

## **SW523 FAMILY VIOLENCE FALL 2018**

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**Instructor Office Hours:** By Appointment  
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**Instructor Phone:** 608-231-3300 vm 229  
**Location:** Social Work 220  
**Class Meeting Time:** Thursdays 3:30-5:25 pm  
**Credits:** Undergraduate Students: 3 credits  
**Instructional Mode:** Face-to-Face  
**Canvas Course URL:**  
<https://canvas.wisc.edu/courses/118893>

Off Campus Office:  
Midwest Domestic Violence  
Resource Center  
313 Price Place, Ste. 10  
Madison, WI 53705  
Phone: 608-231-3300, vm 229

**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.

**Attributes and Designations:** (SA) For undergraduates this course counts as Liberal Arts and Science credit in L&S. (Key: S= Social Science; E= Elementary; I= Intermediate; A= Advanced)

**Requisites:** Jr or Sr standing; Social Work/Social Welfare majors.

**How credit hour is met:** The credit for this course is met by an expectation of a total of 135 hours of student engagement with the course learning activities (45 hours per credit), which include regularly scheduled instructor student meeting times: Thursdays 3:30-5:25 and carries the expectation that students will work on course learning activities (readings, studying, writing) for about 3 hours out of classroom for every class period. The syllabus includes additional information about meeting times and expectations for student work.

**II. COURSE OVERVIEW:** This is an elective course for social work (BSWs) and social welfare majors as well as is open other juniors and seniors in the University. In the last three decades the struggle to end family violence has 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 thereof), 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, please do what you need to do to take care of yourself including talking with me after class or during office hours, or excusing yourself from class if need be.

**III. LEARNING OUTCOMES: COMPETENCY DESCRIPTION AND DIMENSIONS**

Social Work Education is framed by a competency-based approach to curriculum design. At the center of their education, social work students are expected to be competent in 9 core areas. Competency is achieved through mastery of course content as measured through course activities, readings and assignments behaviors learned in field experiences, and which are derived from social work knowledge, values, skills and cognitive and affective processes. The competencies addressed in this course can be found in Appendix A.

**IV. COURSE CONTENT**

<b>Week/Date</b>	<b>Topics</b>	<b>Readings</b>	<b>Assignment Due</b>
Week 1 (Sept. 6)	<b>Introduction and Overview of the Problem.</b> Definitions, beginning values and attitudes, social and historical perspectives.		
Week 2 (Sept. 13)	<b>Introduction and Overview - continued.</b>	Barnett, Chaps. 1, 2, 11 Bergen, Chap. 6 Dobash, Chaps. 2 & 8	
Week 3 (Sept. 20)	<b>Working With Abusers: Part I.</b> Abuser profiles, assessment, treatment issues, outcome evaluation.	Barnett, Chap. 9 Bergen, Chap 13 Dobash, Chap 1	<b>Learning Project Proposal</b>

<b>Week/Date</b>	<b>Topics</b>	<b>Readings</b>	<b>Assignment Due</b>
Week 4 <b>(Sept 27)</b>	<b>Working With Abusers: Part II.</b> Abuser profiles, assessment, treatment and treatment issues, outcome evaluation.	Jasinski, Chap. 1, 2 Dobash, Chap. 6	<b>Response Paper #1</b>
<b>Week 5 (Oct. 4)</b>	<b>Working With Abusers: Part III.</b> Class interview or video tape with a panel of "post-treatment" abusive men.	Bergen, Chap. 12	
<b>Week 6 (Oct. 11)</b>	<b>Working With Victims: Battered Women - Part I</b> Guest Speaker: Nela Kalpic, public speaker, advocate and formerly battered woman	Jones & Schechter, Chaps. 1-5 Barnett, Chaps. 7,8 Bergen, Chap.15	
Week 7 (Oct. 18)	<b>Working With Victims: Battered Women - Part II</b>	Jones & Schechter, Chaps. 6-9 Jasinski, Chap. 4 Dobash, Chaps. 3 & 5 Bergen, Chap. 9	
Week 8 (Oct. 25)	<b>Working With Victims: Children - Part I</b>	Barnett, Chaps. 3,4 Bergen, Chaps. 1,2	<b>Response Paper #2</b>
Week 9 (Nov. 1)	<b>Working With Victims: Children - Part II</b> Guest Speakers: Karen Larson, DAIS & Darren LeCount, Rainbow	Barnett, Chaps. 5, 6 Jasinski, Chap. 3	
Week 10 (Nov. 8)	<b>Working With Special Populations: Elder Abuse</b>	Barnett, Chap. 12 Bergen, Chap. 17	
Week 11 (Nov. 15)	<b>Issues of Race and Social Class</b>	Bergen, Chap 10 Jasinski, Chap 6	
Week 12 (Nov. 22)	<b>Thanksgiving Recess</b>		

Week/Date	Topics	Readings	Assignment Due
<b>Week 13 (Nov. 29)</b>	<b>Working With Special Populations: Violence in Lesbian and Gay Families.</b> Guest Speaker: Molly Herrmann, State of Wisconsin, Department of Health and Social Services.	Bergen, Chaps. 7, 8 Jasinski, Chap. 5	<b>Response Paper #3</b>
<b>Week 14 (Dec. 6)</b>	<b>Institutional Response: Criminal Justice System</b> Guest Speaker: Robert Kaiser, Assistant Attorney General, State of Wisconsin.	<b>Jones and Schechter, Chap. 10</b>	<b>Major Paper Community/Creative Learning Project</b>

## 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:

Main Text:

Barnett, O.W., Miller-Perrin, C.L. & Perrin, R.D. (2011) Family violence across the lifespan: An introduction. Third Edition. California: Sage.

Jones, A. & Schechter, S. (1992) When loves goes wrong: What to do when you can't do anything right. New York: HarperCollins.

Classic Readings: The following readings are considered to be classic reading materials concerning domestic violence. They reflect rich historical perspectives concerning domestic violence which are relevant to this day. All required readings from this section are available on the class web site through Canvas.

Bergen, R.K. (1998) Issues in intimate violence. California, Sage

Dobash, R.E. & Dobash, R.P. (1998) Rethinking violence against women. California, Sage.

Jasinski, J.L. & Williams, L.M. (1998) Partner violence. California, Sage.

Additional Readings: Throughout the semester, additional readings assignments may be added to the reading list. Students will be notified in advance of the due date will be posted on Canvas.

## VI. EVALUATION: ASSIGNMENTS, GRADING AND METHODS

Assignment	Due Date	Max Points
Response Paper 1	9/27/18	40
Response Paper 2	10/25/18	40
Response Paper 3	11/29/18	40
Major Paper	12/6/18	80
Pop Quizzes	Announced at class time	5 points each (20 total points)
Community/Creative Learning Project	Project Proposal: Description & Learning Goal: 9/20/18 Final Project: 12/6/18	80

### Assignment Descriptions, Instructions, and Grading Criteria:

1. Major Paper: 80 Points (10 pages plus bib & refs). This 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 7.
2. Three Response Papers: 40 Points each. (3 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.
4. Community/Creative Learning Project: (80 Points). From the list of agencies and ideas, select a community/creative learning project. Submit your proposal for approval and then begin your project. This assignment can be done independently or with other students (depending on the project).

Special Note: Since much of the learning in this course is experiential, attendance is required!

## **A. RESPONSE PAPER GUIDELINES**

Response papers: (3 pages). 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 9/27. Response paper #2 is due 10/25 and Response paper #3 is due 11/29.

Layout: The completed assignment should include all four areas outlined below. **Please use them as headings in your paper.** Your paper should have a cover page with your name, the course name, the professor's name, the response paper number and the submission date. A separate reference page is not necessary, but references from the readings should be clearly indicated using APA citation format.

Rubric:

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

<b>Element</b>	<b>Points Value (40 total)</b>
a. <b>Problem/Issue:</b> 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.	10
b. <b>Critical Analysis:</b> 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?	10
c. <b>Implications for Social Work:</b> What are the implications for Social Work practice? For example, what would you <b>do</b> as a Social Worker? How or why would you intervene or respond?	10
d. <b>Summary &amp; Conclusions:</b> 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.	10

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 6, 2018. No papers will be accepted after DECEMBER 6.

Format/Layout: Ten pages plus references, 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 (**please make distinct headings, e.g. Introduction; Theoretical Perspective, Summary of Research, etc.**):

Rubric:

Element	Points Value (80 total)
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.	20 points
b. Identify your theoretical perspective and substantiate it with support from the literature. Are other perspectives worth merit? Justify your perspective relative to others.	20 points
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?	10 points
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 viewpoints?	10 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	20 points

ideas? How might a social worker incorporate this information into practice situations?	
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### **C. COMMUNITY/CREATIVE LEARNING PROJECT**

**DATE DUE:** December 6, 2018. No papers will be accepted after DECEMBER 6.

Format/Layout: Weekly log; Five-page (max) final project summary, typed double-spaced.

Assignment: From the list below, select a project for your community/creative learning assignment. Projects may involve volunteering or observing at an area agency connected with domestic violence work, police ride-along, court watch, etc. If you have an idea for a project not listed here, you may consult with your instructor about your interest. You are expected to spend approximately three hours per week (45 hours total) on this project over the course of the semester. The following is a list (not exclusive) of key agencies and stake-holders dealing with domestic violence in Dane County:

- Area Agency on Aging
- Centro Hispano
- Dane County Circuit Court
- Dane County DA's office (Victim Witness and Deferred Prosecution Programs)
- Dane County Domestic Violence (CCR) Task Force
- Dane County Family Court Counseling Service
- Dane County Human Services – Child Protective Services (CPS)
- Dane County Rape Crisis Center (RCC)
- Dane County Sheriff's Department
- Deaf Unity
- Domestic Abuse Intervention Services (DAIS)
- End Domestic Abuse Wisconsin (State agency)
- Family Service – Alternatives to Aggression (ATA) Program
- Freedom Inc
- Lake City Counseling – MENS Program
- Madison Police Department
- Madison Metro School District
- Midwest Domestic Violence Resource Center – Alternatives and Treatment for Abusive Men (ATAM)
- PAVE/EVOC (on campus)
- Project Respect
- Unidos
- UW Family Court Clinic and Restraining Order Clinic
- UW-Madison Police Department

For agency/community projects you will keep a weekly log of your activities which will include the date, actual activity, and a brief commentary/reaction about the activity you observed or experienced. At the end of the semester you will submit your log and write a

brief (5-page max) summary of your experience which outlines your project, agency, goal attainment (did you accomplish your goal), and personal reactions.

Rubric:

Your paper should include the following factors:

Element	Points Value (80 total)
a. <b>Project Proposal:</b> Identify an agency for your project. Make a clear statement of your activity and learning goal. Submit your proposal your instructor for approval/comment the week of 9/20/18.	10
b. <b>Weekly Log:</b> Keep a weekly log of your project activities. Your log should include the following elements: Entry date, description of activity, your commentary and/or personal/professional reaction to or about the activity.	30
c. <b>Project Summary Paper &amp; Log:</b> You will turn in your log (or a copy of it) along with a brief written summary of your experience. Your paper should include all identifying information about your project (agency name, purpose, structure, staffing, funding, etc.), your stated goal and whether you accomplished your goal, personal reactions/commentary about your experience, and commentary about how this exercise furthered your learning about domestic violence.	40

### ASSIGNMENTS AND GRADING CRITERIA:

Component	Maximum Points
Pop quizzes (4 quizzes)	20 (7% of grade)
Response Paper #1	40 (13% of grade)
Response Paper #2	40 (13% of grade)
Response Paper #3	40 (13% of grade)
Community/Creative Learning Project	80 (26% of grade)
Major Paper	80 (26% of grade)
Total	300 Points

Grades will be earned on the following grade point system - 300 point maximum:

Percentage	Points Earned	Final Grade
94-100	281-300	A
88-93	263-280	AB
82-87	245-262	B
76-81	227-244	BC
70-75	210-226	C
64-69	193-209	D

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 cannot 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.

### Support for students needing ADA accommodation

The instructor supports students' need to request academic accommodations due to disabilities. Please advise the instructor if you have such a need early in the semester so the class can work as well as possible for you. If you have a McBurney Visa, please

provide it to the instructor as additional guidance for arranging the needed accommodations may be necessary.

### **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 students are expected to adhere to these policies in the classroom and in the preparation of course assignments.

### **Plagiarism**

The School, University and I take plagiarism very seriously. At any time when you use the words of another person verbatim or even paraphrase them, you must give that person credit. Students found to have plagiarized, **intentionally or not**, will be disciplined according to the University and School policies.

### **Technology in class**

A minimal level of external distraction is essential to a productive learning environment. Mobile devices are not to be used in class and must be either silenced or turned off completely. Laptop and tablet computers may be used only for **unobtrusive** note-taking (and only if there are not complaints from other students). If you choose to use a computer in class for this purpose, you may not have a web browser open at any time. Violations of this policy will result in asking the student to turn their device off for the remainder of the class.

### **Late Assignments**

All assignments are due on the date required as noted in the syllabus. Assignments turned in late may be reduced by 5 percentage points (on a 100-point scale) for each day past due. (For example, an assignment worth 40 points may be reduced 2 points for each day past due).

### **In completes**

An incomplete may be given when the student has been in full attendance and has done satisfactory work within 2 weeks of the end of the semester. Evidence must be furnished that the work cannot be completed because of illness or other circumstances beyond the student's control.



## Appendix A

<b>Competencies and Description</b>	<b>Course Content relevant to Dimensions that Comprise the Competency*</b>	<b>Location in Syllabus</b>
<p><b>2.1.2 Engage Diversity and Difference in Practice</b></p> <p>Social workers understand the value base of the profession, as well as relevant laws and regulations that may impact practices at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgement and behavior. Social workers understand the profession's history, it's mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professionals when engaged in inter-professional teams. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.</p>	<p>Lecture, reading and discussion related to dimensions of diversity and the intersectionality of multiple factors affecting the experience of perpetrators and survivors of domestic violence (K, V, C &amp; A)</p> <p>Reading and small group activities exploring structural and cultural barriers to domestic violence service provision and skills required to overcome them. (K, S, C &amp; A)</p> <p>Reading, discussion, video, small group activities exploring dimensions of diversity and the intersectionality of multiple factors related to</p> <ul style="list-style-type: none"> <li>• Relationship equality (K,V, C &amp; A)</li> <li>• Race, ethnicity, social class and domestic violence and related to treatment and service access and outcome (K, V, C &amp; A)</li> <li>• Privilege, entitlement and patriarchal structure (K, V, C &amp; A)</li> <li>• Basic definitions of relationship violence (K, V, C &amp; A)</li> <li>• Intimate partner violence in same sex relationships (K, V, C &amp; A)</li> </ul> <p>Assignment 3: Response Paper 3 Assignment: Community/Creative Learning Project (K, V, S, C &amp; A)</p>	<p>Week 1</p> <p>Week 1</p> <p>Week 3 Week 3,11, Week 13</p> <p>Week 1, 2,3</p> <p>Week 1 Week 6, 13</p> <p>p. 6 p. 8</p>
<p><b>2.1.6 Engage with Individuals, Families,Groups, Organizations and Communities</b></p> <p>Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Groups, Organizations Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.</p>	<p>Lecture, reading and discussion related to multiple factors affecting the experience of perpetrators and survivors of domestic violence, including individualized and group assessment and treatment, organizational and community coordinated efforts in the elimination of domestic violence (K, V, S, C &amp; A).</p> <p>Reading, small group activities, videos and guest speakers exploring:</p> <ul style="list-style-type: none"> <li>•the dynamics of intimate partner violence,</li> <li>•strategies to engage abusers and survivors</li> <li>• structural and cultural barriers to domestic violence service provision and skills required to overcome them (K, V, S, C &amp; A).</li> <li>• stories directly from abusive men who have completed treatment regarding their experiences (K, S, V, C &amp; A).</li> <li>• Organizing Community Coordinated Response (CCR) initiatives to IPV.</li> <li>• Engaging the Criminal Justice System: Working with law enforcement, prosecution, and the courts.</li> </ul> <p>Assignment 3: Response Paper 3 (K, S, C &amp; A) In-Class Quiz (K, S, C &amp; A) Assignment: Community/Creative Learning Project (K, V, S, C &amp; A) Major Paper (K, S, C &amp; A)</p>	<p>Week 2, 3, 4</p> <p>Week 3, 4, 5, 14,15</p> <p>P. 6 P. 6 P. 8 P. 6 &amp; 7</p>
<p><b>2.1.7 Assess Individuals, Families, Groups</b></p> <p>Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals,</p>	<p>Lecture, reading, videos and small and large group discussions covering assessment knowledge and skills to the following content areas -</p> <ul style="list-style-type: none"> <li>• Conflict Tactics and Domestic Violence History (K, V, S, C &amp; A).</li> <li>• Risk and Lethality factors (K, S, C &amp; A) .</li> <li>• Intake questions and guided assessment protocol (K, S, C &amp; A).</li> </ul>	<p>Week 3, 4, 5, 6, 7, 8,9</p>

<p>families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the large practice context in the assessment process and value the importance of inter-personal collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.</p>	<ul style="list-style-type: none"> <li>• Trauma and Post Traumatic Stress for abusers, survivors, including children (K, S, C &amp; A).</li> <li>• Dealing with client resistance (K, S, C &amp; A).</li> </ul> <p>Assignment 2: Response Paper 2 (K, S, C &amp; A)  In-class quiz ((K, S, C &amp; A)  Assignment: Community/Creative Learning Project (K, V, S, C &amp; A)</p>	<p>P. 6  P.6  P.8</p>
<p><b>2.1.8 Intervene with Individuals, Families, Groups.</b></p> <p>Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene clients and constituencies. Social workers understand methods of identifying, analyzing, and implementing evidence-based interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and interorganizational collaboration.</p>	<p>Lecture, reading, videos, small and large group discussions, case examples, and guest speakers focused on evidence informed interventions relevant to the treatment of domestic violence offenders and survivors.</p> <p>Readings, lecture, video and in class activities address and examination of the following interventions for working with offenders and victims and their family members:</p> <ul style="list-style-type: none"> <li>• Group-based abuser interventions</li> <li>• Integration of Pro-feminism and Cognitive Behavioral approaches (K, S, C &amp; A).</li> <li>• Integration of Trauma and Shame work with men who batter. (K, V, S, C &amp; A)</li> <li>• Appropriate implementation of Couple and Family Based interventions (K, V, S, C &amp; A)</li> <li>• Cognitive Informed CBT with domestic violence survivors and their children.</li> </ul> <p>Assignment: Response Paper 2 or 3 (K, S, C &amp; A)  In-class quiz (K, S, C &amp; A)  Assignment: Community/Creative Learning Project (K, V, S, C &amp; A)  Major Paper (K, V, S, C &amp; A)</p>	<p>Week 3, 4, 5, 6,7 8,9,10</p> <p>Week 3, 4, 5, 6,7 8,9,10</p> <p>P.6  P.6  P.8</p> <p>P.6 &amp; p7</p>
<p><b>2.1.9 Evaluate Practice with Individuals, Families, Groups</b></p> <p>Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand methods for evaluating outcomes and practice effectiveness.</p>	<p>Lecture, readings, case examples, and class discussion relevant to evaluating -</p> <ul style="list-style-type: none"> <li>• Treatment Outcome for Batterer Intervention Programs (BIPs) (V, S, C &amp; A) -</li> <li>• Group-based interventions (K, S, C &amp; A) -</li> <li>• Work with DV survivors (K, V, S, C &amp; A)</li> </ul> <p>Assignment: Response Paper 2 or 3 (K, S, C &amp; A)  In-class quiz (K, S, C &amp; A)  Assignment: Community/Creative Learning Project (K, V, S, C &amp; A)  Major Paper (K, V, S, C &amp; A)</p>	<p>Week 4, 5,6, 7, 14, 15</p> <p>P.6  P.6  P. 8</p> <p>P.6 &amp; p7</p>

\*K=Knowledge; V=Values; S=Skills; C & AP=Cognitive and Affective Processes