



"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 2022**

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Instructor: **Joslyn Armstrong, Ph.D.**  
Time & Day: Section 1-Tuesday 1:00pm-4:00pm  
Section 2- Tuesday 5:00pm-8:00pm  
Section 3- Wednesday 1:00 pm-4:00pm  
Location: York, room 117  
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. 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 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:**

**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.

[https://primo.lclark.edu/permalink/f/1v7iusn/TN\\_cdi\\_proquest\\_miscellaneous\\_18266255\\_07](https://primo.lclark.edu/permalink/f/1v7iusn/TN_cdi_proquest_miscellaneous_18266255_07)

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

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.

[https://primo.lclark.edu/permalink/f/1v7iusn/TN\\_cdi\\_proquest\\_miscellaneous\\_57307467](https://primo.lclark.edu/permalink/f/1v7iusn/TN_cdi_proquest_miscellaneous_57307467)

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

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\\_66845222](https://primo.lclark.edu/permalink/f/1v7iusn/TN_cdi_proquest_miscellaneous_66845222)

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\\_70210409](https://primo.lclark.edu/permalink/f/1v7iusn/TN_cdi_proquest_miscellaneous_70210409)

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

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.

[https://primo.lclark.edu/permalink/f/1v7iusn/TN\\_cdi\\_proquest\\_miscellaneous\\_925740090](https://primo.lclark.edu/permalink/f/1v7iusn/TN_cdi_proquest_miscellaneous_925740090)

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

### **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.

[https://primo.lclark.edu/permalink/f/1v7iusn/TN\\_cdi\\_proquest\\_miscellaneous\\_867744120](https://primo.lclark.edu/permalink/f/1v7iusn/TN_cdi_proquest_miscellaneous_867744120)

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](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\\_infotracaacademiconefile\\_A472880075](https://primo.lclark.edu/permalink/f/1v7iusn/TN_cdi_gale_infotracaacademiconefile_A472880075)

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

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.

[https://primo.lclark.edu/permalink/f/1v7iusn/TN\\_cdi\\_proquest\\_miscellaneous\\_918932994](https://primo.lclark.edu/permalink/f/1v7iusn/TN_cdi_proquest_miscellaneous_918932994)

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

### 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/>)

### 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 reading 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.

<b>Course Objective</b>	<b>MCFT Student Learning Outcomes</b>	<b>AAMFT Core Competencies &amp; AMFTRB task statements</b>	<b>Evaluated by</b>
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  Toolkit of Resources
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  Toolkit of Resources

## **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 class attendance is expected for this course. Students are expected to attend class weekly meetings and be on time. Participation is counted as involvement in class and in class assignments. Therefore,

it is imperative that you attend 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 computer.

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. 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. TOOLKIT OF RESOURCES FOR IPV GROUPS (30 points)

Students will be in Toolkit Groups for each class session. There will be 5-6 total groups with 3 students in each group. Groups will create a 1-3-page infographic of resources for a group, target population, or specific demographic that are impacted by IPV. The group must provide a list of resources for the categories given in the guidelines. Groups will be graded on and topic connectedness to IPV, variety of resources they provide, and visual representation. 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. Only 1 person in the group will submit the Infographic on the Moodle discussion board.

## 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 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. Paper will be submitted through Moodle.

## EVALUATION AND GRADING

Class Participation	20
Toolkit of Resources for IPV Groups	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 (543.11) & 2 (543.12):

<b>Session</b>	<b>Day</b>	<b>Date</b>	<b>Lecture Review</b>	<b>Readings</b>
1	Tu	May 17th	Introductions & Syllabus Review <b>Lecture:</b> IPV	On Moodle
2	Tu	May 24th	<b>Lecture:</b> IPV Assessment & Safety Planning	On Moodle
3	Tu	May 31st	<b>Lecture:</b> Treatment & Clinical Interventions of IPV	On Moodle
4	Tu	June 7th	<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 14th	<b>Lecture:</b> Systemic Violence <b>Assignment:</b> Toolkit of Resources for IPV Groups due at 11:30pm on Moodle	On Moodle

Section 3 (543.13):

<b>Session</b>	<b>Day</b>	<b>Date</b>	<b>Lecture Review</b>	<b>Readings</b>
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1	Wed	May 18th	Introductions & Syllabus Review <b>Lecture:</b> IPV	On Moodle
2	Wed	May 25th	<b>Lecture:</b> IPV Assessment & Safety Planning	On Moodle
3	Wed	June 1st	<b>Lecture:</b> Treatment & Clinical Interventions of IPV	On Moodle
4	Wed	June 8th	<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 15th	<b>Lecture:</b> Systemic Violence <b>Assignment:</b> Toolkit of Resources for IPV Groups due at 11:30pm on Moodle	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?

### **Toolkit of Resources for IPV Groups Guidelines**

- Must last a minimum 1 page and maximum 3 pages Infographic design
- Groups will compose of 3 people per group making up 5-6 total groups
- Groups cannot have the same toolkit target groups.
- Groups are allowed to use assigned readings for the class session listed on Moodle to support their Infographic
- Groups will choose a group, target population, or specific demographic to center the focus of their resources to that are affected by interpersonal violence. Groups are also allowed to take an intersectional approach. For example: immigrant, undocumented, gender, racial/ethnic groups, disability, LGBTQIAA+, SES, etc.
- Groups can also choose a special topic that can be involved in interpersonal violence. Groups are allowed to take an intersectional approach. For example: substance use, process addiction, social media, mindfulness, etc.
- Group will provide the contact numbers, websites, and links to all resources in the Infographic. After choosing a group, then their resource toolkit or manual will provide at least 2 differing resources for at least 6 out of the 9 of these categories:
  - City, state, or national resources or hotlines
  - Websites to contact for assistance
  - Non-profit organizations & community organizations
  - Counseling services
  - Trainings
  - Books
  - Podcasts
  - Articles (peer-reviewed or non-empirical)
  - Miscellaneous
- Each group will submit or post their final Infographic on the assigned discussion board on Moodle

### **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
<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, 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	
<b><u>Self-of-therapist:</u></b>		
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	