

School of Social Work
University of Wisconsin-Madison
1350 University Avenue
Madison, WI 53706

SW923 FAMILY VIOLENCE
Spring 2018

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Location: Social Work 114
Class Meeting Time: Thursdays 3:30-5:25 pm
Credits: 2
Instructional Mode: Face-to-Face
Canvas Course URL:
<https://canvas.wisc.edu/courses/87780>

Off Campus Office:
Midwest Domestic Violence
Resource Center
313 Price Place, Ste. 10
Madison, WI 53705
Phone: 608-231-3300, vm229

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: This course counts toward the 50% graduate coursework requirement for graduate students.

Requisites: Declared in Master of Social Work program

How credit hour is met: This two-credit class meets for one 115-minute class periods each week (in one 2-hour class with a break) over the spring semester and carries the expectation that students will work on course learning activities (reading, writing, problem sets, studying, etc.) for about 4 hours out of classroom for each class period. The syllabus includes additional information about meeting times and expectations for student work.

II. COURSE OVERVIEW: SW 923 is an elective graduate level course for Advanced Generalist Specialization students in the Social Work Masters program. SIn 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, SW923 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.

Self-Care: 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. Regardless of whether you have experienced abuse or violence personally, some of videos, class discussions, reading assignments, guest speakers 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. LEARNING OUTCOMES: COURSE COMPETENCY DESCRIPTIONS 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 objective of this course is to help student to demonstrate understanding and mastery of the knowledge, values, skills and cognitive and affective processes relevant to the competencies described in Appendix A.

IV. COURSE CONTENT

Week/ Date	Topics	Readings	Assignment Due
Week 1 (Jan. 25)	<ul style="list-style-type: none"> •Course Introductions and Overview •Domestic Violence Definitions •Beginning personal/professional values and attitudes: privilege, entitlement & patriarchal structure •Social and historical perspectives •Structural, diversity, and cultural barriers to 		

	<p>domestic violence service provision and skills required to overcome them</p> <ul style="list-style-type: none"> • Best practice models for couple and family DV treatment <p>In-Class Activities: Chalk-talk – developing a “working definition” of domestic violence</p>		
Week 2 (Feb. 1)	<ul style="list-style-type: none"> • Domestic Violence Definitions- Power & Control Wheel • Gender equality and social justice historical & current perspectives • Structural, diversity, and cultural barriers to domestic violence to help seeking and service provision and skills required to overcome them • Similarities and differences – IPV in heterosexual and same sex relationships <p>In-Class Activities: Re-write the power and control wheel Video: <i>It's Not OK</i></p>	Barnett, Chaps. 1, 2, 11 Bergen, Chap. 6 Dobash, Chaps. 2 & 8	
Week 3 (Feb. 8)	<p>Working with Abusers: Part I.</p> <ul style="list-style-type: none"> • Anger and abuse – what is the difference • Anger Principles • Myth of mutual abuse • Abuser profiles & attitudes based on masculinity, privilege and entitlement • Abuser risk and lethality factors • Client resistance <p>In-Class Activity:</p> <ul style="list-style-type: none"> • Anger Quiz 	Barnett, Chap. 9 Bergen, Chap 13 Dobash, Chap 1	
Week 4 (Feb 15)	<p>Working with Abusers: Part II.</p> <ul style="list-style-type: none"> • Abuser assessment issues: intake, guided assessment protocols • Group-based abuser treatment and treatment issues • Integrating trauma and shame issues in abuser treatment • Outcome evaluations • Victim contacts – ethical considerations, risks & Benefits • Structural and cultural barriers in abuser work • Ethical issues in dealing with involuntary clients <p>In-Class Activity:</p> <ul style="list-style-type: none"> • Video: <i>Profile of an Abuser</i> 	Jasinski, Chap. 1, 2 Dobash, Chap. 6	Response Paper #1
Week 5 (Feb 22)	<p>Working with Abusers: Part III.</p> <ul style="list-style-type: none"> • Class interview or video tape with a panel of "post-treatment" abusive men. <p>In-Class Activity:</p> <ul style="list-style-type: none"> • Class Q & A with panel of men from the ATAM Program (Alternatives and Treatment for Abusive Men) 	Bergen, Chap. 12	
Week 6 (March 1)	<p>Working with Victims: Battered Women - Part I</p> <ul style="list-style-type: none"> • Guest Speaker: Terry Hoffman, formerly battered woman, public speaker, advocate, and author. <p>In-Class Activity:</p> <ul style="list-style-type: none"> • Class Q & A with Terry Hoffman 	Jones & Schechter, Chaps. 1-5 Barnett, Chaps. 7,8 Bergen, Chap.15	
Week 7 (March 8)	<p>Working with Victims: Battered Women - Part II</p> <ul style="list-style-type: none"> • Factors impacting domestic violence survivors • Indicators of DV for mental health practitioners 	Jones & Schechter, Chaps. 6-9	

	<ul style="list-style-type: none"> •Ways service providers revictimize battered women •Interventions with battered women: Facilitating empowerment •Culture, social class, and diversity issues with battered women • Structural and cultural barriers for battered women <p>Trauma and PTSD with battered women</p> <ul style="list-style-type: none"> •Domestic violence in the LGBTQ community •Ethical considerations in working with battered women <p>In-Class Activity:</p> <ul style="list-style-type: none"> •Teddalk: Leslie Morgan Steiner: <i>Secrets of Domestic Violence</i> •Video: <i>A Plea for Justice</i> 	Jasinski, Chap. 4 Dobash, Chaps. 3 & 5 Bergen, Chap. 9	
Week 8 (March 15)	<p>Working with Victims: Children - Part I</p> <ul style="list-style-type: none"> • Scope of the problem •Impact of DV on children: externalized & internalized symptoms •Trauma and ACE data •Batterer as parent •Impact of batterer behavior on family relations •Impact of DV on mother-child relationship •Implications for custody and visitation •Coping tactics used by children •Promoting resiliency <p>In-Class Activity:</p> <ul style="list-style-type: none"> •Video: <i>Ten Alarming Facts About How DV Impacts kids</i> •Video: <i>Personal Velocity</i> 	Barnett, Chaps. 3,4 Bergen, Chaps. 1,2	Response Paper #2
Week 9 (March22)	<p>Working with Victims: Children - Part II</p> <p>Guest Speaker: Karen Larson, DAIS Children's Program Coordinator & Darren LaCount, MSSW, Clinical Manager, Rainbow Project</p> <p>In-Class Activity:</p> <ul style="list-style-type: none"> •Q & A with Karen Larsen and Darren LaCount 	Barnett, Chaps. 5, 6 Jasinski, Chap. 3	
Week 10 (March 29)	SRING BREAK		
Week 11 (April 5)	<p>Working with Special Populations: Elder Abuse</p> <ul style="list-style-type: none"> • Scope of the problem •Types of elder abuse •DV in later life: Intersection of domestic violence and elder abuse •Implications for assessment and treatment •Ethical issues in responding to elder abuse •Mandatory reporting law for elder abuse •Critical response strategies <p>In-Class Activity:</p> <ul style="list-style-type: none"> •Video: Laura Mosqueda: <i>Elder Abuse: An Overview</i> 	Barnett, Chap. 12 Bergen, Chap. 17	
Week 12 (April 12)	<p>Issues of Race and Social Class</p> <ul style="list-style-type: none"> •DV at the intersection of race, class and gender •Ethnic and racial differences in domestic violence prevalence •Cautions in interpreting research •Ethical practice considerations •Developing cultural humility as related to DV <p>In-Class Activity:</p> <ul style="list-style-type: none"> •Case study: understanding the barriers for battered women based on race and social class •Video: Chimamanda Ngozi Adichie: <i>Danger of the Single Story</i> 	Bergen, Chap 10 Jasinski, Chap 6	

Week 13 (April 19)	Working with Special Populations: Violence in Lesbian and Gay Families. Guest Speaker: Molly Herrmann, State of Wisconsin, Department of Health and Social Services. In-Class Activity: •Q & A with Molly Herrmann	Bergen, Chaps. 7, 8 Jasinski, Chap. 5	Response Paper #3
Week/ Date	Topics	Readings	Assignment Due
Week 13 (April 26)	Institutional Response: Criminal Justice System Guest Speaker: Robert Kaiser, Assistant Attorney General, State of Wisconsin. In-Class Activity: • Q & A with Attorney Kaiser	Jones and Schechter, Chap. 10	
Week 14 (May 3)	System Response: Coordinated Community Response (CCR)/Course Summary • Community-based interventions (CBI) •Assessment and outcome with CBI's •Theory and underpinnings of a CCR to DV •CCR components •Community-based Interdisciplinary coordination and collaboration in DV work	Reading: Jasinski, Chap. 7	Major Paper

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 may be assigned throughout the semester and posted on Canvas.

VI. EVALUATION: ASSIGNMENTS, GRADING AND METHODS

Assignment	Due Date	Max Points
Response Paper 1	2/15	40
Response Paper 2	3/15	40
Response Paper 3	4/19	40
Major Paper	5/3	80
Pop Quizzes	Announced at class time	5 points each (20 total points)

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, May 3.
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: (5 pages max). 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 2/15. Response paper #2 is due 3/15 and Response paper #3 is due 4/19.

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) :

Element	Points Value (40 total)
<p>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.</p>	10
<p>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?</p>	10
<p>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?</p>	10
<p>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.</p>	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: May 3, 2018. No papers will be accepted after MAY 3.

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.):

- 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 viewpoints?
- 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:

Component	Maximum Points
Pop quizzes (4 quizzes)	20 (10% of grade)
Response Paper #1	40 (18% of grade)
Response Paper #2	40 (18% of grade)
Response Paper #3	40 (18% of grade)

Major Paper 80 (36% of grade)
Total 220 Points

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

Percentage	Points Earned	Final Grade
94-100	207-220	A
88-93	194-206	AB
82-87	181-193	B
76-81	168-180	BC
70-75	155-167	C
64-79	142-154	D
Below 64 points.	<141	Failing

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

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
<p>2.1.1 Demonstrate Ethical and Professional Behavior: Advanced Generalist social workers demonstrate and employ in a focus area an understanding of the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo and macro levels. They understand and utilize frameworks of ethical decision-making and autonomously apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Advanced Generalist social workers demonstrate awareness of their personal values and an ability to distinguish them from professional values. They also possess and employ an understanding as to how their personal experiences and affective reactions influence their professional judgment and behavior. Advanced Generalist social workers understand the role of other professions and use this understanding to engage effectively in inter-professional teams. They have a commitment to life-long learning and continually update their skills to ensure they are relevant and effective. Advanced Generalist social workers also are knowledgeable about the emerging forms of technology and ethically use this technology in social work practice.</p>	<p>Lecture, readings, small and large group discussion related to (K, V, S, C & AP):</p> <ul style="list-style-type: none"> • Ethical issues in dealing with involuntary clients • Ethical considerations in dealing with battered women • Implications for child custody and visitation in DV cases • Ethical issues in responding to elder abuse • Mandatory reporting laws for child and elder abuse • Ethical practice considerations regarding race and social class <p>Assignments 1, 2 & 3: Response papers (K, V, S, C & AP) Major Paper (K, V, S, C & AP).</p>	<p>Week 4</p> <p>Week 7</p> <p>Week 8</p> <p>Week 11</p> <p>Weeks 8 & 11</p> <p>Week 12</p> <p>p.6 p.6 & 7</p>
<p>2.1.2 Engage Diversity and Difference in Practice</p> <p>Engage Diversity and Difference in Practice: Advanced practice social workers demonstrate in a focus area an advanced understanding of how diversity and difference characterize and shape the human experience and are critical to the formation of identity. They demonstrate comprehension that dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Advanced practice social workers recognize that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation, as well as privilege, power, and acclaim, and apply this recognition in their practice. They also demonstrate in practice their understanding of the forms and mechanisms of oppression and discrimination, and a recognition of the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</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 as well as structural and cultural barriers to domestic violence service provision and skills required to overcome them (K, S, C & AP):</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"> • Relationship equality • Race, ethnicity, social class, and domestic violence related to treatment and service access and outcome • Privilege, entitlement, and patriarchal structure • Basic definitions of relationship violence • Culture, social class & diversity issues with battered women • Intimate partner violence in same sex relationships • Interventions with elder abuse • DV in later life • Critical responses strategies with elder abuse <p>Assignment 3: Response Paper 3 (K, V, S, C & AP). Major Paper (K, V, S, C & AP).</p>	<p>Week 1, 2</p> <p>Week 1</p> <p>Week 2 Week 2,12</p> <p>Week 1, 2,3</p> <p>Week 1 Weeks 2, 6, 13</p> <p>Week 11 Week 11 Week 11</p> <p>p. 6 p. 6 & 7</p>
<p>2.1.6 Engage with Individuals, Families, Groups, Organizations and Communities:</p> <p>Advanced Generalist social workers understand and demonstrate that engagement is an ongoing component of the dynamic and interactive process of social work practice in a focus area with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They value the importance of human relationships. Advanced Generalist social workers understand and apply theories of human behavior and the</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 & AP).</p> <p>Reading, small group activities, videos and guest speakers exploring:</p> <ul style="list-style-type: none"> •Dynamics of intimate partner violence, •Strategies to engage abusers and survivors 	<p>Week 1</p> <p>Weeks 3 & 4</p>

<p>social environment, and critically evaluate and apply this knowledge in a focus area to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. They understand and demonstrate an array of strategies to engage diverse clients and constituencies to advance practice effectiveness in a focus area. Advanced Generalist social workers demonstrate advanced understanding of how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies in a focus area. They value and employ principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals in a focus area.</p>	<ul style="list-style-type: none"> • Structural and cultural barriers to domestic violence service provision and skills required to overcome them • Stories directly from abusive men who have completed treatment regarding their experiences • Organizing Community Coordinated Response (CCR) initiatives to IPV. • Engaging the Criminal Justice System: Working with law enforcement, prosecution, and the courts. <p>Assignment 3: Response Paper 3 (K, S, C & AP) In-Class Quiz (K, S, C & AP) Major Paper (K, V, S, C & AP)</p>	<p>Weeks 2, 4, & 7</p> <p>Week 5</p> <p>Week 14</p> <p>Week 15</p> <p>P. 6 P. 6 P. 6 & 7</p>
<p>2.1.7 Assess Individuals, Families, Groups, Organizations, and Communities:</p> <p>Advanced Generalist social workers independently engage and apply their understanding of theories of human behavior and the social environment in the ongoing assessment of diverse individuals, families, groups, organizations and communities in a focus area. They engage in inter-professional collaboration and utilize methods of assessment appropriate to a focus area to advance practice effectiveness. Advanced Generalist social workers demonstrate an understanding of how their personal experiences and affective reactions may affect their assessment and decision-making</p>	<p>Lecture, reading, videos and small and large group discussions covering assessment knowledge and skills to the following content areas (K, V, S, C & AP):</p> <ul style="list-style-type: none"> • Conflict Tactics and Domestic Violence History • Risk and Lethality factors • Intake questions and guided assessment protocol • Trauma and Post Traumatic Stress for abusers, survivors, including children • Dealing with client resistance • Indicators of DV for mental health workers <p>Assignment 2: Response Paper 2 (K, S, C & AP) In-class quiz (K, S, C & AP) Major Paper (K, V, S, C & AP)</p>	<p>Weeks 1 & 4</p> <p>Week 3</p> <p>Week 4</p> <p>Weeks 4,7, & 8</p> <p>Week 3 & 4</p> <p>Week 7</p> <p>p. 6 p.6 p. 6 & 7</p>
<p>2.1.8 Intervene with Individuals, Families, Groups:</p> <p>Advanced Generalist social workers recognize and understand 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. They independently identify, analyze and implement evidence-informed interventions to achieve the goals of clients and constituencies in a focus area. Advanced Generalist social workers incorporate their knowledge of theories of human behavior and the social environment when selecting and implementing interventions in a focus area. They also engage in interdisciplinary, inter-professional, and inter-organizational collaboration as appropriate, in evaluating and implementing interventions.</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 (K, V, S, C & AP):</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"> • Group-based abuser interventions • Integration of Pro-feminism and Cognitive Behavioral approaches • Integration of Trauma and Shame work with men who batter. • Appropriate implementation of Couple and Family Based interventions • Cognitive Informed CBT with domestic violence survivors and their children. • Promoting resiliency in children • Intervention and empowerment with battered women • DV in the LGBTQ community • Criminal justice interventions with DV <p>Assignment: Response Paper 2 or 3 (K, S, C & AP) In-class quiz (K, S, C & AP) Major Paper (K, V, S, C & AP)</p>	<p>Weeks 3 & 4</p> <p>Week 4</p> <p>Week 4</p> <p>Week 4</p> <p>Weeks 4, 7,8 & 9</p> <p>Week 8 & 9</p> <p>Week 7</p> <p>Week 2 & 12</p> <p>Week 13</p> <p>p.6 p.6 P.6 & 7</p>
<p>2.1.9 Evaluate Practice with Individuals, Families, Groups and Communities:</p> <p>Advanced Generalist social workers recognize the importance of ongoing evaluation in the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They are knowledgeable about various methods of evaluating outcomes and practice effectiveness in a focus area and incorporate their knowledge of theories of human behavior and the social environment when evaluating outcomes. Advanced Generalist social workers employ qualitative and quantitative methods as appropriate for evaluating</p>	<p>Lecture, readings, case examples, and class discussion relevant to evaluating (K, V, S, C & AP):</p> <ul style="list-style-type: none"> • Treatment Outcome for Batterer Intervention Programs (BIPs) • DV victim contacts and follow-up data • Community-based interventions: assessment and Outcome <p>Assignment: Response Paper 2 or 3 (K, S, C & AP) In-class quiz (K, S, C & AP) Major Paper (K, V, S, C & AP)</p>	<p>Week 4</p> <p>Week 6 & 7</p> <p>Week 14</p> <p>p.6 p.6 P.6 & 7</p>

outcomes and practice effectiveness in a focus area.		
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*K=Knowledge; V=Values; S=Skills; C & AP=Cognitive and Affective Processes