SW523 FAMILY VIOLENCE
FALL 2016

I. COURSE DESCRIPTION: An overview of the risk factors and trauma effects of the major forms of family violence. Models of prevention and intervention will be described. Attitudes about family violence will be explored. Basic skills for detecting abuse and making referrals will be taught.

II. COURSE OVERVIEW: In the last three decades the struggle to end family violence had been increasingly highlighted. Family violence is now recognized as a serious and widespread problem. Social workers have been involved in a variety of roles and settings in the struggle against this significant social problem.

Until recently, very little training was available for professionals who dealt with family violence. To that end, SW523 is a social work course designed to help students develop detailed awareness and skills needed to impact the problem of family violence.

This course will be presented primarily from a practice perspective. Using selected types of family violence as illustrative of the range of issues and debates, factors of research, social policy, program development and service delivery will be examined in terms of their impact on social work practice.

Special focus will be placed on abuser treatment, battered women and their children, and to a somewhat lesser extent on elder abuse, gay and lesbian violence, the criminal justice response and coordinated community response efforts. Current models of prevention and intervention will be described including those on an individual, family, community and societal level. This focus will include historical and contemporary perspectives of the problem of family violence, research-based knowledge (or lack there of), competing theoretical explanations, long-term effects and evaluation of intervention strategies for both victims and abusers.

A Cautionary Note
This course focuses on family violence and, as such, it is necessary to present realistic material and language that accurately portrays the nature and dynamics of this issue. Some of these may be emotionally upsetting, offensive, or provocative. If at any point during a lecture emotional reaction(s) which are uncomfortable become triggered. If this does occur, please do what you need to do to take care of yourself, talking with me after class or during office hours, or including excusing yourself from class if need be.
III. COURSE COMPETENCIES AND PRACTICE BEHAVIORS AND ASSIGNMENTS

Successful completion of this course implies that students will have progressed toward achieving advanced social work competencies by demonstrating the following behaviors:

523 COMPETENCIES & PRACTICE BEHAVIORS

<table>
<thead>
<tr>
<th>Competencies addressed in course</th>
<th>Practice behaviors addressed in course</th>
<th>Assignment(s) measuring behavior</th>
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<tbody>
<tr>
<td>2.1.1: Identify as a social worker and conduct oneself accordingly.</td>
<td>•Apply knowledge of social services, policies, and programs relevant the child, youth and family concentration, to advocate with and/or on behalf of clients for access to services.</td>
<td>In-class quizzes, Response papers, Class exercises &amp; discussion</td>
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<tr>
<td>2.1.2: Apply SW ethical principles to guide professional practice</td>
<td>•Recognize and manage personal values in a way that allows professional values to guide practice including an awareness of one's own attitudes and reactions to the family issues presented in class and how those attitudes affect social workers' responses to family problems, specifically to those highlighted in this class: domestic violence, substance abuse and child abuse. &lt;br&gt;•Evaluate ethical dilemmas related to problems and issues concerning family problems. &lt;br&gt;•Apply strategies of ethical reasoning to arrive at principled decisions.</td>
<td>In-class quizzes, Response papers, Class exercises &amp; discussion</td>
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<td>2.1.3: Apply critical thinking to inform and communicate professional judgments</td>
<td>•Identify and synthesize multiple sources of knowledge to understand policy and practice issues related to family problems.</td>
<td>In class quizzes, Response papers, Class exercises &amp; discussion, Final paper</td>
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<tr>
<td>2.1.4: Engage diversity and difference in practice</td>
<td>•Recognize the extent to which a cultures structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. &lt;br&gt;•Recognize and communicate an</td>
<td>In-class quizzes, Response papers, Class exercises &amp; discussion,</td>
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| **2.1.5: Advance human rights and social and economic justice** | **457x685** | •Understand the mechanisms of oppression and discrimination as it relates to domestic violence as well as a basic information concerning family violence including history of the problem, incident and prevalence rates and various theoretical explanations regarding cause.  
•Appraise how mechanisms of oppression and discrimination impact various groups and outcomes relevant to domestic violence.  
•Applying strategies of advocacy and social change that advance human rights and social and economic justice to impact various groups and outcomes relevant to domestic violence. | In class Quizzes  
Response Papers  
Class exercises & discussion  
Final Paper |
| **2.1.8: Apply knowledge of human behavior and the social environment** | **457x446** | •Evaluate and apply knowledge of human behavior and the social environment to choose models of assessment, intervention, and evaluation most appropriate to family problems and populations.  
•Assess individuals, families, groups, organizations, and communities to determine a range of potentially effective and appropriate interventions to improve practice outcomes related to family problems. | In class quizzes  
Response Papers  
Class exercises  
Final Paper |
| **2.1.10b: Assess individuals, families, groups, organizations and communities** | **457x363** | \null | In class quizzes  
Response Papers  
Class exercises  
Final Paper |

### IV. COURSE CONTENT

| Week 1 (Sept. 8) | **Introduction and Overview of the Problem.** Definitions, beginning values and attitudes, social and historical perspectives. |
| Week 2 (Sept. 15) | **Introduction and Overview - continued.**  
Readings: Barnett, Chaps. 1, 2, 11  
Bergen, Chap. 6  
Dobash, Chaps. 2 & 8 |
| Week 3  (Sept. 22) | **Working With Abusers: Part I.** Abuser profiles, treatments and treatment issues, outcome evaluation.  
Readings: Barnett, Chap. 9  
Bergen, Chap 13  
Dobash, Chap 1 |
|---|---|
| Week 4  (Sept. 29) | **Working With Abusers: Part II.** Abuser profiles, treatments and treatment issues, outcome evaluation.  
Readings: Jasinski, Chap. 1, 2  
Dobash, Chap. 6 |
| Week 5  (Oct. 6) | **Working With Abusers: Part III.** Class interview or video tape with a panel of "post-treatment" abusive men.  
Readings: Bergen, Chap. 12 |
| Week 6  (Oct. 13) | **Working With Victims: Battered Women - Part I**  
Guest Speaker: Terry Hoffman, public speaker, advocate and author.  
Readings: Jones & Schechter, Chaps. 1-5  
Barnett, Chaps. 7,8  
Bergen, Chap. 15 |
| Week 7  (Oct. 20) | **Working With Victims: Battered Women - Part II**  
Readings: Jones & Schechter, Chaps. 6-9  
Jasinski, Chap. 4  
Dobash, Chaps. 3 & 5  
Bergen, Chap. 9 |
| Week 8  (Oct. 27) | **Working With Victims: Children - Part I**  
Reading: Barnett, Chaps. 3,4  
Bergen, Chaps. 1,2 |
| Week 9  (Nov. 3) | **Working With Victims: Children - Part II**  
Guest Speaker: Karen Larson, DAIS Children’s Program Coordinator  
Reading: Barnett, Chaps. 5, 6  
Jasinski, Chap. 3 |
| Week 10  (Nov. 10) | **Working With Special Populations: Elder Abuse**  
Reading: Barnett, Chap. 12  
Bergen, Chap. 17 |
| Week 11  (Nov. 17) | **Working With Special Populations: Issues of Race and Social Class**  
Reading: Bergen, Chap 10  
Jasinski, Chap 6 |
| Week 12  (Nov. 24) | **Thanksgiving Recess** |
Week 13  
(Dec. 1)  
**Working With Special Populations: Violence in Lesbian and Gay Families.**  
Guest Speaker: Molly Herrmann, State of Wisconsin, Department of Health and Social Services.  
Reading: Bergen, Chaps. 7, 8  
Jasinski, Chap. 5

Week 14  
(Dec. 8)  
**Institutional Response: Criminal Justice System**  
Guest Speaker: Robert Kaiser, Assistant District Attorney, Dane County District Attorney's Office.*  
Readings: Jones & Schechter, Chap. 10

Week 15  
(Dec 15)  
**System Response: Coordinated Community Response/Course Summary**  
Reading: Jasinski, Chap. 7

V. TEXTS AND READING MATERIALS

Course text books are available at: A Room of One's Own Bookstore, 315 W. Gorham St.

**Required Texts/Readings:**


*Readings from Bergen, Dobash, and Jasinski & Williams are posted on Learn@UW.*

* Indicates readings available on Learn @ UW.

VI. EVALUATION OF COMPETENCIES & PRACTICE BEHAVIORS:
ASSIGNEMENTS, GRADING AND METHODS
Assignment description:

1. Major Paper: 80 Points (undergraduates: 10 pages plus bib & refs, graduates: 12 pages). Paper may be done individually or as a group. The final paper may be turned in at any time during the semester; however, it is due on the last day of class, December 15.

2. Three Response Papers: 40 Points each. (Undergraduates: 3 pages, Graduates: 5 pages). Any topic corresponding to the readings and lecture material will be accepted.

3. Pop Quizzes: 20 Points (5 points each). Over the duration of the course there will be 4 “pop” quizzes which will be done in class. These will be given on a random basis, no make-up quizzes will be given.

Special Note: Due to the fact that much of the learning in this course is experiential, attendance is required!

A. RESPONSE PAPER GUIDELINES

Response papers: (3 pages max.-under grads, 5 pages max.-grads). Select an idea or problem area from the readings. Your topics can include comments, critiques, personal perspectives, etc. that the readings may stimulate. Submit your paper on the date for which each reading is assigned. All response paper assignments must be completed on the due date and should reflect readings for the time period since the last assignment. Response paper #1 is due 9/29. Response paper #2 is due 10/27 and Response paper #3 is due 12/1.

Your paper should include the following factors (please use them as headings):

a. Problem/Issue: How clearly do you identify an issue(s)/problem? Begin with a clearly stated opening paragraph which outlines the issue/problem you are discussing. Why is it an interest to you? Why is it an important issue for comment? Etc.

b. Critical Analysis: Do you include a critical analysis of the issues/problem? For example, where does the author stand on this issue? Do you agree? Why or why not?

c. Implications for Social Work: What are the implications for Social Work practice? For example, what would you do as a Social Worker? How or why would you intervene or respond?
d. Summary & Conclusions: Do you summarize your main point in a manner that is easily understandable? Is your writing style clear? Your summary or conclusion should draw your main points together in a concise manner. It should reflect the main theme(s) of your agreement or discussion.

Grading: A total of 40 points is possible on this assignment. Each of the above areas is worth ten points. You may "rewrite" ONE of your response papers. The two paper grades will be averaged for the final assignment grade.

Note: This assignment is not intended to be a book report. It is designed to develop critical thinking about an important topic area of your choice. Your comments will be evaluated based on creativity, and perspectives related to the politics of domestic violence, cultural and clinical issues. I want to know what you think!

B. MAJOR PAPER ASSIGNMENT

DATE DUE: December 15, 2016. No papers will be accepted after DECEMBER 15.

Format: Typed double-spaced.

Topic Areas: Any topic related to domestic violence.

Assignment: Based on the reading assigned in class, additional outside readings you may have selected and lecture material, write a paper which critically evaluates an issue pertaining to domestic violence. You should include the following points:

a. What is the question/issue(s) you are addressing? Justify why you think this is an important domestic violence practice issue. Support your justification with relevant literature, i.e., statistics, research, etc.

b. Identify your theoretical perspective and substantiate it with support from the literature. Are other perspectives worth merit? Justify your perspective relative to others.

c. In citing research-based studies to support your position, summarize the research design and methods used in the studies presented. How are the authors measuring domestic violence, what do you think of those measures? Do you have any criticism of the methods? Do you think these methods will result in findings which are reliable and valid reflections of the realities of domestic violence?

d. Summarize your findings and conclusions. Do you add anything new and useful to social work practice and domestic violence? How likely is it that you and others, as social work practitioners, will be able to use your findings and view points?

e. Offer your overall evaluation of this exercise. What are the strengths, weaknesses, biases, contributions, etc. of your argument and/or view point? How might victims of domestic violence react to your ideas? How might abusers react
to your ideas? How might a social worker incorporate this information into practice situations?

Grading: A total of 80 points is possible on this assignment. Each of the above areas carries the following point totals: Areas "a & b" are worth 20 points each. Areas "c & e" are worth 10 points each. Area "d" is worth 20

ASSIGNMENTS AND GRADING CRITERIA:

<table>
<thead>
<tr>
<th>Component</th>
<th>Maximum Points</th>
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<tbody>
<tr>
<td>Pop quizzes (4 quizzes)</td>
<td>20 (10% of grade)</td>
</tr>
<tr>
<td>Response Paper #1</td>
<td>40 (18% of grade)</td>
</tr>
<tr>
<td>Response Paper #2</td>
<td>40 (18% of grade)</td>
</tr>
<tr>
<td>Response Paper #3</td>
<td>40 (18% of grade)</td>
</tr>
<tr>
<td>Major Paper</td>
<td>80 (36% of grade)</td>
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<tr>
<td>Total</td>
<td>220 Points</td>
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</tbody>
</table>

Grades will be earned on the following grade point system - 220 point maximum:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Points Earned</th>
<th>Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>207-220</td>
<td>A</td>
</tr>
<tr>
<td>88-93</td>
<td>194-206</td>
<td>AB</td>
</tr>
<tr>
<td>82-87</td>
<td>181-193</td>
<td>B</td>
</tr>
<tr>
<td>76-81</td>
<td>168-180</td>
<td>BC</td>
</tr>
<tr>
<td>70-75</td>
<td>155-167</td>
<td>C</td>
</tr>
<tr>
<td>64-79</td>
<td>142-154</td>
<td>D</td>
</tr>
<tr>
<td>Below 64</td>
<td>&lt;141</td>
<td>Failing</td>
</tr>
</tbody>
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Note: Ground your perspective and argument(s) in your knowledge of the subject based on readings (from your syllabus and from your own library search)–include a minimum of five references beyond assigned course readings. Writing style will be important, specific attention should be given to organization, paragraphs and sentence structure, clarity, and the handling of factual and source material. Use APA style when using citations for the reference list. The writing Lab on campus is a great resource. The main location of the Writing Center is in room 6171 Helen C. White Hal, 600 North Park Street.

VII. POLICIES

Course Expectations
As previously mentioned, this course is a practice-based course. As such, it is interactive and will provide an opportunity for each student to experience directly the role of a Social Work professional. For the majority of the semester, class periods will be a combination of lecture, experiential exercises and discussion. As in real life social work practice, students are expected to conduct themselves in a professional manner and demonstrate respect for all members of the class. As one might expect of a practice course of this nature, attendance is essential and pre-class preparation as well as in-class participation is necessary.
Students are expected to:
☞ Attend class weekly and read required materials prior to class
☞ Participate in class discussions
☞ Turn off cell phones and pagers, except as needed for employment situations
☞ Use personal computers for note taking only. Using computers for any other use during class time is prohibited.
☞ Complete two response papers, a major paper and four quizzes.

The instructor promises to:
☞ Be available to students to answer questions and to hear concerns
☞ Begin and end classes on time
☞ Create a comfortable and open atmosphere conducive to learning
☞ Assure that course objectives are met

Attendance
As mentioned earlier, due to the fact that much of the presentation and class exercises are experiential and can not be replicated by simply reading the course material, attendance for this class is essential. Students are expected to attend all scheduled classes and to arrive on time.

Student Behavior Policy
In order to learn, we must be open to the views of people different than ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In this time we share together over the semester, please honor the uniqueness of your fellow classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow students’ opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class.

Code of Ethics, Professional Conduct & Plagiarism
Incoming BSW and MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the School’s Principles of Professional Conduct. In doing so, they agreed that while in the BSW or MSW Program they would honor the Code of Ethics and Principles of Professional Conduct, as well as adhere to the Plagiarism Policy and that should they not do so, sanctions would be imposed. BSW and MSW students are expected to adhere to these policies in the classroom and in the preparation of course assignments.