



USC | School of Social Work

Social Work 666

Domestic Violence/ Intimate Partner Violence

3 Units

Spring 2016

Instructor:

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Office Hours:

M-Th 4-7 PM

Course Day:

Saturday

Course Time:

9:45 AM -11:00 AM

Course Location:

VAC

I. COURSE PREREQUISITES

SOWK 503, SOWK 505, SOWK 534, and SOWK 535

II. CATALOGUE DESCRIPTION

Recognition of domestic violence and examination of effective intervention measures and preventive methods.

III. COURSE DESCRIPTION

This course will focus on the issue of domestic violence from the intervention point of view. Course content is structured on an interdisciplinary perspective that will enable students to recognize domestic violence and be able to examine not only effective intervention measures, but also preventative methods. The course will demonstrate how these tools and this knowledge can be optimized through the intersection of various organizations working with victims/survivors, batterers and each other.

Current issues of domestic violence to be addressed in this course include why victims stay, when victims leave, the role of social workers, law enforcement, shelters, batterer's intervention programs, the impact

of domestic violence on children, mental health and substance abuse concerns, cultural awareness issues, theory and research of domestic violence.

This course examines controversial theories of domestic violence: For example, battering is a learned behavior versus a psychology behavior; assessing for the dangerousness of domestic violence. The course also provides the tools and knowledge that will assist students to work with victims/survivors/batterers in making decisions that are in their own best interests. Students will be able to identify the necessary services that are available for referral and understand how best to interact with other agencies on behalf of the victim/survivor or batterer.

IV. COURSE OBJECTIVES

The Domestic Violence course (SOWK 666) will:

| Objective # | Objectives |
|-------------|--|
| 1 | Help students identify the dynamics of domestic violence and its impact on the family. |
| 2 | Facilitate students' ability to assess the safety of the victims of domestic violence and facilitate safety planning. |
| 3 | Promote understanding of the influences of why victims stay: culture, children, religion including post-traumatic stress disorder, traumatic bonding, and Stockholm syndrome. |
| 4 | Increase understanding of why batterers batter. |
| 5 | Teach students how to interact with the appropriate agencies in assisting victims/survivors/batterers/children and domestic violence families. Agencies include law enforcement, shelters, courts, district attorneys/city attorneys, medical professionals, child protective services, health, mental health and substance abuse professionals. |

V. COURSE FORMAT / INSTRUCTIONAL METHODS

A combination of lectures, interactive exercises, videos for class discussion, role play interviews (how to talk to a victim of domestic violence, direct clinical practice skill issues, etc.), guest lecturers. Students will be required to read the course material on domestic violence. Each week, articles will be assigned for the next week's discussion. Students will also be required to read three texts which are authored by some of the top researchers on domestic violence victims and batterers.

VI. STUDENT LEARNING OUTCOMES

Student learning for this course relates to one or more of the following ten social work core competencies:

| | Social Work Core Competencies | SOWK 666 | Course Objective |
|----|-------------------------------------|----------|------------------|
| 1 | Professional Identity | | |
| 2 | Ethical Practice | | |
| 3 | Critical Thinking | * | 1-5 |
| 4 | Diversity in Practice | * | 2 |
| 5 | Human Rights & Justice | * | 1-4 |
| 6 | Research Based Practice | | |
| 7 | Human Behavior | * | 3 & 4 |
| 8 | Policy Practice | | |
| 9 | Practice Contexts | | |
| 10 | Engage, Assess, Intervene, Evaluate | * | 1-5 |

* Highlighted in this course

The following table explains the highlighted competencies for this course, the related student learning outcomes, and the method of assessment.

| | | |
|--|---|---|
| <p>Critical Thinking—Apply critical thinking to inform and communicate professional judgments.</p> <p>Social workers competent in Critical Thinking:</p> <ul style="list-style-type: none"> ▪ Are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. ▪ Use critical thinking augmented by creativity and curiosity. ▪ Understand that critical thinking also requires the synthesis and communication of relevant information. | <ol style="list-style-type: none"> 1. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom. 2. Analyze models of assessment, prevention, intervention, and evaluation. 3. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues. | <p>Interactive Exercises Class Discussion Final Paper</p> <p>Interactive Exercises and Class Discussion</p> |
| <p>Diversity in Practice—Engage diversity and difference in practice.</p> <p>Social workers competent in Diversity in Practice:</p> <ul style="list-style-type: none"> ▪ Understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. ▪ Recognize that the dimensions of diversity reflect intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. ▪ Appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. | <ol style="list-style-type: none"> 4. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. 5. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups. 6. Recognize and communicate understanding of the importance of difference in shaping life experiences. 7. View themselves as learners and engage those with whom they work as informants. | <p>Interactive Exercises and Class Discussion</p> |

| | | |
|---|--|---|
| <p>Human Rights & Justice—Advance human rights and social and economic justice.</p> <p>Social workers competent in Human Rights & Justice:</p> <ul style="list-style-type: none"> ▪ Acknowledge that each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. ▪ Recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. ▪ Incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. | 8. Understand the forms and mechanisms of oppression and discrimination. | <p>Interactive Exercises and Class Discussion</p> |
| | 9. Advocate for human rights and social and economic justice. | |
| | 10. Engage in practices that advance social and economic justice. | |

| | | |
|---|---|---|
| <p>Human Behavior—Apply knowledge of human behavior and the social environment.</p> <p>Social workers competent in Human Behavior:</p> <ul style="list-style-type: none"> ▪ Are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. ▪ Apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. | 11. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation. | <p>Interactive Exercises Class Discussion Assignments 1-2 & Final Paper</p> |
| | 12. Critique and apply knowledge to understand person and environment. | |

| | | |
|--|---|---|
| <p>Engage, Assess, Intervene, Evaluate—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.</p> <p>Social workers competent in the dynamic and interactive processes of Engagement, Assessment, Intervention, and Evaluation apply the following knowledge and skills to practice with individuals, families, groups, organizations, and communities.</p> <ul style="list-style-type: none"> ▪ Identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals ▪ Using research and technological advances ▪ Evaluating program outcomes and practice effectiveness ▪ Developing, analyzing, advocating, and providing leadership for policies and services ▪ Promoting social and economic justice | <p>13. Engagement:</p> <p>Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.</p> <p>Use empathy and other interpersonal skills.</p> <p>Develop a mutually agreed-on focus of work and desired outcomes.</p> | <p>Interactive Exercises</p> <p>Class Discussion</p> <p>Assignments 1-2 & Final Paper</p> |
| | <p>14. Assessment:</p> <p>Collect, organize, and interpret client data.</p> <p>Assess client strengths and limitations.</p> <p>Develop mutually agreed-on intervention goals and objectives.</p> <p>Select appropriate intervention strategies.</p> | |
| | <p>15. Intervention:</p> <p>Initiate actions to achieve organizational goals.</p> <p>Implement prevention interventions that enhance client capacities.</p> <p>Help clients resolve problems.</p> <p>Negotiate, mediate, and advocate for clients.</p> <p>Facilitate transitions and endings.</p> | |
| | <p>16. Evaluation: Critically analyze, monitor, and evaluate interventions.</p> | |

VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

| Assignment | Due Date | % of Final Grade |
|---------------------------|----------------------------|------------------|
| Assignment 1-2 | Every 3 rd week | 20% each |
| Assignment 3: Final Paper | Study Week | 50% |
| Class Participation | Ongoing | 10% |

Each of the major assignments is described below.

Assignments 1-2: (Each paper will count 20% of overall grade)

The semester will consist of two (2) small papers and a final paper. The two small papers will provide students with more in-depth knowledge and broaden their understanding of domestic violence. The papers will be due every three weeks; will be 5-8 pages in length; will require a minimum of five (5) properly formatted citations.

Topic one will be: Who is Ellen Pence and what are her contributions to domestic violence? **Due in Unit 4. February 6th**

Topic two will be: student's choice: Choose either the impact of domestic violence on health OR the impact of domestic violence on mental health. **Due in Unit 8. March 5th.**

Topic four will be the final paper. **Due April 30th.**

Short papers should include no less than five references with the vast majority being from accredited books and journals and any supplements from the Internet must be from recognized, reputable organizations. Websites such as Wikipedia and sniggle are **NOT** acceptable.

Assignments 1-2 papers will count 20% and contribute to the overall grade for the class.

Format for Assignments 1-2: 1 inch margins (top, bottom and sides), typed with 12 point type (preferably in Times Roman) and double spaced. Page length does NOT include cover page or references.

Note: Papers that do not meet the deadline may not be accepted unless prior arrangement has been made with the instructor. Late papers will be downgraded one-half grade for each day late. **IF YOU HAVE AN ISSUE, PLEASE LET ME KNOW IN ADVANCE OF THE DUE DATE.**

These assignment relates to student learning outcomes 3, 4, 5 and 7.

Assignment 3: Final Paper (50% of overall grade)

The final paper should focus on one of the topics covered by the Domestic Violence course and concentrate on the background of the issue and what we know of the issue thus far.

The final paper will be to either:

1. Design or re-design a Domestic Violence Intervention program This final paper may take existing programs and re-design them in a fashion that would improve the outcomes. Include examples to illustrate your points and back up your ideas and assertions with appropriate references
2. **OR** on a topic of interest along with recommendations to improve the system (e.g., the laws of China compared to the laws of the US or How Fairy Tales Objectify Women).

The final paper should include no less than 15 references with the vast majority being from accredited books and journals, and any supplements from the Internet must be from recognized, reputable organizations. The final paper should be 10-15 pages in length (**not** including cover page and reference page(s)).

For topics that are not a design or redesign of a program, check with instructor for approval.

Format for Final Paper: 1 inch margins (top, bottom and sides), typed with 12 point type (preferably in Times Roman) and double spaced. Page length does NOT include cover page or references.

Due: APRIL 26, 2016

This assignment relates to student learning outcome 3, 4, 5, and 7.

Class Participation (10% of Course Grade)

Students are expected to participate in interactive exercises in class and participate fully in class discussions. Evaluation of class participation includes frequency, quality of participation, discussion, attendance, and involvement in interactive exercises. Students will be expected to discuss their questions and ideas in relation to weekly readings, exercises, guest speakers and videos.

Guidelines for Evaluating Participation Including Participation in Experiential Exercises

10: Outstanding Contributor: Contributions in class reflect exceptional preparation and participation is substantial. Ideas offered are always substantive, provides one or more major insights as well as direction for the class. Application to cases held is on target and on topic. Challenges are well substantiated, persuasively presented, and presented with excellent comportment. If this person were not a member of the class, the quality of discussion would be diminished markedly. Exemplary behavior in experiential exercises demonstrating on target behavior in role plays, small group discussions, and other activities.

9: Very Good Contributor: Contributions in class reflect thorough preparation and frequency is participation is high. Ideas offered are usually substantive, provide good insights and sometimes direction for the class. Application to cases held is usually on target and on topic. Challenges are well substantiated, often persuasive, and presented with excellent comportment. If this person were not a member of the class, the quality of discussion would be diminished. Good activity in experiential exercises demonstrating behavior that is usually on target in role plays, small group discussions, and other activities.

8: Good Contributor: Contributions in class reflect solid preparation. Ideas offered are usually substantive and participation is very regular, provides generally useful insights but seldom offer a new direction for the discussion. Sometimes provides application of class material to cases held. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive with good comportment. If this person were not a member of the class, the quality of discussion would be diminished somewhat. Behavior in experiential exercises demonstrates good understanding of methods in role plays, small group discussions, and other activities.

7: Adequate Contributor: Contributions in class reflect some preparation. Ideas offered are somewhat substantive, provides some insights but seldom offers a new direction for the discussion. Participation is somewhat regular. Challenges are sometimes presented, and are sometimes persuasive with adequate comportment. If this person were not a member of the class, the quality of discussion would be diminished slightly. Occasionally applies class content to cases. Behavior in experiential exercises is occasionally sporadically on target demonstrating uneven understanding of methods in role plays, small group discussions, and other activities.

6: Inadequate: This person says little in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed. Does not participate actively in exercises but sits almost silently and does not ever present material to the class from exercises. Does not appear to be engaged.

5: Non-Participant: Attends class only. In other words, if you don't say a word but just show up, you won't get any credit.

Citations: no citation shall be more than 10 years old. If using an older citation, it must be clear that this citation (e.g. attachment theory) is the origin but recent research must be used for support. Inclusion of research older than 10 years old and not properly cited will result in point deductions.

Grading

Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have been demonstrated by the student.

A grade of B+ will be given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being evaluated in the assignment.

A grade of B will be given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations.

A grade of B- will denote that a student’s performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations.

A grade of C would reflect a minimal grasp of the assignment, poor organization of ideas and/or several significant areas requiring improvement.

Grades between C- and F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student’s performance on the assignment.

Class grades will be based on the following:

| Class Grades | | Final Grade | |
|--------------|----|-------------|----|
| 3.85 – 4 | A | 93 – 100 | A |
| 3.60 – 3.84 | A- | 90 – 92 | A- |
| 3.25 – 3.59 | B+ | 87 – 89 | B+ |
| 2.90 – 3.24 | B | 83 – 86 | B |
| 2.60 – 2.89 | B- | 80 – 82 | B- |
| 2.25 – 2.59 | C+ | 77 – 79 | C+ |
| 1.90 – 2.24 | C | 73 – 76 | C |
| | | 70 – 72 | C- |

VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Note: “This is a **handout**” notations mark readings that students do not need to find on their own. Access to all handouts will be provided in class or is in the documentation box for VAC students.

Required Textbooks

Barnett, O. W., & LaViolette, A. (2013). *It could happen to anyone*. Thousand Oaks, CA: Sage Publications.

Campbell, J. C. (2007). *Assessing dangerousness: Violence by batterers, and child abusers*. New York, NY: Springer Publications.

Gondolf, E. W. (2012). *The future of batterer programs: Reassessing evidence-based practice*. Thousand Oaks, CA: Sage Publications.

Required Readings

- Aldridge, M. L., & Browne, K. D. (2003). Perpetrators of spousal homicide. *Trauma & Abuse*, 4(3), 265-276.
- Anderson, M. A., Gillig, P. M., Sitaker, M., McCloskey, K., Malloy, K., & Grigsby, N. (2003). Why doesn't she just leave?: A descriptive study of victim reported impediments to her safety. *Journal of Family Violence*, 18(3), 151-155.
- Aulivola, M. (2004). Outing domestic violence: Affording appropriate protections to gay and lesbian victims. *Family Court Review*, 42(1), 162-177.
- Campbell, J., & Wolf, A. D. (2008, June 5). *Intimate partner violence risk assessment: Implications for women's safety*.
(Instructor Note: Posted on Blackboard. This is PowerPoint presentation that was done through a webinar by the Family Justice Center.)
- CBS News. (2003, September 23). *Tacoma confidential (when the abuser wears a badge)*. New York, NY: CBS News.
(Instructor Note: This is a **handout**.)
- CBS News. (2005, June 6). *Civil suit accuses cop of stalking woman*. New York, NY: CBS News.
(Instructor Note: This is a **handout**.)
- DuBow, T. (1998, Summer). Pushed to the limit by abuse. *Jewish Woman Magazine*. New York, NY.
(Instructor Note: This is a **handout**.)
- Ellison, A. R. (2003, Spring). Surviving abuse. *Jewish Woman Magazine*. New York, NY.
(Instructor Note: This is a **handout**.)
- Family Violence Prevention Fund. (1997). Model policy for corporations. In *The workplace responds to domestic violence manual*. San Francisco, CA: Family Violence Prevention Fund.
(Instructor Note: This is a **handout**.)
- Futures Without Violence (formerly Family Violence Prevention Fund). (n.d.). *Teens safety planning: Tips for safety and confidence*. Retrieved from www.futureswithoutviolence.org/userfiles/files/PublicCommunications/Create%20a%20Teen%20Safety%30Plan.pdf
- Futures Without Violence (formerly Family Violence Prevention Fund). (n.d.). *Facts on teenagers & intimate partner violence*. Retrieved from www.futureswithoutviolence.org/userfiles/files/Teens/The%20Facts%20on%20Twens%20and%20Teens%20and%20Dating%20Violence%20FINAL.pdf
(Instructor Note: This is a **handout**.)
- Ganley, A. L. (1991). Understanding domestic violence. In Warshaw, C., & Ganley, A. L., *Improving the health care response to domestic violence: A resource manual for health care providers*. San Francisco, CA: Family Violence Prevention Fund.
(Instructor Note: This is a **handout**.)
- Girshick, L. B. (1993). *Teen dating violence, violence update: Response to the victimization of women and children*. Thousand Oaks, CA: Sage Publications.
(Instructor Note: This is a **handout**.)
- Hart, B. J. (1993). *Children of domestic violence: Risks and remedies*. St. Paul, MN: Center Against Violence and Abuse.
- Holt, S. (2002, May). Breaking the silence. *Arise Magazine*, 38-40.

- Kentucky Governor's Office of Child Abuse and Domestic Violence Services. (2001). *Mental health intervention in cases of domestic violence*. Retrieved from www.state.ky.us/agencies/gov/domviol/mhcurril/htm
(Instructor Note: This is a **handout**.)
- Kentucky Governor's Office of Child Abuse and Domestic Violence Services. (2001). *The correlation of domestic violence and chemical abuse/dependency*. Retrieved from <http://gocadvs.ky.gov/dv.htm>
(Instructor Note: This is a **handout**.)
- Legal Momentum (formerly National Organization for Women Legal Defense and Education Fund). (2003, October 3). *State fact sheets on workplace domestic violence: Workplace restraining orders, unemployment insurance, discrimination, and employment leave*. New York, NY. Retrieved from www.legalmomentum.org/assets/pdfs/unemployment-insurance.pdf, www.legalmomentum.org/assets/pdfs/domestic-violence-workplace.pdf, www.legalmomentum.org/assets/pdfs/workplace-restraining-orders.pdf, www.legalmomentum.org/assets/pdfs/employment-rights.pdf, and www.legalmomentum.org/assets/pdfs/housing-1.pdf
(Instructor Note: This is a **handout**.)
- Legal Momentum. (n.d.). *Overcoming cultural barriers in working with immigrant women*. Retrieved from www.legalmomentum.org/assets/pdfs/wwwculturalbarriers.pdf
(Instructor Note: Legal Momentum gives acknowledgment to Ayuda for developing this.)
- Los Angeles Gay & Lesbian Center's STOP Partner Abuse/Domestic Violence Program. (2002). *LGBTQ power and control wheel*. Retrieved from www.lagaycenter.org/site/DocServer/DV_INFORMATIONAL_BOOKLET_pdf?doc.ID=569
- McAlister Groves, B. (1999). Mental health services for children who witness domestic violence: The future of children. *Domestic Violence and Children*, 9(3).
(Instructor Note: This is a **handout**.)
- Model Policy: Substance Abuse Treatment. (2001). *Substance abuse treatment system: Model policy domestic violence policy for counties*. New York.
(Instructor Note: This is a **handout**.)
- National Center for PTSD. (n.d.). *Effects of post traumatic experiences*. Washington, DC: Department of Veteran's Affairs. Retrieved from www.ncptsd.org/facts/general/fs_effects.html
(Instructor Note: This is a **handout**.)
- National Center for PTSD. (n.d.). *What is post traumatic stress disorder*. Washington, DC: Department of Veteran's Affairs. Retrieved from www.ncptsd.org/facts/general/fs_what_is_ptsd.html
(Instructor Note: This is a **handout**.)
- National Center on Domestic & Sexual Violence. (n.d.). *Teen power and control wheel*. Retrieved from www.ncdsv.org/images/Teen%20P&C%20wheel%20NO%20SHADING.pdf
- National Institute of Mental Health. (2001, September). *Helping children and adolescents cope with violence and disasters*. Bethesda, MD. Retrieved from www.nih.gov/health/publications/helping-children-and-adolescents-cope-with-violence-and-disasters-rescue-workers/index.shtml
(Instructor Note: This is a **handout**.)
- New Hampshire Coalition Against Domestic Violence. (n.d.). *Domestic violence on children: A fact sheet*. Retrieved from www.nhcadv.org/Impact_on_children.cfm
(Instructor Note: This is a **handout**.)
- Nosek, M. A., & Howland, C. A. (1998, February). *Abuse and women with disabilities*. Violence Against Women Online Resources. Retrieved from www.VAWnet.org/Assoc_Files_VAWnet/AR_disab.pdf

- Rosenwalk, M. (2004, October 10). Every step you take ... every move you make ... my GPS unit will be watching you. *Popular Science Magazine*.
(Instructor Note: This is a **handout**.)
- Sacks, S., & Ries, R. K. (2005). *Substance abuse and co-occurring disorders*. Center for Substance Abuse Treatment. Substance Abuse Treatment for Persons with Co-occurring Disorders. Treatment Improvement Protocol (TIP) Series 42. DHHS Publication No. (SMA) 05-3992. Rockville, MD: Substance Abuse and Mental Health Services Administration.
- Salazar, L. F., Baker, C. K., Price, A. W., & Carlin, K. (2003, December). Moving beyond the individual: Examining the effects of domestic violence policies on social norms. *American Journal of Community Psychology*, 32(3-4), 253-264.
- Texas Council on Family Violence. (n.d.). *Power and control wheel for immigrant women*. Retrieved from www.tcfv.org/pdf/Updated_wheels/Power%20and%20Control%20Wheel%20for%20Immigrant%20Women.pdf
- Turning Point Services. (n.d.). *Children & domestic violence: How domestic violence affects children*. West Alabama. Retrieved from www.dbtech.net/turningpoint/children.htm
(Instructor Note: This is a **handout**.)
- Warrier, S. (2003). *Culture: What it is, who owns it, claims it, changes it*. New York, NY: Asian Pacific Islander Institute on Domestic Violence. Retrieved from <http://apiidv.org/files/What.Is.Culture-Sujata.Warrier-APIIDV-2002.pdf>
(Instructor Note: This is a **handout**.)
- Warrier, S. (n.d.). *From sensitivity to competency: Clinical and departmental guidelines to achieve cultural competency*. San Francisco, CA: Family Violence Prevention Fund.
(Instructor Note: This is a **handout**.)
- Warshaw, C. (1991). Identification, assessment, and intervention with victims of domestic violence. In C. Warshaw & A. L. Ganley, *Improving the health care response to domestic violence: A resource manual for health care providers*. San Francisco, CA: Family Violence Prevention Fund.
(Instructor Note: This is a **handout**.)
- Wisconsin Coalition Against Domestic Violence. (n.d.) *Family violence in later life power and control wheel*. Retrieved from www.ncdsv.org/images/NCALL_Abuse%20Later%20in%20Life%20Wheel_narrative_final_2006.pdf
- Zosky, D. L. (1999, March). The application of object relations theory to domestic violence. *Clinical Social Work Journal*, 27(1), 55-69.
- Zubretsky, T. (n.d.). *Domestic violence and chemical dependency: Different languages*. New York: New York State Office for the Prevention of Domestic Violence. Retrieved from www.dhs.state.il.us/page.aspx?item=38494#a_toc1
(Instructor Note: This is a **handout**.)
- Zubretsky, T. M., & Digirolamo, K. M. (n.d.). *The false connection between adult domestic violence and alcohol*. Troy, NY: The Alcohol Connection. Retrieved from www.safetyzone.org/false_cx.htm
(Instructor Note: This is a **handout**.)

Additional Required Readings from Handouts

- Domestic Abuse Intervention Project. (n.d.). *Power and control wheel*. Retrieved from www.ncdsv.org/images/PowerControlwheelNOSHADING.pdf
- Gray-Reneberg, J. M. (n.d.). *Religious power and control wheel and religious equality wheel*. Retrieved from http://new.vawnet.org/Assoc_Files_VAWnet/ClergyGuide/pdf

(Instructor Note: This was developed for the Lincoln-Lancaster County Health Department. Modeled upon the Power and Control Wheel of Duluth Domestic Abuse Intervention Project.)

- Legal Momentum. (2007). *Housing laws protecting victims: State by state*. Retrieved from www.legalmomentum.org/assets/pdfs/housing-1.pdf
- National Center on Domestic Violence and Sexual Violence. (n.d.). *Equality wheel*. Retrieved from www.ncdsv.org/images/EqualitywheelNOSHADING.pdf
- National Center on Domestic Violence and Sexual Violence. (n.d.). *Military power and control wheel*. Retrieved from www.ncdsv.org/images/MilitarycontrolwheelNOSHADING.pdf
- National Center on Domestic Violence and Sexual Violence. (n.d.). *Police perpetrated power and control wheel*. Retrieved from www.mcdsv.org/images/Police-perpetrateddomviolNOSHADING.pdf
- National Coalition Against Domestic Violence. (n.d.). *Housing and homelessness*. Retrieved from www.ncadv.org/files/Housing_pdf
- National Coalition for the Homelessness. (2007, August). *Domestic violence and homelessness: Fact sheet #7*. Retrieved from www.nationalhomelessness.org/publications/facts/domestic.pdf
- Peterson, C. (1999). *Confidentiality and domestic violence*. California sample.
(Instructor Note: This non-published work was originally created for the State CalWorks Joint Task Force and is available from instructor.)
- Peterson, C. (2004). *Terminology chart*.
(Instructor Note: This **handout** was developed specifically for use in this class.)
- Peterson, C. (n.d.). *Victims of Crime Act (VOCA)*. California sample.
(Instructor Note: This non-published work was compiled from the California Attorney General's website.)
- Stalking Resource Center. (n.d.). *Stalking fact sheet*. Retrieved from www.ncvc.org/src/AGP.Net/Components/DocumentViewer/Download.aspxnz?DocumentID=40616
- Stalking Resource Center. (n.d.). *10 things you need to know about stalking*. Retrieved from www.ncvc.org/src/AGP.Net/Components/DocumentViewer/Download.aspxnz?DocumentID=37605
- Texas Council on Family Violence. (n.d.). *Immigrant battered women power and control wheel*. Retrieved from www.tcfv.org/pdf/Updates_wheels/Power%20and%20Control%20Wheel%20for%20Immigrant%20Women.pdf
- VAWA (Violence Against Women Act). (n.d.).
(Instructor Note: Will be posted on Blackboard.)
- Welfare Reform/CalWORKs Information. (n.d.).
(Instructor Note: Will be posted on Blackboard.)
- Wisconsin Coalition Against Domestic Violence. (n.d.). *Family violence in later life power and control wheel*. Retrieved from www.ncall.us/sites/ncall.us/files/resources/Abuse%20in%20Later%20Life%20Wheel%202011.pdf
- Women's Refuge (New Zealand). (n.d.). *How violence affects children*. Retrieved from www.womensrefuge.org.nz/users/Image/Downloads/PDFs/Factsheet7%20How%20violence%20affects%20children.pdf

Recommended Textbooks

- Brandwein, R. A. (1998). *Battered women, children and welfare reform*. Thousand Oaks, CA: Sage Publications.
- Corrigan, J. D., Wolfe, M., Mysiw, W. J., Jackson, R. D., & Bogner, J. D. (2001). *Early identification of mild traumatic brain injury in female victims of domestic violence*. New York, NY: W. B. Saunders Company.
- Dalton, C., Schneider, E. M., & Schneider, C. E. (2001). *Battered women and the law*. New York, NY: Foundation Press, Inc.
- de Becker, G. (1998). *Gift of Fear*. New York, NY: Dell Books Publishing
- Dutton, D. G. (1995). *Domestic assault of women*. Seattle, WA: University of Washington.
- Dutton, D. G. (2002). *The abusive personality: Violence and control in intimate relationships*. New York, NY: Guilford Publications.
- Giardino, A. P. & Giardinao, E. R. (2010). *Intimate partner violence*. St. Louis, MO: STM Learning, Inc.
- Jones, A., & Schechter, S. (1993). *When love goes wrong: What to do when you can't do anything*. New York, NY: HarperCollins Publishers.
- Jordan, C. E., Logan, T. K., Walker, R., & Nigoff, A. (2003). Stalking: An examination of the criminal justice response. *Journal of Interpersonal Violence, 18*(2), 148-165.
- LaRosa, P. (2006). *Tacoma confidential*. New York, NY: Signet Publishing.
- Mitchell, C. (2009). *Intimate partner violence: A health-based perspective*. Oxford University Press: USA
- Renzetti, C. M. (Ed.). (1996). *Violence in gay & lesbian domestic partnerships*. Binghamton, NY: Haworth Press.
- Schneider, E. M. (2002). *Battered women and feminist lawmaking*. New Haven, CT: Yale University Press.
- Schwarz, C. D. (2004). Unified family courts: A saving grace for victims of domestic violence living in nations with fragmented court systems. *Family Court Review, 42*(2), 304-320.

Note: Additional required and recommended readings may be assigned by the instructor throughout the course.

Course Schedule—Detailed Description

Unit 1/Unit 2: Introduction and Overview of Domestic Violence

Note: There will be an in-class discussion in Unit 2 regarding similarities and differences of domestic violence, traumatic bonding and Stockholm syndrome. This will include team presentations.

Topics

- “You make the call” exercise
- Domestic violence at a glance
- Interactive exercise game
- Videos:
 - ▼ POST (Peace Officer’s Standards and Training)
 - ▼ Martina McBride—Independence Day music video
- Battering as a way to maintain control
- Battering fact sheet
- Battered woman’s syndrome
- Why she stays, when she leaves
- Signs to look for in a battering relationship
- A checklist on boundaries in a relationship
- Lethality checklist
- Domestic abuse couple’s counseling policy statement
- Interactive exercise—Barriers to leaving
- Discussion of “You make the call” exercise

This Unit relates to course objectives 1, 2, and 3.

Required Readings

Anderson, M. A., Gillig, P. M., Sitaker, M., McCloskey, K., Malloy, K., & Grigsby, N. (2003). Why doesn't she just leave?: A descriptive study of victim reported impediments to her safety. *Journal of Family Violence, 18*(3), 151-155. **COPYRIGHT**

Barnett, O. W., & LaViolette, A. (2013). *It could happen to anyone*. Thousand Oaks, CA: Sage Publications.

Ganley, A. L. (1991). Understanding domestic violence. In Warshaw, C., & Ganley, A. L., *Improving the health care response to domestic violence: A resource manual for health care providers*. San Francisco, CA: Family Violence Prevention Fund.
(Instructor Note: This is a **handout**.)

National Center for PTSD. (n.d.). *Effects of post traumatic experiences*. Washington, DC: Department of Veteran’s Affairs. Retrieved from www.ncptsd.org/facts/general/fs_effects.html
(Instructor Note: This is a **handout**.)

National Center for PTSD. (n.d.). *What is post traumatic stress disorder*. Washington, DC: Department of Veteran’s Affairs. Retrieved from www.ncptsd.org/facts/general/fs_what_is_ptsd.html
(Instructor Note: This is a **handout**.)

Warshaw, C. (1991). Identification, assessment, and intervention with victims of domestic violence. In C. Warshaw & A. L. Ganley, *Improving the health care response to domestic violence: A resource manual for health care providers*. San Francisco, CA: Family Violence Prevention Fund.
(Instructor Note: This is a **handout**.)

Zosky, D. L. (1999, March). The application of object relations theory to domestic violence. *Clinical Social Work Journal*, 27(1). **COPYRIGHT**

Additional Required Readings from Handouts

Domestic Abuse Intervention Project. (n.d.). *Power and control wheel*. Retrieved from www.ncdsv.org/images/PowerControlwheelNOSHADING.pdf

National Center on Domestic Violence and Sexual Violence. (n.d.). *Equality wheel*. Retrieved from www.ncdsv.org/images/EqualitywheelNOSHADING.pdf

Peterson, C. (2004). *Terminology chart*.
(Instructor Note: This **handout** was developed specifically for use in this class.)

Recommended Readings

Campbell, J. C., Brown, J. K., Counts, & D. Ayers. (1999). *To have and to hit: Cultural perspectives on wife beating*. Champaign, IL: University of Illinois Press.

Dutton, D. G. (1995). *Domestic assault of women*. Seattle, WA: University of Washington.

Jones, A., & Schechter, S. (1993). *When love goes wrong: What to do when you can't do anything*. New York, NY: HarperCollins Publishers.

Unit 3/Unit 4: Domestic Violence Laws and Legal Issues

Assignment #1 due Unit 4

Assignment One Topic: Who is Ellen Pence and what is her contribution to the domestic violence movement?

Topics

- What will law enforcement do?
- The criminal justice system
- Abused women: A question of self-defense
- Video: Sin by silence
- Restraining orders
- Safety planning
- Safety planning while staying in an abusive relationship
- Safety after you leave
- Escape list
- When the abuser wears a badge
- Interactive exercise: Safety planning

This Unit relates to course objectives 2 and 5.

Required Readings

Peterson, C. (n.d.). California sample.
(Instructor Note: This is a non-published work, compiled from the California Attorney General's website. Victims of Crime Act (VOCA).) (This is a **handout**.)

Rosenwalk, M. (2004, October 10). Every step you take ... every move you make ... my GPS unit will be watching you. *Popular Science Magazine*.
(Instructor Note: This is a **handout**.)

Salazar, L. F., Baker, C. K., Price, A. W., & Carlin, K. (2003, December). Moving beyond the individual: Examining the effects of domestic violence policies on social norms. *American Journal of Community Psychology*, 32(3-4), 253-264. **COPYRIGHT**

Stalking Resource Center/National Center for Victims of Crime. (n.d.). *Stalking Fact Sheet*. Retrieved from www.ncvc.org/src/AGP.Net/Components/DocumentViewer/Download.aspx?DocumentID=37605

Stalking Resource Center/National Center for Victims of Crime. (n.d.). *10 things you need to know about stalking*. Retrieved from www.ncvc.org/src/AGP.Net/Components/DocumentViewer/Download.aspx?DocumentID=38733

Recommended Readings

Dalton, C., Schneider, E. M., & Schneider, C. E. (2001). *Battered women and the law*. New York, NY: Foundation Press, Inc.

Jordan, C. E., Logan, T. K., Walker, R., & Nigoff, A. (2003). Stalking: An examination of the criminal justice response. *Journal of Interpersonal Violence*, 18(2), 148-165.

Schneider, E. M. (2002). *Battered women and feminist lawmaking*. New Haven, CT: Yale University Press.

Schwarz, C. D. (2004). Unified family courts: A saving grace for victims of domestic violence living in nations with fragmented court systems. *Family Court Review*, 42(2), 304-320.

Unit 5: Domestic Violence Programs

Topics

- Domestic advocacy shelter services
- Local shelter information

This Unit relates to course objective 5.

Required Readings

Peterson, C. (1999). *Confidentiality and domestic violence*. California sample.
(Instructor Note: This non-published work was originally created for the State CalWorks Joint Task Force and is available from instructor.) (This is a **handout**.)

Unit 6/Unit 7: Direct Clinical Practice Skills

Assignment Two Topic: Student Choice: impact of domestic violence on health or the impact of domestic violence on mental health. This includes an oral presentation option.

Topics

- Intervention for battering general hotline calls
- Counseling skills
- Barriers to communication
- Crisis intervention
- Interactive exercise
- Interview scenarios

This Unit relates to course objectives 1 and 3.

Required Readings

- Campbell, J. C. (2007). *Assessing dangerousness: Violence by batterers, and child abusers*. New York, NY: Springer Publications.
- Gondolf, E. W. (2012). *The future of batterer programs: Reassessing evidence-based practice*. Thousand Oaks, CA: Sage Publications.
- Kentucky Governor's Office of Child Abuse and Domestic Violence Services. (2001). *Mental health intervention in cases of domestic violence*. Retrieved from www.state.ky.us/agencies/gov/domviol/mhcurril/htm
(Instructor Note: This is a **handout**.)
- Kentucky Governor's Office of Child Abuse and Domestic Violence Services. (2001). *The correlation of domestic violence and chemical abuse/dependency*. Retrieved from <http://gocadvs.ky.gov/dv.htm>
(Instructor Note: This is a **handout**.)
- Model Policy: Substance Abuse Treatment. (2001). *Substance abuse treatment system: Model policy domestic violence policy for counties*. New York.
(Instructor Note: This is a **handout**.)
- Sacks, S., & Ries, R. K. (2005). *Substance abuse and co-occurring disorders*. Center for Substance Abuse Treatment. Substance Abuse Treatment for Persons with Co-occurring Disorders. Treatment Improvement Protocol (TIP) Series 42. DHHS Publication No. (SMA) 05-3992. Rockville, MD: Substance Abuse and Mental Health Services Administration. (This is a **handout**.)
- Zubretsky, T. (n.d.). *Domestic violence and chemical dependency: Different languages*. New York: New York State Office for the Prevention of Domestic Violence. Retrieved from www.dhs.state.il.us/page.aspx?item=38494#a_toc1
(Instructor Note: This is a **handout**.)
- Zubretsky, T. M., & Digirolamo, K. M. (n.d.). *The false connection between adult domestic violence and alcohol*. Troy, NY: The Alcohol Connection. Retrieved from www.safetyzone.org/false_cx.htm
(Instructor Note: This is a **handout**.)

Unit 8/Unit 9: Effects of Domestic Violence on Children**Assignment #2 due Unit 8****Topics**

- Fact sheet on children of violent homes
- Characteristics of children in crisis
- Children who live in a violent environment
- Problem behaviors of children from violent homes
- Working with kids
- Children's programs in shelters and the concept of empowerment
- Things to remember about children living in shelters
- Video: Hidden victims and/or small justice: Little justice in America's courts
- Teen dating violence fact sheet
- What is dating violence?
- Violence in teen relationships
- Interactive exercise: Children's scenario

This Unit relates to course objective 3.

Required Readings

- Futures Without Violence (formerly Family Violence Prevention Fund). (n.d.) *Teens safety planning: Tips for safety and confidence*. Retrieved from www.futureswithoutviolence.org/userfiles/files/PublicCommunications/Create%20a%20Teen%20Safety%30Plan.pdf
- Futures Without Violence (formerly Family Violence Prevention Fund). (n.d.) *Facts on teenagers & intimate partner violence*. Retrieved from www.futureswithoutviolence.org/userfiles/files/Teens/The%20Facts%20on%20Tweens%20and%20Teens%20and%20Dating%20Violence%20FINAL.pdf
(Instructor Note: This is a **handout**.)
- Girshick, L. B. (1993). *Teen dating violence, violence update: Response to the victimization of women and children*. Thousand Oaks, CA: Sage Publications.
(Instructor Note: This is a **handout**.)
- Hart, B. J. (1993). *Children of domestic violence: Risks and remedies*. St. Paul, MN: Center Against Violence and Abuse. **COPYRIGHT**
- McAlister Groves, B. (1999). Mental health services for children who witness domestic violence: The future of children. *Domestic Violence and Children*, 9(3).
(Instructor Note: This is a **handout**.)
- National Institute of Mental Health. (2001, September). *Helping children and adolescents cope with violence and disasters*. Bethesda, MD. Retrieved from www.nih.gov/health/publications/helping-children-and-adolescents-cope-with-violence-and-disasters-rescue-workers/index.shtml
(Instructor Note: This is a **handout**.)
- New Hampshire Coalition Against Domestic Violence. (n.d.). *Domestic violence on children: A fact sheet*. Retrieved from www.nhcadv.org/Impact_on_children.cfm
(Instructor Note: This is a **handout**.)
- Turning Point Services. (n.d.). *Children & domestic violence: How domestic violence affects children*. West Alabama. Retrieved from www.dbtech.net/turningpoint/children.htm
(Instructor Note: This is a **handout**.)

Unit 10: Batterers

Topics

- Batterer's intervention programs
- Batterer's assessment tools
- Batterer's programs
- The violence continuum
- Video: 20/20 expose

This Unit relates to course objectives 3 and 4.

Required Readings

- Aldridge, M. L., & Browne, K. D. (2003). Perpetrators of spousal homicide. *Trauma & Abuse*, 4(3), 265-276. **COPYRIGHT**
- Campbell, J. C. (2007). *Assessing dangerousness: Violence by batterers, and child abusers*. New York, NY: Springer Publications.

- Campbell, J., & Wolf, A. D. (June 5, 2008). *Intimate partner violence risk assessment: Implications for women's safety*.
(Instructor Note: Posted on Blackboard. This is PowerPoint presentation that was done through a webinar by the Family Justice Center; or for the VAC, in the toolbox.)
- CBS News. (2003, September 27). *Tacoma confidential (when the abuser wears a badge)*. New York, NY: CBS News.
(Instructor Note: This is a **handout**.)
- CBS News. (2005, June 6). *Civil suit accuses cop of stalking woman*. New York, NY: CBS News.
(Instructor Note: This is a **handout**.)
- Gondolf, E. W. (2012). *The future of batterer programs: Reassessing evidence-based practice*. Thousand Oaks, CA: Sage Publications.
- National Center on Domestic and Sexual Violence. (n.d.). *Military power and control wheel*. Retrieved from www.ncdsv.org/images/MilitarycontrolwheelNOSHADING.pdf
- National Center on Domestic and Sexual Violence. (n.d.). *Police perpetrated power and control wheel*. Retrieved from www.ncdsv.org/images/Police-perpetrateddomviolNOSHADING.pdf

Recommended Readings

- Dutton, D. G. (2002). *The abusive personality: Violence and control in intimate relationships*. New York, NY: Guilford Publications.
- LaRosa, P. (2006). *Tacoma confidential*. New York, NY: Signet Publishing.
- National Institute of Justice. (2003). *Batterer intervention programs: Where do we go from here?* (NCJ 195079). Washington, DC: U.S. Department of Justice. Retrieved from <http://www.ncjrs.gov/pdffiles1/nij/195079.pdf>
- National Institute of Justice. (2003). *Do batterer intervention programs work? Two studies* (NCJ 200331). Washington, DC: U.S. Department of Justice. Retrieved from <http://www.ncjrs.gov/pdffiles1/nij/200331.pdf>

Unit 11/Unit 12: Diversity: How Culture Plays a Role in Family Dynamics of Domestic Violence

Topics

- Steps toward becoming an inter-culturally sensitive person
- ISM's training
- Cycle of oppression
- Working assumptions and guidelines for alliance building
- Ethnic stratification power and inequality
- Definitions
- Confronting our own homophobia
- Violence Against Women Act (VAWA) & battered immigrant women
- Welfare reform
- Same sex violence: Gay/lesbian/transgender/bisexual
- Interactive exercises: Diversity games
- DV/Gangs – The connection

This Unit relates to course objective 3.

Required Readings

Holt, S. (2002, May). Breaking the silence. *Arise Magazine*, 38-40. (This is posted on Blackboard or for VAC, in the toolbox.)

Warrier, S. (2003). *Culture: What it is, who owns it, claims it, changes it*. New York, NY: Asian Pacific Islander Institute on Domestic Violence. Retrieved from <http://apiidv.org/files/What.Is.Culture-Sujata.Warrier-APIIDV-2002.pdf>
(Instructor Note: This is a **handout**.)

Warrier, S. (n.d.). *From sensitivity to competency: Clinical and departmental guidelines to achieve cultural competency*. San Francisco, CA: Family Violence Prevention Fund.
(Instructor Note: This is a **handout**.)

Additional Required Readings from Handouts

Legal Momentum. (n.d.). *Overcoming cultural barriers in working with immigrant women*. Retrieved from www.legalmomentum.org/assets/pdfs/wwwculturalbarriers.pdf
(Instructor Note: Legal Momentum gives acknowledgment to Ayuda for developing this.)

Legal Momentum & Legal Aid Foundation of Los Angeles VAWA (Violence Against Women Act) Requirements. (n.d.).
(Instructor Note: Will be posted on Blackboard.)

Los Angeles Gay & Lesbian Center's STOP Partner Violence/Domestic Violence Program. (n.d.) *LGBTQ power and control wheel*. Retrieved from www.lagaycenter.org/site/DocServer/DV_INFORMATIONAL_BOOKLET_pdf?doc.ID=569

Nosek, M. A., & Howland, C. A. (1998, February). *Abuse and women with disabilities*. Violence Against Women Online Resources. Retrieved from www.VAWnet.org/Assoc_Files_VAWnet/AR_disab.pdf

Welfare Reform/CalWORKs Information. (n.d.).
(Instructor Note: Will be posted on Blackboard. For the VAC, this is not available as it pertains only to California; you will need to check your state's Welfare Reform information.)

Wisconsin Coalition Against Domestic Violence. (n.d.). *Family violence in later life power and control wheel*. Retrieved from www.ncall.us/sites/ncall.us/files/resources/Abuse%20in%20Later%20Life%20Wheel%202011.pdf

Recommended Readings

Brandwein, R. A. (1998). *Battered women, children and welfare reform*. Thousand Oaks, CA: Sage Publications.

Campbell, J. C., Brown, J. K., Counts, & D. Ayers. (1999). *To have and to hit: Cultural perspectives on wife beating*. Champaign, IL: University of Illinois Press.

Renzetti, C. M. (Ed.). (1996). *Violence in gay & lesbian domestic partnerships*. Binghamton, NY: Haworth Press.

Unit 13/Unit 14: Religion, Culture and Abuse: The Effects on the Family

Topics

- The psychology of abuse: The Jewish perspective
- Violence in the Jewish family
- The psychology of abuse: The Black woman
- Violence and Native American women
- Working with Asian-Pacific Islander women
- Violence in the lives of Latina women
- Definitions
- Video: Broken vows

This Unit relates to course objective 3.

Required Readings

DuBow, T. (1998, Summer). Pushed to the limit by abuse. *Jewish Woman Magazine*, 8-12. New York, NY.

(Instructor Note: This is a **handout**.)

Musleah, R. (2003, Spring). Surviving abuse: By building awareness and advocacy, grassroots efforts help Jewish women find safety and healing. *Jewish Women International: Jewish Woman Magazine*. (This is a **handout**.) Retrieved from <http://www.jwi.org/Page.aspx?pid=497>

Additional Required Readings from Handouts

Gray-Reneberg, J. M. (n.d.). *Religious power and control wheel*. Retrieved from http://new.vawnet.org/Assoc_Files_VAWnet/ClergyGuide/pdf

(Instructor Note: This was developed for the Lincoln-Lancaster County Health Department.

Modeled upon the Power and Control Wheel of Duluth Domestic Abuse Intervention Project.)

Unit 15: Workplace Domestic Violence: A Community Issue

Topics

- What is workplace domestic violence?
- How do you recognize workplace domestic violence?
- Precautions and liabilities for corporate America
- Model policies on workplace domestic violence
- Video: Every 30 seconds: Family violence prevention fund
- Interactive exercise: Workplace scenario
- Wrap-up: Video: A new beginning/Escaping domestic violence

This Unit relates to course objectives 1, 2, and 4.

Required Readings

Family Violence Prevention Fund. (1997). Model policy for corporations. In *The workplace responds to domestic violence manual*. San Francisco, CA: Family Violence Prevention Fund.

(Instructor Note: This is a **handout**.)

Legal Momentum. (2009). *Housing laws protecting victims: State by state*. Retrieved from www.legalmomentum.org/assets/pdfs/housing-1.pdf

Legal Momentum (formerly National Organization for Women Legal Defense and Education Fund). (2003, October 3). *State fact sheets on workplace domestic violence: Workplace restraining orders, unemployment insurance, discrimination, and employment leave*. New York, NY. Retrieved from

www.legalmomentum.org/assets/pdfs/unemployment-insurance.pdf,
www.legalmomentum.org/assets/pdfs/domestic-violence-workplace.pdf,
www.legalmomentum.org/assets/pdfs/workplace-restraining-orders.pdf, and
www.legalmomentum.org/assets/pdfs/employment-rights.pdf

(Instructor Note: This is a **handout**.)

National Coalition Against Domestic Violence. (n.d.) *Housing and homelessness*. Retrieved from
www.ncadv.org/files/Housing_.pdf

National Coalition for the Homelessness. (August, 2007). *Domestic violence and homelessness: Fact sheet #7*. Retrieved from www.nationalhomeless.org/publications/facts/domestic.pdf

STUDY DAYS / NO CLASSES

Our last class is on April 23rd.

Study week is April 25-29.

Your final paper is due April 30th.

FINAL EXAMINATIONS

UPC/City Center students upload your papers to Blackboard.

VAC students upload papers under Assignments at the bottom of the Coursework page.

University Policies and Guidelines

IX. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email (lmurad@usc.edu) of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

Please refer to Scampus and to the USC School of Social Work Student Handbook for additional information on attendance policies.

X. STATEMENT ON ACADEMIC INTEGRITY

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: <http://www.usc.edu/dept/publications/SCAMPUS/gov/>. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>.

Additionally, it should be noted that violations of academic integrity are not only violations of USC principles and policies, but also violations of the values of the social work profession.

XI. STATEMENT FOR STUDENTS WITH DISABILITIES

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. *Please be sure the letter is delivered to the instructor as early in the semester as possible.* DSP is located in STU 301 and is open from 8:30 a.m. to 5:00 p.m., Monday through Friday.

Students from all academic centers (including the Virtual Academic Center) may contact Ed Roth, Director of the DSP office at 213-740-0776 or ability@usc.edu.

XII. EMERGENCY RESPONSE INFORMATION

Note: The following Emergency Response Information pertains to students on campus, but please note its importance should you be on campus for a temporary or extended period. When not on campus: Call the 911 listing in your local community for any emergency.

To receive information, call the main number (213) 740-2711, press #2. “For recorded announcements, events, emergency communications or critical incident information.”

To leave a message, call (213) 740-8311

For additional university information, please call (213) 740-9233

Or visit university website: <http://emergency.usc.edu>

If it becomes necessary to evacuate the building, please go to the following locations carefully and using stairwells only. Never use elevators in an emergency evacuation.

Students may also sign up for a **USC Trojans Alert** account to receive alerts and emergency notifications on their cell phone, pager, PDA, or e-mail account. Register at <https://trojansalert.usc.edu>.

| UNIVERSITY PARK CAMPUS | | ACADEMIC CENTERS | |
|------------------------|---|----------------------|----------------------|
| City Center | Front of Building (12 th & Olive) | Orange County | Faculty Parking Lot |
| MRF | Lot B | San Diego | Building Parking Lot |
| SWC | Lot B | Skirball | Front of Building |
| VKC | McCarthy Quad | | |
| WPH | McCarthy Quad | | |

Do not re-enter the building until given the “all clear” by emergency personnel.

XIII. STATEMENT ABOUT INCOMPLETES

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to be the instructor and reported on the official “Incomplete Completion Form.”

XIV. POLICY ON LATE OR MAKE-UP WORK

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected. **IF YOU HAVE AN ISSUE, PLEASE LET ME KNOW WELL IN ADVANCE OF THE DUE DATE.**

XV. POLICY ON CHANGES TO THE SYLLABUS AND/OR COURSE REQUIREMENTS

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

XVI. CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly [http://www.socialworkers.org/pubs/Code/code.asp]

Preamble

The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who

are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual wellbeing in a social context and the wellbeing of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

XVII. COMPLAINTS

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel you cannot discuss it with the instructor, contact your advisor or Dr. Paul Maiden, Vice Dean and Professor of Academic and Student Affairs, at rmaiden@usc.edu. Or, if you are a student of the VAC, contact June Wiley, Director of the Virtual Academic Center, at (213) 821-0901 or june.wiley@usc.edu for further guidance

XVIII. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE

- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Come to class.
- ✓ Complete required readings and assignments before coming to class.
- ✓ Before coming to class, review the materials from the previous Unit and the current Unit, and scan the topics to be covered in the next Unit.
- ✓ Come to class prepared to ask any questions you might have.
- ✓ Participate in class discussions.
- ✓ After you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
- ✓ If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email or text!
- ✓ Keep up with the assigned readings.

Don't procrastinate or postpone working on assignments.
