

National Survey of Spouse Abuse AND Identifying & Treating Couple Abuse

Module 2. A., B. /Lesson Plan Objective 18,19,20,21

Given the Advanced Manual, the “Worksheet: Identifying & Treating Spouse Abuse,” the Sample ENRICH Counselor’s Computer Report, and the “How to Series: Dealing with Abusive Couples,” the participant will learn the results from the “National Survey of Spouse Abuse,” and learn how to assess and evaluate an Abusive Couple, and learn the goals for how to offer feedback with Abusing Couples.

**Instructor Activity**

**Student Activity**

1. Explain where this skill fits in the larger scheme of the Advanced Workshop:  
 --this module is presented second in the Advanced Workshop because most students/participants are eager to learn this complex skill; use this motivation to your advantage as a teacher. *If this module is presented at the end of the workshop, many students will not have the patience and energy to focus on this vital topic!*  
 --the importance of this topic, the complexity of this topic and the complexity of the “Worksheet: Identifying & Treating Spouse Abuse” deserves the students’ attention, so capitalize on their eagerness and alertness early in the Advanced Workshop schedule.  
 --the process of developing an initial treatment plan is reserved until one of the last modules (Module 4G).  
 --this module is designed to enhance the Counselor’s assessment, evaluative, and feedback skills with Abusive Couples.  
 --this module reviews the results from the “National Survey of Spouse Abuse,” and guides the students/participants in using the “Worksheet: Identifying & Treating Spouse Abuse,” and the “How to Series: Working with Abusive Couples.”

2. State the objective:  
 --see above, and slides 3-5, objective 19A,B,C,D,E,F, objective 20, and objective 21A,B,C.

Students have the above materials in hand.

Students should check mark or highlight the text boxes in their Advanced Manual that match the slides that are light green in color on PowerPoint projection, or as noted by the seminar director.

Students ask clarifying questions.

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**Instructor Activity**

3. Explain what skill check the students will need to complete in order to show mastery of the objective:  
--The skill check is completing the "Worksheet: Identifying & Treating Spouse Abuse" correctly, and completing an exam at the end of the Advanced Workshop.

4. Explain /demonstrate the relevance of this objective/skill to the students:  
--explanation: see slide #2 "Relevance of National Survey of Spouse Abuse" and the relevance from the objectives, which follow.

5. Demonstrate the Relevant Practice, if necessary:  
--the Seminar Director will guide/model (Modeling example) the students in completing the "Worksheet: Identifying & Treating Spouse Abuse," providing explanation at each step.  
(Contrary to some instructional methods, this complex task is presented first, before more simple tasks. The fact that the students will encounter concepts not yet defined or explained via lecture is not a confusing error. These concepts can be adequately explained so the students can complete the Worksheet: Identifying & Treating Spouse Abuse, and the students can be motivated to look forward to the modules where these concepts are more thoroughly discussed. As presentation of content, this method is inductive-expository, offering the experience of this content first, through the modeling example, as well as an

**Student Activity** \_\_\_\_\_

Students ask clarifying questions.

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**Instructor Activity**

**Student Activity**

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overview of the whole task of interpreting the issues for "Identifying and Treating Spouse Abuse." While actually completing the Worksheet, the Seminar Director speaks aloud the mental steps s/he uses to complete this Worksheet (a Modeling example); then repeats the entire process, completing the Worksheet a second time, stating explicitly the steps and the reasons for the steps used to complete this Worksheet. Then, the definitions of the concepts are explicitly presented and explained. Again, use the students' interest and motivation to your advantage early in the workshop! After completing this worksheet, students should be pleased with their ability, and excited with the vital results. seen so quickly about this couple, increasing their motivation for the rest of the workshop.)

**Note any common errors to avoid or discriminations to understand:**

- clarify how to obtain the Couple Abuse Score and how to determine the Type of Abuse (Worksheet, page 2 of 3).
- also, the Couple System Factors, and the Personality Factors will be further defined in Module 4A Power of Couple Type;
- the Seminar Director will need to distinguish for students Couple System Factors and Couple Type,
- as well as Personality Factors, Personality Assessment, and Personality Issues.

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--in addition, students will need purposely to review the Role Relationship Scale to determine if the man and the woman score as Traditional or Equalitarian, noting especially the tendency of abuse for Traditional Couples in the Role Relationship Scale (page 3 of 3). These concepts will be presented later during the Advanced Workshop in detail.

**--the Seminar Director guides the students in completing the “Worksheet: Identifying & Treating Spouse Abuse,” providing explanation at each step.**

**--Students review the “How to Series: Working with Abusing Couples.”**

6. Teach the content the student needs to know before they can practice the objective, if necessary:

--As stated above, the content is adequately explained by the Seminar Director as both the Seminar Director and the students complete the Worksheet together.

--then, the Seminar Director may present the content of this module again via PowerPoint (by the projector and/or the Advanced Manual, which is the printed PowerPoint presentation). The students will thus review this content and deepen their knowledge of this content. The Seminar Director presents content based on students’ prerequisite knowledge and earlier understanding as demonstrated during the Relevant Practice.

**Content begins here:**

--Having stated the relevance of this National Survey and the relevance of these objectives, you are now at  
--slide 6, Domestic Abuse;  
--slide 7, National Sample,  
--slide 8-10, ENRICH Inventory, and Prediction of Abuse;

Students complete the “Worksheet: Identifying & Treating Spouse Abuse” as the Seminar Director guides this process. Objective 19A,B,C,D,E,F.

Students ask clarifying questions  
Students review the “How to Series: Working with Abusing Couples.”  
Objective 21A,B,C, and ask questions

The students may follow along in their Advanced Manual.  
Students ask clarifying questions.

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--slide 11, Six Best Predictors of Abuse from ENRICH;  
--slide 12, ENRICH Inventory very useful for Identifying Abuse;  
--slide 13, 1. Four Types of Abuse;  
--slide 14, 2. Five Factors Related to Abuse;  
--slides 15, 3. Alcohol & Abuse;  
--slide 16, 3. cont'd. Alcohol & Abuse;  
--slide 17, 4. Personality Assessment;  
--slide 18, 4. Cont'd Positive and Negative Cycle;  
--slide 19, 4. Cont'd. Personality & Abuse;  
--slide 20, 5. Five Types of Couples;  
--slide 21, 5. Couple Types and Abuse (chart);  
--slide 22, (6.), Family Factors & Abuse  
--slide 23, (6.), Past Observation of Abuse;  
--slide 24, Review, Objective 21A,B,C, "How to Series: Dealing with Abusive Couples";  
--slide 25, Relevance of National Survey of Spouse Abuse, Review Objective 18;  
--slide 26, **Identifying & Treating Couple Abuse**;  
--slide 27, Review Objective 19A,B,C,D,E,F  
--slide 28, Remember Scoring of Couple Issues?;  
--slide 29, Couple & Family Scales;  
--slide 30, ENRICH Couple and Family Functioning;  
--slide 31, Review: Objective 20;  
--slide 32, Goals with Abusing Couples;  
--slide 33, Review Objective 21;  
--slide 34, Review: Relevance of National Survey of Spouse Abuse, Objective 18.

Students ask clarifying questions.

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**Instructor Activity**

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**Student Activity**

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7. Allow student to perform the Relevant Practice (objective), and provide timely feedback:

--already completed; see note 6. above.

Students ask clarifying questions.

8. Let students self-check whether they are ready to demonstrate their ability to perform the skill as the objective states, if necessary:

--Ask students questions to determine if they adequately understand the National Survey of Spouse Abuse, and how to assess an abusive couple based on the "Worksheet: Identifying & Treating Spouse Abuse" and the "How to Series: Working with Abusing Couples."

END of Module/lesson.

Students answer questions, and students ask clarifying questions.