**Social Work 666**

**Section #67263/67264**

**Domestic & Intimate Partner Abuse**

**3 Units**

***Summer 2021***

|  |  |
| --- | --- |
| **Instructor** | L. Debbie Murad |
| **Email** | LMurad@usc.edu |
| **Telephone** | Cell (310) 953-5169 |
| **Office** | Zoom |
| **Office Hours** | 3:00 – 4:00 PM & by appt. |
| **Course Day(s)** | Thursdays |
| **Course Time(s)** | 6:05–7:40 PM |
| **Course Location(s)** | VAC |

**Course Pre-requisites, Co-requisites, and Concurrent Enrollment**

There are no prerequisites for this course.

**Catalogue Description**

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

**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.

**Course Objectives**

The Domestic Abuse 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. |

**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.

**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, which are the basis of the student learning outcomes in the MSW program:

|  |  |  |
| --- | --- | --- |
| **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*

See **Appendix A** for an expanded table, which details the competencies and dimensions of competence highlighted in this course. The table also shows the course objective(s), behaviors/indicators of competence, and course content and assignments related to each competency highlighted in the course.

**Course Assignments, Due Dates, and Grading**

| **Assignment** | **Due Date** | **% of Final Grade** |
| --- | --- | --- |
| **Assignment 1** | Week 5 | 15% |
| **Assignment 2** | Week 8 | 30% |
| **Assignment 3**  **Class Participation** | Week 11-12 | 45%  10% |

Each of the major assignments is described below.

**Assignments 1-3:**

The semester will consist of three (3) assignments, including 2 papers and one oral presentation. The three assignments will provide students with more in-depth information and broaden their knowledge of domestic abuse. Topic one is comparing and contrasting traumatic bonding and Stockholm Syndrome. Topic two will be: the effects of domestic abuse on health and mental health. Topic three will be: the final presentation on a topic of choice. References should be from accredited books and journals, and any supplements from the internet must be from recognized, reputable organizations.

All assignments will be team based.

**Assignment 1 (15% of overall grade):** This topic will be comparing and contrasting traumatic bonding, Stockholm syndrome and domestic abuse.

This assignment will be a team-based assignment, which will be 3-4 people. You will submit one paper per team. If you prefer to work alone, please discuss with your instructor.

* The paper will be 4-6 pages in length. Paper length does not include cover page or references.
* 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.
* Submit a WORD doc.

**DUE: Unit 5 before class start time**

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

This assignment will be a team-based assignment, which will be 3-4 people. You will submit one paper per team. If you prefer to work alone, please discuss with your instructor.

* This 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).
* 1 inch margins (top, bottom and sides)
* Double-spaced and typed in Times Roman
* Minimum of eight (8) 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.
* Submit a WORD doc.

**DUE: Unit 8 before class start time**

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

**Assignment #3 (45% of overall grade)**

This assignment will be a team-based presentation with 3-4 people. You will submit a creative presentation for 30 minutes.

* The purpose of the assignment is to add depth to a subject matter relevant to the issue of domestic abuse.
* A group sign-up sheet with topic options will be provided in order to avoid duplication. You may also choose an alternate topic that you find interesting. Some options may include: Law enforcement, Military, Indian reservations, Cyber Stalking, and Parental Alienation, in addition to those topics addressed on the syllabus.
* **Topic**: Student choice; any topic on domestic abuse the student chooses. Students may design a program informed by the research (such as teen dating violence services in schools) or topic centered (domestic abuse among law enforcement professionals).

**Due: Units 11 & 12 during class**

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

Citations: citations should be within the last 10 years. 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.

Use the APA 7th edition guide, developed by USC libraries, which is available at the following link: <https://libguides.usc.edu/APA7th>

Class grades will be based on the following:

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade Points** | | **Letter Grades** | |
| 3.85 – 4.00 | 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- |

See **Appendix B** for additional details regarding the definitions of grades and standards established by faculty of the School.

**Attendance and Participation**

Students’ active involvement in the class is considered essential to their growth as practitioners. Consistent attendance, preparation for and participation in class discussions and activities, timely completion of coursework and assignments, and personal conduct that fosters a respectful, collegial, and professional learning environment are expected. Having more than 2 unexcused absences in class may result in the lowering of the grade. For VAC and remote/hybrid Ground courses, substantive participation includes maintaining an active screen in live sessions and completing all asynchronous content and activities prior to the scheduled live class discussion. Failure to complete 2 or more asynchronous units before the live class, without prior instructor permission, also may result in a lowered grade.

**Class participation will be assessed according to the following criteria:**

“A” grade range: Very Good to Outstanding Participation: Contributions in class reflect thorough preparation, and participation is substantial. Ideas offered are always substantive. Regularly provides one or more major insights and comments that provoke deeper thought. If this person were not a member of the class, the quality of discussion and class activities would be diminished markedly.

“B” grade range: Good Participation: Contributions in class reflect solid preparation. Ideas offered are usually substantive, and participation is regular. Provides generally useful insights and some comments that provoke thought. If this person were not a member of the class, the quality of discussion would be diminished somewhat.

“C+” or “C”: Adequate Participation: Contributions in class reflect some preparation. Ideas offered are somewhat substantive. Provides some insights, but seldom offers comments that provoke deeper thought. Participation is somewhat regular. If this person were not a member of the class, the quality of discussion would be diminished slightly. Please note: The minimum passing grade at the graduate level is “C”.

“C-” or “D”: Inadequate Participation: Says little in class and does not adequately participate in activities or present insights or ideas. Does not appear to be engaged. Submits late work. If this person were not a member of the class, the quality of discussion would not be affected.

“F”: Nonparticipant/Unsatisfactory Participation: Misses class. When present, contributions in class, if any, reflect inadequate preparation. Ideas offered are seldom substantive, and behavior may be inappropriate and/or disrespectful. Unable to work effectively on in-class assignments/activities and detracts from the learning process. Regularly misses assignment deadlines, if work is submitted at all.

**Required Instructional Materials and Resources**

***Required Textbooks***

Peterson, C. (2020). *Interpersonal Aggression: Complexities And Intimate Partner Abuse.* Tuscon, AZ: Wheatmark Publications.

***Notes:***

* Additional required and recommended readings may be assigned by the instructor throughout the course.
* See **Appendix C** for recommended instructional materials and resources

**Course Overview (Summer)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Unit/Week #** | **Date** | **Topics** | **Asynchronous Content** | **Assignments** |
| 1 | May 20 | Introduction and Overview of Domestic Abuse/Intimate Partner Abuse | Unit 1 & 2 |  |
| 2 | May 27 | Domestic Abuse Laws & Legal Issues | Unit 3 |  |
| 3 | June 3 | Domestic Abuse Laws & Legal Issues | Unit 4 |  |
| 4 | June 10 | Domestic Abuse Programs | Unit 5 | Assignment 1 |
| 5 | June 17 | Direct Clinical Practice Skills | Unit 6 |  |
| 6 | June 24 | Direct Clinical Practice Skills | Unit 7 |  |
| 7 | July 1 | The Effects of Domestic Abuse on Children | Unit 8 |  |
| 8 | July 8 | The Effects of Domestic Abuse on Teens/Teed Dating Violence | Unit 9 | Assignment 2 |
| 9 | July 15 | Batterers | Unit 10 |  |
| 10 | July 22 | Diversity: Culture & LGBTQ+ | Unit 11 & 12 |  |
| 11 | July 29 | Religion & Culture | Unit 13 & 14 | Assignment 3: Final Presentations |
| 12 | August 5 | Workplace Domestic Abuse | Unit 15 | Assignment 3: Final Presentations |

**Course Schedule—Detailed Description**

**Unit 1/Unit 2 – Week 1/May 20**

| **Unit 1/Unit 2: Introduction and Overview of Domestic Abuse/Intimate Partner Abuse** | **Week 1/ May 20** |
| --- | --- |
| **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 * 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.

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 **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](http://www.ptsd.va.gov/public/understanding_ptsd/booklet.pdf). (Instructor Note: This is a **handout**.)

Peterson, C. (2020). *Interpersonal Aggression: Complexities and Intimate Partner Abuse,* Chapter 1: pp.5-24*.* Tuscon, AZ: Wheatmark Publications.

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 **handout**.)

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

## Additional Required Readings from Handouts

Domestic Abuse Intervention Project. (n.d.). *Power and control wheel*. Retrieved from [www.ncdsv.org/images/PowerControlwheelNOSHADING.pdf](http://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](file:///F:\Users\lilianmurad\Downloads\www.ncdsv.org\images\EqualitywheelNOSHADING.pdf)

**Recommended Readings**

Barnett, O. W., & LaViolette, A. (2013). *It could happen to anyone*. (3rd ed.). 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.

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 Abuse Laws and Legal Issues** | **Week 2 & 3**  **May 27 & June 3** |
| --- | --- |
| **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

American Bar Association. (n.d.) Review the domestic violence protective orders and domestic violence arrest policies in your state. link: [https://www.americanbar.org/groups/domestic\_violence/Initiatives/statutory\_summary\_charts/](https://urldefense.com/v3/__https:/www.americanbar.org/groups/domestic_violence/Initiatives/statutory_summary_charts/__;!!LIr3w8kk_Xxm!6FC-ak9R2g_4zoZrHuBp8_FNHXDrvOZqiw-net06MUDFXbUuw_EbShIVRgkobw$)

Peterson, C. (2020). *Interpersonal Aggression: Complexities and Intimate Partner Abuse* pp. 25-69*.* Tuscon, AZ: Wheatmark Publications. Chapter 2.

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

Peterson, C. (2020). *Interpersonal Aggression: Complexities and Intimate Partner Abuse* pp. 317-320*.* Tuscon, AZ: Wheatmark Publications. Chapter 13.

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 **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.

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](file:///F:\Users\lilianmurad\Downloads\www.ncvc.org\src\AGP.Net\Components\DocumentViewer\Download.aspxnz%3fDocumentID=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](http://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 Abuse Programs** | **Week 4/June 10** |
| --- | --- |
| **Judge Juhas - Guest Lecturer – Presentation on Restraining Orders**  **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.) (Instructor Note: This is **handout**.)

Peterson, C. (2020). *Interpersonal Aggression: Complexities and Intimate Partner Abuse* pp. 70-112*.* Tuscon, AZ: Wheatmark Publications.

| **Unit 6/Unit 7: Direct Clinical Practice Skills** | **Week 5 & 6**  **June 17 & June 24** |
| --- | --- |
| **Assignment One Topic: compare and contrast traumatic bonding, Stockholm syndrome and domestic abuse.**  **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, Third Edition: Violence by batterers, and child abusers* pp. 1-23)*.* New York, NY: Springer Publications.

Gondolf, E. W. (2012). *The future of batterer programs: Reassessing evidence-based practice* (pp.85 – 126). Thousand Oaks, CA: Sage Publications.

Center for Substance Abuse Treatment. Substance Abuse Treatment and Domestic Violence. Treatment Improvement Protocol (TIP) Series, No. 25. HHS Publication No. (SMA) 12-4076. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2012.

Model Policy: Substance Abuse Treatment. (2001). *Substance abuse treatment system: Model policy domestic violence policy for counties.* New York.

Peterson, C. (2020). *Interpersonal Aggression: Complexities and Intimate Partner Abuse* pp. 148-182*.* Tuscon, AZ: Wheatmark Publications. Chapter 6.

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. (Instructor Note: This is **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](http://www.dhs.state.il.us/page.aspx?item=38494#a_toc1) (Instructor Note: This is **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](http://www.safetyzone.org/false_cx.htm) (Instructor Note: This is **handout**.)

| **Unit 8/Unit 9: Effects of Domestic Abuse on Children &Teens** | **Week 7 & 8**  **July 1 & July 8** |
| --- | --- |
| **Assignment Two: 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 * **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](file:///F:\Users\lilianmurad\Downloads\www.futureswithoutviolence.org\userfiles\files\PublicCommunications\Create%20a%20Teen%20Safety0Plan.pdf)

Futures Without Violence (formerly Family Violence Prevention Fund). (n.d.) *Facts on teenagers & intimate partner violence.* Retrieved from [www.futureswithoutviolence.org/userfiles/filesTeens/The%20Facts%20on%20Tweens%20and%20Teens%20and%20Dating%20Violence%20FINAL.pdf](file:///F:\Users\lilianmurad\Downloads\www.futureswithoutviolence.org\userfiles\filesTeens\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 **handout**.)

Hart, B. J. (1993). *Children of domestic violence: Risks and remedies*. St. Paul, MN: Center Against Violence and Abuse.

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 **handout**.)

The National Child Traumatic Stress Network. (December, 2014). *Children and Domestic Violence How Does Domestic Violence Affect Children?* Retrieved from <https://www.nctsn.org/sites/default/files/resources/children_domestic_violence_affect_children.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](http://www.nih.gov/health/publications/helping-children-and-adolescents-cope-with-violence-and-disasters-rescue-workers/index.shtm) (Instructor Note: This is **handout**.)

New Hampshire Coalition Against Domestic Violence. (n.d.). *Domestic violence on children: A fact sheet*. Retrieved from [www.nhcadsv.org/Impact\_on\_children.cfm](http://www.nhcadsv.org/Impact_on_children.cfm) (Instructor Note: This is **handout**.)

Peterson, C. (2020). *Interpersonal Aggression: Complexities and Intimate Partner Abuse* pp. 113-147*.* Tuscon, AZ: Wheatmark Publications. Chapter 4. (Instructor Note: This is **handout**.)

| **Unit 10: Batterers** | **Week 9/ July 15** |
| --- | --- |
| **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.

Bancroft, L., Silverman, J. G., & Ritchie, D. (2012). *The Batterer as Parent: Addressing the Impact of Domestic Violence on Family Dynamics* (pp. 1-32). 2nd ed. Thousand Oaks, CA: Sage Publishing, Inc.

Campbell, J. C. (2017). *Assessing dangerousness, Third Edition: Violence by batterers, and child abusers* (pp. 85 – 104)*.* New York, NY: Springer Publications.

CBS News. (2003, September 27). *Tacoma confidential (when the abuser wears a badge)*. New York, NY: CBS News. (Instructor Note: This is **handout**.)

CBS News. (2005, June 6). *Civil suit accuses cop of stalking woman.* New York, NY: CBS News. (Instructor Note: This is **handout**.)

Gondolf, E. W. (2012). *The future of batterer programs: Reassessing evidence-based practice* (pp. 127 – 168). Thousand Oaks, CA: Sage Publications.

Gondolf, E. W. (2015). *Gender-based perspectives on batterer programs: Program leaders on history, approach, research, and development*. Introduction, pp. 12-29. ProQuest Ebook Central [https://ebookcentral.proquest.com](https://ebookcentral.proquest.com/)

Gondolf, E. W. (2015). *Gender-based perspectives on batterer programs: Program leaders on history, approach, research, and development*. Chapter 2, the Duluth Model, pp. 30-57. ProQuest Ebook Central [https://ebookcentral.proquest.com](https://ebookcentral.proquest.com/)

Gondolf, E. W. (2015). Gender-based perspectives on batterer programs: Program leaders on history, approach, research, and development. Chapter 2, pp. 58-87. ProQuest Ebook Central <https://ebookcentral.proquest.com>

National Center on Domestic and Sexual Violence. (n.d.). *Military power and control wheel.* Retrieved from [www.ncdsv.org/images/MilitarycontrolwheelNOSHADING.pdf](file:///F:\Users\lilianmurad\Downloads\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](file:///F:\Users\lilianmurad\Downloads\www.ncdsv.org\images\Police-perpetrateddomviolNOSHADING.pdf)

Peterson, C. (2020). *Interpersonal Aggression: Complexities and Intimate Partner Abuse,* pp. 183-210*.* Tuscon, AZ: Wheatmark Publications. Chapter 7.

### 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** | **Week 10/July 22** |
| --- | --- |
| **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.

Messing, Jill T., Amanor-Boadu, Yvonne , Cavanaugh,Courtenay E., Glass, Nancy E., Campbell, Jacquelyn C., Culturally Competent Intimate Partner Violence Risk Assessment: Adapting the Danger Assessment for Immigrant Women, *Social Work Research*, Volume 37, Issue 3, September 2013, Pages 263–275, <https://doi.org/10.1093/swr/svt019>

Peterson, C. (2020). *Interpersonal Aggression: Complexities and Intimate Partner Abuse*, pp. 211-240*.* Tuscon, AZ: Wheatmark Publications. Chapter 8.

Peterson, C. (2020). *Interpersonal Aggression: Complexities and Intimate Partner Abuse*, pp. 241-265*.* Tuscon, AZ: Wheatmark Publications. Chapter 9.

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 **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 **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](file:///F:\Users\lilianmurad\Downloads\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](http://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](http://www.VAWnet.org/Assoc_Files_VAWnet/AR_disab.pdf)

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](http://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** | **Week 11 /July 29** |
| --- | --- |
| **Assignment #3 – Week 11**  **Team Presentation**  **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 **handout**.)

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.)

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*. Retrieved from <http://www.jwi.org/Page.aspx?pid=497> (Instructor Note: This is **handout**.)

Peterson, C. (2020). *Interpersonal Aggression: Complexities and Intimate Partner Abuse*, pp. 266-278*.* Tuscon, AZ: Wheatmark Publications.

| **Unit 15: Workplace Domestic Abuse: A Community Issue** | **Week 12/ August 5** |
| --- | --- |
| **Assignment #3 – Week 12**  **Team Presentation**  **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 **handout**.)

Legal Momentum. (2009). *Housing laws protecting victims: State by state.* Retrieved from [www.legalmomentum.org/assets/pdfs/housing-1.pdf](file:///F:\Users\lilianmurad\Downloads\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](http://www.legalmomentum.org/assets/pdfs/unemployment-insurance.pdf), [www.legalmomentum.org/assets/pdfs/domestic-violence-workplace.pdf](http://www.legalmomentum.org/assets/pdfs/domestic-violence-workplace.pdf), [www.legalmomentum.org/assets/pdfs/workplace-restraining-orders.pdf](http://www.legalmomentum.org/assets/pdfs/workplace-restraining-orders.pdf), and [www.legalmomentum.org/assets/pdfs/employment-rights.pdf](http://www.legalmomentum.org/assets/pdfs/employment-rights.pdf)

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

National Coalition Against Domestic Violence. (n.d.) *Housing and homelessness.* Retrieved from [www.ncadv.org/files/Housing\_.pdf](http://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](file:///F:\Users\lilianmurad\Downloads\www.nationalhomeless.org\publications\facts\domestic.pdf)

Peterson, C. (2020). *Interpersonal Aggression: Complexities and Intimate Partner Abuse*, pp. 305-316*.* Tuscon, AZ: Wheatmark Publications. Chapter 12.

**List of Appendices**

1. Detailed Descriptions of Social Work Core Competencies Highlighted in this Course
2. Definitions of Grades and Standards Established by Faculty of the School
3. Recommended Instructional Materials and Resources
4. Suzanne Dworak-Peck School of Social Work DEI Statement
5. Statement on Academic Conduct and Support Systems

**Appendix A: Detailed Description of Social Work Core Competencies Highlighted in this Course**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Competency** | **Objectives** | **Behaviors** | **Dimensions** | **Content** |
| **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. | **1**. Help students identify the dynamics of domestic violence and its impact on the family and community.  **3.** Promote understanding of the influences of why victims stay: culture, children, religion including post-traumatic stress disorder, traumatic bonding, and Stockholm syndrome. | **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. | Knowledge | **Units 1, 2, 3, 4**  Interactive exercises & Written assignment – Traumatic Bonding & Stockholm Syndrome  **Units 8, 9, 12**  Interactive exercises & Written assignment – the impact of domestic violence on health & mental health  **Unit 5, 6, 7**  Interactive exercises  3rd (and final) assignment |
| **Competency** | **Objective** | **Behaviors** | **Dimensions** | **Content** |
| **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. | **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. | **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.  **7b.** Understand how their personal experiences and affective reactions may affect their assessment and decision-making and seek reflection through supervision and consultation. | Knowledge  Cognitive and Affective Processes | **Units 1-12**  Interactive exercises  3rd (and final) assignment |

**Appendix B: Definitions of Grades and Standards Established by Faculty of the School**

Within the USC Suzanne Dworak-Peck 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.

**Appendix C: Recommended Instructional Materials and Resources**

***Recommended Guidebook for APA Style Formatting***

Use the APA 7th edition guide, developed by USC libraries, which is available at the following link: <https://libguides.usc.edu/APA7th>

***Recommended Websites***

The National Coalition Against Domestic Violence (NCADV)'s mission is to lead, mobilize and raise our voices to support efforts that demand a change of conditions that lead to domestic violence such as patriarchy, privilege, racism, sexism, and classism. We are dedicated to supporting survivors and holding offenders accountable and supporting advocates.

<https://ncadv.org/>

The [National Resource Center on Domestic Violence](http://www.nrcdv.org/) has operated VAWnet, an online network focused on violence against women and other forms of gender-based violence. VAWnet.org has long been identified as an unparalleled, comprehensive, go-to source of information and resources for anti-violence advocates, human service professionals, educators, faith leaders, and others interested in ending domestic and sexual violence.

<https://vawnet.org/>

Futures Without Violence is a health and social justice nonprofit with a simple mission: to heal those among us who are traumatized by violence today – and to create healthy families and communities free of violence tomorrow.

<https://www.futureswithoutviolence.org/>

FORGE reduces the impact of trauma on trans/non-binary survivors and communities by empowering service providers, advocating for systems reform, and connecting survivors to healing possibilities. FORGE strives to create a world where ALL voices, people and bodies are valued, respected, honored, and celebrated; where every individual feels safe, supported, respected, and empowered.

<https://forge-forward.org/>

PreventConnect is a national project of [ValorUS](http://www.valor.us/), formerly CALCASA, with funding from the [U.S. Centers for Disease Control and Prevention](http://www.cdc.gov/) (CDC), [National Center for Injury Prevention and Control](http://www.cdc.gov/injury/index.html) and [RALIANCE](http://www.raliance.org/). The goal of PreventConnect is to advance the primary prevention of sexual assault and relationship violence by building a community of practice among people who are engaged in such efforts. PreventConnect also builds the capacity of local, state, territorial, national and tribal agencies and organizations to develop, implement and evaluate effective prevention initiatives.

<http://www.preventconnect.org/>

**Appendix D: Suzanne Dworak-Peck School of Social Work Diversity, Equity, and Inclusion Statement**

At the USC Suzanne Dworak-Peck School of Social Work, we aspire to promote diversity, equity and inclusion in our courses and professional practice. We value the diverse backgrounds and perspectives that our students bring into the classroom as strengths and resources that enrich the academic and learning experience. We offer and value inclusive learning in the classroom and beyond. We integrate readings, materials and activities that are respectful of diversity in all forms, including race, ethnicity, culture, gender identity and expression, sexual orientation, age, ability and disability, socioeconomic status, religion, and political perspectives. Collectively, we aspire to co-create a brave space with students and instructors to critically examine individual and collective sources of bias, prejudice, discrimination, and systematic oppression that affect the ability of people and communities to thrive. In this way, we fulfill our professional responsibility to practice the [NASW Code of Ethics](https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English), abide by the [CSWE Educational Policy and Accreditation Standards](https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx), and address the [American Academy of Social Work and Social Welfare, Grand Challenges for Social Work.](https://grandchallengesforsocialwork.org/)

**Appendix E: University Policies and Guidelines**

**Attendance Policy**

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

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

Please refer to [SCampus](https://policy.usc.edu/scampus/) and to the [USC School of Social Work Policies and Procedures](https://dworakpeck.usc.edu/student-life/student-resources) for additional information on attendance policies.

**Statement on 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. Recording a university class without the express permission of the instructor and an announcement to the class, as well as distributing or using recordings of university lectures or classes without the express permission of the instructor, for purposes other than individual or group study, also constitute violations of the USC Student Conduct Code.

Please familiarize yourself with the discussion of plagiarism, unauthorized recording of university classes, and other forms of academic dishonesty and misconduct in SCampus, Part B, Section 11, “Behavior Violating University Standards,” as well as information in SCampus and in the university policies on scientific misconduct.

**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.”

**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.

**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.

**Code of Ethics of the National Association of Social Workers (Optional)**

*Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly* [*https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English*](https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English)

**Preamble**

The primary mission of the social work profession is to enhance human well-being 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 well-being in a social context and the well-being 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.

**Academic Dishonesty Sanction Guidelines**

Some lecture slides, notes, or exercises used in this course may be the property of the textbook publisher or other third parties. All other course material, including but not limited to slides developed by the instructor(s), the syllabus, assignments, course notes, course recordings (whether audio or video) and examinations or quizzes are the property of the University or of the individual instructor who developed them. Students are free to use this material for study and learning, and for discussion with others, including those who may not be in this class, unless the instructor imposes more stringent requirements. Republishing or redistributing this material, including uploading it to web sites or linking to it through services like iTunes, violates the rights of the copyright holder and is prohibited. There are civil and criminal penalties for copyright violation. Publishing or redistributing this material in a way that might give others an unfair advantage in this or future courses may subject you to penalties for academic misconduct.

**Complaints**

Please direct any concerns about the course with the instructor first. If you are unable to discuss your concerns with the instructor, please contact the faculty course lead. Any concerns unresolved with the course instructor or faculty course lead may be directed to the student’s advisor and/or the Chair of your program.

**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.

**Appendix F: Support Systems and Additional Resources**

**Counseling and Mental Health**

<https://studenthealth.usc.edu/counseling/>

Phone number (213) 740-9355

On call 24/7

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

**National Suicide Prevention Lifeline**

<https://suicidepreventionlifeline.org/>

Phone number 1 (800) 273-8255

On call 24/7

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

**Relationship and Sexual Violence Prevention Services (RSVP)**

<https://studenthealth.usc.edu/sexual-assault/>

Phone Number (213) 740-9355(WELL), press “0” after hours

On call 24/7

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

**USC Office of Equity, Equal Opportunity, and Title IX**

<https://eeotix.usc.edu/>

Phone number (213) 740-5086

Title IX Office (213) 821-8298

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

**Reporting Incidents of Bias or Harassment**

<https://usc-advocate.symplicity.com/care_report/index.php/pid422659>?

Phone number (213) 740-5086 or (213) 821-8298

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity, Equal Opportunity, and Title IX for appropriate investigation, supportive measures, and response.

**The Office of Disability Services and Programs**

<https://dsp.usc.edu/>

Phone number (213) 740-0776

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

**USC Campus Support and Intervention**

<https://campussupport.usc.edu/>

Phone number (213) 821-4710

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

**Diversity at USC**

<https://diversity.usc.edu/>

Phone number (213) 740-2101

Information on events, programs and training, the Provost’s Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

**USC Emergency**

<https://dps.usc.edu/>

UPC phone number (213) 740-4321

HSC phone number (323) 442-1000

On call 24/7

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

**USC Department of Public Safety**

<https://dps.usc.edu/>

UPC phone number (213) 740-6000

HSC phone number (323) 442-120

On call 24/7

Non-emergency assistance or information.

**Additional Resources**

Students enrolled in the Virtual Academic Center can access support services for themselves and their families by contacting Perspectives, Ltd., an independent student assistance program offering crisis services, short-term counseling, and referral 24/7. To access Perspectives, Ltd., call 800-456-6327.