Prerequisite: Advanced Level MSW student
Credit Hours: 3

I. COURSE RATIONALE

Social workers in clinical practice need to be able to identify, assess, and intervene with individuals and families where intimate partner violence is present or occurred in the past. This advanced practice course in Intimate Partner Violence addresses the seriousness and extent of the problem, contributing factors, consequences for the individual, the family, the community and society. Prevention and intervention practice models will be discussed within a clinical and strengths framework with a focus on developing skills for assessment, intervention, and prevention of violence with individuals and families.

Students are introduced to how the strengths perspective is a lens through which to guide their work toward social justice with people affected by intimate partner violence. This course is intended to help students decrease their avoidance and fear, if any, towards intimate partner violence issues, and increase motivation to intervene by developing skills required to assess, intervene, and prevent intimate partner violence cases as culturally competent clinical social worker.

II. EDUCATIONAL OUTCOME

1. Use a variety of theoretical perspectives to understand various forms of intimate partner violence throughout the life span. (Reflects Clinical Social Work Educational Objectives 1, 3, & 4.)

2. Understand the psychological, social, physical, legal, and financial consequences of intimate partner violence on the victims, perpetrators, children, the community, and society as a whole. (Reflects Clinical Social Work Educational Objectives 1, 3 & 4.)

3. Compare and contrast the most common approaches for assessment and diagnosis in the field of intimate partner violence, including the DSM - IV. (Reflects Clinical Concentration Objectives 1, 4, 5)

4. Understand the stages and types of intervention across different types of abuse, for treatment of both perpetrators and survivors. (Reflects Clinical Social Work Educational Objectives 2 & 3.)
5. Acquire intervention skills in the following areas: Assessment and engagement; middle stages of intervention, including a variety of specific techniques for use with intimate partner violence clients; professional use of self; the change process; termination; and outcome and evaluation. (Reflects Clinical Social Work Educational Objectives 1, 2, 3, 4, & 7.)

6. Recognize the strengths of individuals, couples, and families who have been affected by intimate partner violence and use those strengths to enhance the therapeutic process. (Reflects Clinical Social Work Educational Objectives 1 & 6.)

7. Understand how cultural diversity affects the expression and response to intimate partner violence as well as process and dispel the myths and stereotypes that support intimate partner violence and be able to incorporate this knowledge to provide appropriate, culturally sensitive interventions. (Reflects Clinical Social Work Educational Objectives 1 & 5.)

8. Develop awareness of personal attitudes, beliefs, and values as they affect provision of services in the intimate partner violence arena. (Reflects Clinical Social Work Educational Objective 6.)

9. Understand the complex social policy and service delivery issues that affect provision of clinical services to survivors and perpetrators of intimate partner violence. (Reflects Clinical Social Work Educational Objective 3.)

The educational outcomes in individual instructors’ syllabi should be exactly the same as in the master syllabus.

III. CURRICULUM THEMES

1. Strengths Perspective
   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 intimate partner 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 intimate partner 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 intimate partner violence class, students will learn to critically analyze the
different forms of intimate partner violence by examining: (1) competing theoretical perspectives on the causes and consequences of intimate partner 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 intimate partner 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 intimate partner violence. This class will heighten students’ awareness of power, privilege, and justice. Students will gain greater understanding of society’s forces upon clients affected by intimate partner violence. Students in this course will learn to analyze and respond to intimate partner 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 intimate partner 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.

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

**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 intimate partner violence course will allow students to analyze the social problem of intimate partner 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.
Individual instructors’ syllabi should be exactly the same as in the master syllabus

V. PROFESSIONAL PURPOSE AND VALUES

Throughout the advanced level MSW program students will develop their professional skills and understanding of social work values. This intimate partner violence course builds on the generalist foundation, with the overall purpose of enhancing social well-being of oppressed populations. 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 intimate partner violence.

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

VI. PREPARATION FOR PRACTICE WITH DIVERSE POPULATIONS

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

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

VII. Topics
Required:
1. Overview of intimate partner violence: types and prevalence
2. Theoretical paradigm that attempts to explain causes and consequences of intimate partner violence
3. Assessment issues
4. Intervention with victims and perpetrators; micro and macro approaches (including community responses); safety plan; practice theories and models
5. Intimate partner violence and other social issues
   ✓ Domestic violence and child abuse (including victims’ relationship with CPS professionals)
   ✓ Domestic violence and elder abuse
   ✓ Domestic violence and substance abuse
   ✓ Domestic violence and poverty
6. Intimate partner violence among vulnerable population
   ✓ people of color (including immigrants and refugees)
   ✓ people with various religious beliefs or spirituality
   ✓ children and adolescents
   ✓ elderly
   ✓ disabled
✓ people in same sex relationships

Recommended

Individual instructors’ syllabi should provide a topical outline for the course and provide adequate information to determine where and when the required topics are being covered

VIII. RECOMMENDED READINGS

Text:

READINGS


**Website information:**


Black Gay Research Group: [http://www.blackgayresearch.org/about.html](http://www.blackgayresearch.org/about.html)


For individual syllabus, remove the word “RECOMMENDED.” In addition individual syllabi need to specify which readings are required and which are recommended. The entire list of “additional resources” does not need to be included in individual syllabi.

IX. RECOMMENDED ASSIGNMENTS

Reading Reflections: Students will complete two 3-5 page papers which critically analyze two of the six topic areas covering 8-10 articles or chapters chosen from the readings or books on the reading list. Further instructions will be given in class. (The purpose of this assignment is to assess your progress on Clinical Social Work Educational Objectives 4 & 5.)

Community Attitudes and Awareness Project: See Handout on Instructions and Assignment Guidelines (Reflects Clinical Social Work Educational Objectives 5 & 6)

Grading rubric:

<table>
<thead>
<tr>
<th></th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity of Sources</td>
<td>10%</td>
</tr>
<tr>
<td>Thoroughness of the project (fully covering the assignment guidelines)</td>
<td>35%</td>
</tr>
<tr>
<td>Thoughtfulness of the project (extent of your response to the assignment guideline)</td>
<td>30%</td>
</tr>
<tr>
<td>Grammar and spelling</td>
<td>10%</td>
</tr>
<tr>
<td>APA Formatting</td>
<td>5%</td>
</tr>
<tr>
<td>Presentation</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Special Topics Paper: Working with Vulnerable Populations – See Assignment Guidelines (Reflects Clinical Social Work Educational Objectives 1, 3, 4 & 5)
Case Analysis: Students will select a case example (provided by the instructor) and write a paper outlining the safety and intervention plan beginning with engagement and assessment and ending with termination and evaluation with special attention given to diversity issues. (The purpose of this assignment is to assess your progress on Clinical Social Work Educational Objectives 1, 2, 3, 4, 5, & 7.)

X. GRADING
What Grades Mean (plus and minuses are assigned at instructors’ discretion)

A = Exceptional work: outstanding: this grade will be assigned to work that shows extensive use of the literature as well as wide use of concrete examples from practice.

B = Fully meets graduate standards: this grade will be assigned to work in which all aspects of assignments are completed satisfactorily, showing a combination of accurate use of theory and principles, and precise descriptions of practice.

C = Overall performance is unsatisfactory, below graduate standards, although all aspects of assignments were completed.

F = Failure: overall quality of work is unsatisfactory, or some aspect of assignments not done.

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.

Individual instructors’ syllabi should specify the following:

A. The weighting of each assignment in the course and the dates by which they are done.

B. For every assignment, explain the standards used for grading.

C. 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.

D. 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.

E. Indicate how final grades will be determined

ATTENDANCE POLICY
Students are expected to attend class (and be on time), which is essential for learning skills, learning from lecture and class discussion and for socialization to the profession of social work. Students may miss two classes only without penalty. A third absence will result in
deduction of a full letter grade in the class. Additional absences will result in the student being asked to withdraw from the course or be assigned a failing grade.

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

**XI. SPECIAL CONSIDERATIONS**

For example: If there are any circumstances, which require that I and/or the class adapt to your special needs, please consult with me. Circumstances include such things as a disability or a family emergency that may interfere with your completing the assignments as assigned, or meeting the due dates for assignments. 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 me if your religious observances conflict with class or due dates for class assignments so we can make appropriate arrangements.

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

**XII. 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.

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

**XIII. 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.**

**XIV. INSTRUCTOR AVAILABILITY**

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

**XV. 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.

**READINGS**

*Definition, types, prevalence, and consequences*


**Theoretical Paradigms**


**In Her Shoes**


**Danger Assessment and Safety Planning**


**Assessment and Practice Theories and Models**


**Stages of Healing/Barriers to Healing**


**Intervention with Victims**


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


**Children and Domestic Violence**


**Diversity: Domestic Violence with Vulnerable Populations**

LGBT Victims


Racial Minority Victims


**Elderly Victims**


People with disabilities


Immigrant Victims


Intervention for Batterers


**DV and other Social Issues**

**Substance abuse**


**Religious beliefs and spirituality**


Poverty


Community Responses


Protective Mothers

