

CATALOG INFORMATION

Dept and Nbr: COUN 95

Title: ADVOCATE TRAINING

Full Title: Advocate Training

Last Reviewed: 12/12/2023

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	17.5	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable

Grading: Grade Only

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly: GUID 200

Catalog Description:
This course prepares the student to do advocacy work in the field of domestic violence - presenting a theoretical framework, investigating local resources and procedures, and developing advocate skills.

Prerequisites/Corequisites:

Recommended Preparation:
Eligibility for ENGL 100 or ESL 100.

Limits on Enrollment:

Schedule of Classes Information:
Description: This course prepares the student to do advocacy work in the field of domestic violence - presenting a theoretical framework, investigating local resources and procedures, and developing advocate skills. (Grade Only)
Prerequisites/Corequisites:
Recommended: Eligibility for ENGL 100 or ESL 100.
Limits on Enrollment:

Transfer Credit: CSU;
Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area	Effective:	Inactive:
CSU GE:	Transfer Area	Effective:	Inactive:
IGETC:	Transfer Area	Effective:	Inactive:
CSU Transfer:	Transferable	Effective: Fall 1999	Inactive:
UC Transfer:		Effective:	Inactive:

CID:

Certificate/Major Applicable:
Certificate Applicable Course

COURSE CONTENT

Outcomes and Objectives:

Students will:

1. describe the elements of the cycle of violence.
2. be able to distinguish between the facts and myths of domestic violence.
3. describe the theory of learned helplessness.
4. identify legal resources for domestic violence.
5. become familiar with laws that are directly related to domestic violence.
6. recognize "I" and "you" messages.
7. utilize active listening skills.
8. identify community resources for women and children involved in domestic violence.
9. utilize hotline procedures for crisis intervention.
10. utilize crisis intervention skills.
11. utilize a phone screening sheet.
12. recognize the work done by men.
13. identify personal boundaries and issues of co-dependency.
14. become familiar with the local battered women's shelter.
15. recognize issues of classism, racism, sexism, and homophobia as they relate to domestic violence.
16. recognize personal needs in crisis intervention work.
17. develop skills to recognize and avoid burnout.

Topics and Scope:

1. Theoretical material
 - a. domestic violence myths and facts.
 - b. cycle of violence.
 - c. learned helplessness.

- d. racism, sexism, classism, and homophobia.
- 2. Local resources
 - a. local YMCA domestic violence program.
 - b. legal advocacy.
 - c. shelter house rules and procedures.
 - d. men evolving nonviolently.
- 3. Advocacy skills
 - a. active listening.
 - b. telephone crisis intervention skills.
 - c. taking care of personal needs and avoiding burnout.

Assignment:

- 1. Reading BATTERED WOMEN by Lenore Walker.
- 2. Complete three page paper on visit with police officer or law office.
- 3. Participating in class discussion.
- 4. Complete a three page paper on a visit to a battered women's shelter.
- 5. Participating in assigned role play dyads.
- 6. Complete a three page paper on a visit to Sonoma County Court House.
- 7. Participate in a tour of a battered women's shelter.
- 8. Keeping a journal of thoughts, feelings, reactions to course material.
- 9. Presenting a creative project.

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written homework, Reading reports, Essay exams, Term papers, Journals

Writing
10 - 80%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Homework problems, Exams

Problem solving
5 - 40%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Class performances

Skill Demonstrations
5 - 35%

Exams: All forms of formal testing, other than skill performance exams.

Essay

Exams
5 - 40%

Other: Includes any assessment tools that do not logically fit into the above categories.

ATTENDANCE

Other Category
5 - 25%

Representative Textbooks and Materials:
REQUIRED: BATTERED WOMEN by Lenore Walker.
RECOMMENDED: BURNING BED by Faith McNulty.
GETTING FREE by Ginny NiCarthy.
WOMEN WHO LOVE TOO MUCH by Robin Norwood.