrong	

Section 2 (543.12)

Session	Day	Date	Lecture Review	Readings
1	Thurs	May 25th	Introductions & Syllabus Review Lecture: IPV; IPV Assessment	On Moodle
2	Thurs	June 1st	Lecture: Clinical tools to reduce IPV	On Moodle
	Thurs	June 15th	Assignment: IPV Self-of-Therapist paper due by 11:30pm on Moodle	
		Ongoing	Assignment: IPV Assessment video & meeting w/ Dr. Armstrong	

Section 3 (543.13)

Session	Day	Date	Lecture Review	Readings
1	Thurs	June 8th	Introductions & Syllabus Review Lecture: IPV; IPV Assessment	On Moodle
2	Thurs	June 15th	Lecture: Clinical tools to reduce IPV	On Moodle
	Thurs	June 29th	Assignment: IPV Self-of-Therapist paper due by 11:30pm on Moodle	

		Ongoing	Assignment: IPV Assessment video & meeting w/ Dr. Armstrong	
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Day 1 Class Structure (subject to change):

9:30am-12:00pm: Learn about what is IPV and how to access (in-person & telehealth)?

12:00pm-1:00pm: Lunch

1:15pm-5:30pm: Clinical Role-plays/case examples, class participation & discussion about IPV assessment

Day 2 Class Structure (subject to change):

9:30am-12:00pm: Learn clinical tools to reduce IPV & clinical role plays

12:00pm-1:00pm: Lunch

1:15pm-5:30pm: Clinical Role-plays/case examples, class participation & discussion on clinical tools

IPV Self-of-the-Therapist Paper Guidelines & Rubric

- **Case Conceptualization:** clearly and concisely state your interpretations of Antwone as your client. Discuss what relevant factors in Antwone's cultural background (race or ethnicity, gender, sexual orientation, age, SES, education, religion/spiritual affiliation, etc.) influenced how he presents as your client presently. Discuss all the different levels of violence present (individual, couple, familial, contextual, systemic) in his situation if they apply. Discuss a systemic perspective on what larger systems may have contributed to the violence and abuse Antwone has experienced and/or inflicted as well. Discuss the strength(s) and resiliencies present for Antwone and his personhood- begin to think about what are some factors to keep in mind for yourself based on your social location in working with this client? I want you to move past talking about the difficulty you would have in connecting with him because your social location and background is different from his own (that will be most clients). I want you to speak more of how do you plan to join and build trust/connection with client given your social location.
- **Self-of-therapist:** discuss your own reflections and thoughts on what self-work you will need to be aware of given his own identities and positioning in society as your client. Some areas

to address in discussing your self-of-the-therapist work: what your first impressions would be of Antwone or his case sample, how would you join/relate/connect with Antwone-move beyond that it would be difficult because of different social locations-what would be unique for you given this clinical case, what assumptions/bias/misconceptions/blind spots would you need to address in your work with Antwone, how would you address these mishaps, and what relevant sociocultural factors related to Antwone's identity intersecting with your own would influence your therapeutic relationship with him.

Grading Rubric	Possible points	Points demonstrated
<u>Case Conceptualization:</u>		
Recognize which individual, couple, familial, contextual and/or systemic factors (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, or religion, etc.) that apply to client experience.	10	
Consider the impact of larger societal systems (e.g., military system, foster care system, criminal justice system, etc.) on clients' health and well-being and vulnerability to violence	10	
Discuss client resiliencies, strengths, and support available to him	8	
<u>Self-of-therapist:</u>		
Discuss their own self-of-therapist work around how their social location, and their history and background will affect their connection or rapport building with client- what would get in the way and what will help to build that connection with client.	10	
Discuss how therapist will confront any bias, assumptions, blind spots, misconceptions about client and client experience given the violence they have experienced and inflicted	10	
Paper is clearly written and organized, meets page requirements (4 pages maximum, double-spaced, 12 pt font, Word document), few grammar errors, concise	2	
TOTAL	50	

Assessment of IPV Video Grading Rubric	Possible points	Points demonstrated
<u>Demonstration Video:</u>		

<ul style="list-style-type: none"> Assessment contained thoughtful, clinically relevant questions that explored the experience of situational partner violence for criteria connected to type and severity of violence, frequency/likelihood, fear response, each partner's willingness to change, individual experiences of violence or conflict patterns Assessment contained open and close ended questions, fit the modality offered, used innovative questioning to assess 	10	
<ul style="list-style-type: none"> Consider the ethical/legal standards impacting the clinical case Broach importance of IPV assessment with client Navigate client pushback or questioning on next steps transition at conclusion of therapy session 	10	
<ul style="list-style-type: none"> Use of appropriate use of beginning clinical skills (primarily attending/listening behaviors, open questions for thoughts or feelings, restatements, and reflection of feelings), when necessary 	5	
<u>Individual Meeting:</u>		
<ul style="list-style-type: none"> Demonstrate a depth of self-reflection and self-awareness into their experiences as therapist from the video and communicate any self-of-therapist concerns or deeper processes that came up for them in recording video Showcase a willingness and openness to receiving feedback from Dr. Armstrong, even if it is tough to hear 	5	
<ul style="list-style-type: none"> Able to give an appropriate final assessment of violence given their client case with Dr. Armstrong 	5	
TOTAL:	35	

Class Participation Rubric

AREA	DISTINGUISHED (3)	PROFICIENT (2)	EMERGING (1)	UNACCEPTABLE (0)
Frequency (3 pts)	<ul style="list-style-type: none"> Initiates contributions (in small or large group) more than once in a class period 	<ul style="list-style-type: none"> Initiates contributions (in small or large group) more than once in a class period 	<ul style="list-style-type: none"> Initiates contributions occasionally (in small or large group) 	<ul style="list-style-type: none"> Rarely, or does not contribute during class
Preparation (3 pts)	<ul style="list-style-type: none"> Reading completed and prepared to discuss in class; On time and able to arrive or become present soon after 	<ul style="list-style-type: none"> Reading mostly completed or prepared to discussion level; Mostly on time and able to arrive or become present soon after 	<ul style="list-style-type: none"> Reading seldom completed or prepared to discussion level; Infrequently on time and/or present 	<ul style="list-style-type: none"> Rarely, or does not prepare or complete readings and is not on time and/or present
Engagement (3 pts)	<ul style="list-style-type: none"> Consistently builds on others' comments instead of offering only individual comments; Consistently stays actively engaged in dialogue, and takes responsibility for own thoughts and reactions 	<ul style="list-style-type: none"> Occasionally builds on others' comments instead of offering only individual comments; Mostly actively engaged in dialogue, and largely takes responsibility for own thoughts and reactions 	<ul style="list-style-type: none"> Infrequently builds on others' comments; Infrequently engaged and/or does not take responsibility for thoughts and reactions 	<ul style="list-style-type: none"> Rarely, or does not build on others' comments and is rarely engaged
Contributions (3 pts)	<ul style="list-style-type: none"> Willing to be unsure or risk partially formed ideas; Comments thoughtful or insightful, and deepen dialogue 	<ul style="list-style-type: none"> Occasionally risks partially formed ideas; Comments frequently thoughtful or insightful 	<ul style="list-style-type: none"> Usually does not risk partially formed ideas; Comments sometimes thoughtful or insightful 	<ul style="list-style-type: none"> Comments rarely, or comments not relevant to discussion
Self/Other Awareness (3 pts)	<ul style="list-style-type: none"> Balances frequency of own comments with others; Actively creates and invites space for quieter students; Expresses frequent verbal appreciation for others in learning community Acknowledges missteps and perspective shifts and credits person who facilitated shift 	<ul style="list-style-type: none"> Mostly balances frequency of own comments with others; Occasionally creates or invites space for quieter students; Expresses occasional verbal appreciation for others in learning community Sometimes acknowledges missteps and perspective shifts or credits person with shift 	<ul style="list-style-type: none"> Difficulty balancing frequency of own comments with others; Dominates class discussion, or interrupts others; Does not usually express verbal appreciation and/or does not acknowledge missteps or perspective shifts 	<ul style="list-style-type: none"> Frequently shuts down other students, or otherwise creates a hostile classroom environment for others Does not express verbal appreciation or acknowledge missteps or perspective shifts