SYLLABUS

Course Information:
COUN 5321-001
Spring, 2017
Wed. 5:00-7:40
BEP 250

Instructor Information:
Professor: Paula Lundberg-Love, Ph.D.
Office: BEP 253

Office Hours: 
M: 3:00-5:00 PM
Tu/Th: 2:00-3:20 PM
W: 2:00-5:00 PM

Phone: 903-566-7265 (Office)
903-561-0913 (Home)
903-520-0738 (Cell). The preferred numbers for reaching me are the cell and home phone numbers.

Email Addresses: Plove@uttyler.edu or paulallo@aol.com (The latter email address is the preferred one).

NOTE: A student at UT-Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Course Description: A survey of the issues involved in intimate partner violence and techniques for appropriate treatment strategies. Prerequisites: PSYC 5312, PSYC 5345 and the consent of instructor.

Student Learning Outcomes: As a result of this course, the successful students will:

- Demonstrate knowledge of the prevalence of and risk factors for intimate partner abuse.
- Demonstrate knowledge of the techniques involved in the identification of and treatment for perpetrators of intimate partner abuse.
- Demonstrate knowledge of the techniques involved in the identification of and treatment for victims of intimate partner abuse.
- Demonstrate knowledge regarding the research methodology that has been utilized in this field.
- Demonstrate the ability to review videos of classic cases of intimate partner violence and write 2 single spaced reaction papers for each video. The purpose to these reaction papers is to help you identify your transference and countertransference reactions to both perpetrators and victims and identify in each case how the risk factors within each partner coalesce to create dysfunctional, violent relationships.
- Demonstrate the ability to lead a group session for perpetrators and one for victims of intimate partner violence abuse with classmates who will role play being perpetrators or victims of such violence.
- Demonstrate the ability write an extended, in depth paper on treatment of a victim of
intimate partner violence based upon the case history outlined in your text, *I am not your victim 2nd edition.* (expected length of paper will be 10-13 single-spaced pages organized in case report format.)

**Evaluation and Grading:** Your final grade will be based upon your performance on a written short answer essay examination (maximum=100 pts.), your therapist role play performance for a selected topic on the treatment of perpetrators and victims of intimate violence (maximum=50 pts. each = 100 pts total), a detailed analysis paper on the book *I am not your victim 2nd edition* (maximum=100 pts.), and six journal responses to videos shown in the first third of the course (maximum=10 pts. each = maximum 60 pts). The total number of points possible to earn in this class is 360 pts. Points obtained on each assignment will be added together to obtain the final sum of point attained. Grades will be assigned on the following percentages.

- A= 306-360  (85-100%)
- B= 270-302  (75-84%)
- C= 234-266  (65-74%)
- D= 198-230  (55-64%)
- F= <198      (< 55%)

**Teaching Strategies:**

1. You are required to attend class and **read all assignments prior to class.** During the first third of the course the professor will utilize Power Point lectures to teach students about the definitions of intimate violence, its prevalence and selected topics with respect to intimate partner violence in adult relationships.

2. Also during the first third of the class there will be video presentations of some of the major cases of intimate partner violence as well as approaches to intervention with perpetrators and victims. You will be required to write a response paper of two single-spaced pages identifying your transference/countertransference issues with respect to these cases as well as the emotional impact of the video on you as a person and you as a future therapist. Scores on these papers will range from 1-10. (60 pts. Total) Do NOT merely retell the story of the video. I am very familiar with the stories. You need to assimilate the information in these videos and explain how it has just impacted you as a member of this class, and how it will affect you as a future therapist in this area. Your grade will depend upon your degree in in-depth self-analysis.

3. At the end of the first third of the class there will be a short answer (100 pt.) essay exam covering all of the Power Point Presentations and text information. It is **VERY** important that you perform well on this exam as it counts for almost one-third of your grade. In order to perform well on this exam you must be processing the volume of information weekly. In my experience, if students wait until the last minute to study for this exam, they do not do well. On the short answer essay exam some questions will be worth 20 points and some worth 10 points. The Professor will choose fifty points worth of questions that all students must answer. Then each student can choose an additional 50 points such that one answers 100 points for the exam.
4. During the final two-thirds of the class we will utilize role play techniques such that each student will lead a group therapy session for classmate role play with perpetrators of intimate partner violence and lead a group therapy session for classmate role play with victims of intimate partner violence.

5. Classmates as well as the instructor will rate/evaluate the role play therapist performance (highest grade 10 pts.) and each student will be given written feedback on her/his performance.

6. All class discussions will be treated as confidential information. Also understand that the content of this class can be upsetting and/or disconcerting. That is why class discussion and the journaling are important for the processing of the material. Also if you find that you are having difficulty with the affective content of this course, please schedule an appointment to discuss this with the professor. It is not uncommon for this information to generate strong emotional responses as the video components are graphic.

7. Finally, it is critical that all students take the exam on the assigned day. If there is a legitimate emergency a student must talk with the professor or leave a detailed voice mail message describing the details of the emergency prior to the administration of the test. You will need to provide documentation regarding the emergency or the illness. Failure to do this can result in the inability to make up the test, and an F in the course.

8. Your final analysis paper will address the contents of the book, I am not your victim 2nd edition which is a compelling true story of intimate partner violence. In this paper I want you to address the situation as if you were Ms. Sipe’s therapist. Your task is to formulate a diagnosis, generate a treatment plan and discuss each of the interventions you would utilize and the rationale for doing it. It should be a detailed analysis written similar to a professional clinical report that one would submit for a real world client. The paper should be about 10-13 pages, single spaced. You are not just limited by the materials in your treatment manuals. Creativity is encouraged.

Required Texts:


**Topical Outline:**

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READING ASSIGNMENT</th>
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<tbody>
<tr>
<td>Jan. 18</td>
<td>Introductions Video: Battered</td>
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<tr>
<td>Jan. 25</td>
<td>History and Methodology Video: Hedda Nussbaum</td>
<td>Chap. 1 (BP)</td>
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<td>Feb. 1</td>
<td>Research Methodology Video: My Husband is Killing Me</td>
<td>Chap. 2 (BP)</td>
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<td>Chaps. 1-4 (SH)</td>
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<td>Feb. 8</td>
<td>Abused Heterosexual Partners: Primarily Women Video: Every F _ _ _ ing Day of my Life</td>
<td>Chap. 9 (BP)</td>
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<td>Chaps. 5-8 (SH)</td>
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<tr>
<td>Feb. 15</td>
<td>Abusive Heterosexual Partners: Primarily Men Video: New Video</td>
<td>Chap. 10 (BP)</td>
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<td>Chaps. 9-12 (SH)</td>
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<td>Feb. 22</td>
<td>Adult Intimate Partner Violence Video: Wife Beaters</td>
<td>Chap. 1 (BP)</td>
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<td>Chaps. 13-16 (SH)</td>
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<td>Mar. 1</td>
<td><strong>EXAM</strong></td>
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<td>Mar. 8</td>
<td>Treatment of Batterers Sessions 3-4 and 5-6</td>
<td>(GM)</td>
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<td>Mar. 15</td>
<td><strong>SPRING BREAK</strong></td>
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<td>Mar. 22</td>
<td>Treatment of Batterers Sessions 7-8 and 9-10</td>
<td>(GM)</td>
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<td>Mar. 29</td>
<td>Sessions 11-12 and 13-14</td>
<td>(GM)</td>
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<td>Apr. 5</td>
<td>Sessions 15-16/Treatment of Battered Women Chaps 3 &amp; 4</td>
<td>(GM)</td>
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<td>Apr. 12</td>
<td>Treatment of Battered Women Chaps. 5 &amp; 6 (GF)</td>
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FINAL ANALYSIS PAPER (10 Pgs.)
Discuss the case of Beth Sipe. How is she typical/atypical of battered women/batterers? Research data to support your contentions? Your diagnostic impressions and data to support them? Your approach to treatment? (i.e. Your explicit treatment plan complete with novel educational/handout materials.

University Policies:

Students Rights and Responsibilities
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www.uttysler.edu/wellness/rightsresponsibilities.php

Grade Replacement/Forgiveness and Census Date Policies
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttysler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit. Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date) Schedule adjustments (section changes, adding a new class, dropping without a “W” grade) Being reinstated or re-enrolled in classes after being dropped for non-payment Completing the process for tuition exemptions or waivers through Financial Aid
State-Mandated Course Drop Policy
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).
Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services
In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact the Disability Services office in UC 3150, or call (903) 566-7079.

Student Absence due to Religious Observance
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct
Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.
(i) “Cheating” includes, but is not limited to:
• copying from another student’s test paper;
• using during a test, materials not authorized by the person giving the test;
• failure to comply with instructions given by the person administering the test;
• possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
• using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
• collaborating with or seeking aid from another student during a test or other assignment without authority;
• discussing the contents of an examination with another student who will take the examination;
• divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
• substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
• paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;
• falsifying research data, laboratory reports, and/or other academic work offered for credit;
• taking, keeping, misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,
• misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

(iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

CEP Vision and Mission and Program Standards

Vision
The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

Mission
The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.