

SOWK 666: Domestic and Intimate Partner Violence

Section # 67120

3 Units

Spring, 2024

Time: PDT

Location: VAC

SYLLABUS

“The more that we choose not to talk about domestic violence, the more we shy away from the issue, the more we lose.”

Russell Wilson

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*Replies can be expected within 2 business days

Office Location: Zoom

Office Times:

Wednesday, 1:15 -2:15 pm, & by appointment

Zoom Meeting Link:

<https://usc.zoom.us/j/9677182651>

Course Lead: Dr. Sela-Amit

Email: mselaami@usc.edu

IT Help Hours of Service: 24 hours, 7 days/week

IT Help Contact Information:

UPC: 213-740-5555, consult@usc.edu VAC: 833-740-1273, techsupport@digitalcampus.2u.com

I. Course Prerequisites and/or Co-Requisites

There are no prerequisites for this course.

II. Catalogue Description

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

III. Course Description

This course focuses on issue of domestic violence (DV) and Intimate partner Violence (IPV) from an intervention point of view. Course content is from an interdisciplinary perspective that will promote students' knowledge and intervention skills taking into consideration a social justice lens and culturally responsive practice. Students learn to recognize signs of domestic/IPV abuse, assess and examine effective intervention measures as well as promote preventative measures at the various systems and levels. The course will discuss the interdisciplinary nature of work in the prevention, assessment, and intervention with DV/IPV issue and the importance of optimizing mezzo level work in the intersection of various organizations working with victims/survivors, children, and batterers.

Central issues related to domestic abuse/IPV to be addressed in this course include understanding victims/survivors' choices and behaviors and possible implications, the role of social workers, health professionals, law enforcement, shelters, and batterers' intervention programs in promoting social justice and providing effective responses to this social problem and the families and individuals that it impacts. The impact of domestic violence on children and teens, mental health and substance abuse concerns, the impacts on Domestic abuse on LGBTQ, immigrants, and elderly people, cultural awareness, and implication for practice. Theory, scientific research, and evidence-based prevention and interventions related to IPV/domestic abuse will be studied.

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

IV. Course Objectives

By the completion of this course, students will be able to:

1. Identify and understand the dynamics of DV/IPV and the impacts on the individuals involved, their family, and the community.
2. Recognize DV/IPV as a social justice issue and the challenges IPV/DV victims/survivors/batterers, and their children encounter when they interact with law enforcement, shelters, courts, district attorneys/city attorneys, medical professionals, child protective services, health, mental health, and substance abuse professionals.

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| 3. Understand, the influences of culture, immigration status, socio-economic status, personal history of post-traumatic stress disorder, traumatic bonding, and available social and economic supports and advocate and engage in practices to promote justice and increase victims/survivors' choices |
| 4. Able to apply theories and perspectives to understand victims/survivors, batterers behaviors and their children |
| 5. Assess victims/survivors of IPV/domestic violence, batterers, and children exposed to DV/IPV in the context of culture and with support client's self-determination in developing a plan for treatment |

V. CSWE Core Competencies Addressed in this Course

The following table lists the social work competencies, as established by the Council on Social Work Education (CSWE, 2022), that are highlighted and evaluated in this course.

CSWE Core Competencies Highlighted in this Course:

Competency 2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice

2a. Advocate for human rights at the individual, family, group, organizational, and community system levels; and

2b. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 7. Assess Individuals, Families, Groups, Organizations, and Communities

7a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and

7b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

VI. Course Format & Instructional Methods

This is a letter graded course offered in-person as well as online in the Virtual Academic Center (VAC). 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.

Learning for On the Ground students, attending Main Campus, the in person-teaching will be supported by the University's Blackboard Academic Suite™ System (<https://blackboard.usc.edu/>) which will provide access to course-related materials and communication for campus-based students; the Digital Campus virtual platform, Canvas, will support access to course-related materials, communication, and live Zoom sessions for VAC students. The course will encompass a combination of diverse instructional methods, which may include, but are not limited to, the following: didactic presentations by the instructor, small- and large-group discussions, case studies, videos, guest speakers, experiential exercises, and computer-based, online activities.

***Please note:** It may be necessary for the instructor to adjust the syllabus and/or course during the semester. In such an instance, the instructor will inform the class both verbally and in writing.

Instructor's Oath

"As your instructor, to each of you, I pledge the following:

- *To appreciate you, your time and your effort;*
- *To be available and responsible;*
- *To be encouraging and supportive;*
- *To be objective and fair;*
- *To be prompt and timely;*
- *To be respectful, professional and appropriate;*
- *To try to be an engaging and effective instructor; and*
- *To strive for excellence in carrying out my responsibilities as an instructor as described in the USC Faculty Handbook.*

If at any time students feel the instructor has not honored this oath, they should contact the instructor with their concerns, so the instructor has an opportunity to address them. If they feel that they cannot discuss their concerns about the course with the instructor, students should contact the Course Lead (Dr. Michal Sela-Amit, via email: mselaami@usc.edu). If their concerns remain unresolved, then students can contact the MSW Program Director, Dr. Lewis at j.lewis@usc.edu for further assistance.

VII. Technology Proficiency & Hardware/Software Required

This course requires the use of an online learning management system (LMS) Canvas, as well as Microsoft Office (e.g., Word, PPT) and virtual meeting (e.g., Zoom) applications. The following links for USC technology support may be useful: [Zoom information for students](#), [Blackboard help for students](#), [Software available to USC Campus](#). VAC students should contact VAC tech support for assistance with Canvas: 833-740-1273, techsupport@digitalcampus.2u.com.

VIII. Course Assignments, Due Dates & Percent of Final Grade

The table below presents all course assignments, due dates, and the percent of the final grade that each assignment is worth.

Assignment	Course Objectives Assessed by Assignment	Unit Due ^[1]	% of Grade
Assignment 1 Understanding Women in DV/IPV Situations	1, 2,3	5	20%
Assignment 2 The Effects of DV/IPV	1, 2, 4,5	9	30%
Assignment 3 Impacts on Special Populations/ Issue of DV/IPV	1, 2, 3, 4,5	13-15	40%
Active and Proactive Learning, & Meaningful Participation		On-going	10%

[1] Please note that in some instances assignment due dates may differ slightly among sections of this course. In those instances, due dates have been adapted to reflect the number of lesson weeks and University holidays for particular course sections.

Descriptions of Assignments

An overview of each assignment is presented below. Detailed instructions and grading guidelines for each assignment will be disseminated by the instructor.

Assignment 1 – Title: Women in DV/IPV situations (20% of course grade) Due: Unit 5 of the Semester, before class starts.

The assignment focuses on understanding women in domestic abuse/IPV situations. You will write a scholarly paper that explores realities in which victims/survivors are staying in abusive relationships, and when leaving the relationship, and how social workers can intervene and provide support in accordance to professional values. An assignment guidelines page, and a grading rubric will be provided by your instructor. This paper is 5-6 pages in length.

Assignment 2 – Title: The Effects of DV/IPV (30% of course grade) Due: Unit 9, before class starts.

This assignment is a scholarly paper that explores the effects of domestic violence /IPV on the health and mental health of involved persons. Students may choose to focus on victims/survivors, batterers, or the children who witnessed and were impacted by the DV/IPV in their homes. This assignment may be approached as a team-based assignment for groups of 2 students, or as an assignment completed by an individual 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. This paper is 7-8 pages in length.

Assignment 3 – Title: Exploring Impacts on Special Populations/ Issue of DV/IPV (40% of course grade) Due: Units 13-15 during class.

This team-based assignment is a class presentation of 2-3 students. The assignment showcases an in-depth exploration and report on a domestic abuse related topic that includes an interactive learning experience. The purpose of the assignment is to add depth to a subject matter related to domestic abuse. The issue explored must be different than the one which you focused on in assignment # 2. 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/IPV and the military, IPV/domestic violence in Indian reservations, cyber stalking, elder domestic violence, teen dating violence, etc. The length of your presentation will be 25-30 minutes.

Active and Proactive Learning, & Meaningful Participation (10% of course grade) Due: Units 1 – 15

Students are expected to be active and proactive participants in their learning and meaningful contributors to a positive learning environment. This will require mental, physical and perhaps emotional effort, both inside and outside the formal classroom.

Active learning involves completing required readings, activities, and/or asynchronous materials prior to class, and engaging in the class session with thoughtful comments, reflections or questions about concepts, readings and assignments. For VAC courses, active learning also includes remaining visibly onscreen throughout the duration of the live session, unless one has the permission of the instructor to mute the screen.

Proactive learning involves assuming responsibility for learning, anticipating workload and challenges, being organized and meeting deadlines, and taking the initiative to reach out to the instructor with any questions or concerns.

Meaningful participation consists of thoughtful and substantive participation that not only contributes to but enhances class discussion and activities. Meaningful participation also includes efforts that **contribute to a positive learning environment**; that is, one that is open, respectful, professional, engaging, fun, challenging, supportive, and effective. "Environment" refers to the formal classroom, small group settings, other settings, in-person or virtual/remote, in which learning or teaching might occur, including office hours and communications with the instructor and fellow students, and the overall climate and culture of the class.

Please note: Course readings and classroom discussions will often focus on mature, difficult, and potentially challenging topics. As with any course in social work, course topics may at times be political and/or personal in nature. Course content, class discussions, and self-reflection might trigger strong feelings. Every member of the class is responsible for creating a space that is both civil and intellectually rigorous. Even when strongly disagreeing with another's point of view, it is important to remain

respectful and mindful of the ways that personal identities shape lived experiences. Disrespectful language or behavior based on protected class (e.g., ability, age, race, ethnicity, sex, gender identity, sexual orientation, religion, pregnancy, etc.) disrupts and detracts from the learning environment and will not be tolerated. All such behavior will be reported to the Office for Equity, Equal Opportunity, and Title IX (EEO-TIX). An inclusive learning environment values the diversity in the class as an asset to the educational experience. Students should inform the instructor of any concerns that they have in this regard.

Furthermore, it is each student’s responsibility and right to determine how much personal information they disclose in class discussions, activities, and assignments. Students should be aware that complete privacy or confidentiality cannot be guaranteed in an on-line platform or classroom setting. Students also should note that since this is an academic and professional setting, the instructor may follow up with any student that discloses safety concerns. Students are encouraged to review the list of support resources at the end of the syllabus and to contact the instructor with any questions or concerns.

Please refer to the rubric below for the **criteria that will be used to determine the participation grade**. For each of five criteria, between 0 and 2 points can be earned, for a maximum of 10 points.

Criteria	Never or Rarely	Regularly	Often or Always
a. Student demonstrates active learning.	0	1	2
b. Student demonstrates proactive learning.	0	1	2
c. Student meaningfully participates.	0	1	2
d. Student contributes to a positive learning environment.	0	1	2
e. Student’s participation aligns with course expectations inside and outside of the classroom, synchronously and asynchronously.	0	1	2

Grading Scale

Assignment and course grades will be based on the following:

Grade Point Average / Letter Grade	Corresponding Numeric Grade / Letter Grade
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 – 2.87	B-	80 – 82	B-
2.25 – 2.50	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
1.89 & below	C-	70 – 72	C-

Please note: A grade below “C” is considered a failing grade for graduate students at USC.

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.

IX. Assignment Submissions, Extensions & Extra Credit Policy

By the specified deadlines, assignments should be submitted through the course’s learning management system (LMS). Students are responsible for ensuring successful submission of their assignments and are encouraged to maintain a copy of the submission confirmation for their records.

Prior to the due date, extensions may be granted for extenuating circumstances at the instructor’s discretion. The instructor will confirm an extension and revised due date in writing/email. If the instructor accepts a late submission, it could be marked down for each day late. Assignments submitted more than one week past the posted due date

may not be accepted for grading; however, this is at the instructor's discretion, assuming extenuating circumstances. The instructor may require documentation of the extenuating circumstance in considering an extension request.

Once an assignment is graded, the grade is final, unless there are extenuating circumstances (e.g., error in determining grade, academic integrity violation). Extra credit on an assignment is not permitted. Re-doing an assignment with the expectation that it will be re-graded is not permitted.

X. Grading Timeline

Students should expect grading and feedback from the instructor within two weeks of assignment submission. The instructor will notify students of any extenuating circumstances that might affect this grading timeline.

XI. Statement about Incompletes and In Progress Grades

The grade of Incomplete (IN) can be assigned only if a student is in good standing in the course and there the work left to be completed is due to 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 by the instructor and reported on the official "Incomplete Completion Form."

[For Practicum courses only] At the discretion of the instructor, In Progress (IP) grades may be granted, given extenuating circumstances.

XII. Attendance

As a professional school, class attendance and participation are essential to students' professional training and development at the USC Suzanne Dworak-Peck School of Social Work. Students are expected to attend every class and to remain in class for the duration of the class. Students cannot actively, proactively, or meaningfully contribute to a positive learning environment if they are not in attendance. Students are expected to notify the instructor by email 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 that will be missed or to reschedule an examination, due to holy days observance.

Please refer to the [USC Student Handbook](#) and to the USC School of Social Work Student Handbook for additional information on attendance policies.

XIII. Classroom Norms

Class ground rules help to promote a positive learning environment by specifying behaviors that are encouraged and discouraged. The instructor will facilitate a class discussion to generate mutually agreed upon ground rules for the learning environment.

XIV. Zoom Etiquette and Use of Technology in the Classroom

For campus-based students, the use of laptops, tablets, smart phones during class generally is not recommended. Students may use these devices, however, if doing so contributes to their learning and is not disruptive to others in the class. For both campus and VAC students, permitted uses of technology include using laptops, tablets, smart phones to access course readings and materials, to take notes, and to complete small group activities and discussions. Non-permitted uses of technology include using laptops, tablets, smart phones to check email and social media, and to text or communicate with others who are not members of the class. Use of smart phones during class is not permitted except in an emergency or during a break. To minimize disruptions, students should place their phones on mute or in airplane mode before coming to class.

XV. Academic Integrity

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the [USC Student Handbook](#). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. Students may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the [Office of Academic Integrity \(OAI\)](#).

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the [Student Handbook](#), the [Office of Academic Integrity's website](#), and [university policies on Research and Scholarship Misconduct](#).

Special Note on the Use of AI Generators

AI generators, such as ChatGPT4 and Bard, can be useful tools. However, AI programs do not replace human creativity, originality, and critical thinking. AI text

generators also may present incorrect or biased information and incomplete analyses. Within limited circumstances, with instructor permission and proper disclosure and attribution (see [USC Libraries' generative AI guide](#)), AI generators may be permitted in this course, per the University's academic integrity regulations. Using these tools without the instructor's permission, and without proper attribution and disclosure, constitutes a violation of academic integrity and will be reported to the [Office of Academic Integrity](#).

XVI. Course Content Distribution and Synchronous Session Recordings

USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment. Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation, is prohibited. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor (Living our Unifying Values: [The USC Student Handbook](#), page 13).

Distribution or use of notes, recordings, exams, or other intellectual property based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is prohibited. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the internet, or via any other media (Living our Unifying Values: [The USC Student Handbook](#), page 13).

XVII. Course Evaluations

The USC Learning Experience evaluation occurs at the end of each semester. This evaluation is an important review of students' experiences in the class. The process and intent of the end-of-semester evaluation will be discussed in class by the instructor. In addition to the end-of-semester evaluation, a mid-semester evaluation is implemented in the School of Social Work. The process and intent of the mid-semester evaluation also will be discussed by the instructor.

XVIII. Required Textbooks

All required text readings of this course are available through USC's online reserves system, ARES, and/or in the USC Libraries. A USC email address and password are required to access the system: <https://reserves.usc.edu/ares/ares.dll>. Use the search bar to locate the course by School, course number or Lead Instructor's last name. The lead instructor for this course is Dr. Michal Sela-Amit

XIX. Recommended Materials & 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>

Guides for Academic Integrity, APA Style Formatting, Writing & Research

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Publisher.

APA formatting and style guide: The OWL at Purdue.
<https://owl.purdue.edu/>

USC guide to avoiding plagiarism:
<https://libguides.usc.edu/writingguide/plagiarism>

USC guide to APA 7th writing style <https://libguides.usc.edu/APA7th>

Sample List of Professional Social Work Organizations

National Association of Social Workers. Available at <http://www.naswdc.org>

Institute for the Advancement of Social Work Research.
Available at <http://www.iaswresearch.org>

Society for Social Work and Research. Available at <http://www.sswr.org>

Council on Social Work Education (CSWE). Available at <https://www.cswe.org/>

XX. Course Schedule

The content below presents the topics for each unit of instruction. Students are expected to attend class having completed the required reading and, if applicable, the asynchronous course material.

Unit/Week #	Date/week of	Topics	Assignments Due
1	1/08/2024 (Please continue to fill in the specific dates of each week)	Introduction to DV/IPV Theoretical Perspectives	
2		Impacts of Domestic abuse/Intimate Partner Violence	
3		Domestic Abuse Laws & Legal Issues	
4		Restraining Orders and Stalking Laws	
5		Safety Planning & Domestic Violence Programs	Assignment 1 is due
6		Direct Clinical Practice Skills-Assessment	
7		Direct Clinical Practice Skills-Interventions	
8		Effects of Domestic Abuse on Children	
9		Effects of Domestic Abuse on Teens/Dating Violence	Assignment 2 is due
10		Batterers/perpetrators	
11		Diversity and Intersectionality: Older adults and Domestic Abuse	
12		Diversity: Immigrant Communities and DV/IPV	
13		Diversity and Intersectionality: LGBTQ IPV	
14		Culture & Religion and DV/IPV	Assignment 3 in due: Final Presentations
15		Workplace Domestic Abuse	Assignment 3 is due: Final Presentations

Course Schedule—Detailed Description

Unit 1: Introduction to DV/IPV Theoretical Perspectives

Topics

- Overview of DV/IPV
- Theoretical perspectives on DV/IPV
- Understanding DV/ IPV as a social justice issue

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

Required Readings

Crabtree-Nelson, S., Grossman, S. F., & Lundy, M. (2016). A call to action: domestic violence education in social work. *Social Work, 61*(4), 359–361.

<https://doi.org/10.1093/sw/sww050>

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

Lawson, J. (2012). Sociological theories of intimate partner violence. *J. Human Behavior in the Social Environment, 22*(5), 572-590.

Walsh, D. (2019). *Working with domestic violence: contexts and frameworks for practice*. Routledge. New York: NY. Chapter 3: Theories of Causation. (Available as an e-book through USC library).

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.

Unit 2: Impacts of Domestic abuse/Intimate Partner Violence

Topics

- Battered woman's syndrome
- Why victims stay, and 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.

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>

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).

Required Readings of 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

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.

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: Domestic Abuse Laws and Legal Issues

Topics

- Laws related to DV/IPV
- Law enforcement in DV/IPV
- The criminal justice system

This Unit relates to course objectives 2 and 5.

Required Readings

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).

Brandt, K., & Johnson-Motoyama, M. (2022). Dating Violence, Protection Orders, and Gender Inequality: A Cross-state Analysis of Policy Formulation and Implementation. *Journal of Interpersonal Violence*, 37(19–20). <https://doi.org/10.1177/08862605211028327>

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>

Zaccour, S. (2021). Public policy and laws addressing men's violence against female intimate partners. In Shackelford. In *The SAGE Handbook of Domestic Violence* (Vol. 2). SAGE Publications, Limited. <https://doi.org/10.4135/9781529742343>

Recommended Readings

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.

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 4: Restraining Orders and Stalking Laws

Topics

- Self-defense in domestic dispute
- Restraining orders
- Stalking and stalking laws

This Unit relates to course objectives 2 and 5.

Required Reading

Goodyear, A., Rodriguez, M. & Glik, D. (2020). The role of firearms in intimate partner violence: policy and research considerations. *J Public Health Policy*, 41, 185-195.
<https://doi.org/10.1057/s41271-019-00198-x>

Lawrence M Friedman, & Shih-Chun Chien. (2018). State Update: California Cries for Help: Domestic Violence Restraining Orders in Orange County. *American Journal of Family Law*, 32(2), 75–89.

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

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

Woodlock, D. (2017). The Abuse of Technology in Domestic Violence and Stalking. *Violence Against Women*, 23(5), 584–602. <https://doi.org/10.1177/1077801216646277>

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>

Wood, L., McGiffert, M., Fusco, R. A., & Kulkarni, S. (2022). "The propellers of my life" the impact of domestic violence transitional housing on parents and children. *Child & Adolescent Social Work*, 1-15. <https://doi.org/10.1007/s10560-021-00809-1>

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>

Recommended Readings

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.

Unit 6: Direct Clinical Practice- Assessment

Topics

- Barriers to detecting abuse
- Assessment of Domestic violence/ IPV
- The impacts of abuse on victims
- 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>

Dekel, R., Shaked, O., Ben-Porat, A., & Itzhaky, H. (2020). The Interrelations of Physical and Mental Health: Self-Rated Health, Depression, and PTSD Among Female IPV Survivors. *Violence Against Women*, 26(3-4), 379–394. <https://doi.org/10.1177/1077801219832916>

Unit 7: Direct Clinical Practice- Interventions

Topics

- Crisis intervention
- Interventions modalities
- Counseling skills
- Assessment of supports and resources

This Unit relates to course objectives 1 and 3.

Required Readings

- Gezinski, L. B., & Gonzalez-Pons, K. M. (2021). Unlocking the Door to Safety and Stability: Housing Barriers for Survivors of Intimate Partner Violence. *Journal of Interpersonal Violence*, 36, 8338–8357. <https://doi-org.libproxy2.usc.edu/10.1177/0886260519851792>
- 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>
- Vil, N., Sperlich, M., Fitzpatrick, J., Bascug, E., & Elliott, J. (2022). “I Thought It Was Normal:” Perspectives of black nursing students from high-risk IPV communities on causes and solutions to IPV in the Black community. *Journal of Interpersonal Violence*, 37(13–14), NP12260–NP12283. <https://doi-org.libproxy2.usc.edu/10.1177/0886260521997939>

Recommended Readings

- 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
- Sabri, B., Njie-Carr, V. P. ., Messing, J. T., Glass, N., Brockie, T., Hanson, G., ... Campbell, J. C. (2019). The weWomen and ourCircle randomized controlled trial protocol: A web-based intervention for immigrant, refugee and indigenous women with intimate partner violence experiences. *Contemporary Clinical Trials*, 76, 79–84. <https://doi.org/10.1016/j.cct.2018.11.013>
- 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: Effects of Domestic Abuse on Infants and Children

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

Geyer, C., & Ogbonnaya, I. N. (2021). The relationship between maternal domestic violence and infant and toddlers' emotional regulation: Highlighting the need for preventive services. *Journal of Interpersonal Violence*, 36(3-4), 1029–1048.
<https://doi.org/10.1177/0886260517739891>

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>

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.chiabu.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

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.

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

Unit 9: Effects of Domestic Abuse on Adolescents

Assignment # 2 is due

Topics

- 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

Emelianchik-Key, K., Byrd, R., & Gill, C. S. (2022). Dating Violence and the Impact of Technology: Examining the Lived Experiences of Sorority Members. *Violence Against Women, 28*(1), 73–92. <https://doi.org/10.1177/1077801221998799>

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.chiabu.2017.11.007>

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

Recommended Readings

de Vries, I., Abeyta, S., Lockwood, S., Cuevas, C. A., & Rothman, E. (2022). A Network Approach to Examining Co-occurring Victimization and Perpetration in Dating Abuse Among a Nationally Representative Sample of US Adolescents. *Journal of Adolescent Health, 70*(6), 934–941. <https://doi.org/10.1016/j.jadohealth.2021.12.026>

Unit 10: Batterers/Perpetrators

Topics

- Batterers/ perpetrators intervention programs
- Batterers assessment tools
- Batterers characteristics

This Unit relates to course objectives 3 and 4.

Required Readings

- Bohall, G., Bautista, M. J., & Musson, S. (2016). Intimate partner violence and the Duluth model: An examination of the model and recommendations for future research and practice. *J Fam Viol* **31**, 1029–1033 (2016). <https://doi.org/10.1007/s10896-016-9888-x>
- 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>
- Yakeley, J. (2021). Treatment for perpetrators of intimate partner violence: What is the evidence? *Journal of Clinical Psychology*, *78*(1), 5–14. <https://onlinelibrary.wiley.com/doi/epdf/10.1002/jclp.23287>

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

- Durfee A. & Goodmark, L. (2021). Gender, protection orders, and intimate partner violence in later life: A study of protective order filings in Arizona. *Journal of Interpersonal Violence*, 36, 10479–10498.
- 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>
- 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

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

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 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 \(lgbtcenter.org\)](https://lgbtcenter.org/finding-safety.pdf)

Scheer, J. R., & Poteat, V. P. (2021). Trauma-Informed Care and Health Among LGBTQ Intimate Partner Violence Survivors. *Journal of Interpersonal Violence, 36*(13-14), 6670–6692. <https://doi.org/10.1177/0886260518820688>

Oskarsson, S., & Strand, S. (2021). Police perceptions of victims of intimate partner violence in same-sex relationships. In Shackelford. In *The SAGE Handbook of Domestic Violence* (Vol. 2). SAGE Publications, Limited. <https://doi.org/10.4135/9781529742343>

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: Culture, Religion and DV/IPV

Assignment # 3 Team Presentation is Due Unit 14 & 15

Topics

- Culture and DV/IPV
- Religion and Domestic Violence/IPV
- The role of spirituality in DV/IPV

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>

Istratii, R., & Ali, P. (2023). A scoping review on the role of religion in the experience of IPV and faith-based responses in community and counseling settings. *Journal of Psychology and Theology*, 0(0). <https://doi-org.libproxy1.usc.edu/10.1177/00916471221143440>

Shaw, A. R., Enriquez, M., Bloom, T., Berkley-Patton, J., & Vidoni, E. D. (2022). We are our sister's keeper: The experience of black female clergy responding to intimate partner violence. *Journal of Interpersonal Violence*, 37(1–2), NP968–NP990. <https://doi-org.libproxy1.usc.edu/10.1177/0886260520918574>

Recommended Readings

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

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

Unit 15: Workplace Domestic Violence: A Community Issue

Topics

- Recognizing workplace domestic violence
- IPV Precautions and liabilities for corporate America
- Model policies on workplace DV/IPV

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>

Adhia, A., Gelaye, B. Friedman L.E ... (2019). Workplace interventions for intimate partner violence: A systemic review. *Journal of workplace Behavioral Health*, 34:3, 149-166.

XXI. University Statement on Academic Conduct and Support Systems

Academic Integrity

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. Students may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see [the student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask the instructor if unsure about what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

Students and Disability Accommodations

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers in the classroom or in practicum. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course/practicum placement. The LOA must be given to each course/practicum instructor by the student and followed up with a discussion. This should be done as early in the semester as possible, as accommodations are not retroactive. More information can be found at osas.usc.edu. Students may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems

Students' health and well-being are important. Reaching out for assistance with physical, emotional, social, academic, spiritual, financial, and professional wellbeing is encouraged. USC has resources and support systems in place to help students succeed. Additional resources can be found on the USC Suzanne Dworak-Peck School of Social Work Website at: <https://dworakpeck.usc.edu/student-life/we-care-student-wellness-initiative> or by reaching out to the Student Wellness Coordinator in the SDP Office of Associate Dean of Academic Affairs (sdp.adc@usc.edu).

Counseling and Mental Health - (213) 740-9355 – 24/7 on call

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

VAC Students: Uwill Counseling Services

Uwill is a counseling service available to VAC students. It is designed to support students during their time in the program. Uwill is a leading teletherapy platform that enables college students nationwide to receive real-time counseling online from a network of licensed mental health professionals. Students (enrolled or on leave of absence) can access up to six sessions (180 credits) per year with a licensed clinician at no cost to them.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086

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

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

The Office of Student Accessibility Services (OSAS) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

Kortschak Center for Learning and Creativity - 213-740-7884, kortschakcenter@usc.edu
The Kortschak Center offers academic coaching and resources.

The Writing Center - 213-740-3691, writing@usc.edu
The Writing Center offers individualized feedback on any kind of writing.

USC Campus Support and Intervention - (213) 740-0411
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity and Inclusion - (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 - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
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 - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call
Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)
A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-2850 or otfp@med.usc.edu
Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

988 Suicide and Crisis Lifeline - 988 for both calls and text messages – 24/7 on call
The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

XXII. List of Appendices

- A. Suzanne Dworak-Peck School of Social Work ADEI Statement
- B. Preamble to the NASW Code of Ethics
- C. Tips for Maximizing Your Learning Experience

Appendix A: Suzanne Dworak-Peck School of Social Work Anti-Racism, Diversity, Equity, and Inclusion Statement

At the USC Suzanne Dworak-Peck School of Social Work, we aspire to promote anti-racism, 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 B: [National Association of Social Workers Code of Ethics](#)

Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly

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.

Appendix C: Tips for Maximizing Your Learning Experience in this Course

- ✓ Be proactive! TOGETHER, let's do everything we can to make this an educational and enjoyable experience for you. Try to anticipate issues that could present challenges and PLEASE REACH OUT TO ME so that we can problem-solve before rather than after the fact.
- ✓ Be mindful of getting proper nutrition, exercise, rest, and sleep!
- ✓ Create a professional self-care plan.
- ✓ Complete required readings, assignments, and activities before coming to class.
- ✓ Keep up with the assigned readings and assignments. Don't procrastinate!!
- ✓ Come to class and participate in an active, respectful, and meaningful way.
- ✓ Come to class prepared to ask any questions you might have. If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- ✓ Stay offline while in class.
- ✓ Form study groups with other students in the class or in another section of the class.
- ✓ Take advantage of office hours and extra review/discussion sessions offered by your instructor. Contact me if you are concerned about or are struggling in class.
- ✓ If you believe it is necessary to receive support from a content tutor or Writing Support, please inform or involve me. I want to be able to help and support you in any way possible, but I need to know that you want/need support!! I am also happy to meet with you and your tutor.
- ✓ Keep an open mind and positive attitude!