Course Description

The focus of this course is on the methods of prevention, intervention and social change used to address and end the major forms of family violence. "Family" is defined broadly to include any intimate relationship. The course will provide overviews of the risk factors and traumatic effects of family violence. There will be an emphasis placed on the special needs of oppressed groups. Most family violence organizations work on multiple levels, such as macro, mezzo, and micro levels, and they frequently come into contact with a variety of fields of service, primarily the legal, health and mental health, housing, public assistance, and child welfare systems. Therefore, models of inter-system and inter-disciplinary coordination will be presented. Illustrations of the integration of micro, mezzo, and macro practice will be given, in particular how dimensions of power, privilege, oppression, and difference influence actions, perceptions, choices and consequences across system levels. The understanding and critical evaluation of theories, policies, organizations, and interventions using scientific principles will be stressed.

Course Content

Over the past several decades, various forms of family violence have come to be recognized as serious and widespread social problems. Strategies for intervention and prevention have been developed, and efforts to evaluate these strategies are emerging. Social workers continue to require training in: service delivery to survivors and offenders, advocacy at micro, mezzo, and macro levels, program development, policy-making, and
other roles. In this course, the social movements that helped uncover various forms of abuse and the definitions and scope of family violence will be presented. The forms of abuse covered will be child physical abuse, sibling abuse, dating violence, spousal, cohabiting, and elder abuse (child sexual abuse is covered in other elective courses). "Abuse" is defined broadly to include physical, psychological, emotional, financial, and sexual maltreatment.

Students will be encouraged to explore their own attitudes about family violence, as well as public and professional attitudes that block effective interventions. Students will learn basic skills for identifying problems and encouraging clients to seek help. They will analyze the social, political, and organizational factors affecting service delivery, including cross-national comparisons of service delivery systems. The theories and methods of the most common models of intervention and prevention will be discussed, and their strengths and limitations will be analyzed.

**Course Objectives:**

By the end of the course, students will be able to:

1) Understand the scope of family violence and the risk factors and traumas associated with it, including common myths about these factors held by those in various fields of service.

2) Understand root causes, risk factors and maintaining factors for family violence within a social ecological framework that includes the links between family violence and sexism, racism, classism, ethnocentrism, ableism, heterosexism, homophobia, and other forms of oppression and understand the variation in risk and maintaining factors across diverse dimensions (ability, age, class, color, culture, ethnicity, family structure, gender, including gender identity and gender expression, marital status, national origin, race, religion or spirituality, sex, and sexual orientation).

3) Understand their own attitudes, potential biases, and privileged positions and those of professionals and the public about various types of family violence and about survivors and offenders of this violence, as well as the impact of such attitudes on the ways in which survivors and offenders are treated at micro, mezzo, and macro levels.

4) Demonstrate basic skills for detecting family violence and promoting help-seeking of both the abuser and the survivor.

5) Demonstrate knowledge of and basic skills in assessment of risk factors and the effects and the use of such assessments for developing intervention and prevention plans.

6) Understand the most common models of intervention and prevention for various types of family violence at the individual, family, organizational, community and social levels. Included will be an understanding of the impacts of social norms, historical and current cultural oppression, ideology, public policies, and organizational structure on service delivery systems.

7) Understand applicable laws and codes of ethics governing the practice of family violence prevention and intervention.

**Course Design:**

The course will use a variety of pedagogical methods, including didactic lectures,
experiential exercises, and group discussions. An emphasis will be placed on the development of skills through demonstrations, videos, and role-playing. Guest speakers may be invited from the field to describe the latest intervention and prevention programs. Special attention will be given to students' attitudes and emotional reactions to the material covered, and their effects on the way in which they approach clients.

**Relation to Curricular Themes**

**Multiculturalism and Diversity Issues.** The definitions and theories of family violence will be analyzed in historical, political, and socio-cultural contexts. Models of socio-culturally effective interventions and prevention programs will be explored. In particular, students will be encouraged to examine the effect of their own positionalities and power on how they approach the issues of family violence. In addition, students will learn to work with clients from a strength-based approach, identifying and respecting the strengths of those affected by violence, especially those who are socially and economically oppressed.

**Social Justice and Social Change Issues** will be a major focus of the course as family violence compromises the well-being of individuals, families, organizations, communities, and society. Social forces such as patriarchal structure will be analyzed for their role in supporting family violence, along with an analysis of factors that intensify the risk and consequence of family violence (e.g., poverty). These analyses will guide the direction for social change efforts. An analysis of the historical and current impact of racism, classism, sexism, homophobia, and other forms of oppression on social policies and services will be integrated throughout the course.

**Promotion and Prevention** will be addressed through discussion of the promising models for promoting family well-being, achieving egalitarian relationships, and resolving conflicts. Students will learn various approaches of prevention, including those directed at various levels of the social ecology (individuals, families, community, organizations, society at large), target groups (e.g., universal, indicated, selected) at different points (e.g., primary, secondary, and tertiary).

**Social Science and Behavioral Research.** Influential and emerging social science theories and research will be applied to understanding the causes of family violence and the effectiveness of various interventions and prevention programs. There is a rapidly growing body of social work and social science research that can be applied to understanding the theoretical bases of intervention and prevention programs. The principles of evaluation research will be used to assess the quality of studies of intervention and prevention.

**Relationship to Social Work Ethics and Values:**

Many of the complex and challenging ethical issues encountered by workers in the field of family violence will be addressed. Common legal and ethical issues include duty to warn, mandated reporting, and special concerns for protecting client confidentiality. The ethical guidelines of social work and other professions will be applied to the analysis of intervention and prevention programs, and distinctions will be made between legal and ethical requirements for workers.
REQUIRED TEXTS:


Required readings not in the required textbook will be made available through Ctools.

RECOMMENDED TEXT


RECOMMENDED BOOKS AND ARTICLES:


Northeastern University Press.
RECOMMENDED JOURNALS

Aggression and Violent Behavior
Child Abuse and Neglect
Child Maltreatment
Journal of Emotional Abuse
Journal of Aggression, Maltreatment and Trauma
Journal of Elder Abuse
Journal of Family Violence
Journal of Interpersonal Violence
Journal of Traumatic Stress
Violence Against Women
Violence and Victims
Trauma, Violence and Abuse

COURSE REQUIREMENTS & CONCERNS

The University of Michigan expects students to devote a minimum of two hours weekly preparation for each credit awarded in a graduate/professional school. Thus, you are expected to spend a minimum of six hours per week of preparation for this class. The assignments in this class have been developed to help students systematically gain social work knowledge, and to develop social work practice skills and values.

Students with Disabilities. Any student who feels that he/she may need an accommodation for any sort of disability (learning, physical, emotional) in order to complete course requirements, please contact me to discuss possible accommodations.

Academic Honesty. The ideas of others must be cited correctly and direct quotes must be shown with quotation marks and cited correctly. Plagiarism can be grounds for expulsion from the School. Here are some useful resources for you:

1) SSW Library web page on writing a paper, with links to plagiarism information;
2) University Library and CRLT web resources on academic integrity:
http://www.lib.umich.edu/acadintegrity/

APA style is now the preferred style for social workers. The recommended reading list in this syllabus is an example of an APA reference list, similar to those placed at the end of papers. Citations in the text should appear as: (author’s last name, year of publication). Direct quotes need the same information plus inclusive page numbers of the quote added at the end of the quotation.

Class Attendance & Participation. Participation in class discussions, in class
exercises, and small group discussions is expected but will not be graded, in part because there are cultural and personality differences that affect participation. If you experience difficulties in participating in discussions for linguistic, cultural, or other reasons, please meet with the instructor to explore ways in which you can become a more active participant in class.

Attendance is expected at each class and is extremely important because the experiential learning and discussions that occur there cannot easily be replicated outside of the classroom. If you miss between 1-3 classes for any reason, extra assignments may be required so that you will be able to learn the material you missed. You will need to complete these assignments within three weeks of missing class. If you know in advance that you will miss, please ask a classmate or the instructor to tape record the class, share notes, and collect handouts for you. If you miss four or more classes (31% or more of all class sessions) you will need to meet with the instructor to discuss options, including withdrawal from the class, more extensive make up assignments, or lowering the final grade (a half grade point for each class missed beyond two missed classes).

A Note on Scholarly Discourse. What we will discuss in the class may involve controversies. All of us come to this course with various experiences and values, as well as assumptions, prejudices, and stereotypes. Disagreements are expected and even welcomed as long as we respect diverse opinions and perspectives and refrain from attacking one another personally. Please strive to remain open to evidence presented, which may conflict with your own opinions and viewpoints. (Adapted from syllabus of Professor M. Yoshihama)

Self-care. Regardless of whether you have experienced abuse or violence personally, assigned readings, in-class discussion, videos, guest speakers, and assignments may precipitate distress, anxiety, a sense of helplessness, rage, or other reactions. While these reactions are common and natural, these feelings may be intense and may interfere with your personal and academic life. It is important to recognize your reactions (in other words, do not deny them, but explore and develop ways to process and deal with them). If you experience a persistent and increasing sense of distress, anxiety, or trauma, it is important to seek assistance. The following are some of the resources available on and off campus. The instructor is happy to assist you in locating any additional resources you may need. (Adapted from syllabus of Professor M. Yoshihama)

UM Counseling and Psychological Services (CAPS). 764-8312
UM Sexual Assault Prevention & Awareness Center (SAPAC). 936-3333 (Crisis line)
UM Center for Education of Women. 998-7210
SAFE House. 995-5444
Psychiatric Emergency Services. 996-4747

ASSIGNMENTS & DUE DATES (more detailed information will be provided for each of the following assignments)
**Brief Reports:** These are brief exercises that are graded “satisfactory/unsatisfactory” (satisfactory = A).

The combination of these brief reports equals 10% of the total grade for the term.

1) Reflection on Your Values and Course Objectives. 1/18/11
2) Literature Search Exercise. 2/1/11
3) Applying Knowledge to Cases. Due on the same date as the chapter is assigned
4) Report Proposal. 2/15/11

**Major Report: Analysis of a Field of Service and Analysis of a Prevention/Intervention Program**

This report will be due in separate sections at different points in the term:
1) Introduction. 3/22/11. 5%
2) Background. 3/22/11 20%
3) Analysis of Field of Service. 4/5/11. 25%
4) Analysis of Prevention and Intervention Efforts. 4/12/11. 30%
5) Recommendations for Change. 4/19/11. 10%

**COURSE OUTLINE:**

**Unit 1: OVERVIEW**

**Class 1: 1/11/11**

Dreams and realities of family life; general theories of violence and aggression; definitions; extent of the problem.

**Class 2: 1/18/11**

**Unit 2: PROFESSIONALS' ATTITUDES ABOUT FAMILY VIOLENCE**

Feelings about working with victims and offenders
Attitudes, especially racist and sexist ones, that block effective intervention.

Required reading:
- Chapt. 2 in Family violence across the lifespan: An introduction. (2nd Edition)(Barnett et al., 2004), “Research, Methodology, Assessment and Theories”
- Chapt. 3 from Miller-Perrin & Perrin (2005), Child Maltreatment, “Child Physical Abuse”
Suggested reading:


**Unit 3: PHYSICAL ABUSE OF CHILDREN**

**Class 3: 1/25/11**

Risk factors, trauma effects, detecting abuse, and reasons for non-reporting. Legal and medical issues

Required reading:

Chapt. 3 of Malley-Morrison & Hines text, Family Violence in Cultural Perspective. “Types and Extent of Maltreatment in the United States”

Chapt. 4 from Ammerman and Hersen text: "Legal Issues in Violence Toward Children"


Suggested reading:


**Class 4: 2/1/11**

Individual, family, and group interventions

Required reading:

Chapts. 8 and 9 in the Ammerman & Hersen text, "Child Physical
Abuse", "Child Neglect"
Chapts. in Malley-Morrison & Hines text: Chapt. 7: African-American Child
Abuse and Chapt. 10 on Hispanic/Latino Child Abuse
and abused children. In Greenbaum, J and Myers, J.E.B, APSAC

Suggested reading:

Abney, V.C. (2002). Cultural competence in the field of child maltreatment. In
Myers et al. (Eds.), The APSAC handbook on child maltreatment.

Class 5: 2/8/11

Emotional abuse of children
Intersystem coordination
Research on policies and interventions.

Required reading:

Chapts. 13 in the Ammerman & Hersen text, "The Child Witness of
Family Violence"
Chapt. 14 of Malley-Morrison & Hines text: Prevention and Intervention in Child
Maltreatment
exposed to IPV. In S. A. Graham-Bermann & A. A. Levendosky (Eds.)
How Intimate partner violence affects children: Developmental research,
case studies, and evidence-based treatment. American Psychological
Association Books.
Sage.

Suggested reading:

Treatment of childhood disorders (2nd ed.), New York: Guilford.
Edleson & O. J. Williams (Eds.), Parenting by men who batter: New directions
issues. Criminal Justice and Behavior, 20, 90-111.

Class 6: 2/15/11
Unit 4: SIBLING ABUSE

Sibling physical and emotional abuse

Required reading:

- Chapts.14 in the Ammerman & Hersen text, “Psychological and Emotional Abuse of Children"
- Chapt. 12 in the Ammerman & Hersen text, "Maltreatment of Children with Disabilities"

Suggested reading:

Unit 5: ELDER ABUSE

Unit 6: WOMAN ABUSE (including dating violence, date rape, marital rape, marital homicide, and lesbian battering)

Class 7: 2/22/11

Elder abuse: Risk factors, policies and interventions. Risk markers for woman abuse

Required reading:

- Chapt. 15 in Ammerman and Hersen text, "Wife battering".
- Chapts. 4, Native American Cultural Contexts and 5, Native American Family Violence in the Malley-Morrison & Hines text.

Suggested reading:
3/1/11 NO CLASS: Spring Break

Class 8: 3/8/11

Traumatic effects of woman abuse

Required reading:

Chapt. 6: African American Cultural Contexts in the Malley-Morrison & Hines text.

Suggested reading:


Class 9: 3/15/11

Criminal justice response to woman abuse
Domestic homicide

Required reading:

Chapt. 5 in the Ammerman & Hersen text, "Legal issues in violence toward adults"
Chapt. 18 in the Ammerman & Hersen text, "Intimate Partner
Homicide"


Suggested reading:


Class 10: 3/22/11

Interventions with abusers
Understanding woman abuse among racial minorities

Required reading:


Chapt. 15 Malley-Morrison & Hines text: Prevention and Intervention in Adult Maltreatment

Suggested reading:


Class 11: 2/29/11
Psychological abuse of women
Husband abuse: What is the extent of the problem?

Required reading:
Chapt. 16 in the Ammerman & Hersen text, "Psychological Maltreatment of Partners"

Suggested reading:

Class 12: 4/5/11
Marital and date rape

Required reading:
Chapt. 17 in the Ammerman & Hersen text, "Marital Rape"

Suggested reading:

Class 13: 4/12/11
Counseling survivors


Suggested reading:

**Unit 6: INTEGRATION: COMMON FEATURES OF AND RESPONSES TO VARIOUS TYPES OF FAMILY VIOLENCE**

**Class 14: 4/19/11**
Common risk and trauma factors across all forms of family violence
Common interventions and methods of integration

**Required reading:**


**Suggested reading:**


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