Application for Certification of a Course as a General Education Course

CTE SOCIAL SCIENCES CATEGORY

Applicant: Sharon Ota
Course Alpha and Number: FAMR 133
Course Title: Dynamics of Family Violence

Instructions:

Explain how the learning taking place in this course (required course only) meets the hallmarks listed below for the Social Sciences General Education Category. Do one or both of the following:

- Identify specific course SLOs that align with each hallmark.
- Describe class assignments or activities in which students learn and/or demonstrate the hallmark objective. Assignments and/or activities cited should be sufficiently important in terms of both time spent on them and their impact on students' final grades in the course.

Try to address all of the hallmarks. The strength of some responses should counterbalance the weakness of others. See hallmark questions that should be addressed in response to each of the hallmarks.

Also attach a copy of the official course outline.

The Hallmarks:

The course...

1. helps students think critically about their own behavior in society and the larger global community.
   1. Develop an understanding of the major models and theories of family violence.
   2. Develop an understanding of the legal, medical, and social perspectives of family violence.
   3. Develop an understanding of the dynamics involved in abusive relationships and various forms of child, partner, and elder abuse.
   4. Develop an understanding of the physical, mental, and financial consequences of family violence.
   5. Develop an understanding of the police/court responses to family violence and of the intervention strategies, as well as prevention and treatment resources.
   6. Develop an understanding of criminal justice research in the field of domestic violence.

2. promotes knowledge of multiple methodologies and theoretical approaches in understanding human behavior and societies.
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3. helps students synthesize and apply social science concepts to understand human behavior and societies.
   1. Develop an understanding of the major models and theories of family violence.
   2. Develop an understanding of the legal, medical, and social perspectives of family violence.
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   6. Develop an understanding of criminal justice research in the field of domestic violence.

4. enables students to show how principles from social sciences can be used to make informed, reasoned, and ethical personal choices to form public policy.
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Applicant's signature: ____________________________ Date: 3-13-13

Please submit this application to your division secretary.
CTE Social Science Hallmark Questions
(Please address the questions below.)

1. **The course helps students think critically about one’s own behavior in society and the larger global community.**
   Does the course content include examining one’s own behavior in society and the larger global community? Yes
   If yes, what aspect?
   This course provides an understanding the dynamics of family violence and its social and economic cost to society. It also covers the legal, medical and social perspectives of family violence. Students examine their own attitude and behaviors about the issues as well as about the impact of this social problem at the societal and global levels.

   How does the course require students to demonstrate knowledge gained? (Projects, papers, etc.)
   Case studies, clinical studies, interviews, literature review, written assignments, research projects, oral presentation, and exams.

2. **The course promotes knowledge of multiple methodologies and theoretical approaches in understanding human behavior and societies.**
   Does the course content include concepts, models, practices, or issues of concern in the scientific understanding of human behavior and societies? Yes
   If yes, which methods, such as interviews, case studies, observation, focus groups, surveys, experiments, and literature reviews, are employed in this course?
   Case studies, clinical studies, interviews, literature review, written assignments, research projects, oral presentation, and exams.

3. **The course helps students synthesize and apply social science concepts to understand human behavior and societies.**
   Does the course content use social science concepts to explain human behavior and interactions? Yes
   If yes, which social science concepts? (i.e., geographic: cultures and cultural diversity, civic: justice, economics, historical origins or eras, violations: human rights, peace, value, power).

   The social science concepts used in the course include but not limited to: society, values, culture, change, beliefs, expectations, stress, self-concept, attitudes, motivation, quality of life, emotions, behavior, coping strategies, acceptance and self-acceptance, individual differences, power, behavior, rituals, social class, and ethics.

   How does the course require students to demonstrate knowledge gained?
   Case studies, clinical studies, interviews, literature review, written assignments, research projects, oral presentation, and exams.

4. **The course enables students to show how principles from social sciences can be used to make informed, reasoned, and ethical personal choices to form public policy.**
   Does the course content include social science principles? Yes
   If yes, which social science principles? (Public policy dealing with social issues. i.e., guidelines, principles, legislation and activities that affect the living conditions conducive to human well being: welfare, social security, unemployment, environmental policy, pensions, healthcare, housing, child protection, social exclusion, education, crime and criminal justice, etc.)

   Public policy, specifically social policy, addresses social problems such as poverty, child abuse and neglect, spouse/partner abuse, elder abuse and neglect, homelessness, crime, substance abuse, discrimination that adversely impact the quality of lives of Americans. Social policy seeks to improve human conditions and promote social equality.
This course enables the students to apply social science principles to make informed, reasoned, and ethical decision at the micro (i.e. domestic violence counselors, supervisors, administrators, and community activists), mezzo (i.e. family, work, & community), and macro levels (e.g. legislative action such as writing testimony, lobbying to affect change at that policy level).

How does the course require students to demonstrate knowledge gained can be used to make informed, reasoned, and ethical personal choices to form public policy?
Methods of evaluation include written assignments, case studies, research projects, and exams.
COURSE OUTLINE

FAMR 133 Dynamics of Family Violence 3 credits (3 lect/hrs/wk)

Course Catalog Description

Overview of family violence which includes physical and sexual abuse of children, spousal assault, violence between siblings, abuse of the disabled, physical abuse and neglect as well as financial abuse of the elderly. Cultural/political trends to “criminalize” family violence.

IA. Course Objectives:

1. Develop an understanding of the major models and theories of family violence.

2. Develop an understanding of the legal, medical, and social perspectives of family violence.

3. Develop an understanding of the dynamics involved in abusive relationships and various forms of child, partner, and elder abuse.

4. Develop an understanding of the physical, mental, and financial consequences of family violence.

5. Develop an understanding of the police/court responses to family violence and of intervention strategies, and prevention and treatment resources.

6. Develop an understanding of criminal justice research in the field of domestic violence.

18. Student Learning Outcomes

1. Demonstrate an understanding of the major models and theories of family violence.

2. Demonstrate an understanding of the legal, medical, and social perspectives of family violence.

3. Demonstrate an understanding of the dynamics involved in abusive relationships and various forms of child, partner, and elder abuse.

4. Demonstrate an understanding of the physical, mental, and financial consequences of family violence.

5. Demonstrate an understanding of the police/court responses to family violence and of intervention strategies, and prevention and treatment resources.

6. Demonstrate an understanding of criminal justice research in the field of domestic violence.

2. Relationship to other courses, the program, and the College’s philosophy and objectives

This course provides an overview to the field of family violence. It is a course elective for the Human Services Program.

The Human Services Program prepares students for employment as paraprofessionals in the human services field and/or prepares them for transfer to a BSW program. Program is aligned to the College’s philosophy and mission - to provide semiprofessional, technical and vocational education and training that prepares students for immediate employment and thus meets the State’s need for a trained workforce.
3. **Course Content**

Theories on family violence, characteristics of family violence, physical and sexual child abuse, child neglect, sibling abuse, ritualistic child abuse, spousal abuse, elder abuse, gay and lesbian abuse, special populations and family violence; physical, mental, and financial consequences of family abuse, victim’s rights, professionals/criminal justice responses to abuse, and current research and trends in the field of domestic violence.

4. **Text**


5. **Auxiliary Materials and Content:**

Multi-media aids and guest speakers.

6. **Methods of Instruction**

Lectures, class discussion, small discussion groups, clinical studies, case studies, slides, videos, group research project and oral presentation with critique from peers and instructor.

7. **Methods of Evaluation**

Case study analyses, literature review, written assignments, group project, oral presentations, and exams.

8. **Resource Requirements and Justification**

A. Changes: None

Will this proposal require changes in the following areas?

Staff: No changes – Faculty or lecturer will teach the course.

Equipment: Present multi-media equipment in the program’s classroom currently meets the needs of the course.

Other Resources: Multi-media materials will be purchased with the department’s annual budgeted funds.