

1-2014

## PSYX 348.01: Psychology of Family Violence

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## PSYX 348: Psychology of Family Violence

Spring 2014

Tues & Thurs 11:10am – 12:30pm

Chemistry 123

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### Course Description

This course will explore the theoretical explanations for the presence of violence in American families, in addition to examining the relevant research on incidence, perpetrators, victims, and interventions for a variety of types of family violence, including child neglect, child physical and sexual abuse, intimate partner violence, and elder abuse. *Prerequisite:* PSYX 100 (Introduction to Psychology). *Recommended prerequisites:* PSYX 222 (Psychological Statistics) and PSYX 340 (Abnormal Psychology).

**Please note:** Throughout this course, we will be discussing and viewing *very sensitive material* that pertains to family violence, which may be difficult to hear or watch. It is important that you evaluate whether you are prepared to take this course. If you have concerns about your readiness or ability to remain in the course, please see me after class or during office hours to discuss your options. Also, please be advised that this course is not designed to be a therapeutic experience, or to replace any therapeutic work. However, students are welcome to meet with me to discuss University and community resources for help, as needed.

### Educational Goals

After taking this course, you should be able to:

- Identify and describe the different forms of violence that occur within families.
- Understand and describe the impact that violence has on the family, including children, adolescents, adult partners, and the elderly.
- Understand and describe current theories explaining the perpetration of family violence.
- Describe prevention and intervention programs designed to reduce the different types of family violence.
- Think critically about how the different forms of family violence are perceived and addressed in our society.

### Required Readings

**Required Text:** Barnett, O.W., Miller-Perrin, C.L., & Perrin, R.D. (2011). *Family violence across the lifespan: An introduction (3<sup>rd</sup> ed.)*. Thousand Oaks, CA: Sage.

**Additional readings:** On occasion, additional readings such as newspaper, magazine and academic journal articles will be provided in electronic format on the course Moodle page. Please see the Course Calendar for dates and citations.

### Student Evaluation (a.k.a. “grading”)

**Exams:** There will be two in-class exams and one final exam (which is cumulative). Each exam is worth 100 points. Exams will include multiple choice and short answer questions, and will include both lecture material and required readings. Details for each test will be discussed in class prior to the exam as well as in a post on Moodle. You are responsible for bringing a #2 pencil and an NCS Scantron Sheet 50/50 form to each exam (available at the UM Market or bookstore). Exams will not be curved, however overall course grades will be based on the highest score in the class. Questions about exam grades should be raised within one week of receiving the exam grade.

**The in-class exams will be given on March 4<sup>th</sup> and April 22<sup>nd</sup>. The Final Exam is scheduled on Monday, May 12<sup>th</sup>.** You are expected to take the exams on the scheduled dates. If you have an UNAVOIDABLE conflict with one of the exams, please speak with me PRIOR to the exam to schedule a make-up exam. If you are sick on the day of the exam, you must provide medical documentation in order to take a make-up. Make-up exams will be essay exams. Please note: sleeping through your alarm, getting a flat tire, and any sickness without a doctor’s note are NOT grounds for a make-up and you will receive a grade of 0 on the missed exam.

**Reflection Journal:** Throughout the semester, you will be asked to keep a journal, where you can reflect on various aspects of the course. Each week (with the exception of exam weeks), I will post a reflection assignment. Although these assignments will vary, each reflection will provide an opportunity for you to think more deeply about a topic and express your thoughts and feelings in writing. Journal entries can be handwritten or typed, and will be collected at various points throughout the semester. *Reflections must be submitted on or before the collection date to be graded. Late reflections will not be accepted.* Each reflection is worth 10 points. There will be 11 reflection assignments in total. Your top 10 reflection scores will be counted toward your final course grade, for a total of 100 points.

**Paper:** You will be required to complete one short (3-5 page) writing assignment, which you can choose from an assortment of possibilities. The assignment options are all designed to allow you think critically and in-depth about a topic covered in this course. Some possible assignments include: reviewing a controversial research paper, popular film, or book related to an area of family violence; a critical analysis of current policies designed to address various aspects of family violence; designing a new prevention or intervention approach for reducing child maltreatment or IPV. Papers must be well-written and complete, using APA format. Papers are worth 50 points, and grading will depend on both writing style (i.e., grammar, organization, and readability) and content. Regardless of your choice of assignment, **all papers are due by the end of class on THURSDAY, MAY 1<sup>st</sup>.** Late papers will lose 5 points per day they are late, beginning after class ends on 5/1.

**Grading:** Points toward the final grade will be counted as follows:

In-class Exam 1:	100 points
In-class Exam 2:	100 points
Final Exam:	100 points
Reflection Journal:	100 points
Paper Assignment:	50 points
	<b>450 points total</b>

Course grades will be based on total points earned at the end of the semester out of a possible 450 points. Your letter grade will be determined in the following way: your 3 exam grades, your top 10 reflection grades, and your paper grade will be added together to determine your point total for the course. Your point total will be divided by the highest total score attained by any student in the class. The student(s) with the highest total score will receive a grade of 100%. All other students will receive a percentage grade based upon this highest score, and the following scale will be applied:

93 - 100% = <b>A</b>	80 - 82% = <b>B-</b>	67 - 69% = <b>D+</b>
90 - 92% = <b>A-</b>	77 - 79% = <b>C+</b>	63 - 66% = <b>D</b>
87 - 89% = <b>B+</b>	73 - 76% = <b>C</b>	60 - 62% = <b>D-</b>
83 - 86% = <b>B</b>	70 - 72% = <b>C-</b>	Below 60% = <b>F</b>

Please note: I **will not** bump up grades that are close to the cutoff. There are no exceptions to this rule.

### Course Website

Materials for the course (besides the text) will be available on the course Moodle site. PowerPoint slides for the lectures will be posted by 10pm the night before each class, so that you can print them and use them in class. *Please be advised that these are incomplete versions of the class slides, and require that you fill in additional information during lecture.* Slides are provided to help structure your note-taking and reduce the total amount you have to write during class, but are not a substitute for note-taking in class. Class announcements will also be posted when necessary, so please check the website on a regular basis. In addition to checking Moodle, you are also responsible for checking your University of Montana email regularly, as you may receive course-related emails from time to time.

### Missed Classes

Although your attendance is not mandatory and attendance will not be taken, in order to do well in this course you should attend every lecture, since exams and assignments are based heavily on lecture material. In the event that you have to miss a class, come late, or leave early, you are responsible for obtaining the notes from another class member. You will also be held responsible for any changes or additions to the syllabus that were announced in class. Copies of handouts and announcements will be posted on Moodle.

### Students With Disabilities

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommason Center 154 or 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

### Email Policy

You are welcome to email me with general questions about the course, and I will typically respond within 24-hours. However, if you have a lot of questions, I prefer you come to office

hours. Also, I will not answer emails sent to me after 9pm the night before an exam. Please do your best to study in advance so that you have enough time to expect a response to a question.

### **The Learning Environment**

I would like this class to have a relaxed atmosphere where students can feel free to ask questions and comment on the material being presented and discussed. Please do not hesitate to raise your hand for clarification on a topic, to ask about related material, or to raise an interesting point. However, remember that not everyone has similar viewpoints, so please try to be respectful of your classmates and their opinions. Also, please note that the subject matter in this course is quite sensitive, and at times, the material may be upsetting or offensive to some students. Moreover, there may be students who have had personal experiences with family violence. As such, please be considerate of others, and voice your opinions or comments with others' feelings in mind.

Another way to create a respectful and productive learning environment is to ensure that it is free from distractions. Therefore, please turn off your cell phones and other personal electronic devices prior to coming to class. Repeated use of personal electronic devices during class time will result in points being taken off your course grade. If you wish, you may use a laptop or tablet to take notes. However, if I see that you are emailing, surfing the web, or using it for any non-class-related purposes, you will lose the privilege of using it in class. Although coming to class late and/or leaving early is discouraged, on those occasions that it is unavoidable, please do it in such a way as to minimize disruption.

### **Academic Integrity**

This course will be conducted within the guidelines of the University of Montana code of academic conduct. The principle is that work submitted (i.e., tests, papers) must be the student's own. Violations of this policy are subject to a grade penalty on the assignment or exam and/or disciplinary sanction by the University. For additional details, please refer to the University of Montana Student Conduct Code ([http://life.umt.edu/vpsa/student\\_conduct.php](http://life.umt.edu/vpsa/student_conduct.php)).

### **Feedback**

I hope to make this an enjoyable learning experience for everyone in the class. If you have any suggestions as to how to improve the class, please feel free to give me constructive feedback.

### PSYX 348 Course Schedule of Topics

Readings are due on the date listed; Assignment due dates and exam dates are highlighted

*Please note: this is subject to change with appropriate notice*

Date	Topic	Reading Due
Jan 28	Introduction and Overview	
Jan 30	What is Family Violence?	Ch. 1
Feb 4	Research & Theories	Ch. 2
Feb 6	Research & Theories	
Feb 11	Child Physical Abuse	Ch. 4
Feb 13	Child Physical Abuse	
Feb 18	Child Neglect & Psychological Maltreatment	Ch. 3
Feb 20	Child Neglect & Psychological Maltreatment	
Feb 25	Intimate Partner Violence (IPV): The Abusers	Ch. 9
Feb 27	IPV: The Abusers	
<b>Mar 4</b>	<b>Exam I</b>	
Mar 6	<b><i>No class: Instructor out of town</i></b>	
Mar 11	Therapy For Abusive Partners	Feder & Wilson (2005)
Mar 13	IPV: The Abused	Ch. 8
Mar 18	IPV: The Abused	
Mar 20	IPV: The Abused	Snyder (2013)
Mar 25	Dating aggression	Ch. 7
Mar 27	Dating aggression	
<b>Apr 1</b>	<b><i>No Class: Spring Break</i></b>	
<b>Apr 3</b>	<b><i>No Class: Spring Break</i></b>	
Apr 8	IPV in Understudied Populations	Ch. 10
Apr 10	Child Sexual Abuse	Ch. 5
Apr 15	Child Sexual Abuse	
Apr 17	Child Sexual Abuse	
<b>Apr 22</b>	<b>Exam II</b>	
Apr 24	Abused & Abusive Adolescents	Ch.6
Apr 29	Abuse of the Elderly & Disabled	Ch. 12
May 1	Abuse of the Elderly & Disabled <b>PAPER ASSIGNMENT DUE</b>	
May 6	Catch up and Course Wrap-Up	
May 8	Review	
<b>Monday, May 12 8:00am</b>	<b>FINAL EXAM</b>	