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 textbooks will be made available through Ctools.

**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 develop social work skills.

**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 confidentially 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. Please consult with University Library web resources on academic integrity: [http://www.lib.umich.edu/acadintegrity/](http://www.lib.umich.edu/acadintegrity/) The editorial style of the American Psychological Association is the preferred style for social work.

**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 me 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, a brief “catch up” assignment 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 class 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 try 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, the 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, they may be intense and may interfere with your personal and academic life. If you experience a persistent and increasing sense of distress, it is important to seek assistance. The following are some of the resources available on and off campus. I can 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 is attached)

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. Detailed information is given on a separate page.

1) Reflection on Your Values and Course Objectives. 1/14/14
2) Literature Search Exercise. 1/21/14
2) Applying Knowledge to Cases. Due on the same date as the chapter is assigned
3) Report Proposal. 2/11/14
4) Report Summary (one page single spaced) 4/15/14

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. 3/20/14. 5%
2) Background. 3/20/14 20%
3) Analysis of Field of Service. 4/3/14. 25%
4) Analysis of Prevention and Intervention Efforts. 4/10/14. 30%
5) Recommendations for Change. 4/15/14. 10%
COURSE OUTLINE:

Unit 1: OVERVIEW

Class 1: 1/8/14

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

Class 2: 1/15/14

Unit 2: PROFESSIONALS' ATTITUDES ABOUT FAMILY VIOLENCE

Feelings about working with victims and offenders
Attitudes 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”

Suggested reading:

Unit 3: PHYSICAL ABUSE OF CHILDREN

Class 3: 1/22/14

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

Required reading:
Chapts. 8 the Ammerman & Hersen text, "Child Physical Abuse"
Chapt. 3 of Malley-Morrison & Hines text, Family Violence in Cultural
Perspective. “Types and Extent of Maltreatment in the United States”
R. Carrillo & J. Tello (Ed.), Family violence and men of color. New
York: Springer.

Suggested reading:

offender characteristics. In D.A. Wolfe, R.J. McMahon, & R. D. Peters 
(Eds.), Child abuse: New directions in prevention and treatment across the 
lifespan.

Class 4: 1/29/14

Individual, family, and group interventions

Required reading: 
 Chapt. 9 in the Ammerman & Hersen text, "Child Neglect"
Chapts. in Malley-Morrison & Hines text: Chapt. 7: African-American Child 
Abuse and Chapt. 10 on Hispanic/Latino Child Abuse 
coercive parenting practices and their children. In Greenbaum, J and 
Angeles: Sage.

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: 2/5/14
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

Suggested reading:

Class 6: 2/12/14

Unit 4: SIBLING ABUSE

Sibling physical and emotional abuse

Required reading:
Chapt.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: 2/19/14**

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

**Required reading:**

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

**Suggested reading:**


**Class 8: 2/26/14**

Traumatic effects of woman abuse

**Required reading:**

McClennen, J.C. (2010). Assessment and intervention with victims of intimate
Chapt. 6: African American Cultural Contexts in the Malley-Morrison & Hines text.

Suggested reading:

3/5/14 NO CLASS: Spring Break

Class 9: 3/12/14

Criminal justice response to woman abuse
Domestic homicide

Required reading:
Chapt. 18 in the Ammerman & Hersen text, "Intimate Partner Homicide"

Suggested reading:
Class 10: 3/19/14

Interventions with abusers
Understanding woman abuse in marginalized groups

Required reading:


Bent-Goodley, T. B. et al. (2010). Our survival, our strengths: Understanding the
experiences of African American women in abusive relationships. In L. Lockhart & F. S. Danis, Eds., Domestic violence: Intersectionality and

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

Suggested reading:

White, E.C. (1994). Chapts, 1 & 2 in Chain, Chain, Change:
For black women dealing with physical and emotional
abuse. (expanded version)

stereotypes: Ideological barriers to the prevention of
family violence among blacks. In R.L. Hampton (Ed.),
Violence in the black family.

West, C.M. (2005). Domestic violence in ethnically and racially diverse families:
The “political gag order” has been lifted. In N.J. Sokoloff (Ed.), Domestic
violence at the margins. New Brunswick, N.J.: Rutgers University Press.

Class 11: 3/26/14

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"

women. In R.T. Ammerman & M. Hersen (Eds.), Assessment of family
Wiley & Sons.

Larence, L. (2006). Serving women who use force in their intimate heterosexual
relationships, Violence Against Women, 12
Suggested reading:

**Class 12: 4/2/14**

Marital and date rape

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

Suggested reading:

**Class 13: 4/9/14**

Counseling survivors & primary prevention


**Unit 6: INTEGRATION: COMMON FEATURES OF AND RESPONSES TO VARIOUS TYPES OF FAMILY VIOLENCE**
Class 14: 4/16/14
Common risk and trauma factors across all forms of family violence
Common interventions and methods of integration

Required reading:


Suggested reading:


ASSIGNMENTS for SW702 – W-2014
Family Violence Prevention & Intervention

Your Social Work Values and Violence Prevention: Reflection Paper

(Due 1/14/14); 1 page single spaced) (Satisfactory/Unsatisfactory. Satisfactory = A)
Describe briefly your answers to these questions:

What actual or potential links do you see between the objectives of this class and your core personal values?
What actual or potential links do you see between the objectives of this class and your core professional values?
What are some specific ways you have applied the above values, if you have, in trying to prevent or stop some form of family/intimate violence?
How might apply the above values in specific ways in the future to intervene or prevent family/intimate violence?

LITERATURE SEARCH EXERCISE
(Satisfactory/Unsatisfactory. Satisfactory = A)

Using a computerized data base, such as Psycinfo or Medline, find an article reporting a study on family violence published in the last three years. Use 2-3 key words, not “subject” words. Attach a copy of the abstract of the article [NOT the article] to this sheet or submit on Coursetools. It must be an original study that collected and analyzed data, and NOT a review of studies, a conceptual article, or a description of an intervention. Read the article carefully and answer the following questions. Please type single spaced. Due 1/21/14

1) What topic were you trying to explore?
2) What key words did you use?
3) Do you have any concerns or questions about the methods used in the study? (for example, possible bias in sample selection, or measures, or questionable ethics
4) What were the major findings of the study?
5) How might you apply the findings of the study to micro social work practice?
6) How might you apply the findings of the study to macro social work practice?
7) Any other reactions?
APPLYING KNOWLEDGE TO CASES
Exercise (Satisfactory/Unsatisfactory; Satisfactory = A)
SW702 Family Violence Prevention and Intervention

1) Write a brief reaction to one case in one of the following 9 readings

Chapt. 8 Child Physical Abuse
Chapt. 9 Child Neglect
Chapt. 12 Maltreatment of Children with Disabilities
Chapt 13 The Child Witness of Family Violence
Chapt. 14 Psychological and Emotional Abuse of Children
Tooley, K.M.: Sibling Abuse
Chapt. 15 Wife Battering
Chapt. 16 Psychological Maltreatment of Partners
Chapt. 17 Marital Rape
Chapt 18: Intimate Partner Homicide

2) In your summary please include:

a) One major lesson you learned about the causes or nature of the problem
b) One or more assessment method that seemed most relevant
c) List the interventions that seemed most effective
d) Any recommendations you might have for improving the response of professionals to the case on a micro and/or macro level
e) Your personal reactions to family members and/or professionals in the case

3) Write several questions to help facilitate class discussion.

Report Proposal (ungraded)
Due 2-11-14

In one page or less single spaced write:
1) Tentative title of your report
2) The questions you hope to answer
3) The potential impact of your report on the field
4) The key words you used in your literature search
REPORT DESCRIPTION AND DUE DATES
SW702 Family Violence Prevention and Intervention

1) Introduction: Provide a very brief description of your topic area, questions you hope to address in your report, and the potential impact of your report on the field. (5% of grade) (1-2 pages; due 3/20/14). The Introduction will be based on a proposal submitted on earlier on which you will receive feedback from the instructor. You will integrate relevant sections of your proposal into the Introduction. The proposal will not be graded.

2) Background: Write a brief review of the nature and scope of the problem, the risk factors for it, and trauma effects from the abuse. Discuss the possible influence of race, ethnicity, gender, and sexual orientation and other background factors that might increase vulnerability for being abused or for experiencing more severe effects. (15% of grade) (2-4 pages; due on 3/20/14; 20% of grade)

3) Analysis of Field of Service: Choose one or more traditional fields of service and analyze how it has helped and/or hindered the cessation of family violence. Fields of service could be health, mental health, criminal justice, schools, child welfare, or another one. Focus in particular on the possible roles of sexism, classism, heterosexism, ableism and racism in blocking awareness of the problem.

   Alternative: Analysis of Sociocultural Response (including public attitudes, social policies, social and institutional structures). Analyze how one or more sociocultural factors or sociocultural responses have helped and/or hindered the cessation of family violence. Focus in particular on the possible roles of sexism, classism, heterosexism, ableism, and racism in blocking awareness of the problem. (25% of grade) (4-5 pages; due on 4/3/14)

4) Analysis of Prevention and Intervention Efforts [Service Delivery System] in the Family Violence Field: Analyze multiple dimensions of a system [agency, program, organization, movement] specifically created to prevent or intervene to stop family violence or to alleviate its impact. A system could be a child protection team in a hospital, a shelter for battered women, or an agency that works with high risk groups. Describe at least one service delivery system on multiple dimensions, e.g., mission, norms, public policy, practice methods, organizational structure, and race, gender and other demographics of the staff. You may emphasize micro practice methods (e.g., counseling), or macro practice methods (e.g., policy development, administration, community organizing), or both. Conduct a brief interview with a worker at the agency to learn about the above dimensions and services. Available written and web material from the agency should also be used to learn about the services.

   Alternative: Develop a Prevention and Intervention Plan. Work with an existing program or on your own to design an innovative program to prevent family violence from occurring, to stop it from occurring again, or alleviating its impact. A program may be a new program you design, may be within an existing agency or
organization, or may be a separate agency or organization. You may emphasize micro
practice methods (e.g., counseling), or macro practice methods (e.g., policy
development, community organizing, public media campaigns). Base your program on
the review of scientific information you describe in the Background section. (30% of
grade)(5-6 pages; due on 4/10/14)

5) Recommendations for Change: From your findings, what recommendations
do you have for change on a socio-cultural, community, and agency level? (10% of grade)
(2-3 pages; due on 4/15/14)

6) Summary. Write a one page single spaced summary that will be used to share
your findings with the class. Include the above headings used in the paper for the
headings in the summary, with an emphasis on a service delivery system and
recommendations. [un-graded](Pass/Fail. Due on 4/15/14).

Study groups will be formed around particular topics in order for information to
be investigated and shared more productively. Each student will write a separate report
on a sub-topic of the study group, as outlined about. Please consult the Student Guide to
make sure you are not committing plagiarism in your written reports.

Revised 1-13-14