

**Curriculum Proposal Cover Sheet – Program/Degree/Certificate**

*Routing procedure – Official Signatures on Signature Page*

Program Name: HSER

or  
Course Alpha & Number: HSER 256

Author: Charlie Schlather / Lee Stein

Proposal Type:	
<input type="checkbox"/>	Addition
<input checked="" type="checkbox"/>	Modification
<input type="checkbox"/>	Deletion

**Date of Activity:**

[Signature] Author Signature

[Signature] Curriculum Representative Signature

\_\_\_\_\_ Department Chair Signature

\_\_\_\_\_ Curriculum Chair Signature

\_\_\_\_\_ Proposals Posted in Website for General Review

\_\_\_\_\_ Academic Senate Chair Signature

\_\_\_\_\_ Chief Academic Officer Signature

[Signature] Chancellor Signature

\_\_\_\_\_ NEW DEGREES ONLY! Chief Academic Officers Approval

\_\_\_\_\_ NEW DEGREES ONLY! Board of Regents Approval

\_\_\_\_\_ Signature Sheet Returned to Curriculum Chair

**Distribution, Posting and Follow-Up:**

\_\_\_\_\_ Notify Proposers of Approval

\_\_\_\_\_ Banner & IRO Input

\_\_\_\_\_ Catalog Input Complete

\_\_\_\_\_ Articulation Forms Forwarded to Articulation Coordinator

\_\_\_\_\_ Five-Year Review Database Updated

\_\_\_\_\_ Originals Filed in Chief Academic Officer's Office

\_\_\_\_\_ Registrar & Counseling Notified

# University of Hawaii Maui College

## HSER 256 - Dynamics Family Violence

1. **Course Alpha.** Please click on the ? to the right for help.

HSER

2. **Course Number.** Please click on the ? to the right for help.

256

3. **Course Title/ Catalog Title.** Please click on the ? to the right for help.

Dynamics Family Violence

4. **Number of Credits.** Please click on the ? to the right for help.

3

5. **Contact Hours/Type.** Please click on the ? to the right for help.

- Hour lecture (3)

6. **Course Description.** Please click on the ? to the right for help.

Provides an in-depth study of the problems, dynamics, and effects of family violence and examines current societal responses. Includes the history of domestic violence, contributing cultural and sociological factors. Reviews partner, child, and elder abuse within the family and multi-generational effects. Examines legal and ethical issues, and best-practices for intervention nationally and in our community.

7. **Pre-Requisites.** Please click on the ? to the right for help.

ENG 100 with grade C or better; or consent.

8. **Co-requisites.**

9. **Recommended Preparation.**

HSER 110

10. **Is this a cross-listed course?** Please click on the ? to the right for help.

NO

11. **Reason for Proposal.** Why is this course being proposed or modified? This question requires specific information as part of the explanation. Please click on the ? to the right for help.

5 year review and revision of course description, SLOs, competencies, PLOs, and content timeline.

12. **Effective Semester and Year.** For new or modified courses, the effective year is one year from the semester proposed. For example, if proposed in Spring 2012, the effective semester is Spring 2013. Please click on the ? to the right for help.

**13. Grading Method. What grading methods may be used for this course? Please click on the ? to the right for help.**

- Standard (Letter,Cr/NCr,Audit) (0)

**14. Is this course repeatable for credit? How often can this course be counted toward a degree or certificate? Please click on the ? to the right for help.**

NO

**15. Course Student Learning Outcomes (SLOs). DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "COURSE LEARNING OUTCOMES" and enter in that screen. Please click on the ? to the right for help.**

Course SLO/Competency	Articulate the historical roots of family violence including the influences of gender roles, age, class, race, ethnicity, LGBTI status, physical/mental abilities and cultural differences.	Analyze the impact of family violence on family structure and the ramifications of this violence on individuals, families, communities and society.	Recognize the attitudes, feelings, beliefs, characteristics and factors that contribute to family violence and emotional abuse, physical abuse, incest and sexual assault, and destruction of property and pets.	Compare and contrast the "power and control" and "equality" wheels and consider their use as tools for assessing the dynamics of family violence.	Identify best-practice guidelines for service provision including ethical practice and an awareness of the current laws in Hawaii related to family violence.	Explore the roles of primary professionals involved in family violence cases and describe resources available in our community to assist family members experiencing domestic violence.	Recognize system issues that create obstacles to victim protection and perpetrator accountability.
Analyze the roots of family violence through multiple perspectives.	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
Reflect on social, cultural and personal attitudes and values that facilitate or prevent family violence.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Compare and contrast personal, family, cultural, community, social and legal responses to family violence with emerging best - and evidence-based practices.		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Course SLO/PSLO	Develop interpersonal skills that build appropriate, collaborative, respectful	Demonstrate the attitudes, skills and knowledge of best practice	Identify vulnerable populations and the social conditions that	Develop self-awareness of person values, interpersonal styles, strengths and challenges that
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	relationships with fellow students, clients and professionals in the community.	strategies across a variety of populations in diverse human service settings.	contribute to their vulnerability and consider advocacy strategies to help alleviate those conditions.	influence the development of professionalism.
Analyze the roots of family violence through multiple perspectives.		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Reflect on social, cultural and personal attitudes and values that facilitate or prevent family violence.		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Compare and contrast personal, family, cultural, community, social and legal responses to family violence with emerging best - and evidence-based practices.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**16. Course Competencies. DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "COURSE COMPETENCIES/ISSUES/SKILLS" and enter text in that screen. Course competencies are smaller, simpler tasks that connect to and facilitate the SLOs.**

<b>Competency</b>
Articulate the historical roots of family violence including the influences of gender roles, age, class, race, ethnicity, LGBTI status, physical/mental abilities and cultural differences.
Analyze the impact of family violence on family structure and the ramifications of this violence on individuals, families, communities and society.
Recognize the attitudes, feelings, beliefs, characteristics and factors that contribute to family violence and emotional abuse, physical abuse, incest and sexual assault, and destruction of property and pets.
Compare and contrast the "power and control" and "equality" wheels and consider their use as tools for assessing the dynamics of family violence.
Identify best-practice guidelines for service provision including ethical practice and an awareness of the current laws in Hawaii related to family violence.
Explore the roles of primary professionals involved in family violence cases and describe resources available in our community to assist family members experiencing domestic violence.
Recognize system issues that create obstacles to victim protection and perpetrator accountability.

**17. Recommended Course Content and Timeline. The course content facilitates the course competencies. Course content may be organized by weeks, units, topics or the like.**

<b>Content</b>
4-6 weeks: Roots and history of family violence
2-4 weeks: Attitudes and values - professional and problematic.
1-5 weeks: Best-practices in domestic violence.
1-7 weeks: Community responses and resources.

**18. Program Learning Outcomes. DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "PLOs" and enter text in that screen. Program Student Learning Outcomes (PLOs) supported by this course. If you are not a "program" use the Liberal Arts PLOs, view them by clicking on ? icon to the right.**

<b>Program SLO</b>
Develop interpersonal skills that build appropriate, collaborative, respectful relationships with fellow students, clients and professionals in the community.
Demonstrate the attitudes, skills and knowledge of best practice strategies across a variety of populations in

diverse human service settings.

Identify vulnerable populations and the social conditions that contribute to their vulnerability and consider advocacy strategies to help alleviate those conditions.

Develop self-awareness of person values, interpersonal styles, strengths and challenges that influence the development of professionalism.

19. **College-wide Academic Student Learning Outcomes (CASLOs).** FIRST, fill out the CASLO grid located in the UHMC tab above. Click on the HELP icon for tips on determining support for the CASLOs and indicate your choices below by clicking on the box in front of each supported CASLO. NOTE: Our campus does not use the Preparatory Level, Level 1 and Level 2 designations in the chart below.

<input checked="" type="checkbox"/>	<b>Creativity</b> - Able to express originality through a variety of forms. <input checked="" type="checkbox"/> Preparatory Level
<input checked="" type="checkbox"/>	<b>Critical Thinking</b> - Apply critical thinking skills to effectively address the challenges and solve problems. <input checked="" type="checkbox"/> Preparatory Level
	<b>Information Retrieval and Technology</b> - Access, evaluate, and utilize information effectively, ethically, and responsibly.
<input checked="" type="checkbox"/>	<b>Oral Communication</b> - Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes. <input checked="" type="checkbox"/> Preparatory Level
	<b>Quantitative Reasoning</b> - Synthesize and articulate information using appropriate mathematical methods to solve problems of quantitative reasoning accurately and appropriately.
<input checked="" type="checkbox"/>	<b>Written Communication</b> - Write effectively to convey ideas that meet the needs of specific audiences and purposes. <input checked="" type="checkbox"/> Preparatory Level

GenED SLO
Creativity - Able to express originality through a variety of forms.
Critical Thinking - Apply critical thinking skills to effectively address the challenges and solve problems.
Oral Communication - Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes.
Written Communication - Write effectively to convey ideas that meet the needs of specific audiences and purposes.

20. **Linking.** CLICK ON CHAIN LINK ICON IN UPPER RIGHT HAND CORNER TO BEGIN LINKING. Please click on the ? to the right for help.

1. **Method(s) of delivery appropriate for this course.** Please click on the ? to the right for help.

- Classroom/Lab (0)
- HITS/Interactive TV (0)
- Hybrid (0)

22. Text and Materials, Reference Materials, and Auxiliary Materials. Please click on the ? to the right for help.

- Ola W. Barnett; Cindy L. Miller-Perrin; Robin D. Perrin. Family Violence Across the Lifespan: An Introduction. 3rd. SAGE Publications, 2011, 978-1-4129-8178-1.

23. Maximum enrollment. Please click on the ? to the right for help.

24. Pedagogy involves small and large group interactive course activities.

24. Particular room type requirement. Is this course restricted to particular room type? Please click on the ? to the right for help.

YES

Movable chairs, computer, DVD, sound, projector.

25. Special scheduling considerations. Are there special scheduling considerations for this course? Please click on the ? to the right for help.

YES

Evening classes to allow working students and professionals to attend.

26. Are special or additional resources needed for this course? Please click on the ? to the right for help.

None.

27. Does this course require special fees to be paid for by students? Please click on the ? to the right for help.

NO

28. Does this course change the number of required credit hours in a degree or certificate? Please click on the ? to the right for help.

No.

29. Course designation(s) for the Liberal Arts A.A. degree and/or for the college's other associate degrees. Please click on the ? to the right for help.

Degree	Program	Category
Associate in Arts:	Liberal Arts	LE - Elective Other
AS:	Human Services - All	PE - Program Elective
AAS:	ANY	Other
BAS:	ANY	Other

30. Course designation(s) for other colleges in the UH system.

31. Indicate the year and page # of UHMC catalog referred to. For new or modified courses, please indicate the catalog pages that need to be modified and provide a sheet outlining those changes.

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32. College-wide Academic Student Learner Outcomes (CASLOs). Please click on the HELP icon for more information.

<b>Standard 1 - Written Communication</b> Write effectively to convey ideas that meet the needs of specific audiences and purposes.		
Outcome 1.1 - Use writing to discover and articulate ideas.		2
Outcome 1.2 - Identify and analyze the audience and purpose for any intended communication.		2
Outcome 1.3 - Choose language, style, and organization appropriate to particular purposes and audiences.		2
Outcome 1.4 - Gather information and document sources appropriately.		2
Outcome 1.5 - Express a main idea as a thesis, hypothesis, or other appropriate statement.		2
Outcome 1.6 - Develop a main idea clearly and concisely with appropriate content.		2
Outcome 1.7 - Demonstrate a mastery of the conventions of writing, including grammar, spelling, and mechanics.		1
Outcome 1.8 - Demonstrate proficiency in revision and editing.		1
Outcome 1.9 - Develop a personal voice in written communication.		3
<b>Standard 2 - Quantitative Reasoning</b> Synthesize and articulate information using appropriate mathematical methods to solve problems of quantitative reasoning accurately and appropriately.		
Outcome 2.1 - Apply numeric, graphic, and symbolic skills and other forms of quantitative reasoning accurately and appropriately.		1
Outcome 2.2 - Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate.		0
Outcome 2.3 - Communicate clearly and concisely the methods and results of quantitative problem solving.		0
Outcome 2.4 - Formulate and test hypotheses using numerical experimentation.		0
Outcome 2.5 - Define quantitative issues and problems, gather relevant information, analyze that information, and present results.		0
Outcome 2.6 - Assess the validity of statistical conclusions.		0
<b>Standard 3 - Information Retrieval and Technology.</b> Access, evaluate, and utilize information effectively, ethically, and responsibly.		

<b>Outcome 3.1 - Use print and electronic information technology ethically and responsibly.</b>	1
<b>Outcome 3.2 - Demonstrate knowledge of basic vocabulary, concepts, and operations of information retrieval and technology.</b>	1
<b>Outcome 3.3 - Recognize, identify, and define an information need.</b>	1
<b>Outcome 3.4 - Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information.</b>	0
<b>Outcome 3.5 - Create, manage, organize, and communicate information through electronic media.</b>	0
<b>Outcome 3.6 - Recognize changing technologies and make informed choices about their appropriateness and use.</b>	0
<b>Standard 4 - Oral Communication</b> <b>Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes.</b>	
<b>Outcome 4.1 - Identify and analyze the audience and purpose of any intended communication.</b>	2
<b>Outcome 4.2 - Gather, evaluate, select, and organize information for the communication.</b>	2
<b>Outcome 4.3 - Use language, techniques, and strategies appropriate to the audience and occasion.</b>	2
<b>Outcome 4.4 - Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion.</b>	2
<b>Outcome 4.5 - Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.</b>	2
<b>Outcome 4.6 - Use competent oral expression to initiate and sustain discussions.</b>	3
<b>Standard 5 - Critical Thinking</b> <b>Apply critical thinking skills to effectively address the challenges and solve problems.</b>	
<b>Outcome 5.1 - Identify and state problems, issues, arguments, and questions contained in a body of information.</b>	2
<b>Outcome 5.2 - Identify and analyze assumptions and underlying points of view relating to an issue or problem.</b>	3
<b>Outcome 5.3 - Formulate research questions that require descriptive and explanatory analyses.</b>	0
<b>Outcome 5.4 - Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.</b>	2
<b>Outcome 5.5 - Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.</b>	3
<b>Outcome 5.6 - Apply problem-solving techniques and skills, including the rules of logic and logical sequence.</b>	1
<b>Outcome 5.7 - Synthesize information from various sources, drawing appropriate conclusions.</b>	2
<b>Outcome 5.8 - Communicate clearly and concisely the methods and results of logical reasoning.</b>	0
<b>Outcome 5.9 - Reflect upon and evaluate their thought processes, value system, and world views in comparison to those of others.</b>	2
<b>Standard 6 - Creativity</b> <b>Able to express originality through a variety of forms.</b>	
<b>Outcome 6.1: Generate responses to problems and challenges through intuition and non-</b>	1



<b>linear thinking.</b>		
<b>Outcome 6.2: Explore diverse approaches to solving a problem or addressing a challenge.</b>		2
<b>Outcome 6.3: Sustain engagement in activities without a preconceived purpose.</b>		2
<b>Outcome 6.4: Apply creative principles to discover and express new ideas.</b>		1
<b>Outcome 6.5: Demonstrate the ability to trust and follow one's instincts in the absence of external direction</b>		2
<b>Outcome 6.6: Build upon or adapt the ideas of others to create novel expressions or new solutions.</b>		3

### 33. Additional Information

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