SW708 – SPECIAL ISSUES IN INTERPERSONAL VIOLENCE
GRASSROOTS AND POLICY RESPONSES TO DOMESTIC VIOLENCE:
FEMINIST, STRUCTURAL AND GLOBAL PERSPECTIVES
FALL 2003

Time: Fridays 2:00 – 5:00 p.m.          Location: B684 SSWB

Professor Mieko Yoshihama, MSW, ACSW, Ph.D.
Office hours: Fridays 1:00 pm - 2:00 p.m. and by appt.

Course Description
This course will examine theories, social policies, social services, social movements, activism and research concerning violence against women, and domestic violence (intimate partner violence) in particular. Domestic violence is prevalent across racial, ethnic, and class boundaries and impedes women’s well-being and social participation. Domestic violence is not limited to physical violence, but includes sexual violence and a wide range of other acts used to hurt, isolate, intimidate, threaten, and control women. While focusing on domestic violence, the course will address other forms of violence against women (e.g., trafficking, prostitution, sexual harassment, and childhood sexual abuse) through an ongoing analysis of interlocking systems of oppression, power and control.

This course is an integrative seminar designed to help students strengthen their critical thinking skills and integrate their knowledge and skills at micro, mezzo, and macro levels. The course encourages the application of these skills to various practices, especially public policy development and other social change activities aimed at ending domestic violence.

Course Content
In this course, we will undertake an analysis of domestic violence as a system of oppression and control shaped by, and resulting in, hierarchies of power that are gender-ed, race-d, and class-ed and maintained through socio-cultural, economic, and political forces. This semester, we will begin with an examination of the scope of the problem (e.g., the prevalence of domestic violence and its effects on women’s health and social participation) and various theoretical, ideological, and political perspectives on domestic violence. We will then analyze the intersection of gender, race, and class in the manifestations and root causes of domestic violence as well as historical and contemporary societal responses to it. For example, we will address the following issues and questions:

• What socio-cultural and structural forces support domestic violence?
• What ideologies and assumptions underlie societal responses (or a lack thereof) to domestic violence?
• In what ways have sexism, racism, classism, and (heterosexism shaped the development of current policies, services, and other responses to domestic violence?
• How effective are local, state, national, and international measures to end domestic violence?

Guided by these critical analyses, we will explore more effective direct practice, community organizing, and policy approaches to end domestic violence. The course will emphasize the role of social workers and the available advocacy and social change mechanisms in local, state, national, and international settings. Although the focus of the course is domestic violence in the U.S., we will examine innovative grassroots and policy responses to domestic violence around the globe.

This course emphasizes and models an activist approach. Students are encouraged to take actions,
applying what they have learned from this and other courses to actions aimed at ending domestic violence and other forms of violence and oppression.

Course Objectives
At the conclusion of this course, students will be able to:
1. Apply critical thinking skills to evaluate and interpret research, media, and political reports on the issues of domestic violence.
2. Demonstrate understanding of the structural and sociocultural forces that contribute to/sustain violence against women, and domestic violence in particular.
3. Recognize the impact of sexism, racism, classism, (heterosexism, and other forms of oppression on societal responses to domestic violence, both historically and contemporarily.
4. Identify and assess the strengths and limitations of current domestic violence policies and services in the U.S. and abroad, and formulate alternative approaches.
5. Demonstrate knowledge and skills in micro, mezzo, and macro practice, both in assisting women who have been abused by intimate partners and in addressing the root causes of domestic violence.
6. Apply the ethical principles of the social work (and related professions in their practices) to prevent and intervene in domestic violence cases at micro, mezzo, and macro levels.

Course Design
Designed as an integrative seminar, this course will involve intensive and extensive participation on the part of the students. To promote critical thinking and analysis, this course will employ a variety of pedagogical strategies, including guest speakers, videos, role-playing, experiential exercises, didactic lectures, and community projects.

Relationships to Curricular Themes
Multiculturalism and Diversity will be central to the course and integrated throughout it. This course will examine the ways in which gender, race, and class impact both perpetration and victimization of domestic violence, as well as personal, community, and political responses to it. This course will also examine how policies and practice approaches differently affect people of color, the poor, immigrants, LGBT individuals, and other marginalized groups.

Social Justice and Social Change. This course will examine the ways in which sexism, racism, classism, and (heterosexism have interactively shaped social policies and services (or lack thereof). It will also examine and re-evaluate grassroots and other innovative efforts to address domestic violence in the U.S. and abroad that are designed to promote social justice and social change. Through these ongoing critical analyses, students will be encouraged to explore and propose policy and practice approaches that promote social change and social justice.

Promotion, Prevention, Treatment and Rehabilitation. This course will address a wide range of responses to domestic violence across micro, mezzo, and macro levels and evaluate their effectiveness with respect to promotion, prevention, treatment and rehabilitation.

Behavioral and Social Science Research. Ongoing review of seminal and contemporary behavioral social science literature will guide the students’ development of a theoretical and empirical knowledge base. The course will also explore biases and assumptions in research, as well as the role of research in promoting social change and social justice.

Relationship to Social Work Ethics and Values
This course will address many complex and challenging ethical issues that may arise in responding to domestic violence cases, including rights to self-determination and confidentiality. This course takes a critical look at current policies and practice approaches by evaluating areas where they come into conflict with fundamental ethical principles (for example, the conflict between protecting abused women from harm and ensuring that abused women have the right to self-determination). Exploration of concrete steps to change those policies and practice that violate social work ethics and values will be an important aspect of this course.
Textbooks/Course Reader
- A course reader is available at Ulrich’s (created by Dollarbill, Tel. 665-9200)
- Additional materials may be distributed in class

Course Overview

Part I. Overview of US Responses to Domestic Violence

Week 1 (9/5) Introductions, Review syllabus, Domestic Violence – Overview
Week 2 (9/12) Theories, Dynamics, and Intersections of Oppression I
Week 3 (9/19) Theories, Dynamics, and Intersections of Oppression II
Week 4 (9/26) Policy & Services Overview:
- The U.S. Battered Women’s Movement and Institutional Changes
- State and Local Communities

Part II. Re-examining Current Policy Responses and Developing Recommendations

Week 5 (10/3) Criminal Legal System: A (BIG) Question of Justice
- PSF1 Mandatory Arrest Policies
Week 6 (10/10) Critical and Emerging Issues
Week 7 (10/17) Welfare R(D)form: A Further Question of Justice
- PSF2 Welfare Reform and Economic & Social Justice
Week 8 (10/24) Child Welfare
- PSF3 Whose Failure to Protect?
Week 9 (10/31) Health Care Systems
- PSF4 Universal Screening & Mandatory Reporting
Week 10 (11/7) Immigration Policies: Another Big Question of Justice
- PSF5 Immigration Policies
Week 11 (11/14) Domestic Violence Programs
- PSF6 Domestic Violence Programs
Week 12 (11/21) Prevention, Community Organizing & Engagement
- PSF7 Prevention, Community Organizing & Engagement
<<Community Organizing Project Written Report DUE>>
Week 13 (11/28) Thanksgiving
Week 14 (12/5) Human Rights/Women’s Rights
Policy/Vision Summit
<<Vision Paper DUE>>

Course Requirements

The University of Michigan expects a student to put in a minimum of two hours 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 the student systematically gain social work knowledge and develop social work interpersonal and values skills and to enable the student to achieve successfully the goals and objectives of the course.

Assignments and Due Dates (see p.p. 5-6 for details)
- Community organizing project & written report 25% Due on 11/21/03
- Organizing a Policy/Strategy Forum (group project) 25%
- Active Participation in Policy/Strategy Forums 25%
d) Final Policy/Vision Paper 25% Due on 12/5/03 at 5pm

For all assignments, you are encouraged to share your ideas and plans for the meeting with your instructor and classmates during and outside class.

Letter grades ranging from “A” to “E” are earned, with “+” or “-” distinguishing the degree of performance. Specific expectations for each assignment are provided on the pages that follow in this syllabus.

Incompletes: Incompletes are given only when it can be demonstrated that it would be unfair to hold the student to the stated time limits of the course. The student must formally request an incomplete from the instructor prior to the final week of classes.

Class Attendance & Participation
This class is designed as an integrative seminar, and therefore, class attendance is critical to achieving the full impact of the course. You are expected to actively participate in class discussion, small group discussion, and various in-class exercises, some of which will require submitting a written report at the end of the class. Class attendance will be taken at random, and any unexcused absences will result in a grade reduction. You need to inform the instructor of your absence as soon as practically possible.

If you have difficulties in participating in discussion for linguistic, cultural or other reasons, let’s discuss them individually and explore ways in which you may become a more active participant in class.

A Note on Scholarly Discourse
What we will discuss in the class may involve controversial issues, such as race, ethnicity, gender, class, and sexual orientation. 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. We strive to remain open to evidence presented, which may conflict with our own perceptions.

Self-care
Regardless of whether you have been victimized by intimates and/or non-intimates, assigned readings, in-class discussion, videos, guest speakers, and assignments may precipitate distress, anxiety, a sense of helplessness, rage, and at times, other traumatic 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
- Safehouse, Domestic Violence Project. 995-5444
- Psychiatric Emergency Services. 996-4747
Assignments

Guidelines for written assignments: All written assignments will be evaluated for organization, clarity, and written quality, as well as for substantive content. In addition, they must:

- Be typed and double-spaced
- Follow an established academic convention for organization, pagination, footnoting, and bibliographic references (e.g., APA style). Papers that do not comply with an established convention will be returned, and a penalty for late submission will be applied.
- Be submitted by the due date (late papers will result in deduction of 1/2 a letter grade).

a) Community Organizing Project & A Written Report (3-4 pages)  25%, Due on 11/21/03

The purpose of this assignment is to apply knowledge and skills you have gained in this and other courses to a community organizing effort aimed at increasing societal awareness of, while confronting indifference to and tolerance of, domestic violence. You will organize a meeting to discuss domestic violence with friends, classmates, co-workers, and/or other acquaintances (e.g., church members), and write a reflection paper that addresses the following:

- The purpose and structure of the meeting you organized.
- The process you used to plan for the meeting.
- Your evaluation of the meeting, including
  - The group dynamics, including the perceived effects of the participants’ and your backgrounds/positionalities.
  - The challenges you faced and how you addressed them.
- If you are to do this project again, what would you do differently or similarly and why?
- Your thoughts on how effective this type of meeting is in ending domestic violence (e.g., to whom it is applicable, what are its strengths and limitations).

Submit (as appendix) a copy of the materials you developed/used for your presentation (e.g., audiovisuals, handouts).

It is important that you keep a good record of your planning processes. For example, how and why you decided whom to invite to the meeting, how and why you organized the meeting in a particular way (e.g., the use of a video and/or small group discussion), what aspects of domestic violence you decided to discuss (e.g., the prevalence & consequences, root causes, societal responses), etc.

You may organize your meeting to include a social component (e.g., serving refreshments); however, organizing a luncheon or dinner party where domestic violence is “mentioned” does not constitute sufficient completion of this assignment.

b) Organizing a Policy/Strategy Forum (group project)  25%

Throughout the semester, we will convene a series of Policy/Strategy Forums (PSFs) to discuss specific policy or practice approaches implemented or suggested, such as mandatory arrest policies and welfare reform. The Forums will serve as venues for the class to examine various policies/strategies--their goals, their underlying values and assumptions, their strengths and limitations, and their impact, including intended and unintended consequences from diverse perspectives. Building upon these collective analyses, we will develop policy and strategy recommendations.

We will form small groups (based on the enrollment as of September 3, 2003, 6 groups (A-F)). Each group is responsible for organizing one Forum, including preparation, facilitation, and documentation of issues and recommendations. Within a week after the Forum for which it is responsible, the group must submit a written summary of the Forum, including the issues discussed, recommendations proposed, and additional issues that need further exploration.

The following seven issue areas will be covered at the Forums. The proposed dates and topics for the Policy/Strategy Forums are included in the Course Schedules (denoted by PSF in gray shade); depending on the pace and interests of the class, the schedules and topics may be modified.

1. The criminal legal system’s response, focusing on mandatory arrest policies (organized by the instructor).
2. The welfare system, focusing on welfare reform.
3. The child welfare system, focusing on the current practice of penalizing battered women (e.g., charging battered women for failure to protect or removing children when the mothers do not take “appropriate” action).
4. The health care system, focusing on mandatory reporting policies and universal screenings.
5. Immigration policies.
6. Domestic violence programs, including shelters, transitional housing, advocacy programs, and batterers programs.
7. Prevention and community organizing strategies.

c) Active Participation in Policy/Strategy Forums 25%

At forums that your group is not organizing, you will represent a specific constituency group (e.g., African Americans, immigrants, LGBT, the elderly, the poor, police, health care services, other governmental agencies). Given the size of the class, multiple students will be assigned to the same role by adopting the following procedure. Each of the 6 groups will be split into two sub-groups (A1, A2, B1, B2… F1, F2). Each sub-group will be assigned to a specific role, resulting in 10 different roles represented at a given forum [2 sub-groups x (6-1) groups]

Role selection will occur several weeks prior to a given Forum. Depending on the nature of the policy/strategy discussed, specific roles to be represented at each Forum will vary. You may or may not play the same role more than once. Your task is to critically analyze the policy/strategy and make recommendations from the perspective of your assigned role. To analyze the specific policy or strategy, use the Questions to Guide Policy/Strategy Analysis (Appendix).

To actively participate in the Policy/Strategy Forums, you need to do weekly reading assignments and additional research. The work you will do for the Policy/Strategy Forums will form a basis for your final paper and your presentation at the final Policy/Vision Summit (see below).

d) Policy/Vision Paper (10-12 pages) 25%, Due on 12/5/03 at 5pm

In this final paper, you will focus on visions and strategies for ending (rather than responding to) domestic violence. Building upon ongoing research and analyses you will have conducted as you participate in the Policy/Strategy Forums throughout the semester, you will develop alternative (or improved) policy/strategies that will help end domestic violence and promote economic and social justice. You will also incorporate views expressed by other members of the Policy/Strategy Forums. Use the Questions to Guide Policy/Strategy Analysis (Appendix) in developing your recommendations.

To help generate your recommendations, you are encouraged to go beyond library research (e.g., a literature review) using some or all of the following methods: conducting personal interviews (with people affected by the problem, with advocates, and/or with policymakers); participating in community meetings; attending conferences; observing court cases; etc..

You need to provide concrete suggestions, including implementation plans (e.g., if you recommend an increase in the minimum wage, you need to describe how you will go about doing that). Your recommendations ought to be logical in that they are consistent with the stated purpose and supported by the critical analyses of the root causes of the problem. Important points to consider include implications for social work practice, ethical issues, and the curricular themes (e.g., multiculturalism & diversity; social justice and social change; promotion, prevention, treatment and rehabilitation; and behavioral and social science research).

Note that 5% of the grade will be based on your contribution to the Policy/Vision Summit, which will be held on the last day of the class (December 5, 2003). This Summit is the culmination of the series of Policy/Strategy Forums, the final paper, and other course activities, in which we examine the strengths, limitations, and impact (including intended and unintended consequences) of a range of societal response to domestic violence in the U.S. At this final Summit, we will collaboratively develop recommendations for policy/strategies for ending domestic violence. Detailed structure and procedures of the Summit will be provided at a later date.
Course Schedule & Assigned Readings

Part I. Overview of US Responses to Domestic Violence

Week 1 (9/5)  Introductions, Review syllabus

Domestic Violence – Overview

Assigned readings:
- Domestic Abuse Intervention Project. (Lemon 2, p. 43). Power and Control Wheel.

Week 2 (9/12)  Theories, Dynamics, and Intersections of Oppression I

Assigned readings:

Resources/additional readings:

Week 3 (9/19)  Theories, Dynamics, and Intersections of Oppression II

Guest speaker:
- Paula Callen, Program Manager, Michigan Coalition Against Domestic & Sexual Violence (MCADSV)

Assigned reading:
- Volpp, L. (Lemon, 11C, pp. 617-631), (Mis)identifying culture: Asian women and the "cultural defense."
- Horsburgh, B. (Lemon 3F, pp. 178-182). Lifting the veil of secrecy: Domestic violence in the Jewish
community.

- Kanuha, V.K. (Lemon 4, pp. 228-231). *Compounding the triple jeopardy: Battering in lesbian of color relationships.*

**Resources/additional readings:**

- Other articles in Lemon Chap. 3 (Cross-cultural issues: Survivors of heterosexual domestic violence who face multiple oppressions).
- Other articles in Lemon Chap. 4 (Gay and lesbian battering).

**Week 4 (9/26) Policy & Services Overview I:**

**The U.S. Battered Women’s Movement and Institutional Changes**

**State and Local Communities**

**Guest speaker:**
- Barbara A. Niess, MPA, MSW, Executive Director, Domestic Violence Project, Inc./SAFE House

**Assigned readings:**

- Murray, V. H. (Lemon 1, pp. 2-7). *A comparative survey of the historic civil, common, and American Indian Tribal law responses to domestic violence.*

**Resources/additional readings:**

Part II. Re-examining Current Policy Responses and Developing Recommendations

Week 5 (10/3) Criminal Legal System: A (BIG) Question of Justice

**PSF1 Mandatory Arrest Policies**

*Guest speaker: TBA*

*Assigned readings:*

- New study cites increase in male victims of DV, more arrests of women – Experts disagree as to cause. *Focus*, p. 6.

*Resources/additional readings:*


Week 6 (10/10) Critical and Emerging Issues

*Guest speakers:*

- Debi Cain, Executive Director, Michigan Domestic Violence Prevention and Treatment Board (MDVPTB)
- Kathy Hagenian, Director, Public Policy & Program Services, Michigan Coalition Against Domestic & Sexual Violence (MCADSV)

*Assigned readings:*

- National Coalition Against Domestic Violence Legislative Update, July 31, 2003

*Resources/additional readings:*

Week 7 (10/17) Welfare Reform and Economic & Social Justice

Assigned readings:

Resources/additional readings:

Week 8 (10/24) Child Welfare

Assigned readings:

Resources/additional readings:

Week 9 (10/31) Health Care Systems

Assigned readings:

**Resources/additional readings:**


**Week 10 (11/7) Immigration Policies: Another Big Question of Justice**

**PSF5 Immigration Policies**

**Assigned readings:**


**Resources/additional readings:**


**Week 11 (11/14) Domestic Violence Programs**

**PSF6 Domestic Violence Programs**

**Assigned readings:**

- Michigan Domestic Violence Prevention & Treatment Board. *Batterer Intervention Services and Standards.*

**Resources/additional readings:**

- Gondolf, E. W. et al. (Lemon 2, 117-122). Do batterer programs work?: A 15 month follow-up of multi-site evaluation.

**Week 12 (11/21) Prevention, Community Organizing & Engagement**

**PSF7 Prevention, Community Organizing & Engagement**

<<Community Organizing Project Written Report>>

Bonica, T. (December 2000). *Supporting battered women's economic development: One community's effort* (National Resource Center on Domestic Violence, Publication #14). [Not included in the course pack]

**Resources/additional readings:**


**Week 13 (11/28) Thanksgiving**

**Week 14 (12/5) Human Rights/Women’s Rights Policy/Vision Summit**

<<Vision Paper DUE>>

**Assigned readings:**


**Resources/additional readings:**

SUGGESTED READINGS AND REFERENCES
Please refer also to the “Resources/additional readings” listed in previous pages.


Sullivan, C.M., Campbell, R., Angelique, H., Eby, K.K., & Davidson, W.S.II. (1994). An advocacy


PERIODICALS

There are an increasing number of journals that focus on domestic violence and interpersonal violence, many of which are available at the Social Work Library.

- Domestic Violence Report
- Journal of Aggression, Maltreatment and Trauma
- Journal of Emotional Violence
- Journal of Family Violence
- Journal of Interpersonal Violence
- Journal of Traumatic Stress
- Trauma, Violence, and Abuse: A Review Journal
- Violence Against Women
- Violence and Abuse Abstracts
- Violence and Victims

USEFUL WEBSITES AND PHONE NUMBERS

- American Bar Association. An annotated intimate/domestic violence resource web page on our business website which can be accessed through http://www.en.com/abackans/
- Bureau of Justice Statistics Clearinghouse www.ojp.usdoj.gov/bis
- Family Violence Prevention Fund. www.fvpf.org
- Michigan Resource Center on Domestic and Sexual Violence www.mcadsv.org/mrcdsv
- Minnesota Center Against Domestic Violence www.mincava.umn.edu
- National Clearinghouse for the Defense of Battered Women 1-800-903-0111
- National Coalition Against Domestic Violence www.ncadv.org
- National Domestic Violence Hotline (voice) 1-800-799-SAFE; (TDD) 1-800-787-3224; (business
line) 512-453-8117; (technical assistance) 1-800-525-1978

- National Resource Center on Domestic Violence 1-800-537-2238
- VAW Net: PUBLIC VAWnet LIBRARY http://www.vawnet.org/
  You can Browse General, Law, and Periodicals Collections by title or material type or Search
http://www.vawnet.org/VNL/Main/search.asp
Appendix: Questions to Guide Policy/Strategy Analysis
(modified from questions developed by Professor Wilkinson)

A. Definition of the Problem:
- What social conditions are defined as a social problem?
- Who are the claimants of that problem?
- What ideology supports the claim of the problem?
- How are the same social conditions described and/or experienced by persons with other social positions, ideological perspectives or values?
- What are the causes of the problem?
- What are the consequences of the problem?
- Who benefits from the continuation of the problem? In what ways do they benefit?
- Who suffers from the continuation of the problem? In what ways do they suffer?

What underlies the policy/strategy:
- Who advocated for the policy/strategy?
- Who opposed the policy/strategy?
- What are the ideological positions of these groups?
- What social events occurred to stimulate a social response to the social problem?
- What political events occurred to stimulate a social response to the social problem?
- How did the media influence the policy/strategy?

Goals and Objectives:
- What are the explicit goals?
- What are the implicit goals?
- What values and ideologies underlie the policy/strategy?
- What are the objectives of the policy/strategy and do they fit with the goals?

Beneficiaries:
- Who is eligible to receive benefits (and punishments) under the policy/strategy?
- What are the methods of determining eligibility?
- What values and theory drive the eligibility requirements?
- What are alternative eligibility methods?

Benefits:
- What benefits does the program provide?
- What are the ideologies, values and theory that underlie the choices of included and excluded benefits (and punishments)?
- What additional or alternative benefits (and punishments) might be provided?

Implementation/Administration:
- How is the policy implemented?
- What are the relationships among and between organizations and programs in implementing the policy/strategies?
- Who provides benefits (and punishments)?
- What is the relationship among and between the “providers” and the communities whom they serve?
- What are the values and theory that underlie the choices of administrative structure for policy implementation?
- What are possible alternative forms of administration, including different “providers”?

Funding:
- What are the sources of funding for implementing the policy/strategy?
- How is the funding spent?
- What are the values and theories that underlie the choices of funding sources and expenditures?
- What are possible alternative forms of funding and expenditures?

Impact:
Does the policy, as implemented, reduce the social problem?
Do the goals of the program fit the defined social problem?
Do eligibility requirements directly or indirectly (e.g., by stigmatization) exclude vulnerable populations from benefits (and punishments)?
Do the forms of benefits (and punishments) address the social problem (e.g., the root causes)?
Are the benefits (and punishments) provided in culturally relevant ways?
Are funding streams reliable to allow for continuity of the policy/strategy?
Are funds expended in the most efficient way?

Justice:

Does the policy/strategy recognize and value the diverse experiences of those affected by the problem and how race, gender, class, sexual orientation, disabilities and other social positions and conditions impact such experiences?
Does the policy/strategy respect and/or promote self-determination of people differently affected by the problem?
Does the policy promote the equitable distribution of power, goods, services and social status?
In what additional ways does the policy/strategy promote social justice?
Name: __________________________ Phone (_____) __________________________

E-mail: __________________________ Current Address (City) __________________________

Where (city, state, country) are you from? __________________________

Practice Method: Major: IP  CO  MHS  SPE Minor (if any): IP  CO  MHS  SPE

Area of Concentration __________________________

First Year or Second Year?  1  2  Track: 16mos. 20mos. AS  ED(PT)

Field Placement (if any) __________________________

Reason(s) for choosing Social Work __________________________

Please list any undergraduate and graduate degrees:

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Please list any previous “Social Work” experiences (please circle ones that are related to domestic violence/violence against women):

1. __________________________

2. __________________________

3. __________________________

4. __________________________

Please describe the reason for taking this course.

Please list two objectives you have for this course:

1. __________________________

2. __________________________