THE UNIVERSITY OF MICHIGAN
SCHOOL OF SOCIAL WORK

SW702-1 Family Violence Prevention and Intervention
Winter, 2004

Monday 2 – 5 pm     Location: 1804 SSWB

Professor Mieko Yoshihama, Ph.D., MSW, ACSW

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. Most family violence organizations work on both macro and micro levels and they frequently come into contact with a variety of fields of service, primarily the legal, mental health, and medical systems. Therefore, models of inter-system and inter-disciplinary coordination will be presented. Illustrations of the integration of micro, mezzo, and macro practice will be discussed. The critical evaluation of theories, policies, organizations, and interventions using scientific principles will be stressed.

2. Course Content
Over the past 30 years, 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, advocacy, 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, intimate partner violence, and elder abuse. “Abuse” is defined to include physical, psychological/emotional, financial, 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, as well as public and professional attitudes that block effective interventions. Students will learn some basic skills for identifying problems and encouraging clients to seek 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.

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1 child sexual abuse will not be covered because it is covered in other elective courses
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 both the abuser and the 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 impacts 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**
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.
6. Ethical Issues
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 TEXTS:

COURSEPACK: The required readings not included in the required texts are available in a coursepack at Ulrich’s Book Store.

SOCIAL WORK LIBRARY RESERVE: Both the required and suggested readings are placed on reserve at the Social Work Library.

RECOMMENDED TEXTS:

A Note on Scholarly Discourse
What we will discuss in the class may involve controversial issues, such as race, ethnicity, gender, class, immigration status, disability, faith/religion, 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 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 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
- Domestic Violence Project/SAFE House. 995-5444
- Psychiatric Emergency Services. 996-4747
COURSE REQUIREMENTS

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

Grading: 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.

Accommodations: Any student who feels that he/she may need an accommodation for any sort of disability, please make an appointment to see me during my office hours.

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 discussions, small group discussions, 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 is 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.

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.

ASSIGNMENTS & DUE DATES (see the following pages for details)

1) Reflection Paper (5%) DUE 1/30/04
2) Group Project (20%)
   a) Presentation (10%) Class 4-5
   b) Written report (10%) DUE Class 5-6
3) Community Organizing Project & a Written Report (25%) DUE 3/22/04
4) Term Paper & Presentation (45%)
   a) Proposal (5%) DUE 2/20/04
   b) Written paper (35%) DUE 4/21/04, 5pm
   c) Class presentation of the recommended programs (5%) Class 12 - 13
5) Class attendance & participation (5%)

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 the deduction of 1/2 a letter grade)
- Consult the Student Guide to make sure you are citing others’ work appropriately and not committing plagiarism in your written reports.

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

1) Reflection Paper (5%). 2-3 pages. The class will not meet on Monday, January 19, 2004 in honor of Dr. Martin Luther King’s birthday. There will be numerous seminars, workshops, and presentations across campus on that day and the rest of the week and beyond. You need to attend at least one Martin Luther King Day/Week event and write a reflection paper on the issue of family violence in the U.S. and abroad (e.g., prevalence, effectiveness of prevention and intervention programs) and oppression in the historical and political context. Consult the website (http://www.mlksymposium.umich.edu/events/index.htm), email announcements, and flyers to determine which event is relevant. Some examples are provided on the last page of this syllabus.

2) Group Project (20 % of grade)

Small groups of students will conduct research and prepare a presentation on the prevalence, risk and protective factors, and consequences of a specific type of family violence, such as:

- Child abuse: physical abuse, neglect, emotional abuse;
- Intimate partner violence: woman abuse, man abuse, homicide, children exposed to parental violence;
- Elder abuse;
- Dating violence; or
- Sibling abuse.

➢ Specific types of violence to be covered will be determined by the stated purpose of the course, students’ interests, and the number of enrolled students. These presentations (10% of grade) will take place in Class 4 (2/9/04) and Class 5 (2/16/04).
➢ Each group should address the ways in which gender, race, class, faith, sexual orientation, immigration status, and disability affect both perpetration and victimization of violence/abuse, as well as personal, community, and political responses to it.
➢ Within a week after the presentation, the group must submit a written summary of the prevalence, risk and protective factors, and consequence of the specific type of family violence they researched (10% of grade).

Other helpful tips:

- The information should be up-to-date and based on empirical data (e.g., research findings, data from service programs).
- The internet can be an effective research tool; however, it is critical that you evaluate the trustworthiness of the data sources and contents.
- You need to provide appropriate references and credits.

3) Community Organizing Project & A Written Report (3-4 pages) (25% of grade) DUE 3/22/04

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 family violence, while confronting indifference to and tolerance of it. Your assignment is to organize a meeting to discuss family 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 verbal and nonverbal behavior.
  - The perceived effects of the participants’ and your backgrounds/positionalities.
  - The challenges you faced and how you addressed them.
- If you were to do this project again, what would you do differently? Similarly? And why?
- Your thoughts on how effective this type of meeting is in working towards ending family violence
(e.g., to whom it is applicable, what are its strengths and limitations, etc.).

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

- You can focus on a specific type of family violence and/or specific population group(s) or address multiple types of family violence.
- 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 family violence you decided to discuss (e.g., the prevalence & consequences, root causes, societal responses) and why, etc.
- You may organize your meeting to include a social component (e.g., serving refreshments); however, organizing a luncheon or dinner party where family violence is “mentioned” does not constitute sufficient completion of this assignment.
- If the normal duties of your current MSW internship and/or paid employment involve addressing family violence, and you want to build a community organizing project in the context of internship or job, please consult the instructor as soon as possible.

4) Term Paper & Presentation (45% of grade)

Your topic can focus on a specific type of family violence (e.g., child physical abuse, intimate partner emotional abuse, caretaker elder abuse), a specific population group (e.g., children with disabilities, Native Americans, recent immigrants), or a combination of the two (e.g., intimate partner violence among lesbian couples). The major goal of this term paper is to recommend prevention/intervention programs for the topic area you choose.

Study groups may be formed around particular topics to facilitate information sharing and collective analyses and brainstorming. Each student will write a separate report on a sub-topic of the study group.

a) Proposal (5% of grade): A description of the topic area and a brief review of the nature and scope of the problem, risk and protective factors, and consequences. DUE 2/20/04.

b) Written Paper (35% of grade) 12-15 pages. DUE 4/21/04, 5pm.

The final paper should include the following two components:

- **Analysis of intervention and prevention approaches previously or currently implemented.** This section of the paper should address the following issues:
  - What types of prevention/intervention programs have been implemented? You need to identify at least 1 universal, 1 selective, and 1 indicated prevention approaches/programs (You will learn in class what these different types of prevention/intervention programs are.)
  - What theories, if any, have guided the development of these programs?
  - How has their effectiveness been evaluated and what are the results?
  - In what ways, if any, have sexism, racism, classism, and heterosexism interactively shaped the development of these programs?
  - In what ways do gender, race, class, sexual orientation, faith, immigration status, disability impact the effectiveness of these programs?
  - In what ways and to what extent have the previous and current programs promoted social justice and social change?

- **Recommended prevention/intervention models.** Based on your analyses, you should recommend comprehensive prevention/intervention programs at micro, mezzo, and macro levels. You need to articulate theories that underlie your proposed prevention/intervention programs. You are expected to analyze in what ways and to what extent your proposed programs promote social justice and social change.

  You are encouraged to conduct additional research, such as interviewing social workers and other practitioners in the field.
c) **Class presentation (5% of grade).** In Class 12 (4/12/2004) or Class 13 (4/19/03), you will make a brief presentation of your proposed model intervention/prevention programs. You will have the opportunity to revise and refine your Term Paper based on the feedback you receive during and after the presentations.

5) **Class Attendance & Participation (5% of grade).** Attendance is expected at each class. More than two absences will lower one's letter grade by one half.

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**COURSE SCHEDULE & READINGS**

- Denotes that the reading is in the coursepack
- Denotes that the reading is on Reserve at SW Library
- Denotes that you will receive a copy of the reading in class
- Denotes that the reading is from the textbooks
- Denotes that reading is available on the web (and thus not in the coursepack or on Reserve)

### Unit 1: OVERVIEW

#### Class 1: 1/12/2004
Definitions and Extent of the Problem

*Required reading:*


*Suggested reading:*


#### 1/19/2002 MLK Day

#### Class 2: 1/26/2004
Theories and Dynamics of Family Violence

*Required reading:*


*Suggested reading:*

Class 3: 2/2/2004
Attitudes toward family violence; Feelings about working with survivors/victims and offenders

Required reading:

Unit 2: EPIDEMIOLOGY: PREVALENCE, RISK & PROTECTIVE FACTORS, AND CONSEQUENCES

Class 4: 2/9/2004
Class 5: 2/16/2004
- Child abuse: physical abuse, neglect, emotional abuse
- Intimate partner violence: woman abuse, man abuse, homicide, children exposed to parental violence
- Elder abuse
- Dating violence
- Sibling abuse

Small groups of students will prepare a presentation on the prevalence, risk and protective factors, and consequences of a specific type of family violence (see Section on Course Assignments for more detail). Specific types of violence to be covered will be determined by the stated purpose of the course, students’ interests, and the number of enrolled students.

Required reading:

Suggested reading:


Chap. 2. Giles-Sims, J. The aftermath of partner violence.


Chap. 5. West, C.M. Leaving a second closet: Outing partner violence in same-sex couples.

Chap. 6. West, C.M. Lifting the “political gag order”: Breaking the silence around partner violence in ethnic minority families.


2/23/2004 Spring Break

Class 6: 3/1/2004 Commonalities and differences across different types of violence Implications for social work practice

Unit 3: ASSESSMENT, INTERVENTION, PREVENTION


Guest Speaker: Kathleen Faller, Ph.D. MSW

Required reading:


Additional readings will be assigned by the guest speaker.

Suggested reading:


Class 8: 3/15/2004 Risk Assessment, Reporting, Crisis intervention, Advocacy- Elder abuse

Guest Speaker: Katherine P. Supiano, MS, CSW. Turner Geriatric Clinic Social Work Program

Required reading:


Additional readings will be assigned by the guest speaker

Class 9: 3/22/2004 Working with battered women: Risk Assessment, Reporting, Crisis intervention, Advocacy  
Guest Speakers: Paula Callen, Michigan Coalition Against Domestic & Sexual Violence  
Required reading:  
- Chaps. 7 & 8. Safety planning with battered women  
Suggested reading:  
  - Chap. 5 “Counseling practice with battered women,”  
  - Chap. 7 “Counseling to end woman battering,”  
  - Chap. 8 “Carrying it on”  

Class 10: 3/29/2004 Prevention, Community Organizing, Coordinated Community Response  
Guest Speakers: Sue Kaufmann, Center for the Education of Women, Chair, Washtenaw County Coalition on Gender Violence and Safety  
Required reading:  
Additional readings will be assigned by the guest speaker.

Class 11: 4/5/2004 Working with batterers  
Guest Speaker: Dan Saunders, Ph.D., MSW  
Required reading:  
Additional readings will be assigned by the guest speaker.  
Suggested reading:  
UNIT 4. INTEGRATION

Suggested reading:

Class 12: 4/12/2004 Student presentations; Intervention and prevention: micro, mezzo, and macro practice
Class 13: 4/19/2004 Student presentations; Synthesis & Future Directions; Course Evaluation
RECOMMENDED BOOKS AND ARTICLES:


**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
Selected MLK Day/Week Events

MLK Memorial Lecture: Lani Guinier, Harvard Law Professor
Monday, January 19, 2004, 10:00AM, Location: Hill Auditorium
For more information please contact: Silvia E. Carranza, 734-936-1055
The 17th Annual Reverend Dr. Martin Luther King Jr. Keynote Lecture will be given by Professor Lani Guinier of Harvard Law School. Professor Guinier, the first African American woman to be appointed to a tenured professorship at Harvard Law School, will discuss the interplay between legal and political solutions to social justice challenges, with special attention to the relationship between then director counsel of the NAACP Legal Defense Fund (later Supreme Court Justice) Thurgood Marshall and Dr. Martin Luther King, Jr. Professor Guinier will also discuss the role that education plays in our democracy and the way in which the recent Supreme Court decisions in the Michigan affirmative action cases continue conversation between lawyers, public policy officials and grassroots activists.

“Health Disparities: Still Separate? Still Unequal?: A Conversation with Dr. Camara Jones,
Monday, January 19, 2004, 11:45 AM, Location: Towsley Center, Medical School Dow Auditorium
For more information please contact: Aurora Kamimura, 734.615.7016
Camara Phyllis Jones, MD, MPH, PhD is Research Director on Social Determinants of Health in the Division of Adult and Community Health, National Center for Chronic Disease Prevention and Health Promotion, Centers for Disease Control and Prevention. Dr. Jones currently serves on the Board of Directors of the National Black Women’s Health Project, the Executive Board of the American Public Health Association, and the Board of Directors of the American College of Epidemiology. A board certified family physician and epidemiologist whose work focuses on the impacts of racism on the health of the health and well being of American society, Dr. Jones will discuss the topic of race and the health effects of racism. She will also discuss the ways in which definitions of race and racism, while arbitrary, undermines the potential of U.S. society as a whole.

The Right to Vote: Whether Voter Disenfranchisement Laws Impact Communities of Color
Monday, January 19, 2004, 12:30:00 PM, Location: Hutchins Hall, Room 250
For more information please contact: Trudy Feldkamp, 734-936-0776

"Still Separate? Still Unequal?: Mobilizing Communities for Social Action
Wednesday, January 21, 2004 12:00:00 PM, Location: SSWB, Educational Conference Center
For more information please contact: Larry Gant, 763-5990
Our guest speaker is Arturo Rodriguez, President of United Farm Workers of America, AFL-CIO. Carrying on the organization and strategies of the late Cesar Chavez, Mr. Rodriguez (UM-MSW ’73) will discusses strategies for community organization and mobilization in multicultural communities and organizations. We will continue to develop an ongoing social action agenda for the School of Social Work as well as Detroit and southwest Michigan. The program convenes at 12:00 pm after a School of Social Work invited luncheon.

Racial & Ethnic Differences in Mental Health: Results from the National Survey of American Life
Wednesday, January 21, 2004 10:30:00 AM, Location: Mott Hospital, MCHC Auditorium F2305
For more information please contact: Margaret Ball, 936-5891
This lecture will be presented by James S. Jackson, Ph.D., Research Scientist, Research Center for Group Dynamics, Professor of Psychology and Director of the Center for Afro-American and African Studies, University of Michigan.
SW702 – FAMILY VIOLENCE PREVENTION & INTERVENTION, WINTER 2004

Student Profile

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.____________________|____________________|