

Social Work 666

Domestic Abuse/ Intimate Partner Abuse

3 Units

Instructor:
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Wednesday
3 pm – 4:30 pm

Course Day:
Wednesday
Course Time:
6:25 PM
Course Location:
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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, children, 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 psychological 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, children or batterer.

NOTE: Spring break: March 11 – 18, 2018. No class on March 14th.

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 and community.
2	Assist students who work with victims/survivors/batterers/children and domestic violence families to interact with law enforcement, shelters, courts, district attorneys/city attorneys, medical professionals, child protective services, health, mental health and substance abuse professionals.
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 understand how to assess victims of domestic violence and refer to the appropriate agencies, culturally appropriate safety planning, understand how interacting with clients with domestic violence can trigger reactions from clinicians who are survivors of domestic violence and may affect their decision-making.

V. COURSE FORMAT / INSTRUCTIONAL METHODS

The format of the course will consist of didactic instruction and experiential exercises. Case vignettes, videos, and role plays will also be used to facilitate the students' learning. These exercises may include the use of videotapes, role-play, or structured small group exercises. Material from the field will be used to illustrate class content and to provide integration between class and field. Confidentiality of material shared in class will be maintained. As class discussion is an integral part of the learning process, students are expected to come to class ready to discuss required reading and its application to theory and practice.

VI. STUDENT LEARNING OUTCOMES

The following table lists the nine Social Work core competencies as defined by the Council on Social Work Education's 2015 Educational Policy and Accreditation Standards:

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

* Highlighted in this course

The following table shows the competencies highlighted in this course, the related course objectives, student learning outcomes, and dimensions of each competency measured. The final column provides the location of course content related to the competency.

Competency	Objectives	Behaviors	Dimensions	Content
<p>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice: Social workers understand that every individual, regardless of position in society, has fundamental rights such as freedom, safety, privacy, an adequate standard of living, healthcare and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need, social justice and strategies to promote social and economic justice and human rights. Social workers practicing in health, behavioral health and integrated care settings understand the potentially challenging effects of economic, social and cultural factors in the lives of clients and client systems. They also understand stigma and shame on an individual, community and society-wide basis. Social workers use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention; and advocate at multiple levels for mental and physical healthcare parity and reduction of disparities for diverse populations.</p>	<p>1. Help students identify the dynamics of domestic violence and its impact on the family and community.</p> <p>3. Promote understanding of the influences of why victims stay: culture, children, religion including post-traumatic stress disorder, traumatic bonding, and Stockholm syndrome.</p>	<p>3a. Understand how to integrate theory, research, and economic, social and cultural factors when engaging in advocacy strategies to promote social justice, economic justice and human rights.</p>	<p>Knowledge</p>	<p>Units 1, 2, 3 & 4</p> <p>Interactive exercises & Written assignment – Who is Ellen Pence?</p> <p>Units 8, 9, 12, 13 & 14</p> <p>Interactive exercises & Written assignment – the impact of domestic violence on health & mental health</p> <p>Unit 5, 6 & 7</p> <p>Interactive exercises Final written assignment</p>

Competency	Objective	Behaviors	Dimensions	Content
<p>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities: Social workers in health, behavioral health and integrated care settings understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of, diverse individuals, and groups. Social workers understand theories of human behavior and the social environment, person in environment, and other multi-disciplinary frameworks, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, and groups. Social workers collect, organize, and interpret client data with a primary focus of assessing client's strengths. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.</p>	<p>5. Teach students how to understand how to assess victims of domestic violence and refer to the appropriate agencies, culturally appropriate safety planning, understand how interacting with clients with domestic violence can trigger reactions from clinicians who are survivors of domestic violence and may affect their decision-making.</p>	<p>7a. Understand theories of human behavior and the social environment, person in environment, and other multi-disciplinary frameworks, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, and groups.</p> <p>7b. Understand how their personal experiences and affective reactions may affect their assessment and decision-making and seek reflection through supervision and consultation.</p>	<p>Knowledge</p> <p>Cognitive and Affective Processes</p>	<p>Units 1-15</p> <p>Interactive exercises</p> <p>Final written assignment</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	Week 15	45%
Class Participation		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: Ellen Pence and what are her contributions to the domestic violence movement? Along with one page on one of the people listed below who have contributed to ending violence against women:

- | | |
|--|-------------------------|
| Lenore Walker | Angela Davis |
| Sarah Buel | Wilma Mankiller |
| Former Vice President/Fmr U.S. Senator Joe Biden | Tillie Black Bear |
| Lundy Bancroft | Kimberle Crenshaw |
| Del Martin | White Buffalocalf Woman |
| Jackson Katz | Elle Snow |

The paper will be 6-8 pages in length. Paper length does not include cover page or references; and must be a full 6 pages in length (minimum). There must be a minimum of 5 pages on Ellen Pence and then at least one additional page on the other person you select.

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.

DO NOT WRITE IN FIRST PERSON. Please submit as Word document. DO NOT SUBMIT IN PDF

DUE: Unit 4 – January 31, 2018 by 11:59 PM Pacific time

Assignment 2 (30% of overall grade): This topic will be: the impact of domestic violence on health and mental health. Students may choose to focus on victims, batterers or children.

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

DO NOT WRITE IN FIRST PERSON. DO NOT SUBMIT IN PDF

DUE: Unit 8 – February 28, 2018 by 11:59 PM Pacific time

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

Assignment 3 (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 or design an intervention program (such as teen dating violence) or recommendation for improving existing programs **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 should 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

A 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.

DO NOT WRITE IN FIRST PERSON. DO NOT SUBMIT IN PDF

Due: April 25, 2018 by 11:59 PM Pacific time

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. Any article marked, “copyright”, students will need to locate the article.

Required Textbooks

- Barnett, O. W., & LaViolette, A. (2013). *It could happen to anyone*. Thousand Oaks, CA: Sage Publications.
- Campbell, J. C. (2017). *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%20Teens%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.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**.)

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. (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/imges/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 between domestic violence, traumatic bonding and Stockholm syndrome.

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: Ellen Pence and what is her contribution to the domestic violence movement? Along with at least one page on one of the people listed below:

Lenore Walker

Angela Davis

Sarah Buel

Wilma Mankiller

Vice President/former U.S. Senator Joe Biden

Tillie Black Bear

Lundy Bancroft

Kimberle Crenshaw

Del Martin

White Buffalo Woman

Jackson Katz

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

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. (2017). *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**.)

Units 8/9: Effects of Domestic Violence on Children & Tweens, Teens and Young Adults **Assignment #2 due Unit 8**

Assignment Two Topic: What is the impact of domestic violence on health AND mental health. Students may choose to focus on victims, batterers or children.

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
- Interactive exercise: Teen dating abuse vignette

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 **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
- The violence continuum
- Video: 20/20 expose
- Interactive exercise: Batterer vignette

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. (2017). *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-perpetrateddomvioNOSHADING.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
- Interactive exercise: Immigration vignette & Same-sex vignette

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

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.)

So, if – as of the first week of class, you have made it to this point in reviewing the syllabus, I am impressed! Let me know in the chat during our first class by typing FIGHT ON!

Unit 15: Workplace Domestic Violence: A Community Issue

Assignment #3

VAC students upload to the VAC.

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

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 Part B, Section 11, "Behavior Violating University Standards" <https://policy.usc.edu/scampus-part-b/>. 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>.

XI. SUPPORT SYSTEMS

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://engemannshc.usc.edu/counseling/>

National Suicide Prevention Lifeline - 1-800-273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

Student Support & Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student
EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

Diversity at USC – <https://diversity.usc.edu/>

Tabs for Events, Programs and Training, Task Force (including representatives for each school),
Chronology, Participate, Resources for Students

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 cannot discuss it with the instructor, contact the chair of the [xxx]. If you do not receive a satisfactory response or solution, contact your advisor and/or Associate Dean and MSW Chair Dr. Leslie Wind 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.
