

**The University of Texas at Austin
School of Social Work
Contemporary Issues in Domestic Violence**

Course Number:	SW 360K & 387R WS 345	Instructor:	Noël Bridget Busch
Semester:	Summer 2002 June 5 – July 6	Contact Information & Office Hours:	SSW 3.130D 471-3198 nbusch@mail.utexas.edu office hours arranged by appointment
Time:	Fridays 5 – 7 pm Saturday 9 am – 5:30 pm	Co-Instructor:	Shanti Kulkarni office hours arranged by appointment
Meeting Place:	SSW 2.132	Contact Information:	skulkarni@mail.utexas.edu

I. Course Description

This course will survey theories regarding the causation of domestic violence, the history of the contemporary battered women's movement, international, national, state, and local policy issues, prevention and intervention practice models, as well as administrative, community practice, and research issues in the field.

Specific topics to be addressed include: the bio-psycho-social needs of battered women, legal and criminal justice issues, types of domestic violence including physical, emotional, sexual, economic, and the use of children as weapons, batterers treatment program, school-based prevention programs targeting children and teens, and services to special populations including women of color, lesbians and gays, persons with disabilities, older women and women who are recent immigrants.

As social workers and other human service workers may encounter families experiencing domestic violence in a variety of settings, this course provides an overview of contemporary issues in domestic violence, designed to empower future social work practitioners with the conceptual frameworks and knowledge base necessary for effective intervention.

II. Course Objectives

Upon completion of this course, student will be able to:

- ☐ Use a variety of theoretical perspectives to understand domestic violence and its relationship to other forms of violence against women (harassment, stalking, sexual assault, homicide) and family violence (child, elder, sibling abuse)
- ☐ Understand the psychological, social, physical, legal, and financial consequences of domestic violence on battered women, their children, batterers, the community, and society as a whole.
- ☐ Identify relevant social policies and their intended and unintended consequences for battered women and their families.
- ☐ Assess and identify appropriate individual, group, family, agency, community and societal interventions.
- ☐ Identify the complex social service delivery system that has developed around services for families that are experiencing domestic violence.

- Understand the different issues and service delivery strategies with regards to providing services to battered women of color, lesbian and gays, older women, and women with disabilities.
- Identify the ethical dilemma social workers and other health and human service professionals face when addressing the needs of families experience domestic violence. In particular, the issues of social control, self-determination, and confidentiality will be examined.

III. Teaching Methods

The primary teaching approach in this course will be collaborative learning. Material in the course will be presented through a variety of teaching strategies. For example, case studies, discussions, videos, small group work, field trips, new articles, examinations, readings, and lectures will be considered. Videos will be used as tools for addressing key concepts in the course. The goal is to stimulate critical thinking, intellectual creativity, and sharing of knowledge and skills with and through the class. Students will be responsible for material presented through all these activities. Assigned readings are for the week in which they are listed and students should complete the readings prior to class and be prepared to discuss them. However, the instructor may not review all assigned readings in class.

IV. Required and Recommended Readings

Students will be assigned a set of required readings for this course. Copies of the articles and book chapters are available at the Learning Resource Center at the School of Social Work. See the complete list under Required Reading List.

- Quindlen, A. (1999). Black and Blue. Mass Market Media.
This text can be purchased at any bookstore such as Borders, Barnes and Noble, or Amazon.com.

The following three texts are highly recommended:

- Gondolf, E. (1998). Assessing woman battering in mental health services. Thousand Oaks, CA: Sage.
- Roberts, A. (1996). (Ed.) Helping battered women and their families: Intervention strategies and treatment programs (2nd ed.) New York: Springer Publishing Company.
- Stout, K. & McPhail, B. (1998). Confronting sexism and violence against women: A challenge for social work. New York: Addison Wesley Longman, Inc.

V. Course Requirements

Course requirements consist of six graded assignments; an individualized safety plan, two reaction papers to videos and field trips, assigned readings and presentation, posting questions and thoughts to assigned readings, and class participation. See Section of Description of Assignments for specific details.

Assignment 1	An individualized safety plan	20 points
Assignment 2 a & b	Reaction Paper 2a	15 points
	Reaction Paper 2b	20 points
Assignment 3	Assigned readings & presentation	20 points
Assignment 4	Posting questions about readings	15 points
Assignment 5	Class participation	10 points
Total Points		100 points

VI. Grading Scale

A = 90 – 100 points
 B = 80 – 89.9 points
 C = 70 – 79.9 points
 F = < 70 points

VII. Class Policies

1. Students are expected to attend **ALL** class meetings, to read **ALL** the assigned readings, and to participate in class discussions.
2. There are no “excused” absences. Students missing more than one (1) class sessions will receive a 10% reduction in their overall course grade. Students missing two (2) or more class sessions may receive an “F” for the course. The instructor may use her discretion. As soon as you know that you will not be attending class, please let me know by email. Coming to class late or leave class early may count as an absence. Students missing one or more class session will be required to complete an additional assignment. See section on additional assignment for guidelines.
3. Assignments are to be submitted according to the schedule. All late assignments will receive a **five (5) percent penalty per day** (weekend days will be included). All assignments are due at the beginning of the class period—assignments turned in after the beginning of class will be considered late.
4. The Publication Manual of the American Psychological Association (APA) is the style manual to be used for all assignments. Incorrect APA style will result a deduction of points on assignments.
5. Appropriate referencing is required. Failure to use quotation marks for direct quotes or citation for indirect quotations and/or others ideas may result in a “0” for the paper and/or an “F” for the course.
6. All papers are to be word-processed or typewritten, double-spaced, 10 – 12 point font, and “normal” margins.
7. University policies governing scholastic dishonesty, as presented in the General Information Bulletin and the brochure prepared by Student for Academic Integrity apply in this course. Scholastic dishonesty may result in a report to the Graduate

Program Director, the Dean of the School of Social Work, and/or the Dean of the Graduate School. Students may receive an “F” for the course and other sanctions in accordance with University policies.

8. Any modifications, amendments, or changes to the syllabus and or assignments are the discretion of the instructor. Changes will be announced in class. It is the responsibility of the student to inquire about any changes that might have been made in his/her absence.

VIII. Students with Special Learning Needs and Disabilities

Please let me know if you have a learning and/or another disability and if you require special accommodations. I am interested in this class being a productive learning experience for everybody.

The University of Texas at Austin provides, upon request, appropriate academic accommodations for qualified students with disabilities. Any student with a documented disability (physical or cognitive) who requires academic accommodations should contact the Services for Students with Disabilities area of the Office of the Dean of Students at 471-6259 (voice) or 471-4641 (TTY for users who are deaf or hard of hearing) as soon as possible to request an official letter outlining authorized accommodations.

IX. Assignment Descriptions

Assignment # 1 Developing A Safety Plan

Each student is expected to develop a safety plan for the main character in the book *Black and Blue*. This assignment is intended to familiarize you with the experience of and issues related to developing safety plans with clients. The instructor will provide format for the safety plan in class. Students will be expected to complete the safety plan, as well as to write a 1-3 page summary of the experience. The summary should include how the student approached the assignment, including feelings that may have emerged for them, ideas about how the character would be feeling, and specific dilemmas that were highlighted in the process of creating the safety plan.

Assignment # 2 Reaction Papers

Each student is expected to write two (2) reaction papers related to an out of class assignment and field trip visit. Papers should be approximately 3 – 4 pages in length and should address the following:

1. What were the three most compelling points for you and why?
2. What were the three most surprising issues for you and why?
3. What three suggestions do you have for improving services to battered women and their children?
4. What role(s) should/do social workers fulfill in this system?

Students are expected to attend the field visit. The instructor will give advanced notice about the scheduled date and time and attempt to make schedule it during class time. For the out of class assignment, students are expected to make their own arrangements

to visit the domestic violence court in Travis county. Reaction papers will be based on these two experiences.

You should integrate the information from the readings, class discussions, and lectures into your paper. I suggest you highlight the salient points of the video and connect those examples to the information we have covered. Also, be sure to include your professional and personal reactions.

Evaluation criterion includes your ability to integrate and synthesize information, formulate a thoughtful position for discussion, develop a convincing, coherent, and well-supportive argument/points, and scholarly writing.

This assignment should be typed, doubled spaces, and APA style. Follow the outline above and use page numbers and titles as well as opening (introduction) and closing paragraphs (summary). This outline may be modified after our in-class discussions. Grammar, spelling, and sentence structure, and organization are important and will be critiqued.

See Criteria above for evaluating this assignment.

Assignment # 3 Assigned Readings and Presentations

Each student or pair of students will be responsible for summarizing one chapter or an assigned article. Articles are on reserved at the LRC. When two or more students are responsible for a chapter they are expected to work together on how to organize and present the information. The summary should include a list of 10 – 15 of the most salient points of the chapter. **Your handout should be 1 page—a maximum of 2.** These points may be written in bullet form, but should be complete sentences. In your handout include a full citation of the textbook and chapter or article. Also include your summary of the discussion points or questions that were submitted to the Blackboard discussion board by class members.

You should bring enough copies to distribute to the class (35 copies). I am glad to make copies for you and bring them to class for you. In this case, email or give me your summary handout on the Thursday morning prior to your presentation.

Students will also be responsible for leading the class discussion for the day the chapter/article is assigned. To lead the discussion, students should give a brief summary of the discussion points and/or questions that were submitted to the Blackboard discussion board by class members. All students are expected to be engaged in the discussion.

See Criteria for Criteria for Evaluating Chapter Summary and Presentations in sections X and XI, respectively.

Assignment # 4 Posting Questions/Discussion Points on Blackboard

Between classes an important part of student learning and preparation for discussion will take place on the class bulletin board. Students will use the board to make comments and develop questions about the week's readings. Comments and questions should go beyond summarizing the readings and reflect the student's critical thinking and original

ideas, including questions about clinical and policy applications. Due to the nature of the material, readings may challenge or even conflict with students' pre-existing beliefs. The board is an appropriate venue to explore and reflect on the evolution of your thoughts and feelings. When doing this, students should be respectful and thoughtful of differing opinions and be conscious about their own boundaries in terms of self-disclosure. Given the rate of domestic violence, it is likely that it has personally touched many of our lives. Self-disclosure of domestic violence is not expected of students. Discussions resulting from self-disclosure should be structured as a learning experience. Students are encouraged to read each other's postings and follow-up with questions and discussion in the classroom. **Postings should be made by Thursday at Noon.**

See Criteria for Evaluating Student Postings

Assignment # 5 Participation, preparedness, and contribution to other's learning

Students will be evaluated throughout the semester on their individual contributions to class discussion through preparedness (prior reading and thinking on the topics) and readiness and willingness to discuss topics in class. The expectation is that in all assignments the professor and students will perform at her/his/their highest levels and at a level commensurate with quality graduate study, teaching, and scholarship. In addition, this course provides students the opportunity of on-going discussions, deliberations, negotiations, and learning from others that is involved in learning about domestic violence.

Participation in the two visits is considered an aspect of class participation.

See Criteria for Evaluating Participation.

Simulation Exercise

This teaching technique is designed to sensitize and train social work and human service practitioners for their future work with battered women. The unit has five sub-components; a simulation exercise, individual reflection period, a large group debriefing period, a lecture on empowerment practice, and a small group problem solving exercise. The simulation exercise puts the student in the role of a battered woman that involves daily struggles and challenges a battered woman may encounter. The individual and group debriefing periods serve as processing sessions about the simulation experience. The lecture component seeks to clarify the misconceptions and myths about battered women and domestic violence, investigates the affects of trauma on women, presents models for understanding battering, and address appropriate social work interventions. The focus of the lecture is empowerment practice theory and techniques. The small group exercise provides the students with a problem solve opportunity to intervene on the behalf of battered women at a individual and group, community, and theory building levels.

Students are expected to participate in the simulation exercise. However, students may choose to, for a period of time, suspend their "play." Detailed information will be provided prior to the simulation exercise and on the day it is scheduled.

Extra Assignment

Students who miss one or more class meetings **will be required** to complete an extra assignment. The student must write a 12 - 15 page paper related to domestic violence, battered women, or children in abusive homes. The scholarly paper must be APA style, type written, and turned in the last day of class. You should use references from scholarly journals, books, and periodicals other than our required course materials. The instructor must approve your topic in advance.

X. Required Reading List

- □ Brandwein, R. (1999). (Ed.). Battered women, children, and welfare reform: The ties that bind. Thousand Oaks, CA: Sage Publications.
 - Brandwein, R. *Family violence, women, and welfare.* (Chapter 1) pp. 3 – 16.
 - Davis, M. *The economics of abuse: How violence perpetuates women's poverty.* (Chapter 2) pp. 17 – 30.
 - Raphael, J. *Keeping women poor: How domestic violence prevents women from leaving welfare and entering the world of work.* (Chapter 3) pp. 31 – 44.

- □ Gelles, R. (1997). *Intimate violence in families.* (3rd ed.) Thousand Oaks, CA: Sage Publications.
 - *Introduction.* (Chapter 1) pp. 1 – 17
 - *Violence between intimates.* (Chapter 2) pp. 19 – 40.
 - *The youngest victims: Violence toward children.* (Chapter 3) pp. 41 – 69.
 - *Hidden victims: Siblings, adolescents, parents, elders, and gay and lesbian couples.* (Chapter 5) pp. 96 – 122.
 - *Explaining intimate and family violence.* (Chapter 6). pp. 123 – 140

- □ Gondolf, E. (1998). Assessing woman battering in mental health services. Thousand Oaks, CA: Sage.
 - *Procedures for Assessing Woman Battering* (Chapter 4)
 - *Appreciating Diversity Among Battered Women* (Chapter 6)
 - *Identifying and Assessing Men Who Batter* (Chapter 7)

- □ Hilton, N.Z. (1993). (Ed.) Legal responses to wife assault: Current trends and evaluation. Newbury Park, CA: Sage Publications.
 - Ferraro, K., & Pope, L. *Irreconcilable differences: Battered women, police, and the law.* (Chapter 5) pp. 96 – 126.
 - Walker, L. *Battered women as defendants.* (Chapter 9) pp.
 - Roesch, R., Hart, S., & Wilson, L. *Legal responses to wife assault: Future prospects for intervention and evaluation.* (Chapter 11) pp.

- □ Kerney, M. (1999). Understanding women's recovery from illness and trauma. Thousand Oaks, CA: Sage Publications.
 - *Family violence.* (Chapter 6) pp. 119 – 142.

- □ Markward, M. (1997). The impact of domestic violence on children. *Families in Society: The Journal of Contemporary Human Services*, pp. 66 – 70.
- □ Renzetti, C., Edleson, J., & Bergen, R.K. (2001). (Eds.) Sourcebook on violence against women. Thousand Oaks, CA: Sage Publications.
 - Jasinski, J. *Theoretical explanations for violence against women*. (Chapter 1) pp. 5 – 22
 - Vinton, L. *Violence against older women*. (Chapter 9) pp. 179 – 192.
 - Valente, R., Hart, B., Zeya, S., & Malefyt, M. *The violence against women act of 1994: The federal commitment to ending domestic violence, sexual assault, stalking, and gender-based crimes of violence*. (Chapter 15) pp. 279 – 302.
 - Fortune, M. *Religious issues and violence against women*. (Chapter 19) pp. 371 – 386.
 - Pence, E. Advocacy on behalf of battered women. (Chapter 17) pp. 329 – 344.
- □ Roberts, A. (1996). (Ed.) Helping battered women and their families: New perspectives and remedies. New York: Oxford University Press
 - Dwyer, D., Smokowski, P., Bricout, J., Wodarski, J. *Domestic violence and woman battering: Theories and practice implications* (Chapter 5) pp. 67 – 85.
 - Roberts, A. *Court responses to battered women*. (Chapter 7) pp. 96 – 101.
 - Bonilla-Santiago, G. *Latina battered women: Barriers to service delivery and cultural considerations* (Chapter 14) pp. 229 – 234.
- □ Stout, K. & McPhail, B. (1998). Confronting sexism and violence against women: A challenge for social work. New York: Addison Wesley Longman, Inc.
 - *Women who are battered* (Chapter 9) pp. 211 – 247.
- □ Turner, S., & Shapiro, C. (1986). Battered women: Mourning the death of a relationship. *Social Work, September – October*, pp. 372 – 376.
- □ Websdale, N. (1998). Rural woman battering and the justice system: An ethnography. Thousand Oaks, CA: Sage Publications.
 - *Regulating rural women: The patriarchal state*. (Chapter 6) pp. 159 – 183.
 - *Rural battering and social policies*. (Chapter 7) pp. 187 – 204.
- □ White, E. (1994). Chain Chain Change: For Black women in abusive relationships. (2nd ed.). Seattle, WA: Seal Press.
 - *What is domestic violence?* (Chapter 1) pp. 1 – 14.
 - *The psychology of abuse*. (Chapter 2) pp. 15 – 24.
 - *The legal system*. (Chapter 6) pp.

XI. Course Calendar

Day & Date	Topic/Focus	Reading Assignments	Written & Other Assignments
Friday, June 7	Introduction & Overview of DV		
Saturday, June 8	Topic # 1 Theories, Definitions, & Scope	* Gelles, Chapters 1, 2, 6; * Kerney, Chapter 6; * Dwyer in Roberts, Chapter 5; * Stout, Chapter 9; * White Chapter 1 & 2; Jasinski in Renzetti, Chapter 1	Presentations
Friday, June 14	Special Topics: Children, Older, Latina and Rural Women	* Gondolf, Chapter 4; Vinton in Renzetti Chapter 9; Bonilla-Santiago in Roberts, Chapter 14; Websdale, Chapter 6; Markward article; Gelles, Chapter Chapter 3	Presentations
Saturday, June 15	Topic # 2 Assessment Tools & Practice	Gondolf, Chapter 4; Jasinski in Renzetti, Chapter 1; Turner article	Presentations Field Visit to SafePlace
Friday, June 21	Special Topics: Lesbian and Gays, African American Women, Religious Issues	Gelles, Chapter 5; White, Chapter 6; Fortune in Renzetti, Chapter 19	Presentations Reaction Paper 1 Due (Visit to SafePlace)
Saturday, June 22	Topic # 3 Empowerment Practice		Simulation Exercise in Class*
Friday, June 28	Special Topics: Batterers, Women as Defendants	Gondolf, Chapter 7; Walker in Hilton, Chapter 9; Pence in Renzetti, Chapter 17	Presentations
Saturday, June 29	Topic # 4 Policies, Laws, and Systems	In Brandwein, Brandwein, Chapter 1, Davis, Chapter 2, & Raphael, Chapter 3; Roesch in Hilton, Chapter 11; Valente in Renzetti, Chapter 15; Roberts, Chapter 7; Websdale, Chapter 7	Presentations Reaction Paper 2 Due (DV Court) Course Evaluations
Saturday, July 6	Topic # 4 Continued		TBA

* See description above.

Criteria for Evaluating In-Class Reading & Presentation Assignment

Name _____

	Inadequate Or Poor	Adequate	Good	Excellent
Broad understanding of readings				
Recapitulation readings without reading summary points				
Relevance of summary points				
Ability to lead discussion				
Creativity of discussion questions/activity				
Follow syllabus instructions				
Overall presentation				

Total Points: _____

Comments:

Criteria for Evaluating Student Postings

Student Name _____

Grade Assigned _____

Postings should reflect students' understanding of the readings and their ability to synthesize the ideas and information presented in these readings. Students are encouraged to pose critical questions and develop their thinking in the weekly postings. Students should also examine how these issues will inform their social work practice. Instructors will provide feedback on postings to help students continue to challenge themselves. **Submissions made after 5pm on Thursday will not be accepted.**

Comments:

Criteria for Evaluating Participation, Preparedness, and Contribution to Other's Learning

Student Name _____

Grade Assigned _____

Criteria:

Students will be evaluated throughout the semester on their individual contributions to class discussion through preparedness (prior reading and thinking on the topics) and readiness and willingness to discuss topics in class. The expectation is that in all assignments the professor and students will perform at her/his/their highest levels and at a level commensurate with quality graduate study, teaching, and scholarship. In addition, this course provides students the opportunity of on-going discussions, deliberations, negotiations, and learning from others that is involved in policy analysis and practice. Participation will be based on the above criteria. Absences, tardiness, and leaving class early will affect the participation grade. Students are expected to dialog during class discussion and engage non-verbally by listening when they are not speaking.

Comments:
