

USC Suzanne Dworak-Peck

School of Social Work

Social Work 666

Section # 61108

Domestic & Intimate Partner Abuse

3 Units

Spring 2022

Instructor	Holly Priebe Sotelo
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Office Hours	TBA (by Appointment)
Course Day(s)	Thursdays
Course Time(s)	1:00 pm – 3:50 pm
Course Location(s)	MRF-229

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 focuses on issue of domestic abuse/IPV from an intervention point of view. Course content is from an interdisciplinary perspective that will enable students to recognize signs of domestic/IPV abuse, assess and examine effective intervention measures, in addition to preventative methods. The course will demonstrate how prevention, assessment, and intervention can be optimized through understanding the intersection of various organizations working with victims/survivors, children, batterers, and each other.

Central issues related to domestic abuse and IPV 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, intersectionality issues and the impacts on Domestic abuse on LGBTQ, immigrants, and elderly people, cultural awareness issues. Theory, scientific research and evidence-based prevention and interventions related to domestic abuse and IPV will be studied.

. The course provides students with knowledge on prominent theories on the origin of domestic abuse, and tools to assist students to intervene and work with victims/survivors/batterers. Students will learn to identify the necessary services that are available for referral and effective interventions and understand how best to collaborate with other agencies on behalf of the victim/survivor, children, or batterer.

Course Objectives

The Domestic Abuse course will:

Objective #	Objectives
1	Help students identify the dynamics of domestic violence/IPV and its impact on the individuals involved, 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.

Objective #	Objectives
5	Students will learn to assess victims of domestic violence, make referrals to appropriate agencies, develop culturally appropriate safety planning, understand possible triggering reactions in them while interacting with clients with domestic violence and how these reaction 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:

Student Learning Outcomes		
	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.

VII. Course Assignments, Due Dates, and Grading

Assignment	Due Date	% of Final Grade
Assignment 1	Week 5 - 2/10	20%
Assignment 2	Week 9 – 3/10	30%
Assignment 3	4/07, 4/14, & 4/21	Week 13-15 40%
Class Participation	Week 1-15	10%

Assignment # 1 (20% of the course grade): The assignment focuses on understanding women in domestic abuse situations. You will write a scholarly paper that explores realities in which women are staying in abusive relationships, and when leaving the relationship, and how social workers can provide support in accordance to professional values. An assignment guidelines page, and a grading rubric will be provided by your instructor. The assignment can be submitted as a team-based assignment where students will pair with one additional classmate for a team of two or be completed as an individual assignment on your own. This paper is 5-6 pages in length.

DUE: Unit 5 before class start time

Assignment # 2 (30% of course the grade): This assignment is a **6–7-page** scholarly paper that explores the effects of domestic abuse on the health and mental health of involved persons. Students may choose to focus on victims/survivors, batterers, or the children. This assignment may be approached as a team-based assignment for groups of 2-3 students, or as an individual assignment completed by one student. If working as a team, one paper will be submitted. An assignment guidelines page, and a grading rubric will be provided by the instructor.

DUE: Unit 9 before class start time

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

Assignment #3 (40% of the course grade)

This team-based assignment is a **class presentation of 3-4 students**. The assignment showcases an in-depth exploration and report on a domestic abuse related topic that includes an interactive learning experience. The length of your presentation will be **25-30 minutes**. The purpose of the assignment is to add depth to a subject matter related to domestic abuse. A group sign-up sheet with topic options

will be provided to the class to avoid topic duplication. If your group is interested in an alternative topic that you find interesting, please discuss and receive your instructor's approval to your proposed topic. Some suitable topics may include domestic violence & law enforcement, domestic violence and the military, domestic violence in Indian reservations, cyber stalking, parental alienation, elder domestic violence and abuse, dating violence, etc.

Due: Units 14 & 15 during class

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

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. Students are expected to come to class prepared after completing the required reading and the assigned course work. Consistent attendance and participation in class discussions and activities, are essential to learning and are expected. Students are expected to conduct themselves in a respectful, collegial, and professional way. Unexcused absences in class may result in the lowering of the grade. For VAC classes, 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 are noted under each unit and can be found in ARES Under instructor **Michal Sela-Amit** or be assigned by the instructor throughout the course.
- See **Appendix C** for recommended instructional materials and resources
- ***Important Websites to explore:***

Battered Women Justice Project: <http://www.bwjp.org>

National Center of Domestic and Sexual Violence: <http://www.ncdsv.org/>

National Coalition Against Domestic Violence: <http://www.ncadv.org>

National Domestic Violence Hotline: <http://www.ndvh.org>

Praxis International: <http://praxisinternational.org/default.aspx>

Course Overview Spring

Unit/Week #	Date/week of	Topics	Assignments
1	January 13 th	Introduction and Overview of Domestic Abuse/Intimate Partner Abuse	
2	January 20 th	Intro and Overview: Continue	
3	January 27 th	Domestic Abuse Laws & Legal Issues	
4	February 3rd	Domestic Abuse Laws & Legal Issues	
5	February 10 th	Domestic Violence Programs	Assignment 1
6	February 17 th	Direct Clinical Practice Skills	
7	February 24 st	Direct Clinical Practice Skills	
8	March 3rd	Effects of Domestic Abuse on Children	
9	March 10 th	Effects of Domestic Abuse on Teens/Dating Violence	Assignment 2
10	March 17 th	Spring Break	
11	March 24th	Batterers	
12	March 31 st	Diversity and Intersectionality: Older adults and Domestic Abuse	
13	April 7 th	Diversity: Immigrant Communities and DV/IPV	

14	April 14 th	Diversity and Intersectionality: LGBTQ and IPV	
15	April 21 st	Diversity and Intersectionality: Culture & Religion	Assignment 3: Final Presentations
16	April 28 th	Workplace Domestic Abuse	Assignment 3: Final Presentations

Course Schedule—Detailed Description

Unit 1 & 2: Introduction and overview of Domestic abuse/Intimate Partner Violence

Topics

- Overview of DV/IPV
- Theoretical perspectives on DV/IPV
- Understanding DV/ IPV
- Battered woman's syndrome
- Why victims stay, when they leave
- Lethality and DV/IPV

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.

Hamberger, L. K., Larsen, S. E., & Lehrner, A. (2017). Coercive control in intimate partner violence. *Aggression and Violent Behavior*, 37, 1-11.

Kaukinen, K. (2020). When stay-at-home orders leave victims unsafe at home: Exploring the risk and consequences of intimate partner violence during the COVID-19 pandemic. *American Journal of Criminal Justice*. 45, 668–679. <https://doi.org/10.1007/s12103-020-09533-5>

- Lawson, J. (2012). Sociological theories of intimate partner violence. *J. Human Behavior in the Social Environment*, 22(5), 572-590.
- 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. (This is a **handout**.)
- Peterson, C. (2020). *Interpersonal Aggression: Complexities and Intimate Partner Abuse*, Chapter 1, Overview of Domestic Violence: pp.5-24. Tucson, AZ: Wheatmark Publications.
- Walker L. (2017). Myths and science of domestic violence. In: *The Battered Woman Syndrome*, Walker. L. (4th edition, pp # 3-28). Springer. (This book is available in electronic format via our library system).

Additional Required Readings from Handouts

Domestic Abuse Intervention Project. (n.d.). *Power and control wheel*. Retrieved from

<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

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 & 4: Domestic Abuse Laws and Legal Issues

Topics

- Laws related to DV/IPV
- Law enforcement in DV/IPV
- The criminal justice system
- Self-defense and domestic dispute
- Restraining orders
- Stalking and stalking laws

This Unit relates to course objectives 2 and 5.

Required Readings

Lippy, C., Jumarali, S. N., Nnawulezi, N. A., Williams, E. P., & Burk, C. (2020). The impact of mandatory reporting laws on survivors of intimate partner violence: Intersectionality, help-seeking and the need for change. *Journal of Family Violence* 35, 255–267.
<https://doi.org/10.1007/s10896-019-00103-w>

American Bar Association Commission on Domestic and Sexual Assaults (n.d.) (2021). Recommended legal reforms for inclusion in the U.S. national plan on gender-based violence. Collected by the American Bar Association Commission on Domestic & Sexual Violence. (Read pages 3-30).

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

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

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

Messing, J., Bagwell-Gray, M., Brown, M. L., Kappas, A., & Durfee, A. (2020). Intersections of Stalking and Technology-Based Abuse: Emerging Definitions, Conceptualization, and Measurement. *Journal of Family Violence*, 35(7).
https://link.gale.com/apps/doc/A635012874/PPCJ?u=usocal_main&sid=bookmark-PPCJ&xid=5954b982

Recommended Readings

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: Safety Planning and Domestic Abuse Programs

Topics

- Domestic advocacy shelter services
- Local shelter information
- Safety planning while in an abusive relationship
- Safety planning after leaving

This Unit relates to course objective 5.

Assignment # 1 is due

Required Readings

Doherty D. (2017). Rethinking safety planning: A self-directed tool for rural women who are abused. In: Augusta-Scott, K., & Tutty, L. M. *Innovations in Interventions to Address Intimate Partner Violence: Research and Practice*. Taylor & Francis Group.
<https://doi.org/10.4324/9781315532776>

Logan, T. K., & Walker, R. (2018). Looking into the day-to-day process of victim safety planning. *Journal of Family Violence*, 33, 197–211.
<https://doi.org/10.1007/s10896-018-9951-x>

Lynch, K. R., Logan, T., & Hatch, E. (2019). Examining the role of safety planning and firearms in community professional's advice and perceived helpfulness for female IPV victims. *Journal of Family Violence*, 36(2), 163–173. <https://doi.org/10.1007/s10896-019-00119-2>

Peterson, C. (2020). *Interpersonal Aggression: Complexities and Intimate Partner Abuse*. Chapter 3: Domestic violence programs. pp. 70-112. Tucson, AZ: Wheatmark Publications.

Recommended 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 **handout**.)

Unit 6 & 7: Direct Clinical Practice

Topics

- The impacts of abuse on victims
- Barriers to communication
- Crisis intervention
- Intervention for battering
- Counseling skills
- Assessment of supports and resources

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.

García-Moreno, C., Hegarty, K., d'Oliveira, A. F. L., Koziol-McLain, J., Colombini, M., & Feder, G. (2015). The health-systems response to violence against women. *The Lancet*, 385(9977), 1567-1579.

Gregory, A. & Williamson, E. (2021). 'I think it just made everything very much more intense': A qualitative secondary analysis exploring the role of friends and family providing support to survivors of domestic abuse during the COVID-19 pandemic. *Journal of Family Violence*.
<https://doi.org/10.1007/s10896-021-00292-3>

McClennen, J., Keys, A. M., & Dugan-Day, M. L. (2016). *Social Work and Family Violence: Theories, Assessment, and Intervention* (2nd ed.). Chapter 11: Assessment and intervention with victims of Intimate partner violence. PP. 215-250. Springer Publishing Company (available online through logging to USC libraries). <https://ebookcentral.proquest.com/lib/socal/reader.action?docID=4673119&ppg=1#ppg=233>

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. Pp: 25-37.
https://store.samhsa.gov/sites/default/files/SAMHSA_Digital_Download/SMA12-3390_508.pdf

Peterson, C. (2020). *Interpersonal Aggression: Complexities and Intimate Partner Abuse*. Chapter 6. Domestic Violence Advocacy and Counseling skills. pp. 148-182. Tucson, AZ: Wheatmark Publications. Chapter 6.

Unit 8 & 9: Effects of Domestic Abuse on Children

Assignment # 2 is due week 9

Topics

- Impacts of exposure to domestic violence on children
- Characteristics of children in crisis
- Problem behaviors of children from violent homes
- DV and adolescents and Young Adults
- Impact of DV exposure on adolescents
- Violence in teens relationship
- Dating violence in young adults

This Unit relates to course objective 3.

Required Readings

Callaghan, J., Alexander, J. H., Sixsmith, J., & Fellin, L. C. (2018). Beyond “Witnessing”: Children’s experiences of coercive control in domestic violence and abuse. *Journal of Interpersonal Violence*, 33(10), 1551–1581. <https://doi.org/10.1177/0886260515618946>

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

Peterson, C. (2020). *Interpersonal Aggression: Complexities and Intimate Partner Abuse*. Chapter 4: Effects of domestic violence on children. pp. 113-128. Tucson, AZ: Wheatmark Publications.

Peterson, C. (2020). *Interpersonal Aggression: Complexities and Intimate Partner Abuse*. Chapter 5: Tweens, teens, and young adults. pp. 128-147. Tucson, AZ: Wheatmark Publications.

Woollett, N., Banderia, M. & Hatcher, A. (2020). Trauma-informed art and play therapy: Pilot study outcomes for children and mothers in domestic violence shelters in the United States and South Africa. *Child Abuse & Neglect*, 107, 104564–104564.
<https://doi.org/10.1016/j.chabu.2020.104564>

Victor, B. G., Rousson, A. N., Henry, C., Dalvi, H. B., & Mariscal, E. S. (2021). Child protective services guidelines for substantiating exposure to domestic violence as maltreatment and assigning caregiver responsibility: Policy analysis and recommendations. *Child Maltreatment*, 26(4), 452–463. <https://doi.org/10.1177/10775595211002639>

Recommended Readings

Kimber, Adham, S., Gill, S., McTavish, J., & MacMillan, H. L. (2018). The association between child exposure to intimate partner violence (IPV) and perpetration of IPV in adulthood—A systematic review. *Child Abuse & Neglect*, 76, 273–286.
<https://doi.org/10.1016/j.chabu.2017.11.007>

Unit 10: Batterers

Topics

- Batterer's intervention programs
- Batterer's assessment tools
- Batterers' characteristics

This Unit relates to course objectives 3 and 4.

Required Readings

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.

Radatz, D. L., & Wright, E. M. (2016). Integrating the principles of effective Intervention into batterer intervention programming: The case for moving toward more evidence-based programming. *Trauma, Violence, & Abuse*, 17, 72–87. <https://doi.org/10.1177/1524838014566695>

Zosky, D. (2016). "I feel your pain": Do batter intervention programs impact perpetrators' empathy for victims? *Partner Abuse*, 7, 70–86.
<https://doi.org/10.1891/1946-6560.7.1.70>

Recommended Readings

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

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

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

National Institute of Justice. (2019). *Batterer intervention programs have mixed results.* (NCJ 195079). Washington, DC: U.S.
<https://nij.ojp.gov/topics/articles/batterer-intervention-programs-have-mixed-results>

Unit 11: Diversity and Intersectionality: Older adults and Domestic Abuse

Topics

- Risk factors for Domestic abuse and IPV in older adults
- Detection and assessment of IPV in older adults
- Impacts of Domestic abuse on older women
- Interventions in IPV in older adults

This Unit relates to course objective 3.

Required Readings

McGarry J., Simpson, C., & Hinchliff K. (2011). The impact of domestic abuse for older women: a review of the literature. *Health and Social Care in the Community*, 19(1), p. 3-14.

Crockett MPhil, C., Brandl, B. & Firoza C. D., (2015) Survivors in the Margins: The invisibility of violence against older women. *Journal of Elder Abuse & Neglect*, 27:4-5, 291-302 DOI: [10.1080/08946566.2015.1090361](https://doi.org/10.1080/08946566.2015.1090361)

Schreiber E., & Salivar E. G. (2021). Using a vulnerability-stress-adaptation framework to model intimate partner violence risk factors in late life: A systematic review. *Aggression and Violent Behavior*, 57,

Unit 12: Diversity and Intersectionality: DV/IPV Among Immigrants

Topics

- Cultural issues working with immigrants' populations
- Violence Against Women Act (VAWA) & battered immigrant women
- Immigrants

This Unit relates to course objective 3.

Required Readings

Henry, N., Vasil, S., Flynn, A., Kellard, K., & Mortreux, C. (2021). Technology-facilitated domestic violence against immigrant and refugee women: A qualitative study. *J. of Interpersonal Violence*, 1–27. <https://doi.org/10.1177/08862605211001465>

Messing, J. T., Amanor-Boadu, Y., Cavanaugh, C. E., Glass, N. E., Campbell, J. C.. (2013). Culturally Competent Intimate Partner Violence Risk Assessment: Adapting the Danger Assessment for Immigrant Women, *Social Work Research*, 37, 263–275.
<https://doi.org/10.1093/swr/svt019>

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

Thronson, V., T. (2015). Domestic violence and immigrants in Family Court. *Juvenile and Family Court Journal*, 63, 63- 79.

Recommended readings

Legal Momentum. (n.d.). *Overcoming cultural barriers in working with immigrant women*. Retrieved from www.legalmomentum.org/assets/pdfs/wwwculturalbarriers.pdf

Hass, G., Yang, E., Monahan, K., Orloff, L. & Anver, B. (2014) Barriers and Successes in U Visas for Immigrant Victims: The Experiences of Legal Assistance for Victims Grantees. *Arts Social Sci J.* 5, 1-20. doi: 10.4172/2151-6200.S1-005

Reina, A. S., Lohman, B. J., & Maldonado, M. M. (2014). "He said they'd deport me": Factors influencing domestic violence help-seeking practices among Latina immigrants. *Journal of Interpersonal Violence*, 29(4), 593-615.

Unit 13: Diversity and Intersectionality: LGBTQ and Issues of IPV

Topics

- Characteristics of IPV among LGBTQ communities
- Health and Mental issues associated with IPV in LGBTQ
- Interventions with IPV in LGBTQ communities

This Unit relates to course objective 3.

Required Readings

Los Angeles LGBTQ Center (2020). Finding Safety: A report about LGBTQ Domestic Violence and Sexual Assault. [Finding_Safety.pdf](http://lalgbtcenter.org/) (lalgbtcenter.org)

Peterson, C. (2020). *Interpersonal Aggression: Complexities and Intimate Partner Abuse*, Chapter 9: Interpersonal violence in the lesbian, gay, bisexual, transgender & queer+ community. pp. 241-265. Tucson, AZ: Wheatmark Publications.

Whitton, S. W., Newcomb, M. E., Messinger, A. M., Byck, G., & Mustanski, B. (2019). A longitudinal study of IPV victimization among sexual minority Youth. *Journal of Interpersonal Violence*, 34(5), 912–945. <https://doi.org/10.1177/0886260516646093>

Recommended Readings

Messinger, A. (2017). *LGBTQ Intimate partner violence: Lessons for Policy, Practice, and Research*. University of California Press, Berkley, CA.
Available online: <https://doi.org/10.1525/9780520961357>

Unit 14: Diversity and Intersectionality: Impacts of Culture & Religion

Assignment # 3 Team Presentation is Due Unit 14 & 15

Topics

- Culture, ethnicity, and domestic abuse
- Religions and Domestic Violence
- The role of culture and religion in keeping victims in abusive relationships

This Unit relates to course objective 3.

Required Readings

Ghafournia, N. (2017). Muslim women and domestic violence: Developing a framework for social work practice. *Journal of Religion & Spirituality in Social Work*, 36(1-2), 146–163. <https://doi.org/10.1080/15426432.2017.1313150>

Peterson, C. (2020). *Interpersonal Aggression: Complexities and Intimate Partner Abuse*, Chapter 8: Diversity and domestic violence pp. 211-239. 66-278. Tucscon, AZ: Wheatmark Publications.

Peterson, C. (2020). *Interpersonal Aggression: Complexities and Intimate Partner Abuse*, Chapter 10: Religion and domestic violence pp. 266-278. Tucscon, AZ: Wheatmark Publications.

Recommended Readings

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

Johnson, A. J., Nelson, J. R., Lund, E. M. (2017). Religion, Disability, and Interpersonal Violence. Springer International Publishing. doi:10.1007/978-3-319-56901-7

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.)

Unit 15: Workplace Domestic Violence: A Community Issue

Assignment # 3 Team Presentation is Due Unit 14 & 15

Topics

- What is workplace domestic violence?
- Recognizing workplace domestic violence
- Precautions and liabilities for corporate America
- Model policies on workplace domestic violence

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

Required Readings

de Jonge, A. (2018). Corporate social responsibility through a feminist lens: Domestic violence and the workplace in the 21st Century. *J Bus Ethics* 148, 471–487 <https://doi.org/10.1007/s10551-015-3010-9>

Giesbrecht, C. J. (2020). Toward an effective workplace response to intimate partner violence. *Journal of Interpersonal Violence*.
<https://doi:10.1177/0886260520921865>

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

List of Appendices

- A. Detailed Descriptions of Social Work Core Competencies Highlighted in this Course
- B. Definitions of Grades and Standards Established by Faculty of the School
- C. Recommended Instructional Materials and Resources
- D. Suzanne Dworak-Peck School of Social Work DEI Statement
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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: <p>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>	Knowledge	<p>Units 1, 2, 3, 4 Interactive exercises & Written assignment – Traumatic Bonding & Stockholm Syndrome</p> <p>Units 8, 9, 12 Interactive exercises & Written assignment – the impact of domestic violence on health & mental health</p> <p>Unit 5, 6, 7 Interactive exercises 3rd (and final) assignment</p>

Competency	Objective	Behaviors	Dimensions	Content
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities: <p>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>	Knowledge Cognitive and Affective Processes	Units 1-12 Interactive exercises 3 rd (and final) assignment

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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](#) 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](#), formerly CALCASA, with funding from the [U.S. Centers for Disease Control and Prevention](#) (CDC), [National Center for Injury Prevention and Control](#) and [RALIANCE](#). 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](#), abide by the [CSWE Educational Policy and Accreditation Standards](#), and address the [American Academy of Social Work and Social Welfare, Grand Challenges for Social Work](#).

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 (mselaami@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 Policies and Procedures](#) 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>

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.

Office of Student Accessibility Services

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

osasfrontdesk@usc.edu.

Phone number (213) 740-0776

OSAS is the unit at USC responsible for ensuring equal access for students with disabilities in compliance with state and federal law. OSAS serves undergraduate, graduate, and professional students; on-ground and on-line students; and students in all credit-granting courses and programs of study.

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.

Emergency Preparedness and Response Resources

USC Earthquake Procedures:

<https://fsep.usc.edu/usc-emergency-procedures/emergency-procedures-for/during-an-earthquake/>

USC Emergency Procedures Video:

<https://usc.edu/emergencyvideos>

Campus Building Emergency Information Fact Sheets:

<https://fsep.usc.edu/emergency-planning/building-emergency-fact-sheets/>

USC Shake Office of Student Accessibility Services Out Drill: (morning of October 21, 2021)

<https://fsep.usc.edu/shakeout/>

Personal Preparedness Resources, such as preparing your home, etc.

<https://fsep.usc.edu/personal-preparedness/>