
Calumet College



of Saint Joseph

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Calumet College of St. Joseph is a Catholic institution of higher learning dedicated to the academic, spiritual and ethical development of undergraduate and graduate students. Informed by the values of its founding religious community, the Missionaries of the Precious Blood (C.P.P.S.), the College promotes the inherent dignity of all people, social justice, an ethic of service, student empowerment, opportunity, and lifelong learning.

COURSE SYLLABUS, Fall 2017-1

Course: HSV 342 COUNSELING FOR SEXUAL AND DOMESTIC VIOLENCE
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Instructor Information:

Instructor Name	Vernita Brokemon
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Hours Available:	Call after 4:30 M-F
Instructor Background:	2006 MSW Indiana University Northwest 1998 Bachelor Business Administration Indiana University

Course Information:

Course Time:	7:45 to 9:45 p.m.
Classroom:	208
Prerequisites:	HSV 100 and 220
Required Books and Materials:	Patricia A. Resick and Monica Schnicke Cognitive Processing Therapy for Rape Victims: A Treatment Manual (1 st . ed) SAGE ISBN-13:978-0803949027 Denise A. Hines Family Violence in the United States: Defining Understanding, and combating Abuse. Sage Publications; 2nd edition (12-01-12) ISBN: 9781412989008
Learning Outcomes/ Competencies:	

1. Students in this course will: Understand Post Traumatic Stress Disorder;
2. Analyze the clinical impact of family violence on victims;
3. Develop entry level skills in intervention and treatment of sexual and domestic violence.
4. Analyze the characteristics of an abuser and how those characteristics develop.
 - Students will read analytically, synthetically, and critically in a variety of genres.
 - Students will write in a variety of forms using valid logic, persuasive rhetoric, and correct grammar, usage, and punctuation.
 - Students will be able to orally deliver a presentation with a clear central idea that is logically developed, supported by convincing evidence and valid reasoning, and expressed using language and delivery choices thoughtfully adapted to the audience.
 - Students will represent, apply, analyze, and evaluate relevant qualitative and quantitative mathematical and scientific evidence (i.e. equations, graphs, diagrams, tables, words) to support or refute an argument.
 - Students will appreciate, create, and critique the persuasive power of art and media.
 - Students will be able to apply ethical standards to social issues and analyze their own core beliefs and the origin of these beliefs.

This course meets the following program objectives of the Human Services Program.

Course Description: This Course will introduce students to the theory and practice of counseling individuals and families impacted by sexual and domestic violence. The psychological dimensions of rape, battering and other forms of sexual and domestic violence will be explored. Special attention will be given to treatment methods and the various roles of mental health counselors, pastoral counselors and criminal justice counselors in responding to offenders and victims.

Learning Strategies:

Blackboard, Technology, Service Learning, Group Discussions, Team Projects, Collaborative Learning, Lecturing...etc.)

Experiential Learning Opportunities: Students are encouraged to contact a shelter program in their community and learn about the services that are available to victims of sexual and domestic violence.

Assessments:				
Major Assignments:			Due Date	
Formative Assessments	Reflection paper One	20% of grade		09-28-17
Test	Mid Term Exam	20% of grade		10-19-17
Summative Assessments	Part One Individual project class presentation	20 % of grade		11-16-17
Participation Assessment	Actively participate in group and classroom discussion.	10% of grade		
Final Exam	Final Exam	30%		12-14-17
Class Participation:				

Student grading will include participation efforts. Students should come to class prepared to participate in discussion.		
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Grading Scale:

100 – 92: A 91 – 90: A-
89 – 88: B+ 87 – 82: B 81 – 80: B-
79 – 78 : C+ 77 – 72: C 71 – 70 : C-
69 – 68: D+ 67 – 62: D 61 – 60: D-
59 and below F

ASSIGNMENTS

Assignments	Description	Due Date
Reflection Paper One	The Reflection Paper should identify the student's underlying beliefs and values about sexual and domestic violence. 2-3 pages in length.	09-28-17
Mid Term Exam	The exam will cover the cycle of domestic violence, family violence and maltreatment issues.	10-19-17
Individual Class Presentation	15 to 20 minute presentation discussing the challenges of counseling victims of domestic, describe the intervention and explain how culture and violence has impacted the treatment process. Include 5 page paper with presentation	11-16-17
Final Exam	Final Exam	12-14-17

- 1. Blackboard Discussion Forums**
- 2. Increased self-awareness:** Sexism inventory: Through completion of in-class, on-line self-assessment exercises, and a reflection paper, students will be able to identify and discuss their underlying beliefs and values about the origins of and responses to sexual and domestic violence. **(Reflection Paper One)**
3. Upon completion of Part I, students will submit to a Mid Term Exam.
4. Upon completion of Part II, students will present a 15 to 20 minute presentation in which they identify and discuss the challenges of counseling victims of sexual assault and assess the viability of Cognitive Processing Therapy for victims.
5. Through in-class simulation exercises, students will demonstrate the ability to use intervention strategies with victims of sexual and domestic violence.

HSV 342 Counseling for Sexual and Domestic Violence- Course Schedule:

Class Date	Assignments	Class Discussion /Participation
PART 1 SEPT. 7 – Oct 26TH DOMESTIC VIOLENCE Primary Resource: Denise A. Hines Family Violence in the United States: Defining Understanding, and combating Abuse. Sage Publications; 2nd edition (12-01-12) ISBN: 9781412989008		

<p>Sept 7 Introduction and Course Overview</p> <p>Sept 14 Chapter 1 and DV framework</p> <p>Sept 21 Chapter 2 and 3</p> <p>Sept 28 Chapter 4 and 5</p> <p>Oct 5 Chapters 6 and 7</p> <p>Oct 12 Chapters 8 and 9</p> <p>Oct. 19 Chapter 10 and 11</p> <p>Oct 26 Chapter 12 and 13</p>	<p>Reflection Paper Due</p> <p>Mid Term Exam</p>	
<p>PART II: Nov 2 – Dec. 7: SEXUAL VIOLENCE Primary Resource: Patricia A. Resick and Monica Schnicke. Cognitive Processing Therapy for Rape Victims: A Treatment Manual (1st. ed). SAGE ISBN-13:978-0803949027</p>		
<p>RAPE AND ITS AFTERMATH</p>		
<p>Nov 2 Introduction: Information Processing Theory and Relevant Treatments Diagnosis and Assessment</p>		
<p>COGNITIVE PROCESSING THERAPY: SESSION BY SESSION</p>		
<p>Nov. 9 Introduction and Education Phase The Meaning of the Event Identification of Thoughts and Feelings Remembering the Rape</p> <p>Nov. 16 Identification of Stuck Points Challenging Questions Faulty Thinking Patterns</p> <p>Nov. 23 Thanksgiving Holiday No Class</p>		
<p>PART THREE: SPECIAL CONSIDERATIONS</p>		
<p>Nov. 30 Group Versus Individual Treatment Practical Considerations for Running Groups Safety Issues Trust Issues Power and Control Issues Esteem Issues Intimacy Issues and Meaning of the Event</p>		

Dec. 7	Client Characteristics That May Affect Treatment Therapist Considerations Results of CPT Alcohol and Sexual Assault		
Dec. 14	Finals Week		

I reserve the right to change this schedule to meet the needs of the class.

Responsibilities	
Attending Class	You cannot succeed in this class if you do not attend. We believe that intellectual growth and success in higher education occur through interaction in the classroom and laboratories. However, we do not want to penalize students for participating in college-sponsored events. When you miss class because of a college event, you must give notice of your absence in advance, and you are responsible for all missed work. Being absent doesn't excuse you from doing class work; you have more responsibilities to keep up and meet the objectives of this course. Students should notify the instructor via email or text to receive an excused absence.
Turning In Your Work	You cannot succeed in this class if you do not turn in all your work on the day it is due. Students are allowed to submit work by midnight on the due date via email. If work is not submitted in class or via email 5 points will be deducted each day. After the 3 rd day, the assignment will not be accepted. If there are extenuating circumstances not allowing timely submission the student should discuss with the instructor in advance of the due date.
CCSJ Student Honor Code	This course asks students to reaffirm the CCSJ Student Honor Code: I, as a student member of the Calumet College academic community, in accordance with the college's mission and in a spirit of mutual respect, pledge to: <ul style="list-style-type: none"> • Continuously embrace honesty and curiosity in the pursuit of my educational goals; • Avoid all behaviors that could impede or distract from the academic progress of myself or other members of my community; • Do my own work with integrity at all times, in accordance with syllabi, and without giving or receiving inappropriate aid; • Do my utmost to act with commitment, inside and outside of class, to the goals and mission of Calumet College of St. Joseph.

Using Electronic Devices	Electronic devices can only be used in class for course-related purposes. If you text or access the Internet for other purposes, you may be asked to leave, in which case you will be marked absent.
Participating in Class	You must be on time, stay for the whole class and speak up in a way that shows you have done the assigned reading. Please advise instructor if you are unable to remain the entire class time. If you are not prepared for class discussion, you may be asked to leave, in which case you will be marked absent.
Doing Your Own Work	<p>If you turn in work that is not your own, you are subject to judicial review, and these procedures can be found in the College Catalog and the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.</p> <p>Using standard citation guidelines, such as MLA or APA format, to document sources avoids plagiarism. The Library has reference copies of each of these manuals, and there are brief checklists in your Student Handbook and Planner.</p> <p>PLEASE NOTE: All papers may be electronically checked for plagiarism.</p>
Tracking Your Progress	Your midterm grade will be available on MyCCSJ between Weeks 6 and 8. Be sure to see how you're doing and follow up with your instructor.
Sharing Your Class Experience	At the end of the term, you will have the opportunity to evaluate your classroom experience. These confidential surveys are <i>essential</i> to our ongoing efforts to ensure that you have a great experience that leaves you well prepared for your future. Take the time to complete your course evaluations – we value your feedback!
Withdrawing from Class	After the last day established for class changes has passed (see the College calendar), you may withdraw from a course by following the policy outlined in the CCSJ Course Catalog.

Resources	
Student Success Center:	The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is open to all students at no charge. You can contact the Student Success Center at 219 473-4287 or stop by the Library.
Disability Services:	Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans with Disabilities Act (ADA) guidelines. If you believe that you need a “reasonable accommodation” because of a disability, contact the Disability Services Coordinator at 219-473-4349.
Student Assistance Program	Through a partnership with Methodist Hospital, Calumet College of St. Joseph provides a free Student Assistance Program (SAP) to current students. The SAP is a confidential counseling service provided to students for personal and school concerns which may be interfering with academic performance and/or quality of life. The SAP counselor is available on campus once a week and off-site at their Employee Assistance Program (EAP) office in Merrillville or Gary. For more information, contact the SAP Counselor, at 219-736-4067.
CCSJ Alerts:	Calumet College of St. Joseph’s emergency communications system will tell you about emergencies, weather-related closings, or other incidents via text,

email, or voice messages. Please sign up for this important service annually on the College's website at: <http://www.ccsj.edu/alerts/index.html>.

Emergency Procedures

MEDICAL EMERGENCY

EMERGENCY ACTION

1. Call 911 and report incident.
2. Do not move the patient unless safety dictates.
3. Have someone direct emergency personnel to patient.
4. If trained: Use pressure to stop bleeding.
5. Provide basic life support as needed.

FIRE

EMERGENCY ACTION

1. Pull alarm (located by EXIT doors).
2. Leave the building.
3. Call 911 from a safe distance, and give the following information:
 - Location of the fire within the building.
 - A description of the fire and how it started (if known)

BUILDING EVACUATION

1. All building evacuations will occur when an alarm sounds and/or upon notification by security/safety personnel. **DO NOT ACTIVATE ALARM IN THE EVENT OF A BOMB THREAT.**
2. If necessary or if directed to do so by a designated emergency official, activate the building alarm.
3. When the building evacuation alarm is activated during an emergency, leave by the nearest marked exit and alert others to do the same.
4. Assist the disabled in exiting the building! Remember that the elevators are reserved for persons who are disabled. **DO NOT USE THE ELEVATORS IN CASE OF FIRE. DO NOT PANIC.**
5. Once outside, proceed to a clear area that is at least 500 feet away from the building. Keep streets, fire lanes, hydrant areas and walkways clear for emergency vehicles and personnel. The assembly point is the sidewalk in front of the college on New York Avenue.
6. **DO NOT RETURN** to the evacuated building unless told to do so by College official or emergency responders.

IF YOU HAVE A DISABILITY AND ARE UNABLE TO EVACUATE:

Stay calm, and take steps to protect yourself. If there is a working telephone, call 911 and tell the emergency dispatcher where you are **or** where you will be moving. If you must move,

1. Move to an exterior enclosed stairwell.
2. Request persons exiting by way of the stairway to notify the Fire Department of your location.
3. As soon as practical, move onto the stairway and await emergency personnel.
4. Prepare for emergencies by learning the locations of exit corridors and enclosed stairwells. Inform professors, and/or classmates of best methods of assistance during an emergency.

HAZARDOUS MATERIAL SPILL/RELEASE

EMERGENCY ACTION

1. Call 911 and report incident.

2. Secure the area.
3. Assist the injured.
4. Evacuate if necessary.

TORNADO

EMERGENCY ACTION

1. Avoid automobiles and open areas.
2. Move to a basement or corridor.
3. Stay away from windows.
4. Do not call 911 unless you require emergency assistance.

SHELTER IN PLACE

EMERGENCY ACTION

1. Stay inside a building.
2. Seek inside shelter if outside.
3. Seal off openings to your room if possible.
4. Remain in place until you are told that it is safe to leave.

BOMB THREATS

EMERGENCY ACTION

1. Call 911 and report incident.
2. If a suspicious object is observed (e.g. a bag or package left unattended):
 - Don't touch it!
 - Evacuate the area.

TERRORISM AND ACTIVE SHOOTER SITUATIONS

EMERGENCY ACTION

1. Call 911 and report intruder.

RUN, HIDE OR FIGHT TIPS:

1. **Prepare** – frequent training drills to prepare the most effectively.
2. **Run and take others with you** – learn to stay in groups if possible.
3. **Leave the cellphone.**
4. **Can't run? Hide** – lock the door and lock or block the door to prevent the shooter from coming inside the room.
5. **Silence your cellphone** -- use landline phone line.
6. **Why the landline?** It allows emergency responders to know your physical location.
7. **Fight** – learn to “fight for your life” by utilizing everything you can use as a weapon.
8. **Forget about getting shot – fight!** You want to buy time to distract the shooter to allow time for emergency responders to arrive.
9. **Aim high** – attack the shooter in the upper half of the body: the face, hands, shoulder, neck.
10. **Fight as a group** – the more people come together, the better the chance to take down the shooter.
11. **Whatever you do, do something** – “react immediately” is the better option to reduce traumatic incidents.