



USC | School of Social Work

Social Work 666

Domestic Violence/ Intimate Partner Violence

3 Units

Spring 2016

Instructor:
E-Mail:
Telephone:
Office:
Office Hours:

Course Day:
Course Time:
Course Location:

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 and teens, 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	Demonstrate Ethical and Professional Behavior	*	1-3
2	Engage in Diversity and Difference in Practice	*	2
3	Advance Human Rights and Social, Economic, and Environmental Justice	*	1-4
4	Engage in Practice-informed Research and Research-informed Practice		
5	Engage in Policy Practice		
6	Engage with Individuals, Families, Groups, Organizations, and Communities	*	1-5
7	Assess Individuals, Families, Groups, Organizations, and Communities	*	1-5
8	Intervene with Individuals, Families, Groups, Organizations, and Communities	*	1-5

9	Evaluate Practice with Individuals, Families, Groups, Organizations and Communities		
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* Highlighted in this course

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

Competencies/ Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
Demonstrate Ethical and Professional Behavior: <ul style="list-style-type: none"> ▪ Understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels ▪ Understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas ▪ Recognize personal values and the distinction between personal and professional values and understand how their personal experiences and affective reactions influence their professional judgment and behavior ▪ Understand the profession's history, its mission, and the roles and responsibilities of the profession ▪ Understand the role of other professions when engaged in inter-professional teams ▪ Recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective ▪ Understand emerging forms of technology and the ethical use of technology in social work practice 	Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context	
	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	Interactive Exercises Class Discussion Assignments 1-3
	Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;	
	Use technology ethically and appropriately to facilitate practice outcomes;	
	Use supervision and consultation to guide professional judgment and behavior.	

<p>Engage in Diversity and Difference in Practice:</p> <ul style="list-style-type: none"> Understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Understand 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. Understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. 	<p>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</p>	<p>Interactive Exercises Class Discussion</p>
	<p>Present themselves as learners and engage clients and constituencies as experts of their own experiences;</p>	
	<p>Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>	<p>Interactive Exercises Class Discussion</p>

<p>Advance Human Rights and Social, Economic, and Environmental Justice:</p> <ul style="list-style-type: none"> Understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education Understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. 	<p>Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;</p>	<p>Interactive Exercises Class Discussion</p>
	<p>Engage in practices that advance social, economic, and environmental justice</p>	<p>Interactive Exercises Class Discussion</p>

<p>Engage In Practice-informed Research and Research-informed Practice:</p> <ul style="list-style-type: none"> Understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. Understand the processes for translating research findings into effective practice. 	<p>Use practice experience and theory to inform scientific inquiry and research.</p>	
	<p>Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</p>	
	<p>Use and translate research evidence to inform and improve practice, policy, and service delivery.</p>	

<p>Engage in Policy Practice:</p> <ul style="list-style-type: none"> Understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. Knowledgeable about policy formulation, analysis, implementation, and evaluation. 	<p>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.</p>	<p>Interactive Exercises Class Discussion Assignments 1-3</p>
	<p>Assess how social welfare and economic policies impact the delivery of and access to social services.</p>	<p>Interactive Exercises Class Discussion Assignments 1-3</p>
	<p>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p>	<p>Interactive Exercises Class Discussion Assignments 1-3</p>

<p>Engage with Individuals, Families, Groups, Organizations, and Communities:</p> <ul style="list-style-type: none"> ▪ Understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. ▪ Value the importance of human relationships. ▪ Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. ▪ Understand strategies to engage diverse clients and constituencies to advance practice effectiveness. ▪ Understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. ▪ Value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. 	<p>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</p>	<p>Interactive Exercises Class Discussion Assignments 1-3</p>
	<p>Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>	<p>Interactive Exercises Class Discussion</p>

<p>Assess Individuals, Families, Groups, Organizations, and Communities:</p> <ul style="list-style-type: none"> ▪ Understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. ▪ Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. ▪ Understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. ▪ Recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. ▪ Understand how their personal experiences and affective reactions may affect their assessment and decision-making. 	<p>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies</p>	<p>Interactive Exercises Class Discussion Assignments 1-3</p>
	<p>Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.</p>	
	<p>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</p>	
	<p>Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</p>	

<p>Intervene with Individuals, Families, Groups, Organizations, and Communities:</p>	<p>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</p>	<p>Interactive Exercises Class Discussion</p>
<ul style="list-style-type: none"> ▪ Understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. ▪ Knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. ▪ Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. ▪ Understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. ▪ Value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. 	<p>Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies</p>	<p>Interactive Exercises Class Discussion Assignments 1-3</p>
	<p>Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes</p>	
	<p>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</p>	
	<p>Facilitate effective transitions and endings that advance mutually agreed-on goals.</p>	

<p>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities:</p> <ul style="list-style-type: none"> Understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. 	<p>Select and use appropriate methods for evaluation of outcomes.</p>	
	<p>Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</p>	
	<p>Critically analyze, monitor, and evaluate intervention and program Processes and outcomes.</p>	<p>Interactive Exercises Class Discussion</p>
	<p>Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>	<p>Interactive Exercises Class Discussion Assignments 1-3</p>

VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% of Final Grade
Assignment 1	Week 4	15%
Assignment 2	Week 8	30%
Assignment 3 - Final Class Participation	Week of Finals	45% 10%

Each of the major assignments is described below.

Assignments 1-3:

The semester will consist of three (3) papers. The three papers will provide students with more in-depth knowledge and broaden their knowledge of domestic violence. Topic one will be: Who is Ellen Pence and her contributions to domestic violence. Topic two will be: the impact of domestic violence on health **and** mental health. Topic three will be: the final paper. References should be 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.

Assignment 1 (15% of overall grade): This topic will be: Who is Ellen Pence and what are her contributions to the domestic violence movement?

The paper will be 5-8 pages in length. Paper length does not include cover page or references; and must be a full 5 pages in length (minimum).

1 inch margins (top, bottom and sides)

Double-spaced and typed in Times Roman

Minimum of five (5) citations/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 are NOT acceptable.

Late papers will be downgraded one-half grade for each day late.

DUE: Unit 4

Assignment 2 (30% of overall grade): This topic will be: the impact of domestic violence on health and mental health.

This paper will be 8-10 pages in length. Paper length does not include cover page or references; and must a be full 8 pages in length (minimum).

1 inch margins (top, bottom and sides)

Double-spaced and typed in Times Roman

Minimum of ten (10) citations/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 are NOT acceptable.

Late papers will be downgraded one-half grade for each day late.

DUE: Unit 8

These assignments relate to student learning outcomes 3, 4, 5 and 7.

Assignment 3: Final Paper (45% of overall grade)

Topic: Student Choice

The final paper should focus on one of the topics covered by the course and concentrate on the background of the issue and what we know of the issue thus far. Describe the problem, the population it affects, and why this issue is important to improve the system or the program(s) and recommendations for improvement.

The final paper can be evidence-based research which will re-design an intervention program (such as teen dating violence) **OR** a topic-centered paper 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).

If doing a topic-centered paper, you may want to consult with the instructor regarding the topic.

The final paper may take existing programs and re-design them in a fashion that would improve the outcomes or recommendations for improvements.

The final paper will be 10-15 pages in length. Page length does not include cover page or references; and must a full 10 pages (minimum).

1 inch margins (top, bottom and sides)

Double-spaced and typed in Times Roman

Minimum of 15 citations/references with the vast majority being from accredited books and journals, and any supplements from the Internet must be from recognized, reputable organizations.

Due: TBA

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

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.

REMINDER: direct quotations must have quotations marks and page numbers, or it is considered plagiarism

Class Participation (10% of Course Grade)

Students are expected to participate in interactive exercises in class and participate 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.

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-

Within the School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School: (1) 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. (2) 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 tested in the assignment. (3) 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. (4) 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. (5) A grade of C would reflect a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement. (6) 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.

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, on ARES, or on Blackboard for on-ground students, and for VAC students in the documentation box.

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 or ARES. For VAC, in the toolbox. 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**.)
- Futures Without Violence. (n.d.). Model policy for corporations: Create your policy. In *The workplace responds to domestic and sexual violence: A national resource center*. San Francisco, CA: Futures Without Violence (formerly 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%20Tweens%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. (2013). Understanding PTSD. Washington, D.C.: Department of Veteran's Affairs. Retrieved from http://www.ptsd.va.gov/public/understanding_ptsd/booklet.pdf.
- 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**.)
- Warrior, S. (2003). *Culture: What it is, who owns it, claims it, changes it*. New York, NY: Asian Pacific Islander Institute on Domestic Violence. (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: Futures Without Violence.
(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: Futures Without Violence.
(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). (2011). PowerPoint. (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 may include team presentations.

Topics

- “You make the call” exercise
- 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*. (3rd ed.). 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: Futures Without Violence. (Instructor Note: This is a **handout**.)
- National Center for PTSD. (2013). Understanding PTSD. Washington, DC: Department of Veteran’s Affairs. Retrieved from www.ptsd.va.gov/public/understanding_ptsd/booklet.pdf. (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.). Victims of Crime Act - 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.aspxnz?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.aspxnz?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
- Video: 1736 Family Crisis Center
- 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 may include an oral presentation option.

Topics

- Intervention for battering general hotline calls
- Counseling skills
- Barriers to communication
- Crisis intervention
- Interactive exercise – Melissa & Zoe
- Interview scenarios – counseling skills

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://gocadv.s.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 & Tweens, Teens and Young Adults, Assignment #2 due Unit 8

Topics - Children

- 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
- Video: Hidden victims and/or small justice: Little justice in America's courts
- **Tweens, Teens and Young Adults**
- Teen dating violence fact sheet
- Video: CBS' 48 Hours: "Loved to Death" – <http://www.cbsnews.com/videos/loved-to-death>
- What is dating violence? - PowerPoint
- 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%20

[0Teens%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.shtm

(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

Assignment Three: Draft of final paper

Topics

- Batterer's intervention programs
- Batterer's assessment tools
- 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 – What is culture?
- Cycle of oppression
- Definitions
- Confronting our own homophobia
- Violence Against Women Act (VAWA) & battered immigrant women - PowerPoint
- Welfare reform
- Same sex violence: Gay/lesbian/transgender/bisexual – PowerPoint
- Video: My Girlfriend Did It (scheduled for Fall 2014)
- Interactive exercises: Diversity games

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

- Video: Broken vows
- How religion plays a role in keeping victims in abusive relationships

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 & Blue Shield

- Wrap-up: Video: A new beginning/Escaping domestic violence

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

Required Readings

Futures Without Violence. (n.d.). Model policy for corporations: Create your policy. In *The workplace responds to domestic violence manual*. San Francisco, CA: Futures Without Violence.

(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

FINAL EXAMINATIONS

Submit your final via Turnitin on Blackboard for on-ground students. VAC students upload to the VAC.

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 (xxx@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. ACADEMIC CONDUCT

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Section 11, *Behavior Violating University Standards* (<https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>). Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* (<http://equity.usc.edu/>) or to the *Department of Public Safety* (<http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>). This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* (<http://www.usc.edu/student-affairs/cwm/>) provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

XI. SUPPORT SYSTEMS

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* (<http://dornsife.usc.edu/ali>), which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* (http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html) provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* (<http://emergency.usc.edu>) will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

XII. 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."

XIII. 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.

XIV. 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.

XV. CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS (OPTIONAL)

*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.

XVI. 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 the chair of the [Family & Children] if you do not receive a satisfactory response or solution, contact your advisor and/or Vice Dean Dr. Paul Maiden for further guidance.

XVII. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE (OPTIONAL)

- ✓ 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!
- ✓ Keep up with the assigned readings.

Don't procrastinate or postpone working on assignments.

XVIII. 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.

XIX. 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.