



"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 2021**

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Instructor: **Joslyn Armstrong, Ph.D.**  
Time & Day: Section 1-Tuesday 1:00pm-4:00pm  
Section 2- Wednesday 4:00pm-7:00pm  
Section 3- Thursday 1:00 pm-4:00pm  
Location: **Virtual Zoom meetings**  
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.

**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 will seek to foster an environment in which each class member is able to hear and respect each other, drawing on the guidelines for a relational approach to social justice. It is critical that each class member show respect for all worldviews expressed in class; however, experiencing discomfort is also part of the process of consciousness-raising. 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:**

#### **1<sup>st</sup> 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.

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.

Sorenson, S. B., & Taylor, C. A. (2005). Female aggression toward male intimate partners: an examination of social norms in a community-based sample. *Psychology of Women Quarterly, 29*, 78-96.

#### **2<sup>nd</sup> Class Session:**

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.

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.

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.

Oka, M., & Whiting, J. B. (2011). Contemporary MFT theories and intimate partner violence: A review of systemic treatments. *Journal of Couple & Relationship Therapy, 10*(1), 34-

**3<sup>rd</sup> Class Session:**

- Cohen, J. A., & Mannarino, A. P. (2008). Trauma-focused cognitive behavioral therapy for children and parents. *Child and Adolescent Mental Health, 13*(4), 158-162.
- McLoed, A. L., Hays, D. G., & Chang, C. Y. (2010). Female intimate partner violence survivors' experiences with accessing resources. *Journal of Counseling and Development, 88*, 303-310.
- Milner, J. & Singleton, T. (2008). Domestic violence: Solution focused practice with men and women who are violent. *Journal of Family Therapy, 30*, 29-53.
- 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.
- 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.

**4<sup>th</sup> Class Session:**

- 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.
- 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
- Linville, D. K., Chronister, K., Marsiglio, M., & Brown, T. B. (2012). Treatment of partner violence in gay and lesbian relationships. In J. J. Bigner & J. L. Wetchler (Eds.), *Handbook of LGBT-affirmative couple and family therapy* (pp. 327-342).
- Yerke, A. F., & DeFeo, J. (2016). Redefining intimate partner violence beyond the binary to include transgender people. *Journal of Family Violence, 31*, 975-979.

**5<sup>th</sup> Class Session:**

- Aymer, S. R. (2016). "I can't breathe": A case study- helping Black men cope with race-related trauma stemming from police killing and brutality. *Journal of Human Behavior in the Social Environment, 26*(3-4), 367-376.
- Barrios, V. R., Bee Lian Khaw, L., Bermea, A., & Hardesty, J. L. (2020). Future directions in intimate partner violence research: An intersectionality framework for analyzing

women's processes for leaving abusive relationships. *Journal of Interpersonal Violence*, 0(00), 1-26.

George, J., & Stith, S. M. (2014). An updated feminist view of intimate partner violence. *Journal of Family Process*, 53, 179-193.

Jory, B., Anderson, D., & Greer, C. (1997). Intimate justice: Confronting issues of accountability, respect, and freedom in treatment of abuse and violence. *Journal of Marital and Family Therapy*, 23(4), 399-419.

Stith, S. M., McCollum, E., Amanor-Boadu, Y., & Smith, D. (2012). Systemic perspectives on intimate partner violence treatment. *Journal of Marital and Family Therapy*, 40(38), 220-240. doi: 10.1111/j.1752-0606.2011.00245.x

## RESOURCES:

Domestic Abuse, Stalking and Honor Based Violence (DASH) Risk Identification Checklist (<http://www.dashriskchecklist.co.uk>)

National Domestic Violence Hotline ([www.thehotline.org](http://www.thehotline.org)), 1-800-799-7233.

Oregon Coalition against Domestic and Sexual Violence, (<https://www.ocadsv.org/>)

**Guidelines for this Zoom online course.** Each instructor structures online learning somewhat differently. In this class:

- You may log into the “classroom” early. Come five or ten minutes early and chat with each other. Instructor will not listen to your pre-class conversation, even if logged in.
- Open your video so we can all see each other. You are NOT required to have your video on during virtual classroom. However, you must continue to participate in class breakout rooms and discussion in speaking or participating in the chat or polling questions.
- Mute your sound when you are not speaking, except in small breakout groups.
- Use the *gallery view* in Zoom during class discussion. When the instructor or a student is presenting, switch to *speaker view*.
- Wave your hand when you want to speak. Feel free to assist the instructor in noticing if someone wants to speak and has been missed.
- Use the chat room function to share your thoughts or perspective about class material during class discussion if you cannot find an optimal time to jump into discussion
- Glitching? Sign out and sign back in.
- Take turns talking (be aware of other potential speakers)

- Listen and respond to each other (use names when appropriate)
- Be mindful of on camera/muted talking
- Try to arrange your screen to best convey active listening
- Engaged and Active--we make the class for each other!

**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.

**My Commitment to You:**

I am committed to assisting you by creating a safe, respectful and professional learning environment to be able to learn critical course material over the semester. I encourage you to discuss the course content with me any time during the semester. **My office is open to you by appointments only.** I also encourage you to offer your feedback throughout the course. I highly value your input.

**Responsibilities of the Student:**

This course will require due diligence on the student's behalf. Student must read assigned chapters and review all supplemental material provided on Moodle, or via email. You will be held responsible for knowing any changes made to the class schedule, weekly reading materials, or class assignments that will be in the announcements on Moodle or via email. In order to earn a satisfactory score in this course, the student must complete all assignments and readings, and remain engaged in the in-class format. Remember you are the sole owner of your academic experience; you must take responsibility for everything you do or not do in this course.

Course Objective	MCFT Student Learning Outcomes	AAMFT Core Competencies & AMFTRB task statements	Evaluated by
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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  Student facilitator groups
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  Student facilitator groups

## COURSE ASSIGNMENTS AND EVALUATION

This class will emphasize learning by doing. Students will actively engage in reading family therapy-related research, reflect on the process of violence and the context in which findings violence manifests, and consider implications for clinical practice. Your course grade will be based the following assessments.

### 1. CLASS PARTICIPATION (20 points)

Because class participation and discussion are essential for your learning, regular online attendance is expected for this course. Students are expected to attend class weekly via zoom meetings and be on time. Participation is counted as involvement in class and in class assignments. Therefore, it is imperative that you attend online class unless otherwise informed by Dr. Armstrong. Distracting behavior in class is unacceptable and will not be tolerated. Other unacceptable behaviors include arriving late or leaving early, except in cases when there is a valid reason for doing so, also being on your phone or being distracted via zoom.

All assigned readings must be completed in advance of the class in which they are to be discussed. Every student is responsible for coming to class prepared to participate in a meaningful discussion. Online classroom group discussions are opportunities to bring up questions about the assigned readings, further your understanding of the concepts in lectures, integrate course material into your understanding of IPV, and integrate material into your clinical practice. Thus, students are expected to read all required readings and supplemental readings and actively participate in class discussions and small group activities.

### 2. STUDENT FACILTIATOR GROUPS (30 points)

Students will be in Student Facilitator Groups for each class session. There will be 5 total groups with 3 students in each group. Groups will facilitate a discussion on a special topic interconnected to IPV. Groups will use an hour of class time to lead class time. Groups are required to use a media method and have an interactive component (class discussion). Groups will be graded on level of engagement, type of interactive activity, and topic connectedness to IPV. Any suspicions of violations to the Academic Integrity policy will be reported (please review the policy below). Guidelines for the facilitation groups are attached below.

### 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. The paper will be a minimum of 3 pages and a maximum of 4 pages, double spaced, 12 pt font, a Word document, and Times New Roman. 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. Paper will be submitted through Moodle.

### EVALUATION AND GRADING

Class Participation	20
Student Facilitator Group	30
Self-of-Therapist Paper	50
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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](mailto: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.

### **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.

### **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](http://go.lclark.edu/gsec-nondiscrimination);
- Standards for professional student conduct and academic integrity: [go.lclark.edu/gsec-conduct](http://go.lclark.edu/gsec-conduct);
- Sexual misconduct: [go.lclark.edu/titleIX](http://go.lclark.edu/titleIX).

### **CELL PHONES**

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 mute your video to take the call.

### **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 (543.01):



<b>Session</b>	<b>Day</b>	<b>Date</b>	<b>Lecture Review</b>	<b>Readings</b>
1	Tu	May 11th	Introductions & Syllabus Review <b>Lecture:</b> IPV	On Moodle
2	Tu	May 18th	<b>Lecture:</b> IPV Assessment & Safety Planning	On Moodle
3	Tu	May 25th	<b>Lecture:</b> Treatment & Clinical Interventions of IPV	On Moodle
4	Tu	June 1st	<b>Lecture:</b> Self-of-Therapist & IPV; Intersectional Populations & IPV <b>Assignment:</b> Self-of-therapist paper due at 11:30pm on Moodle	On Moodle
5	Tu	June 8th	<b>Lecture:</b> Systemic Violence	On Moodle

Section 2 (543.11):

<b>Session</b>	<b>Day</b>	<b>Date</b>	<b>Lecture Review</b>	<b>Readings</b>
1	Wed	May 12th	Introductions & Syllabus Review <b>Lecture:</b> IPV	On Moodle
2	Wed	May 19th	<b>Lecture:</b> IPV Assessment & Safety Planning	On Moodle
3	Wed	May 26th	<b>Lecture:</b> Treatment & Clinical Interventions of IPV	On Moodle
4	Wed	June 2nd	<b>Lecture:</b> Self-of-Therapist & IPV; Intersectional Populations & IPV <b>Assignment:</b> Self-of-therapist paper due at 11:30pm on Moodle	On Moodle
5	Wed	June 9th	<b>Lecture:</b> Systemic Violence	On Moodle

Section 3 (543.21):

<b>Session</b>	<b>Day</b>	<b>Date</b>	<b>Lecture Review</b>	<b>Readings</b>
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1	Thurs	May 13th	Introductions & Syllabus Review <b>Lecture:</b> IPV	On Moodle
2	Thurs	May 20th	<b>Lecture:</b> IPV Assessment & Safety Planning	On Moodle
3	Thurs	May 27th	<b>Lecture:</b> Treatment & Clinical Interventions of IPV	On Moodle
4	Thurs	June 3rd	<b>Lecture:</b> Self-of-Therapist & IPV; Intersectional Populations & IPV <b>Assignment:</b> Self-of-therapist paper due at 11:30pm on Moodle	On Moodle
5	Thurs	June 10th	<b>Lecture:</b> Systemic Violence	On Moodle

### **Guiding questions to prepare for MCFT 543 class discussion**

As you do the assigned readings, reflect on the following questions and make notes on your responses. Be prepared to share your perspectives in class.

1. From what perspectives (personal, academic, and clinical locations) are the authors writing?

How does this shape their work and contributions to equity in family therapy?

2. What ideas/concepts in this reading

- a. Resonate with my previous knowledge and experience?
- b. Stimulate new thoughts or questions for me?

3. How is my response to this reading informed by my personal experience within my intersecting social locations?

4. What specific practice implications are relevant to me given my social location, privilege/marginalization, and process of professional development?

### **Student Facilitator Groups Guidelines**

- Must last a minimum 45 minutes and maximum 1-hour total time

- Groups will compose of 3 people per group making up 5 total groups
- Must present on an intersection of a special topic and IPV (ex: disability, SES, substance use, diverse groups, social media, mindfulness, case example)
- Groups are allowed to use assigned readings for the class session listed on Moodle to support presentations/facilitation
- Can use a creative media method such as share/write a poem, complete a drawing, mixtape, combination of videos, PowerPoint/Prezi, etc.
- Must have a small group discussion and/or group activity involved in facilitation (ex. smaller 'breakout room' discussions or larger group discussions)- prepare 3-5 discussion questions related to what your group decides to facilitate for discussion. Ex: "What are some assumptions you have violence in queer relationships?"

### **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 any strength(s)/support/liberations present within Antwone's experience or personhood as well.
- **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, 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
<b><u>Case Conceptualization:</u></b>		
Recognize which individual, couple, familial, contextual and/or systemic factors (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, etc.) that are relevant to client experience.	10	
Consider the impact of larger societal systems (e.g., legal system, social services, schools, medical systems, etc.) on clients' health and well-being and propensity for violence	10	
Discuss strength(s) of client experience	8	
<b><u>Self-of-therapist:</u></b>		
Self-of-therapist work discussing own history and social location and its impact on personal relationships on clinical practice with client.	10	
Discuss how therapist will confront any bias, assumptions, blind spots, misconceptions about client and client experience connected to violence	10	
Paper is clearly written and organized, meets page requirements (4 pages maximum, double-spaced, 12 pt font, Times New Roman, Word document), few grammar errors, concise	2	
TOTAL	50	