

ADS R121: ALCOHOL/DRUGS AND DOMESTIC VIOLENCE

Originator

ptrujillo

Co-Contributor(s)
Name(s)

Zsarnay, Lois (lois_zsarnay1)

College

Oxnard College

Discipline (CB01A)

ADS - Addictive Disorders Studies

Course Number (CB01B)

R121

Course Title (CB02)

Alcohol/Drugs and Domestic Violence

Banner/Short Title

Alco/Drug & Domestic Violence

Credit Type

Credit

Start Term

Fall 2021

Catalog Course Description

This course will explain the dynamics of domestic violence and the related power and control effects it has on all aspects of relationships and intimacy. It will also examine its interconnectedness with substance abuse, cultural diversity, and family dynamics. The course will teach the tools and techniques for developing anger management skills and other alternatives to violence. In order to meet the counselor "core" training requirements for working within batterers' intervention and counseling programs in California, students will learn the theories and practice the skills necessary for working with abusive offenders, and extremely difficult and resistant clients.

Taxonomy of Programs (TOP) Code (CB03)

2104.40 - *Alcohol and Controlled Substances

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

B (Transferable to CSU only)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

C - Clearly Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

Will not be required

Grading method

Letter Graded

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class

Minimum Outside-of-Class Hours

105

Maximum Outside-of-Class Hours

105

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|--|
| 1 | Identify the cycle, patterns and progression of domestic violence/interpersonal abuse through the use of power and control strategies. |
| 2 | Synthesize the relationship between alcohol/drug abuse and domestic violence/interpersonal abuse. |
| 3 | Define the different types of abuse occurring in the family and the other interpersonal relationships. |

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|--|
| 1 | Define the different types of abuse occurring in family relationships and other interpersonal relationships. |
| 2 | Identify the cycle, patterns and progression of the domestic violence/and interpersonal abuse through the use of power and control strategies. |
| 3 | Analyze the roots, symptoms and effects of abuse and violence. |
| 4 | Synthesize the relationship between alcohol/drug abuse and addictions with domestic violence/interpersonal abuse. |
| 5 | Utilize screening, intake and counseling procedures unique to domestic violence/interpersonal abuse (specifically how they relate to those individuals on probation, parole and/or in Batterers' Intervention Programs as per the CA Penal Code. |

Course Content

Lecture/Course Content

Completing the general coursework and training requirements for counselors and treatment programs conducting domestic violence counseling and intervention services utilized within the criminal justice system.

1. Education on dynamics of domestic violence and interpersonal abuse
 - a. What is abuse
 - b. Defining interpersonal violence/domestic violence
 - c. Types of violence

- d. Cycle and patterns of violence – violence and equality wheels
 - e. Dynamics of abuse: gender role socialization, patriarchal systems, media and cultural messages, family of origin messages and experience
 - f. Progression of violence
 - g. Who is a victim? Abuser?
 - i. Issues and circumstances leading to victimization and re-victimization
2. Common characteristics and types of offenders and victims
- a. Violence and relationship effects
 - i. How we learn our abusive behaviors and beliefs
 - ii. Signs of an abusive relationship
 - iii. Characteristics of the family system experiencing violence, alcohol and drug use
 - iv. Separation violence-leaving is dangerous, staying is dangerous
 - v. Influences and effects of interpersonal violence, domestic violence on others, spouses, partners, employers, employees, friends, parents and seniors
 - vi. Psychological, emotional and social effects of interpersonal violence/domestic violence on children and teens
 - vii. Children who are perpetrators
 - viii. Effects of violence on intimacy
 - ix. Reflecting on healthy relationships
3. Understanding different types of power, control, domination
- a. Negotiation, compromise, cooperation, manipulation, orchestration, intimidation, subordination through domination and oppression
 - b. Always controlling outcome
 - c. Passive, passive-aggressive, assertive interactions with others
4. Understanding violence through our beliefs and learned behaviors
- a. Male socialization and irrational beliefs of batterers
 - b. Female socialization and irrational beliefs of victims
 - c. Roles, expectations, and stereotypes
 - d. Power and control dynamics
 - e. Cultural differentials
5. Role of culture and ethnicity in interpersonal violence
- a. Common social and cultural influences leading to abuse . . . diversity awareness
 - b. Oppression, discrimination and privilege
 - c. Rage and racism
 - d. African-American culture
 - e. Latino-American/Hispanic culture
 - f. Asian-American culture
 - g. LGBTQ relationships
 - h. Transgenerational patterns in families
 - i. History of violence
6. Understanding the connection between alcohol/substance abuse and interpersonal violence
- a. Depression
 - b. Alcohol and violence
 - c. Drugs and violence
 - d. Culture culture and immediate gratification
 - e. Desensitization and oversensitivity . . . feel good feelings/feel bad feelings
7. Intervention and treatment programs; evidence-based treatment programs
- a. Individual and family counseling
 - b. Couples and crisis counseling
 - c. Dangers in counseling
 - d. Penal code requirements and probation expectations; fundamentals of intervention programs
 - e. Staff and agency requirements and certifications
 - f. Child Abusers Treatment Programs and Parenting Education
 - g. Required curriculum; the psycho-educational process; cognitive behavioral theoretical orientation to treatment
 - h. Recordkeeping; forms and reporting requirements; enrollment, progress, compliance, violations
 - i. Alcohol and drug assessments
 - j. Lethality assessments and concerns
 - k. Consent forms, release of information, rules of confidentiality, duty to warn
 - l. Intake-personal, family, relationship and psycho-social histories

- m. Mental status exam and health history; co-occurring disorders
 - n. Admissions-participation contracts and non-compliance
 - o. Program requirements for satisfactory completion
 - p. Reasons for termination
 - q. Exit interview and aftercare
 - r. Stalking, harassment, intimidation: request protective orders
8. Screening and assessment (for offender and victim)
 - a. Alcohol and drug use
 - b. Abusive behaviors and interpersonal violence
 - c. Child, dependent adult, and senior abuse
 - d. Spousal abuse
 - e. Depression
 - f. Types of abusers
 - g. Lethality concerns
 9. Helping victims; victim safety and advocacy
 - a. Counselor's ethical, legal and safety concerns in working with victims
 - b. The interviewer's attitude, posture, and potential issues of counter-transference
 - c. Interviewing and helping skills commonly used when assisting victim
 - d. Understanding the victim's experience and establishing an environment and relationship of safety, trust, and dignity
 - e. Stages of growth: victim to survivor to thriver; trauma informed care
 - f. When the victim is both victim and abuser
 - g. Safety plans
 - h. Shelters and coordinated community response
 10. Basic interviewing skills for working with the abuser
 - a. Counselor's ethical, legal, and safety concerns in working with offenders; DV and the law
 - b. The interviewer's attitude, posture and potential issues of counter-transference
 - c. Interviewing skills and techniques used when working with the abuser
 - d. Understanding human nature: approach-avoidance issues, entitlement, righteousness dominance-submission, power-control, humiliation vs. humbleness
 - e. Things to look for when interviewing . . .What's missing in the response
 - f. Personal boundary space and one-to-one contact concerns
 - g. Personality disorders: anti-social, passive-aggressive, narcissistic, avoidant, etc.
 11. Group therapy; Intervention Programs
 - a. Facilitator roles and responsibilities
 - b. How to foster participation and interaction
 - c. Expectations of the groups participants
 - d. Group ground rules
 - e. Individual non-violent contracts
 - f. Inducting new group members
 - g. Group participant roles: scapegoat, deviant member, internal leader, defensive member, quiet one
 - h. Neutralizing power and control issues within the group setting
 - i. Establishing equality and respect for differences
 - j. Understanding interpersonal violence as an addictive behavior (reaction-response)
 - k. Evaluating abuser's accountability for his/her choices, degree of remorse, capacity for empathy
 12. Tools and techniques for developing alternatives to violence
 - a. The relapse and recovery process of interpersonal violence
 - b. Defining and addressing one's "fear" of inventory
 - c. Emotional regulation . . .read your thermometer
 - d. Stress management coping techniques: time-out, cool-down, zoom-in – zoom-out letting go
 - e. Stress management through physical and spiritual exercises
 - f. Identifying cues, triggers, and avoiding high risk situations
 - g. Understanding the differences between: force, power, and self-empowerment
 - h. Returning to lost virtues: honor, integrity, wisdom, silence, humility, reverence, etc.
 - i. Acceptance as a strength
 - j. Self-management over "other" management
 - k. Responsibility: acceptance of one's own choices, actions and consequences
 - l. Bottom lines and boundaries
 - m. Self-care, self esteem, self-worth, self-regulation, self-sufficiency, self-responsibility

- n. "Thinking for a change"
 - o. Solution focused vs. problem oriented responses
13. Anatomy of anger management; domestic violence is not about anger management
- a. Anger triggers: situations, people, events, circumstances, memories
 - b. Anger defense mechanisms: denial, blaming, minimizing
 - c. Types of anger
 - d. Degrees of anger
 - e. Roles and intents of anger
 - f. Signs and symptoms of anger
 - g. Benefits and consequences of anger
 - h. Anger management tools: anger thermometer, anger and control logs, ABCDE's of cognitive-reframing, self-talk, inducing responses vs. reactions, improving listening and communication skills

Laboratory or Activity Content

None

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
Essays
Group projects
Individual projects
Objective exams
Oral presentations
Quizzes
Role playing
Reports/papers
Research papers

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
Class activities
Class discussions
Case studies
Distance Education
Field trips
Group discussions
Guest speakers
Instructor-guided interpretation and analysis
Other (specify)

Specify other method of instruction

Reading Assignments

Describe specific examples of the methods the instructor will use:

The instructor will define the different types of abuse occurring in family relationships and other interpersonal relationships. Instructor will lead the discussion on the cycle, patterns and progression of the domestic violence/and interpersonal abuse through the use of power and control strategies. Students will break into pairs/small groups to discuss/debate the relationship between alcohol/drug abuse and addictions with domestic violence/interpersonal abuse.

Representative Course Assignments

Writing Assignments

1. Students will submit short essays describing three experiences witnessed during a week where:
 - a. Incidents of interpersonal violence, substance abuse and/or anger are used to employ power, control and oppression over others.
 - b. Certain triggers can be identified as initiating and escalating a cycle of abuse.
2. Case studies will be presented to class then analyzed to stimulate discussion around the cycle of abuse or violence.

Critical Thinking Assignments

Participate in small group discussions debating triggers that can be identified as initiating and escalating a cycle of abuse then share with class.

Reading Assignments

1. Student will read prescribed texts, publications and other instructor handouts in preparation for the following week's class lecture discussion.

Outside Assignments

Representative Outside Assignments

1. Library inquiry activities and assignments
2. Research for essays

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Description

SAMHSA Substance Abuse and Mental Health Services Administration (2006). *Technical Instructional Publication TIP 25-Substance Abuse and Domestic Violence*. SAMHSA.

Resource Type

Other Resource Type

Description

Instructor will assemble a workbook of reading, reference materials and handouts which will be available through the college bookstore..

Resource Type

Other Resource Type

Description

Current year’s California Penal Code Sections applicable to course training. (Provided by instructor).

Resource Type

Other Resource Type

Description

Instructor will provide and assemble reading and counseling reference materials essential to expanding the students knowledge base of domestic violence..

Resource Type

Textbook

Description

Stines, Sharie. Domestic Violence Perpetrators 52 Week Intervention Program Manual, 1st ed. (or latest edition). (2017). CreateSpace Independent Publishing Platform

Distance Education Addendum

Definitions

Distance Education Modalities

- Hybrid (51%–99% online)
- Hybrid (1%–50% online)
- 100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Synchronous Dialog (e.g., online chat)	Instructor will have live on-line chat with students
Asynchronous Dialog (e.g., discussion board)	Students will respond to prompts about the skills covered in the chapter then respond to other students’ postings as well
Other DE (e.g., recorded lectures)	Instructor will use recorded lectures and videos demonstrating counseling skills

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Synchronous Dialog (e.g., online chat)	Instructor will have live on-line chat with students
Asynchronous Dialog (e.g., discussion board)	Students will respond to prompts about the skills covered in the chapter then respond to other students’ postings as well

Other DE (e.g., recorded lectures)	Instructor will use recorded lectures and videos demonstrating counseling skills
Video Conferencing	Instructor will have live video lectures/presentations of the material with role modeling skills and having students practice the skills.
100% online Modality:	
Method of Instruction	Document typical activities or assignments for each method of instruction
Synchronous Dialog (e.g., online chat)	Instructor will have live on-line chat with students
Asynchronous Dialog (e.g., discussion board)	Students will respond to prompts about the skills covered in the chapter then respond to other students' postings as well
Other DE (e.g., recorded lectures)	Instructor will use recorded lectures and videos demonstrating counseling skills
Video Conferencing	Instructor will have live video lectures/presentations of the material with role modeling skills and having students practice the skills.
Examinations	
Hybrid (1%–50% online) Modality	
Online	
On campus	
Hybrid (51%–99% online) Modality	
Online	
On campus	

Primary Minimum Qualification
 ADDICTION PARAPROFESSIONAL TRG

Review and Approval Dates

Department Chair
 08/26/2020

Dean
 08/26/2020

Technical Review
 09/09/2020

Curriculum Committee
 09/09/2020

Curriculum Committee
 12/09/2020

CCCCO
 MM/DD/YYYY

Control Number
 CCC000459301

DOE/accreditation approval date
 MM/DD/YYYY