I. COURSE RATIONALE

Social workers in clinical practice need to be able to identify, assess, and intervene with individuals and families where violence is present. Intimate Partner Violence (or Domestic Violence) Mini Course (SW 611) is designed to begin the preparation of students for service delivery within the field of domestic violence. It builds upon the foundation created by SW 220, SW 530, SW 532, SW 540, SW 541, SW 555, and SW 510, which are the preparatory courses for entry into the Social Work field placement.

This course provides students with a beginning understanding of domestic violence including definitions, prevalence, theoretical frameworks, dynamics, and consequences for the individual, the family, the community and society. Prevention and intervention practice models are discussed within a clinical and strengths framework. Students are introduced to the strengths perspective as a lens through which to guide their work toward social justice with people affected by domestic violence. This course is intended to help students decrease their avoidance and fear, if any, towards domestic violence issues, and increase motivation to intervene by developing skills required to assess, intervene, and prevent domestic violence cases as culturally competent generalist practitioners.

II. EDUCATIONAL OUTCOME

a) Students will increase knowledge about domestic violence including:
   ♦ Definition and types of domestic violence;
   ♦ How society has come to view this as a social problem;
   ♦ The extent of the problem;
   ♦ Factors that contribute to it and characteristic and dynamics;
   ♦ Causes and consequences of domestic violence; and
   ♦ Specific interventions within the values and ethics of the social work profession used with individuals, groups, families, and community affected by domestic violence. (BSW Program Objective 1, 2, 4, 6, 7, and 8)
b) Students will be able to expand their understanding on values and ethics of social work profession and to apply the concept in looking at the harmful impacts of discrimination and oppression on people exposed to domestic violence in order to promote individual and collective well being as well as social justice in accordance with social work values and ethics. (BSW Program Objective 2)

c) Students will be able to identify personal biases and prejudices towards people affected by domestic violence as well as strategies for dismantling them in favor of social justice thinking and social work values. (BSW Program Objective 2, 3 and 4)

d) Students will be able to identify and demonstrate skills to assess internal and external strengths of individuals, couples, and families who have been affected by domestic violence and to use those strengths to enhance the therapeutic process. (BSW Program Objectives 1 and 2)

e) Students will be able to identify and demonstrate skills to assess society’s response towards domestic violence and to advocate for justice for this oppressed and victimized population. Especially, students will understand how cultural diversity affects the expression and response to domestic violence as well as process and dispel the myths and stereotypes that support family violence and be able to incorporate this knowledge to provide appropriate, culturally sensitive interventions. (BSW Program Objectives 3, 4, 5 and 7)

f) Students will be able to identify and demonstrate skills to evaluate services and interventions intended to ameliorate the various forms of domestic violence. (BSW Program Objective 6 and 8)

III. INTERWEAVING CURRICULUM THEMES

1. Strengths
   The strengths perspective is central to our work as social workers. It provides a lens through which to see consumers’ difficulties as well as their inherent strengths – those resources that build resilience. Strengths are evident in all types of client systems and their environments. This domestic violence class will focus on not only the identification of strengths, but it will pay particular attention to learning to build the capacity of natural supports and strengths of clients affected by domestic violence. The strengths perspective leads naturally to empowerment work. Students will gain an understanding of the process by which client systems empower themselves to reach client centered goals.

2. Critical Perspective
   A critical perspective is necessary to understand the interwoven nature of power and systems. Vulnerable and disenfranchised individuals and groups experience oppression in our society. By understanding the interplay of systems (i.e. people,
policies, and power) social workers emerge as change agents working toward social and economic justice. In this domestic violence class, students will learn to critically analyze the different forms of domestic violence by examining: (1) competing theoretical perspectives on the causes and consequences of domestic violence, and (2) the benefits and consequences of competing practice interventions. Students are encouraged to use critical thinking and reflection in assessment and intervention process. An important part of the development of a critical perspective in this course is the thorough examination of the underlying values, beliefs, and assumptions about the interplay between human behavior and well-being and the effects of domestic violence.

3. Social Justice
Understanding social justice is fundamental to social work. It involves a critical perspective and social work values. At the heart of this foundation is the belief that privilege experienced when oppression exists must be spent in action to bring about justice. Social and economic justice plays a large role in family violence. This domestic violence class will heighten students’ awareness of power, privilege, and justice. Students will gain greater understanding of society’s forces upon clients affected by domestic violence. Students in this course will learn to analyze and respond to domestic violence issues and challenges with the goals of advocating for populations at risk, ending oppression and discrimination, and promoting social and economic justice.

4. Diversity
Eradicating oppression and its particularly negative effects on our society’s ability to value diversity on the bases of race, ethnicity, gender, class, disability, culture, age, religion, spirituality, and sexual orientation is central to our work together in this class. A key part of treating domestic violence involves identifying how institutionalized oppression has created and maintained advantage, or privilege for some groups and cumulative disadvantage and oppression as well as internalized oppression for others. Valuing diversity requires that social workers end institutionalized and societal oppression that devalues the lives of certain groups of people and work to build a society that celebrates, affirms, and enhances the strengths, contributions, and social and economic well-being of diverse groups and populations.

IV. THE LIBERAL ARTS PERSPECTIVE

Because practice requires the creative blending of knowledge, skills and values, students need a broad based focus. Analyzing social problems, policies, and programs requires knowledge about theories, research, and perspectives that is available to us from fields including history, sociology, religion, political science, psychology and economics. This domestic violence course will allow students to analyze the social problem of domestic violence using theory, research, and knowledge from multiple disciplines. Furthermore, the liberal arts perspective contributes to knowledge and skills toward thinking, writing, and speaking clearly and effectively. Students must be able to communicate at the
various levels in interactions with client systems, supervisors, colleagues, and other community members.

V. PROFESSIONAL PURPOSE AND VALUES

Throughout the BSW program students will develop their professional skills and understanding of social work values. This domestic violence course focuses on a developing understanding of the ecological systems perspective and the person – environment framework. Social work practice is framed within client centeredness, consumer driven goals and interventions with self-directedness and empowerment at the forefront. Students are exposed to social work values and ethical dilemmas that can occur in practice with population affected by domestic violence.

VI. FUNDAMENTALS OF SOCIAL WORK PRACTICE AND HUMAN DIVERSITY

Family violence is a widespread social problem that crosses all socio-economic groups, ethnicities, and cultures. This domestic violence class will include readings, assignments, and class discussions that all address how human diversity affects the expression and response to domestic violence.

VII. TOPICS

Required:
- Overview of domestic violence: types and prevalence
- Theoretical paradigm that attempts to explain causes and consequences of domestic violence
- Domestic violence among vulnerable population (at least two of the following groups)
  - people of color (including immigrants and refugees)
  - people with various religious beliefs or spirituality
  - elderly
  - disabled
  - people in same sex relationships
- Assessment issues
- Intervention with victims and perpetrators; micro and macro approaches (including community responses); safety plan; practice theories and models

Recommended:
- Domestic violence among vulnerable population
  - people of color (including immigrants and refugees)
  - people with various religious beliefs or spirituality
  - elderly
  - disabled
  - people in same sex relationships
- Domestic violence and other social problems
child abuse (including victims’ relationship with CPS professionals)
substance abuse
poverty
juvenile violence

VIII. RECOMMENDED READINGS

• There is no required text for this course as it is difficult to find ONE textbook that covers wide variety of must-cover topics listed above.
• Instructors may pick one or two must-read and have students pick one or two more articles from the list below. Thus, all students must have read at least 3 articles before the class to participate in class discussions.
• Instructors may add more recent readings (books and journal articles) to reflect the most current literature in the field as long as the instructor is following the course rationale and educational outcomes.

Definition, types, prevalence, and consequences


**Theoretical Paradigms: Why men batter and why women stay**


Victims’ Relationship with helping professionals


Community response


DV and other social problems: Substance abuse


DV and other social problems: Poverty


DV and other social problems: Child maltreatment


Assessment issues


**Intervention: Victims**


Farr, K. (2002). Battered women who were "being killed and survived it": straight talk from survivors. Violence and Victims, 17(3), 267-281.


Intervention: Perpetrators


Diversity issues: Same sex relationships


Diversity issues: Elders


Diversity issues: People with disabilities


Diversity issues: Racial minorities


**Diversity issues: Religious beliefs and spirituality**


IX. RECOMMENDED ASSIGNMENTS

Instructors may select some (at least two of the following, for example, 1 and 2, or 2 and 4, or 1, 2, and 3, or 1, 2, and 4) of assignments listed below. Detailed descriptions may be provided separately if instructors feel the need.

1. **Critical Reflections of the Readings**: Students will complete two, 3-5 page papers which critically analyze the 2 topic areas (out of various topic areas covered in the course schedule) covering at least 5 articles for each topic chosen from the recommended reading list. Students will present their reflection paper in class. This is to develop student’s abilities in articulating an understanding of reflective practice and critical thinking through self-reflective writing and communication, and demonstration of critical thinking in class participation. (Educational outcome a and b)

2. **Individualized Safety Plan**: Students will develop a safety plan for one other person. Students will interview a woman of their choice (friend, neighbor, member of own family) and create an individualized safety plan for that person using the format provided in class. The completed plan should respect the confidentiality of the person for whom it is developed. Students should also include a 3-5 page summary of the process of developing the safety plan, the issues it brought up, and the feelings attached to the exercise by both the student and their safety plan recipient. (Educational outcome a and f.)

3. **Case Analysis**: Students will select a case example (provided by the instructor) and write a paper outlining the intervention plan beginning with
engagement and assessment and ending with termination and evaluation with special attention given to diversity issues. (Educational outcomes a, c and f.)

4. **Literature Review Term Paper:** Students will complete one, 15-20 page paper which will critically analyze the 2 topic areas combined (for example, elders and spirituality) that may or may not have been covered in the course schedule (student must discuss their topic areas with their instructors). The paper may include the following questions (or instructor may provide other detail guidelines):

- What are the main points of articles?
- Describe the methodology used (include number of subjects, controls, treatments, etc.). What were their strengths and weaknesses of each article?
- Describe the findings. Distinguish between assertion and evidence.
- How did they define domestic violence (spousal abuse or intimate partner violence) and two other topics you’ve chosen to review (for example, elders and spirituality)?
- What, other than the above already mentioned items, are notable about these articles? (Which one seems to be a landmark study? Does any of the studies have flaws? Which ones are experimental studies, qualitative or quantitative?)
- Note specific details you find especially relevant to the topic of your review.
- Identify the major trends or patterns in the results of previous studies
- Identify gaps in the literature
- Identify relationships among studies (Educational outcomes a, b, c, d, e, f)

X. **GRADING**

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>73-76</td>
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<tr>
<td>C</td>
<td>70-72</td>
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<tr>
<td>D</td>
<td>60-69</td>
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<tr>
<td>F</td>
<td>59 and below</td>
</tr>
</tbody>
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A. **Incomplete grades.** A temporary grade of Incomplete may be assigned to a student who, for a reason beyond the student’s control, has been unable to complete the required work in a course on time. It is the student’s responsibility to request an Incomplete from the instructor. A request signed by the student and the faculty member must be on file when grades are submitted. A student may not enroll in a course sequential to one in which he or she has an I or F letter grade. An incomplete not removed by the end of the next semester will be changed to an F.
B. The Master syllabi should specify:
   Attendance policies for BSW courses. For example: Class attendance is very
   important. More than two absences could result in the loss of all your
   attendance points. More than four absences will result in failure in this class.
   If you have missed two classes, please arrange an appointment with me to
discuss the reasons for the absence and to arrange for make-up work that will
count toward your class participation points. Points are deducted for missing
class and coming to class late (3 pts. for each absence/lateness).

Individual instructors’ syllabi should specify the following:
C. The weighting of each assignment in the course and the dates by which they
   are done.
D. For every assignment, explain the standards used for grading.
E. If class participation is part of the grade, indicate what this means. For
   example, if 10 points are awarded for class participation, one point will be
   deducted for every class missed.
F. Indicate the policy on late assignments, e.g., they are not accepted and treated
   as an “F” grade or the grade is reduced by ___ for each day, week, etc.
G. Indicate how final grades will be determined.

Written work should meet basic standards of writing proficiency, and should conform to
accepted standards of citation. The format found in the Publication Manual of the
American Psychological Association (APA) should be used for all papers. If you are
unsure of how to cite sources, please see the instructor. Remember that plagiarism is a
serious offense and violates the standards for academic integrity. Written assignments
are graded based on the following criteria:

- thoroughness and completeness of content;
- clarity and logic of presentation;
- evidence of critical thought;
- quality of writing
- APA style

Late Assignments: All assignments are due at the beginning of class on the date assigned.
The grade for an incomplete assignment will be 0 and the grade for a late but complete
assignment will be reduced by 50% (If your work was worth 25 points out of total 30
points but you turned it in late, you will end up with 12.5 points out of total 30 points).
(Exceptions will be made only in extreme circumstances and must be approved by the
instructor PRIOR to the due date.)

Incomplete grades: Incompletes will only be granted at the discretion of the instructor
under special circumstances. It is the student’s responsibility to request an Incomplete
from the instructor before the end of the semester. A request signed by the student and
the faculty member must be on file when grades are submitted.
COURSE FORMAT

This course is founded upon student participation. All students are encouraged to participate through discussions in class. The class format will include lectures, videos, guest presentations, and in-class group exercises.

Regular attendance is critical to student participation and the success of the course. Please come to class prepared to participate in discussions about reading assignments and previous lecture materials. Attendance and participation (which includes presentation of your reflection paper) count as 40% of your final grade.

**PLEASE NOTE:** If you arrive late or leave early, regardless of the reason, you forfeit 50% of your points for that session (being treated as incomplete assignment). If you missed a class but turned in your reflection paper **before** the class (via email), you will earn 50% of your points for that session (being treated as an incomplete assignment). If you missed a class and turned in your reflection paper late, your grade for that class session will be reduced by 50% (being treated as a late assignment).

If you miss two entire sessions, regardless of the reason, your final overall grade for the class will be reduced by one letter grade (If you accumulated 96% (A) at the end of the semester, you would end up with 86% (B)). **If you miss more than two sessions (three and more), you will fail the class.**

XI. RECOMMENDED CLASS SCHEDULE

Insert your own class schedule here:

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topics</th>
<th>Assignments</th>
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| Week 1| Introduction of the course  
Definition, types, prevalence, and consequences | 3-4 Readings                         |
| Week 2| Theoretical paradigms and Community responses               | 3-4 Readings                         |
| Week 3| Assessment and intervention (Victim and perpetrator)        | 3-4 Readings                         |
| Week 4| Assessment and intervention cont’d                         | 3-4 Readings                         |
| Week 5| DV and other social problems:  
Substance abuse and child maltreatment                      | 3-4 Readings & 
Assignment: Individualized Safety Plan Due |
| Week 6| DV and diversity issues: Same sex relationships and people with disabilities | 3-4 Readings |
| Week 7| DV and diversity issues: Racial minorities; religious beliefs and spirituality | 3-4 Readings & 
Assignment: Case Analysis Due |
XII. SPECIAL CONSIDERATIONS

If there are any circumstances, which require that I and/or the class adapt to your special needs, please consult with me. If any member of the class feels that she/he has a disability, please advise the instructor of the disability as soon as possible to discuss accommodations. Circumstances such as a family emergency may interfere with your completing the assignments as assigned, or meeting the due dates for assignments. Please discuss any such circumstances or events with the instructor as the earliest time possible. The University of Kansas has supportive programs in place to assist those students who have special learning needs with successfully meeting course expectations.

Please notify the instructor at least one week in advance if your religious observances conflict with class or due dates for class assignments so we can make appropriate arrangements.

Writing center
Most colleges and universities have a writing center, a place for students to talk about their writing with trained peer consultants. At KU, our writing center has locations across campus called Writer's Roosts. Please check the website at www.writing.ku.edu for current locations and hours. The KU Writing Center welcomes both drop-ins and appointments, and there is no charge for the services. For more information, please call 864-2399 or e-mail writing@ku.edu.

XIII. POLICY ON RECORDING AND SHARING RECORDINGS OF LECTURES

Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. On request, the instructor will usually grant permission for students to audio tape lectures, on the condition that these audio tapes are only used as a study aid by the individual making the recording. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.
XIV. INSTRUCTOR AVAILABILITY

Provide students with information on how to see and/or reach you.

XV. HIPAA REGULATIONS

The Health Insurance Portability and Accountability Act (HIPAA) requires that any personal information that may identify a person must be removed to protect confidentiality. Confidentiality applies to both classroom discussions and to written work. Please follow these simple, yet essential guidelines:

- Always disguise the name and other personal identifying information when you speak and write about a person, following the guidelines established by HIPAA.
- If writing in great detail about a client, ask permission from the client.
- Share nothing about specific clients, agencies or other students outside of the classroom.

Any information shared with the class/instructor will be confidential, within the limits defined by the Code of Ethics and state guidelines.

*Individual instructors’ syllabi should be exactly the same as in the master syllabus.*

XVI. INCLEMENT WEATHER POLICY

In the event of inclement weather students should call
- Lawrence: the University (785) 864-SNOW, or if hearing impaired and have TTY/TDD equipment, (800) 766-3777
- Edwards Campus: (913) 897-8499
- KCKCC Campus: (913) 334-1100

to determine if classes have been cancelled. Class will be held if classes have not been cancelled, and students should contact the instructor if weather or driving conditions make it impossible for them to get to class.