

**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:	Spring 2003	Contact Information:	SSW 3.130D 471-3198 <a href="mailto:nbusch@mail.utexas.edu">nbusch@mail.utexas.edu</a>
Meeting Times:	Fridays 5:30 – 8:30 pm Saturdays 9:00 – 5:30 pm January 23 – February 21	Office Hours:	Fridays 4:30 – 5:30 pm Office hours arranged by individual appointment

### 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 its 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.
- Davies, J. M. and E. Lyon (1998). Safety planning with battered women: Complex lives/difficult choices. Thousand Oaks, Sage Publications. Chapters 5-7.

The following two texts are high 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 (2<sup>nd</sup> ed.) New York: Springer Publishing Company.

## 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	Safety Plan Paper	20 points
Assignment 2	Reaction Paper	20 points
Assignment 3	Assigned Readings & Presentation	20 points
Assignment 4	Small Group Project	40 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 inquiry about any changes that might have been made in his/her absence.
9. Issue of Safety--As part of professional social work education, student may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's

responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should also notify instructors regarding any safety concerns.

10. Issue of Confidentiality--Personal disclosure is not an expectation or a requirement of this course. However, it might be appropriate for students to talk about personal information during class as it relates to our learning about a particular topic. Students are expected to adhere to all professional standards of confidentiality during the semester.

### **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 assigned book, Black and Blue by Anna Quindlen. Students will be encouraged to reflect upon their own feelings and reactions in developing the safety plan.

This assignment is intended to familiarize students with the experience of and issues related to developing safety plans with battered women. A safety plan is viewed as an outcome of a mutual process between clients and their social work advocates. In this exercise, the safety plan is defined by the battered woman and may not always involve her leaving her violent relationship. The use of women's narratives assists students in understanding battered women's stories and more closely evaluating the barriers that battered women face. This assignment challenges the myth that leaving an abusive relationship ensures a woman's safety by examining circumstances where leaving actually increases her risk of harm. In situations where battered women define leaving as a primary goal of their safety plans, leaving will be viewed as a process rather than a one-time event. The students are reminded that a woman may identify goals in her safety plan that do not involve leaving her abusive relationship. Students are asked to use an outline for completing the assignment. The outline has been developed for Fran the main character in Black and Blue, but is intended to apply to whomever the student has chosen for the safety planning assignment.

#### **Learning Objectives**

- To engage in creative problem solving and seek innovative solutions to increase safety for women and children living in domestic violence.
- To be able to conduct an analysis of the risks to a women's safety through a careful assessment process.
- To be able to develop a safety plan that addresses the woman's unique risk factors, strengths and respects their individual choices and values.
- To better understand safety planning as a client-focused process that evolves over time with changes in the woman's goals and situation.

### Assignment Readings

Davies, J. M. and E. Lyon (1998). Safety planning with battered women: Complex lives/ difficult choices. Thousand Oaks, Sage Publications. Chapters 5-7.

Quindlen, A. (1999). Black and Blue. Mass Market Media.

### Outline for Safety Planning Assignment

- I. Brief description of situation (20 points):
  - Describe the history of violence in Fran's marriage (i.e. types, severity, duration of the abuse).
  - Describe the circumstances under which the violence tends to occur.
  - Describe Fran's goals in terms of how they increase her safety and safety of her child. How will the two of you prioritize these goals?
  - Explain the specific risks Bobby poses to Fran and her son.
  - Illustrate any additional risks that may be associated with Fran's life situation.
  
- II. Identify past safety plans (20 points):
  - Describe the strategies that Fran has used to cope with the violence.
  - Evaluate how well these strategies worked for her.
  - Describe the outcome of these strategies, including Bobby's reactions. How was safety enhanced or diminished?
  
- III. Identify current safety plans (protective, staying and leaving strategies) (20 points):
  - Develop a time frame for Fran's strategies.
  - List the personal and public resources that are available to Fran.
  - Anticipate Bobby's potential reaction to these strategies.
  
- IV. Developing and implementing current safety plan (20 points):  
Use the table below to:
  - Evaluate the various safety planning options for Fran.
  - List potential consequences of pursuing or not pursuing each particular option (both positive and negative consequences).
  - Describe the internal and external resources needed to implement each option.

<u>Safety Plan Option</u>	<u>Potential Consequences</u>	<u>Resources Needed</u>
1.		
2.		
3.		

- V. Summarizing the safety planning process experience (20 points):
  - Describe the personal feelings and professional reactions that you experienced in completing the safety planning assignment.
  - Describe how you would imagine Fran to be feeling throughout this process.
  - Describe any specific dilemmas that were highlighted for you during this process.
  - Did you 'disagree' with any of Fran's decisions? Why or why not?

Evaluation criteria include 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. This assignment is worth 20 points.

### **Assignment # 2 Reaction Paper to Court Visit**

Each student is expected to write a reaction paper related visiting the domestic violence court. The paper should be approximately 3 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 a half-day session at the domestic violence court in Travis County or another county. Your reaction paper will be based on this experience. Students should integrate the information from the readings, class discussions, and lectures into your paper. I suggest you highlight the salient points of videos, speakers, etc. and connect those examples to the information you observed in court. Also, be sure to include your professional and personal reactions. Lynn at the Travis County Court Administration can tell you what days cases involving domestic violence will be heard in criminal court. Her number is 854-4303. Joan Carter is the legal advocate with SafePlace and present in the Travis County DV court. Protective Orders are usually heard on Friday mornings. Her number is 854-4251

Evaluation criteria 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. This assignment is worth 20 points.

### **Assignment # 3 Assigned Readings and Presentation**

Each student will be responsible for summarizing a topic of the "Special Topics" assigned readings. Articles are on reserved at the LRC. There are two parts to this assignment.

Part A: summarize each article/chapter in about a paragraph. This summary should include a list of 15 - 20 of the most salient points of the reading. These points may be written in bullet form, but should be complete sentences. If you are presenting several chapters from one source then you can offer a general summary about the topic.

Part B: You should also offer a summary across articles-- think broadly about what the literature suggests about your topics. This part includes using you're your own thinking—synthesize and integrate. Avoid using direct quotations in Part B.

**Your handout should be a maximum of 2 pages.** Your handout should include full citations of all the articles/chapters.

You should bring enough copies to distribute to the class (20 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. **Please do not simply read your handout to the class.** Rather, talk about the topics under discussion. To facilitate the discussion, start by offering several questions on the topic(s) and information that the literature has suggested. You might also highlight questions that have not been examined. All students are expected to be engaged in the in-class discussions. Presentations will be approximately 30 - 45 minutes per topic. Topics will be randomly chosen.

Students will be evaluated by the instructors and by her/his peers. See Criteria for Evaluating Chapter Summary and Presentations in sections X and XI, respectively. This assignment is worth 20 points of the overall grade. Peer evaluations will be averaged and account for 5 total points. The instructor's evaluation will account for 15 points.

#### **Assignment #4 Small Group Project with SafePlace**

Most students will be required to work collaboratively on an issue that is locally relevant to SafePlace, the agency serving survivors of domestic and sexual assault. (Students will work in groups of 3 or 4.) Preparation of a 15 – 20 page paper is required. The following outline should be used as a guide, but may be modified.

Your paper should be organized in a logical sequence and subheadings should clearly delineate sub-topics. For all written work be sure to use introductory sentences with each paragraph and introductory and closing paragraphs in your paper. The underlined phrases above should be identified as your paper's subheadings. Grammar, spelling, organization, critical thinking, etc. all count. For more grading information see the Criteria for Grading Written Work later in this syllabus.

1. Introduction to the issue/Nature and scope of the issue. Define the issue(s); number of people affected or institutions affected; economic and social consequences of the issue. How widespread is the problem? What are the historical antecedents of the problem/issue? Who specifically is affected and how? What are the known or suspected causes of the issues/problem? Are other localities, communities, states, countries facing a similar issue? What are they doing about it? (5 – 8 pages)
2. Literature Review. What does the academic, media, and the advocacy community tell us about the issue? Is there empirical research on the topic? Is there antidotal information? (5 – 8 pages)
3. Stakeholders. Who are the major stakeholders involved in this issue—how are they involved? What do they say should happen to address the issue? Identify proponents and opponents, if appropriate. (2 –4 pages)
4. Conclusions and Recommendations. What are your recommendations regarding the issue? How would you suggest the community address the issue? How would you improve understanding, services, etc.? (2 – 4 pages)

In order to complete this assignment groups should collect information through literature review, Internet searches, agency visits, in-person or telephone interviews, etc. where appropriate. I suspect that about half the information you gather might come from organizational information, experts, and the media.

This assignment is worth 40 points. Students may receive the same or different points on this assignment. Topics are to be determined. In order to give students adequate time to complete this assignment it will be due to the instructor by March 15, 2004 at 4 pm. Hard copies should be left at student services. Also send an email with the attachment.

### 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 15 - 20 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. Special Topics and Corresponding Readings

### Special Topics

1. Children Witnessing Domestic Violence
2. Older Women
3. Women with Disabilities
4. Women in Rural Areas
5. Lesbian/Gay Domestic Violence
6. Latina Women
7. African American Women
8. Asian Women
9. Welfare and Poverty

10. Practice and Assessment
11. Batterers
12. Evaluation
13. Policies, Laws, and Systems
14. Substance Abuse and Domestic Violence

### Special Topics and Corresponding Reading for Presentations

Special Topic Groupings	Assigned Readings for Presentations
Children Older Women Women with Disabilities	<p>Schneider, E. (2000). <i>Battered Women and Feminist Lawmaking</i>. New Haven, CN: Yale University Press.</p> <ul style="list-style-type: none"> <li>➤ Motherhood and Battering (Chapter 9) pp. 148 – 180.</li> </ul> <p>Markward, M. (1997). The impact of domestic violence on children. <i>Families in Society: The Journal of Contemporary Human Services</i>, pp. 66 – 70.</p> <p>Dalton, C., &amp; Schneider, E. (2001). <i>Battered women and the law</i>. New York, NY: Foundation Press</p> <ul style="list-style-type: none"> <li>➤ Dimensions of the Battering Experience, E. Individuals with Disabilities as Victims of Domestic Violence, pp 200 – 207.</li> </ul> <p>Renzetti, C., Edleson, J., &amp; Bergen, R.K. (2001). (Eds.) <u>Sourcebook on violence against women</u>. Thousand Oaks, CA: Sage Publications.</p> <ul style="list-style-type: none"> <li>➤ Vinton, L. <i>Violence against older women</i>. (Chapter 9) pp. 179 – 192.</li> </ul>
Women in Rural Areas Latina Women Asian Women	<p>Roberts, A. (1996). (Ed.) <u>Helping battered women and their families: New perspectives and remedies</u>. New York: Oxford University Press.</p> <ul style="list-style-type: none"> <li>➤ Bonilla-Santiago, G. <i>Latina battered women: Barriers to service delivery and cultural considerations</i> (Chapter 14) pp. 229 – 234.</li> </ul> <p>Websdale, N. (1998). <u>Rural woman battering and the justice system: An ethnography</u>. Thousand Oaks, CA: Sage Publications.</p> <ul style="list-style-type: none"> <li>➤ <i>Regulating rural women: The patriarchal state</i>. (Chapter 6) pp. 159 – 183.</li> <li>➤ <i>Rural battering and social policies</i>. (Chapter 7) pp. 187 – 204.</li> </ul> <p>Gondolf, E. (1998). <u>Assessing woman battering in mental health services</u>. Thousand Oaks, CA: Sage.</p> <ul style="list-style-type: none"> <li>➤ <i>Appreciating Diversity Among Battered Women</i> (Chapter 6)</li> </ul> <p>Hispanic Texans and domestic violence: A statewide study, by Texas Council on Family Violence, June 17, 2003.</p>

<p>Lesbian &amp; Gay Abuse African American Women</p>	<p><b>White, E. (1994). <u>Chain Chain Change: For Black women in abusive relationships.</u> (2<sup>nd</sup> ed.). Seattle, WA: Seal Press.</b></p> <ul style="list-style-type: none"> <li>➤ <i>What is domestic violence?</i> (Chapter 1) pp. 1 – 14.</li> <li>➤ <i>The psychology of abuse.</i> (Chapter 2) pp. 15 – 24.</li> <li>➤ <i>The legal system.</i> (Chapter 6) pp.</li> </ul> <p><b>Lemon, N. (2001). <u>Domestic Violence Law.</u> St. Paul, MN: American Casebook Series.</b></p> <ul style="list-style-type: none"> <li>➤ Gay and Lesbian Battering (Chapter 4), pp. 190 – 203 (Duthu case); pp. 213 – 218 (Murphy case) pp. 228 – 232 (Kanuha case).</li> </ul> <p><b>Wallace, H. (1996). <u>Gay and lesbian abuse</u> (pp 237-248). In H. Wallace <u>Family Violence: Legal, medical, and social perspectives.</u> Boston, MA: Allyn &amp; Bacon.</b></p>
<p>Batterers</p>	<p><b>Bancroft, L. (2002). <u>Why does he do that? Inside the minds of angry and controlling men.</u> New York, NY: G. P. Putman's Sons.</b></p> <ul style="list-style-type: none"> <li>➤ The mythology (Chapter 2) pp. 21 – 48.</li> <li>➤ The abusive mentality (Chapter 3) pp. 49 – 75.</li> <li>➤ The types of abusive men (Chapter 4) pp. 76 – 108.</li> <li>➤ The process of change (Chapter 14) pp. 334 – 367.</li> </ul> <p><b>Gondolf, E. (1998). <u>Assessing woman battering in mental health services.</u> Thousand Oaks, CA: Sage.</b></p> <ul style="list-style-type: none"> <li>➤ <i>Identifying and Assessing Men Who Batter</i> (Chapter 7)</li> </ul> <p><b>Gerlock, A. (2001). A profile of who completes and who drops out of domestic violence rehabilitation, <i>Issues in Mental Health Nursing</i>, 22, pp. 379 – 400.</b></p>
<p>Batterers</p>	<p><b>Dutton, D. (1998). <u>The abusive personality: Violence and control in intimate relationships.</u> New York, NY: The Guilford Press.</b></p> <ul style="list-style-type: none"> <li>➤ Introduction (Chapter 1) pp. 1 – 11.</li> <li>➤ Learning of Abusiveness (Chapter 2) pp. 32 – 52.</li> <li>➤ The structure of the abusive personality (Chapter 5) pp. 69 – 93.</li> <li>➤ The treatment of assaultiveness (Chapter 9) pp. 160 – 184.</li> </ul> <p><b>Gondolf, E. (2002). <u>Batterer interventions systems: Issues, outcomes and recommendations.</u> Thousand Oaks, CA: Sage Publications.</b></p> <ul style="list-style-type: none"> <li>➤ The de-escalation of reassault and other abuse (Chapter 6) pp. 113 – 131.</li> </ul>

	<p>Wekerle, C., &amp; Wall, A. M. (2002). <i>The violence and addiction equation: Theoretical and clinical issues in substance abuse and relationship violence</i>. New York, NY: Brunner-Routledge</p> <ul style="list-style-type: none"> <li>➤ Treating the addicted male batterer: Promising directions for dual-focused programming (Chapter 13), pp. 275- 292.</li> </ul>
Assessment and Evaluation	<p>Gondolf, E. (2002). <i>Batterer interventions systems: Issues, outcomes and recommendations</i>. Thousand Oaks, CA: Sage Publications.</p> <ul style="list-style-type: none"> <li>➤ Evidence of a program effect (Chapter 7) pp. 135 – 159.</li> <li>➤ Difficulty in identifying the most dangerous men (Chapter 8) pp. 165 – 191.</li> </ul> <p>Begun, A. (2003). <i>Characteristics of Safe At Home Instrument for Assessing Readiness to Change Intimate Partner Violence</i>, <u>Research on Social Work Practice</u>, 13 (1), 80 – 107.</p> <p>O’Leary, K.D., &amp; Maiuro, R. (Eds.) ( 2001). <i>Psychological abuse in violent domestic relationships</i>. New York, NY: Springer Publishing Co.</p> <ul style="list-style-type: none"> <li>➤ O’Leary, D., Psychological abuse: A variable deserving critical attention in domestic violence. (Chapter 1) pp. 3 – 28.</li> <li>➤ Tolman, R. The validation of the psychological maltreatment of women inventory (Chapter 3) pp. 47 – 60.</li> </ul> <p>Riger, S., Bennett, L., Wasco, S., Schewe, P. Frohmann, L., Camacho, J., &amp; Campbell, R. (2002). <i>Evaluating Services for Survivors of Domestic Violence and Sexual Assault</i>. Thousand Oaks, CA: Sage Publications.</p> <ul style="list-style-type: none"> <li>➤ Collaboration in Evaluation Research, (Chapter 2) pp. 25 – 39.</li> </ul>
Welfare and Poverty	<p>Brandwein, R. (1999). (Ed.). <u>Battered women, children, and welfare reform: The ties that bind</u>. Thousand Oaks, CA: Sage Publications.</p> <ul style="list-style-type: none"> <li>➤ Brandwein, R. Family violence, women, and welfare. (Chapter 1) pp. 3 – 16.</li> <li>➤ Davis, M. The economics of abuse: How violence perpetuates women’s poverty. (Chapter 2) pp. 17 – 30.</li> <li>➤ Raphael, J. Keeping women poor: How domestic violence prevents women from leaving welfare and entering the world of work. (Chapter 3) pp. 31 – 44.</li> </ul> <p><b>O’Leary, K.D., &amp; Maiuro, R. (Eds.) (2001). Psychological abuse in violent domestic</b></p>

	<p><b>relationships. New York, NY: Springer Publishing Co.</b></p> <ul style="list-style-type: none"> <li>➤ Marshall, L. Effects of men's subtle and overt psychological abuse in low-income women (Chapter 9) pp. 153 – 176.</li> </ul>
Practice Issues	<p><b>Gondolf, E. (1998). <u>Assessing woman battering in mental health services</u>. Thousand Oaks, CA: Sage.</b></p> <ul style="list-style-type: none"> <li>➤ Cases Studies in Mental Health Evaluations (Chapter 3)</li> <li>➤ <i>Procedures for Assessing Woman Battering</i> (Chapter 4)</li> <li>➤ <i>Recognizing the Strengths of Battered Women</i> (Chapter 5)</li> </ul> <p><b>Gondolf, E. (2002). Batterer interventions systems: Issues, outcomes and recommendations. Thousand Oaks, CA: Sage Publications.</b></p> <ul style="list-style-type: none"> <li>➤ Difficulty in identifying the most dangerous men (Chapter 8) pp. 165 – 191.</li> </ul> <p><b>Kerney, M. (1999). <u>Understanding women's recovery form illness and trauma</u>. Thousand Oaks, CA: Sage Publications.</b></p> <ul style="list-style-type: none"> <li>➤ <i>Family violence</i>. (Chapter 6) pp. 119 – 142.</li> </ul> <p><b>Barrett, M., &amp; Wolfer, T. (2001). Reducing anxiety through a structured writing intervention: A single-system evaluation. Families in Society: <u>The Journal of Contemporary Human Services</u>, 82 (4), 355-362.</b></p>
Policies, Law, and Systems	<p><b>Hilton, N.Z. (1993). (Ed.) <u>Legal responses to wife assault: Current trends and evaluation</u>. Newbury Park, CA: Sage Publications.</b></p> <ul style="list-style-type: none"> <li>➤ Ferraro, K., &amp; Pope, L. <i>Irreconcilable differences: Battered women, police, and the law</i>. (Chapter 5) pp. 96 – 126.</li> <li>➤ Roesch, R., Hart, S., &amp; Wilson, L. <i>Legal responses to wife assault: Future prospects for intervention and evaluation</i>. (Chapter 11) pp.</li> </ul> <p><b>Renzetti, C., Edleson, J., &amp; Bergen, R.K. (2001). (Eds.) <u>Sourcebook on violence against women</u>. Thousand Oaks, CA: Sage Publications.</b></p> <ul style="list-style-type: none"> <li>➤ Valente, R., Hart, B., Zeya, S., &amp; Malefyt, M. <i>The violence against women act of 1994: The federal commitment to ending domestic violence, sexual assault, stalking, and gender-based crimes of violence</i>. (Chapter 15) pp. 279 – 302.</li> <li>➤ Pence, E. Advocacy on behalf of battered women. (Chapter 17) pp. 329 – 344.</li> </ul> <p><b>Roberts, A. (1996). (Ed.) <u>Helping battered women</u></b></p>

	<p><b><u>and their families: New perspectives and remedies.</u></b> New York: Oxford University Press.</p> <ul style="list-style-type: none"> <li>➤ Roberts, A. <i>Court responses to battered women.</i> (Chapter 7) pp. 96 – 101.</li> </ul>
Substance Abuse	<p>Wekerle, C., &amp; Wall, A. M. (2002). <i>The violence and addiction equation: Theoretical and clinical issues in substance abuse and relationship violence.</i> New York, NY: Brunner-Routledge</p> <ul style="list-style-type: none"> <li>➤ Introduction: The overlap between relationship violence and substance abuse (Chapter 1), pp. 1 – 24</li> <li>➤ Biological bases of addiction and aggression in close relationships (Chapter 2), pp. 25 – 43.</li> <li>➤ Personality Factors and substance abuse in relationship violence and child abuse (Chapter 3), pp. 45 – 63</li> <li>➤ Substance abuse and co-occurring psychiatric disorders in victims of intimate partner abuse (Chapter 5), pp. 65 – 98.</li> <li>➤ Violence and alcohol: Cultural issues and barriers to treatment (Chapter 11), pp. 239 – 253.</li> <li>➤ Conclusion: Clinical and research issues in relationship violence and substance abuse (Chapter 16), pp. 324 – 348.</li> </ul>

There are many other special topic areas that are of concern in studying about domestic violence (Native American women, men as victims, domestic violence in the military, etc.). However, given our time constraints, it is not possible to study topic area in-depth. However, it is likely that we will cover many of these topics during class discussions, during video presentations, with guest speakers, etc. I encourage students to seek out readings and resources specific to special topic areas of their interest.

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  - The structure of the abusive personality (Chapter 5) pp. 69 – 93.
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  - *Introduction.* (Chapter 1) pp. 1 – 17
  - *Violence between intimates.* (Chapter 2) pp. 19 – 40.
  - *Explaining intimate and family violence.* (Chapter 6). pp. 123 – 140
- Gerlock, A. (2001). A profile of who completes and who drops out of domestic violence rehabilitation, *Issues in Mental Health Nursing*, 22, pp. 379 – 400.
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  - *Cases Studies in Mental Health Evaluations* (Chapter 3)
  - *Procedures for Assessing Woman Battering* (Chapter 4)
  - *Recognizing the Strengths of Battered Women* (Chapter 5)
  - *Appreciating Diversity Among Battered Women* (Chapter 6)
  - *Identifying and Assessing Men Who Batter* (Chapter 7)
- Gondolf, E. (2002). *Batterer interventions systems: Issues, outcomes and recommendations.* Thousand Oaks, CA: Sage Publications.

- Introduction (Chapter 1) pp. 1 – 16.
  - The diverse characteristics of program participants and their partners (Chapter 5) pp. 93 – 110.
  - The de-escalation of reassault and other abuse (Chapter 6) pp. 113 – 131.
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  - Difficulty in identifying the most dangerous men (Chapter 8) pp. 165 – 191.
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- 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.
- Riger, S., Bennett, L., Wasco, S., Schewe, P., Frohmann, L., Camacho, J., & Campbell, R. (2002). *Evaluating Services for Survivors of Domestic Violence and Sexual Assault.* Thousand Oaks, CA: Sage Publications.
- The Evolution of the Violence Against Women Social Movement and Services to Victims, (Chapter 1) pp. 3 – 24.
  - Collaboration in Evaluation Research, (Chapter 2) pp. 25 – 39.
- Roberts, A. (1996). (Ed.) Helping battered women and their families: New perspectives and remedies. New York: Oxford University Press
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  - Roberts, A. *Court responses to battered women.* (Chapter 7) pp. 96 – 101.
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  - *Rural battering and social policies.* (Chapter 7) pp. 187 – 204.
- Wekerle, C., & Wall, A. M. (2002). *The violence and addiction equation: Theoretical and clinical issues in substance abuse and relationship violence.* New York, NY: Brunner-Routledge
- Introduction: The overlap between relationship violence and substance abuse (Chapter 1), pp. 1 – 24
  - Biological bases of addiction and aggression in close relationships (Chapter 2), pp. 25 – 43.
  - Personality Factors and substance abuse in relationship violence and child abuse (Chapter 3), pp. 45 – 63
  - Substance abuse and co-occurring psychiatric disorders in victims of intimate partner abuse (Chapter 5), pp. 65 – 98.
  - Violence and alcohol: Cultural issues and barriers to treatment (Chapter 11), pp. 239 – 253.

- Treating the addicted male batterer: Promising directions for dual-focused programming (Chapter 13), pp. 275- 292.
  - Conclusion: Clinical and research issues in relationship violence and substance abuse (Chapter 16), pp. 324 – 348.
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- *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, January 23	<b>Focus: Introduction &amp; Overview of DV</b>	Stout, Chap 9 Riger, et al, Chap 1	
Saturday, January 24	<b>Focus: Empowerment Practice and Advocacy</b>		Simulation Exercise in Class*
Friday, January 30	<b>Focus: Theories, Definitions, &amp; Scope</b>	Gelles, Chap 1, 2 & 6; In Renzetti, Jasinski Chap 1; Buel article	
Saturday, January 31	<b>Focus: Theories, Definitions, Scope</b> Special Topics: Older Women/ Children/Women with Disabilities	Maiuro, pp ix – xxi; Gondolf (1998) Chap 6; In Roberts, Dwyer, Chap 5; Jaffee et al. in Ammerman, Chap 15	Presentations
Friday, February 6	<b>Focus: Practice and Assessment Tools</b> Special Topics: Practice and Assessment Issues	Davies, Chap 5 – 7; Gondolf (1998), Chap 4	Presentations <b>Safety Planning Paper Due</b>
Saturday, February 7	<b>Focus: Practice and Assessment Tools</b> Special Topics: Lesbian and Gays/African American Women; Women in Rural Areas/ Latina/Asian Women;	White, Chap 6; Gelles (1997) Chap 5; In Roberts, Bonilla-Santiago, Chap 14; Mills, Prologue, Chapter 1 & 8.	Presentations <b>Speaker: Beverly McPhail</b>
Friday, February 13	<b>Focus: Practice and Assessment Tools</b> Special Topic: Welfare and Poverty	In Brandwein, Davis, Chap 2; Raphael, Chap 3.	Presentations <b>Reaction Paper Due</b>
Saturday, February 14	<b>Focus: Advocacy and Intervention</b> Special Topics Battersers; Policies, Laws, and Systems	Bancroft, Chap 1; Dutton, Chap 1; Gondolf, (2002), Chap 1; In Renzetti, Fortune, Chap 19; McWilliams article	Presentations
Friday, February 20	<b>Focus: Integration and Synthesis</b> Special Topic: Assessment & Evaluation	In Hilton, Walker, Chap 9; In O'Leary, O'Leary Chap 1; Riger, Chap 2	Presentation  Course Evaluations
Monday, March 15 by 4 pm			<b>Final Projects Due</b>

\* See description above.

Criteria for Evaluating In-Class Reading & Presentation Assignment by Instructor

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				

Strengths of the Presentation:

- 1.
- 2.
- 3.

Suggestions for Improvement:

- 1.
- 2.
- 3.

Total Points: \_\_\_\_\_

Comments:

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Criteria for Evaluating In-Class Reading & Presentation Assignment by Peers

Presenter's Name \_\_\_\_\_

	Inadequate Or Poor	Adequate	Good	Excellent
Broad understanding of literature				
Recapitulation readings without reading summary points				
Relevance of summary points on handout				
Ability to lead discussion				
Creativity of discussion questions				
Added to my learning of this topic				
Overall presentation				

Strengths of the Presentation:

- 1.
- 2.
- 3.

Suggestions for Improvement:

- 1.
- 2.
- 3.

Total Points: \_\_\_\_\_ (1 – 5; where 5 is high)

Other Comments:

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### Criteria for Evaluation of Written Work

1. **Completeness and thoroughness**  
How fully has the issue been addressed? When appropriate, has the issue been sufficiently researched using library resources, interview, and other means in order to gain differing perspectives and full knowledge of the issue? Has the theoretical and empirical literature on the subject been incorporated in the paper? Does the paper leave the reader with the impression that major questions have been considered, or are important issues left unaddressed? Has the paper been carefully proofread?
2. **Organization and clarity**  
Is the paper well written and organized in a logical manner? Are there appropriate transitions between sentences, paragraphs, and sections? Are the sentence structure, syntax, and grammar of appropriate quality? Have headings and subheading been used to improve organization? Has the student addressed issues in a way that can be understood by someone unfamiliar with the issues as well as by someone knowledgeable about the issues?
3. **Referencing**  
Are there a sufficient number of appropriate references? Has referencing been done appropriately and according to the style of the American Psychological Association? Are the references well integrated in the text? Were the references obtained from various sources (scholarly, Internet, interviews, etc.)? Are short direct quotations noted in quotation marks; are longer direct quotations indented, and are page numbers indicated for all direct quotations? Are indirect quotes paraphrased sufficiently? Were interviews of those who are involved with the creation or setting of policy and those impacted by the policy included in the analytical discuss of the policy?
4. **Originality and Creativity**  
Have different viewpoints been compared and contrasted in a way that shows that the writer has a thorough understanding of the issues? Has the writer used his or her analytical skills in a way that suggests more than a restatement of what other have said about this issue? Has the student suggested points that have not been addressed by others?

Criteria for Evaluation of Written Work

**I. Completeness and thoroughness** (some criteria not applicable to this assignment)

Consistent throughout paper (Yes)	Consistent throughout most of paper (Mostly)	Not consistent throughout the paper--needs work (Not enough)	
			Issue fully addressed
			Sufficiently researched*
			Theoretical & empirical literature incorporated*
			Major questions have been addressed
			Carefully proofread

**2. Organization and Clarity** (some criteria not applicable to this assignment)

Consistent throughout paper (Yes)	Consistent throughout most of paper (Mostly)	Not consistent throughout the paper-- needs work (Not Enough)	
			Well written & organized
			Appropriate transitions
			Sentence structure, syntax, and grammar
			Headings and subheadings
			Understandable to unfamiliar reader
			Understandable to familiar reader

**3. Referencing** (some criteria not applicable to this assignment)

Consistent throughout paper (Yes)	Consistent throughout most of paper (Mostly)	Not consistent throughout the paper-- needs work (Not Enough)	
			Sufficient Number of References *
			APA style utilized
			References well integrated
			References from various sources *
			Correct use of quotations
			Indirect quotes paraphrased sufficiently
			Interviews included in analysis *

**4. Originality and Creativity** (some criteria not applicable to this assignment)

Consistent throughout paper (Yes)	Consistent throughout most of paper (Mostly)	Not consistent throughout the paper--needs work (Not Enough)	
			Different viewpoints compared and contrasted
			Use of own analytical skills not just restatement
			Suggested points not been addressed by others

Assignment Outline Points Covered

\_\_\_\_\_ yes \_\_\_\_\_ no \_\_\_\_\_ points need more depth, explanation, or discussion

### Additional References

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## Domestic Violence, Sexual Assault, Crime Victims, Child Abuse Websites

American Bar Association Commission on Domestic Violence:

[www.aba.net/org/domviol/home.html](http://www.aba.net/org/domviol/home.html)

Advocates for Abused and Battered Lesbians: [www.aabl.org](http://www.aabl.org)

Center for Disease Control and Prevention: [www.cdc.gov](http://www.cdc.gov)

Center for the Prevention of Sexual Assault & Domestic Violence: [www.cpsdv.org](http://www.cpsdv.org)

Child Sexual Assault Info: [www.prevent-abuse-now.com](http://www.prevent-abuse-now.com)

Children's Rights Council: [www.vix.com/crc](http://www.vix.com/crc)

Domestic Violence and Violence Related Research

Resources: [www.growing.com/nonviolentresearch/dv/links/htm](http://www.growing.com/nonviolentresearch/dv/links/htm)

Domestic Violence, Family Violence, Child Abuse Page: [www.famvi.com](http://www.famvi.com)

Domestic Violence in Lesbian Relationships:

Elder Abuse Prevention: <http://www.oaktrees.org/elder>

Elder Law Sites-Legal Assistance for the Elderly: [www.aoa.dhhs.gov/aoa/webros/legal.htm](http://www.aoa.dhhs.gov/aoa/webros/legal.htm)

Institute on Domestic Violence in the African-American Community: [www.dvinstitute.org](http://www.dvinstitute.org)

Men Stopping Violence: [www.athens.net/~rblum/msvindex.html](http://www.athens.net/~rblum/msvindex.html)

Narika (Referral for South Asian Women): [www.umiacs.umd.edu/users/sawweb/sunnet/narika.html](http://www.umiacs.umd.edu/users/sawweb/sunnet/narika.html)

National Center for Victims of Crime: [www.nvc.org](http://www.nvc.org)

National Center on Elder Abuse: [www.gwjapan.com/NCEA](http://www.gwjapan.com/NCEA)

National Children's Alliance: [www.nncac.org](http://www.nncac.org)

National Clearinghouse on Child Abuse/Neglect: [www.calib.com/nccanch/index.htm](http://www.calib.com/nccanch/index.htm)

National Clearinghouse for Defense of Battered Women: [www.feminist.org](http://www.feminist.org)

National Coalition Against Domestic Violence: [www.ncadv.org](http://www.ncadv.org)

National Council of Juvenile & Family Court Judges: [www.ncjfcj.unr.edu](http://www.ncjfcj.unr.edu)

National & International Domestic Violence Organizations: [www.ilj.org/dv/national.html](http://www.ilj.org/dv/national.html)

National Organization of Victim Assistance: [www.try-nova.org](http://www.try-nova.org)

National Partnership for Women & Families: [www.nationalpartnership.org](http://www.nationalpartnership.org)

National Women's Health Information Center: [www.4woman.gov](http://www.4woman.gov)

Parents & Loved Ones of Abuse & Rape Survivors: [www.geocities.com/HotSprings/2656/](http://www.geocities.com/HotSprings/2656/)

Rape, Abuse and Incest National Network: [www.rainn.org](http://www.rainn.org)

Resource (National) Center on Child Custody: [www.ncifci.unr.edu](http://www.ncifci.unr.edu)

Sacred Circle (National Center to End Abuse Against Native Women): [www.scircle@sacred-circle.com](http://www.scircle@sacred-circle.com)

Safer Society Foundation: <http://www.saferociety.org>

South Carolina Coalition Against Domestic Violence and Sexual Assault: [www.sccadvasa.org](http://www.sccadvasa.org)

South Carolina Family Violence Intervention Agencies: [www.familypreservation.com](http://www.familypreservation.com)

Stalking: [www.antistalking.com](http://www.antistalking.com)

Stalking Victims Sanctuary: [www.stalkingvictims.com](http://www.stalkingvictims.com)

Victim Services Worldwide Domestic Violence Resource page: [www.dvshelter.org/links.html](http://www.dvshelter.org/links.html)

Violence Against Women Act of 1994: [www.usdoj.gov/vawo/vawa.hlm](http://www.usdoj.gov/vawo/vawa.hlm)

Violence Policy Center: [www.vpc.org](http://www.vpc.org)

