1. Course Description

   The focus of this course is on the methods of prevention, intervention and social change used to combat 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 who are disproportionately affected by family violence. Most family violence organizations work on both macro and micro levels and they interact frequently with a variety of fields of service, primarily our criminal justice, mental health, and medical systems. Therefore, models of inter-system and inter-disciplinary coordination will be presented. Illustrations of the integration of micro and macro practice will be given. The critical evaluation of theories, policies, organizations, and interventions using scientific principles will be stressed.

2. Course Content

   Over the several decades, various forms of family violence have come to be recognized as serious and widespread social problems. Strategies for intervention and prevention are being developed and the first steps have been taken to evaluate these strategies. Social workers continue to require training in: service delivery to survivors and offenders, 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, and spousal, cohabiting, and elder abuse. “Abuse” is defined to include physical, psychological, and sexual maltreatment.

The course will compare and contrast the risk and trauma factors across different forms of family violence. Students will have the opportunity to explore their own attitudes about family violence and public and professional attitudes that block effective interventions will be covered. Students will learn some basic skills for detecting the problem and motivating clients to receive help. They will analyze the social, political, and organizational factors affecting service delivery, including some cross-national comparisons of service delivery systems. The theories and methods of the most common models of intervention and prevention will be described. Models of prevention will include education aimed at school children and the general public, the promotion of competency (e.g., conflict resolution skills for children and young couples), and natural care giving networks.

3. 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 risk factors and maintaining factors for family violence within a social ecological framework that includes the links between family violence and sexism, racism, classism, homophobia, and other forms of oppression.

3) Understand their own attitudes and those of professionals and the public about various types of family violence and about survivors and offenders of this violence.

4) Demonstrate basic skills for detecting family violence and increasing the motivation of the abuser and survivor to seek help.

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

6) Understand the most common models of intervention and prevention for the various types of family violence at the individual, family, community and social levels. Included will be an understanding of the impact of social norms, 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.

4. Course Design

1 child sexual abuse will not be covered because it is covered in other elective courses
The course content will be delivered through didactic and experiential methods. 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 and students will be given the opportunity to interview workers in the field about agency functioning. Special attention will be given to students’ attitudes and emotional reactions to the material covered.

5. Relationship to the Curricular Themes

**Multiculturalism and Diversity Issues.** The definitions and theories of family violence will be analyzed in their cultural contexts. Models of culturally competent interventions and prevention programs will be presented. In particular, students will be taught to be sensitive to client/worker differences and to appreciate the coping strengths of survivors of violence, especially those who are the most socially and economically oppressed.

**Social Justice and Social Change Issues** will be a major focus of the course since the family violence field often integrates interventions with social movements aimed at social justice and social change. Social forces such as poverty and patriarchal structure will be analyzed for their role in producing family violence and this analysis will provide the direction for social change efforts. An analysis of the historical and current impact of racism, classism, sexism, and homophobia on social services will be provided.

**Promotion and Prevention** will be addressed through descriptions of the latest models for promoting family well-being, achieving egalitarian relationships, and resolving conflicts. Prevention programs directed at various levels of the social ecology will be presented: from helping individuals and families detect the early warning signs of violence to media campaigns aimed at changing public attitudes about violence.

**Social Science and Behavioral Research.** The latest 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.


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 readings not in the required texts will be made available on electronic reserves.

RECOMMENDED BOOKS AND ARTICLES:


-9.
(1994). No safe haven: Male violence against women at home, at work, and in the
Sage.
Seattle: Seal Press.
Long, K.A. (1986). Cultural considerations in the assessment and treatment of
Pleck, E. (1987), Domestic tyranny: The making of American social policy against
family violence from colonial times to the present. New York: Oxford University Press.
Renzetti, C. M., Edleson, J. L., Bergen, R. K. (Eds.) The sourcebook on violence
Northeastern University Press.
Roberts, A. R. (Ed.). Handbook of domestic violence intervention strategies: policies,
Schechter, S. (1982). Women and male violence: The visions and struggles of the
the life span. Washington, DC: American Psychological Association
Sokoloff, N. & Richie B. (Eds.). (2005). Domestic violence at the margins: reading on
race, class, gender, and culture. New Brunsweick: Rutgers University Press
Sonkin, D.J. (Ed.) (1987). Domestic violence on trial: Psychological and legal dimensions
of family violence. New York: Springer.
CA: Sage.

RECOMMENDED JOURNALS

Aggression and Violent Behavior
Child Abuse and Neglect
Journal of Emotional Abuse
Journal of Aggression, Maltreatment and Trauma
Journal of Elder Abuse
Journal of Family Violence
Journal of Interpersonal Violence
Journal of Traumatic Stress
Response to the Victimization of Women & Children
Violence Against Women
Violence and Victims
Trauma, Violence and Abuse

COURSE REQUIREMENTS & CONCERNS

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

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

Academic Honesty. Please consult the Student Guide [Student Code of Academic and Professional Conduct to make sure you are not committing plagiarism in your written reports. The Student Guide contains a section on providing proper citations when writing term papers and research papers. The ideas of others must be cited correctly and direct quotes must be shown with quotation marks and cited correctly. Plagiarism can be grounds for expulsion from the School. Here are some useful resources for you:
1) SSW Library online tutorial on citations, module 6: http://www.lib.umich.edu/ugl/searchpath/index.html
2) SSW Library web page on writing a paper, with links to plagiarism information: http://www.lib.umich.edu/socwork/researchpaper.html
3) University Library and CRLT web resources on academic integrity: http://www.lib.umich.edu/acadintegrity/
4) The University Library web resources brief guide to APA (American Psychological Association) style: http://www.lib.umich.edu/ugl/research/citationguide/APA5thed.pdf
This is now the preferred style for social workers. The recommended reading list in this syllabus is an example of an APA reference list, similar to those placed at the end of papers. Citations in the text should appear as: (author’s last name, year of publication). Direct quotes also need the inclusive page numbers of the quote added at the end of the quotation.

Class Attendance & Participation. Attendance is expected at each class and is critical for achieving the full impact of the course. If you miss a class for any reason, extra assignments will be given so that you will be able to cover the material you missed or similar material. If you know in advance that you will miss class, please ask a classmate or instructor to tape record the class, share notes, and collect handouts for you. Participation in class discussions, in class exercises and small group discussions is expected but will not be graded. If you experience difficulties in participating in
discussions for linguistic, cultural, or other reasons, please meet with the instructor to explore ways in which you can become a more active participant in class.

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

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

- 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
- Domestic Violence Project/SAFE House. 995-5444
- Psychiatric Emergency Services. 996-4747

**ASSIGNMENTS & DUE DATES** (more detailed information will be provided for each of the following assignments)

**Brief Reports:** These are brief exercises that are graded “satisfactory/unsatisfactory” (satisfactory = A).

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

1) MLK Day paper. 1/23/06
2) Violence in the Media: Reflection Paper. 1/23/06
3) Literature Search Exercise. 1/30/06
4) Applying Knowledge to Cases. Due on the same date as the chapter is assigned
5) Report Proposal. 2/13/06

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

This report will be due in separate sections at different points in the term:

1) Introduction. 3/20/06. 5%
2) Background. 3/20/06. 20%
3) Analysis of Field of Service. 4/10/06. 25%
4) Analysis of Prevention and Intervention Efforts.  4/10/06. 30%
5) Recommendations for Change. 4/17/06. 10%

COURSE OUTLINE:

Unit 1: OVERVIEW

Class 1: 1/9/2006

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

1/16/2006  Martin Luther King Day. No class.

Class 2: 1/23/2006

Unit 2: PROFESSIONALS' ATTITUDES ABOUT FAMILY VIOLENCE

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

Required reading:
Chapt. 1 of Ammerman & Hersen: "Family Violence"
New York: Springer.
Chapts 1-3 of Malley-Morrison & Hines text, Family Violence in Cultural Perspective.

Suggested reading:

Unit 3: PHYSICAL ABUSE OF CHILDREN

Class 3: 1/30/2006

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

Legal and medical issues

Required reading:
- Chapts. 4 and 6 from Ammerman and Hersen text: "Legal Issues in Violence Toward Children" and "Medical Issues in Violence Toward Children"

Suggested reading:

Class 4: 2/6/2006

Individual, family, and group interventions

Required reading:
- Chapts. 8, 9 and 12 in the Ammerman & Hersen text, "Child Physical Abuse", "Child Neglect", and "Maltreatment of Children with Disabilities"
- Relevant sections of Chapts. 4-13 of Malley-Morrison & Hines text.

Suggested reading:

Class 5: 2/13/2006

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

Required reading:
- Chapts. 13 & 14 in the Ammerman & Hersen text, "The Child Witness of Family Violence" and Psychological and Emotional Abuse of Children"

Suggested reading:

Class 6: 2/20/2006

Unit 3: SIBLING ABUSE

Sibling physical and emotional abuse

Unit 4: WOMAN ABUSE (including dating violence, date rape, marital rape, marital homicide, and lesbian battering)

Risk markers for woman abuse

Required reading:


Suggested reading:


Class 7: 3/6/2006

Risk markers for woman abuse (cont.)

Required reading:
Chapts. 3 & 15 in Ammerman and Hersen text, "The ecology of domestic aggression toward adult victims" and "Wife battering".

Relevant sections of Chapts. 4-13 of Malley-Morrison & Hines text.

Suggested reading:


Class 8: 3/13/2006

Traumatic effects of woman abuse

Required reading:


Suggested reading:


Class 9: 3/20/2006

Criminal justice response to woman abuse

Required reading:

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

Suggested reading:

Class 10: 3/27/2006
Understanding woman abuse among racial minorities

Required reading:


Chapt. 15 Malley-Morrison & Hines text.

Suggested reading:


West, C.M. (1998). Lifting the “political gag order”: Breaking the silence Around partner violence in ethnic minority families. In Jasinski, J.L.

Psychological abuse of women
Husband abuse: What is the extent of the problem?

Required reading:

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


Suggested reading:

Saunders, D.G. (1988). Other "truths" about domestic
violence: A reply to McNeely and Robinson-Simpson.  
*Social Work, 33*, 179-183.


**Class 12: 4/10/2006**

Marital and date rape  
Domestic homicide

Required reading:  
Chapt. 17 in the Ammerman & Hersen text, "Marital Rape"  
Chapt. 18 in the Ammerman & Hersen text, "Intimate Partner Homicide"  
Fleming, J.B. (1979).  Counseling skills and techniques  
(pp. 124-149, including a section on women of color)  

Suggested reading:  

**Class 13: 4/17/2006**

Intervention and prevention  
Organizational structures

**Unit 5: ELDER ABUSE**

Elder abuse: Risk factors, policies and interventions

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

Common risk and trauma factors across all forms of family
Common interventions and methods of integration

Required reading:
Chapt. 19 in the Ammerman & Hersen text, "Elder Abuse"

Suggested reading: