

SOWK 666
DOMESTIC VIOLENCE

FALL 2007

Instructor: Dr. CarolAnn Peterson, Ph.D.
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Section:
Location: City Center campus
Day/Time: Saturday, 9:00 a.m. to 4:00 p.m.

I. COURSE DESCRIPTION

This course will focus on the issue of domestic violence from the intervention point of view. Course content is structured on an interdisciplinary perspective that will enable students to recognize domestic violence and be able to examine not only effective intervention measures, but also preventative methods. The course will demonstrate how these tools and this knowledge can be optimized through the intersection of various organizations in working with victims/survivors, batterers and each other.

Current issues of domestic violence to be addressed in this course include why victims stay, when victims leave, the role of social workers, law enforcement, shelters, batterer's intervention programs, the impact of domestic violence on children, mental health and substance abuse concerns, cultural awareness issues, theory and research of domestic violence.

This course examines controversial theories of domestic violence: e.g., battering is a learned behavior vs. a psychology behavior; assessing for the dangerousness of domestic violence. The course also provides the tools and knowledge that will assist students working with victims/survivors/batterers to make decisions that are in the victims/survivors/batterer's own best interest. Students will be able to identify the necessary services that are available for referral and understand how best to interact with other agencies on behalf of the victim/survivor or batterer.

II. COURSE OBJECTIVES

Students will be taught the following techniques, information and practical data to develop appropriate intervention skills of:

1. Identifying the dynamics and increase the awareness of domestic violence and the impact on the family.

2. Assessing for the safety of the victims of domestic violence, including children's safety.
3. Learning how to interact with the appropriate agencies in assisting victims/survivors/batterers (i.e., law enforcement, shelters, courts, district attorneys/city attorneys, medical professionals, social workers, law enforcement, health, mental health and substance abuse professionals, etc.) and in recognizing and assisting domestic violence families.
4. Identifying post-traumatic stress disorder in victims/survivors of domestic violence in conjunction with the Stockholm Syndrome.
5. Understanding the issue of why batterers batter.
6. Understanding the influence of culture on a victim's decision to stay.
7. Identifying legal issues that impact victims/survivors, advocates, batterers, law enforcement, employers, social workers, etc.
8. Understanding how domestic violence affects children; influencing why victims stay/when victims leave.
9. Recognizing and understanding the reasons why victims stay/when victims leave.

III. COURSE FORMAT

A combination of lecture, interactive exercises, videos for class discussion, role play interviews (how to talk to a victim of domestic violence, counseling skill issues, etc.), guest lecturers.

IV. COURSE EVALUATION AND GRADING

Students are expected to attend every class and to remain in class for the duration of the session. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by telephone or email of any anticipated absence or reason for tardiness.

Seminar grades will be based on the following:

CLASS PARTICIPATION (NO MORE THAN 10%)

Students will be required to read the course manual which was developed by the instructor on domestic violence. Each session several chapters will be assigned for the next week's discussion. Students will also be required to read three texts which are authored by some of the top researchers on domestic violence victims and batterers. Students are expected to participate in interactive exercises in class and participate in class discussions.

Evaluation of class participation includes frequency, quality of participation, discussion, attendance, and involvement in interactive exercises. Students will be expected to discuss their questions and ideas in relation to weekly readings, exercises and videos.

WRITTEN ASSIGNMENTS

Pre- and post-tests will be given which will comprise 10% of the grade.

Homework assignments will account for 35% of the grade. These will consist of research, as well as in-class, interactive exercises.

Students will also be assigned one paper during the course. The paper should focus on one of the topics covered by the course and concentrate on the background of the issue and what we know thus far of the problem/issue. The final paper will be to design or redesign an intervention program along with recommendations to improve the system. The final paper may take existing programs and re-design them in a fashion that would improve the outcomes. The final paper should include no less than 20 references with the vast majority being from accredited journals, and any supplements from the internet must be from recognized, reputable organizations. The final paper will also need to include a listing of funding sources – check www.fdncenter.org plus www.starguide.com. There will be more discussion in class on this issue. The final paper should be 10-15 pages in length.

The format for the paper is: 1 inch margins (top, bottom and sides), typed with 12 point type (preferably in Times Roman) and double spaced.

The paper will account for 45% of the grade.

However, students may choose to do an in-class presentation on any topic of domestic violence in lieu of the paper. You may choose to do a presentation alone or in a team. A team may not be more than 4 people, all members of the team must prepare and present equally on the topic. Each team member will be given the same grade.

Single presenters will be required to do a 45-minute to 1 hour presentation. Teams will be required to do a 2 hour presentation.

These assignments relate to course objectives 1-9 inclusive.

Lateness of Papers - Papers that do not meet the deadline may not be accepted unless prior arrangement has been made with the instructor. Late papers will be downgraded one full grade for each day late.

V. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the session. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by telephone or email of any anticipated absence or reason for tardiness. This policy exists because the social work program is one of professional preparation. In addition to acquiring theoretical knowledge, students are expected to acquire professional values, to integrate knowledge from a range of courses, to develop professional skills and be socialized into the profession. Members of the faculty of the School of Social Work are convinced that this cannot be accomplished through independent study alone. Thus, attendance at classes is required unless legitimate and special

reasons exist for absences or tardiness. Any such absences or tardiness should be discussed directly with the course instructor.

University of Southern California policy permits students to be excused from class, without penalty, for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

VI. COURSE EXPECTATIONS AND GUIDELINES

I. COURSE ASSIGNMENTS

Students will be required to read the course manual which was developed by the instructor on domestic violence. Each session several chapters will be assigned for the next week's discussion. Students will also be required to read three texts which are authored by some of the top researchers on domestic violence and batterers. Students are expected to participate in interactive exercises in class and participate in class discussions.

Students will also be assigned and required to write one paper during the course. The final paper will be to design an intervention program along with recommendations to improve the system. The final paper may take existing programs and re-design them in a fashion that would improve the outcomes. The mid-term paper can be the premise for the final paper. The final paper should include no less than 20 references with the vast majority being from accredited journals, and any supplements from the internet must be from recognized, reputable organizations. The final paper will also need to include a listing of funding sources – check www.fdncenter.org or www.starguide.com. There will be more discussion in class on this issue. The final paper should be 10-15 pages in length.

The format for both papers is: 1 inch margins (top, bottom and sides), typed with 12 point type (preferably in Times Roman) and double spaced.

II. FINAL EXAM

As mentioned above, there will not be a final exam instead there will be one final paper.

III. GRADING

Evaluation of class participation includes frequency, quality of participation, discussion, attendance, and involvement in interactive exercises. Students will be expected to discuss their questions and ideas in relation to weekly readings, exercises and videos.

Discussion and participation in exercises will count for 10% of the final grade; the mid-term paper will count for 35% of the final grade; and the final paper will count for 45%; the pre- and post-test will count for 10%. **Lateness of Papers** - Papers that do not meet the deadline may not

be accepted unless prior arrangement has been made with the instructor. Lateness of papers may result in a downgrade of one full grade for each day late.

Within the School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School:

- (1) Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have been demonstrated by the student.
- (2) A grade of B+ will be given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being evaluated in the assignment.
- (3) A grade of B will be given to student work which meets those basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations.
- (4) A grade of B- will denote that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of the content and/or expectations.
- (5) A grade of C would reflect a minimal grasp of the assignment, poor organization of ideas and/or several significant areas requiring improvement.
- (6) Grades between C- and F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

VII. REQUIRED TEXTBOOK

Manual developed by instructor

Campbell, Jacquelyn C. 2007 (2nd Edition). Assessing Dangerousness: Violence by Sexual Offenders, Batterers, and Child Abusers, Springer Publications, Thousand Oaks, CA.

Gondolf, Edward W., 2001. Batterer Intervention Systems: Issues, Outcomes and Recommendations, Sage Publications, Thousand Oaks, CA.

Barett, Ola W., LaViolette, Alyce, April 2000. It Could Happen to Anyone, Sage Publications, Thousand Oaks, CA.

Required Readings

Aldridge, Mari L. & Browne, Kevin D. (July, 2003) Perpetrators of Spousal Homicide. Trauma & Abuse, Vol. 4, No. 3, 265-276 - **COPYRIGHT**

America's Professional Social Workers, Domestic Violence – Part III Flyer – **Handout**

Anderson, Michael A., Gillig, Paulette Marie, Sitaker, Marilyn, McCloskey, Kathy, Malloy, Kathleen and Grigsby, Nancy. (June 2003) Why Doesn't She Leave?: A Descriptive Study of Victim Reported Impediments to Her Safety. *Journal of Family Violence*, Vol. 18, No. 3 - **COPYRIGHT**

Aulivola, Michelle (January, 2004) Outing Domestic Violence: Affording Appropriate Protections to Gay and Lesbian Victims. *Family Court Review*, Vol. 42, No. 1, 162-177 - **COPYRIGHT**

CBS News, September 23, 2003. Tacoma Confidential (When the Abuser Wears a Badge), CBS News, New York, NY. - **Handout**

DuBow, Thea, Summer 1998. Pushed to the Limit by Abuse. *Jewish Woman Magazine*, New York, NY. – **Handout**

Ellison, Amy Robbins, Spring 2003. Surviving Abuse, *Jewish Woman Magazine*, New York, NY. – **Handout**

Family Violence Prevention Fund, 1997. Model Policy for Corporations, The Workplace Responds to Domestic Violence Manual, San Francisco, CA. – **Handout**

Ganley, Anne, Ph.D., March 1996. – Understanding Domestic Violence – From Family Violence Prevention Fund's Improving the Medical Response to Domestic Violence Manual, San Francisco, CA. - **Handout**

Girshick, Lori B., Ph.D., 1993. Teen Dating Violence, Violence Update: Response to the Victimization of Women and Children, Sage Publications, Thousand Oaks, CA. – **Handout**

Groves, Betsy McAlister, Winter 1999. Mental Health Services for Children Who Witness Domestic Violence, The Future of Children, DOMESTIC VIOLENCE AND CHILDREN, Vol. 9, No. 3. – **Handout**

Hart, Barbara J., Esq., 1993. Children of Domestic Violence: Risks and Remedies, Minnesota Center Against Violence and Abuse - **COPYRIGHT**

Kentucky Governor's Office of Child Abuse and Domestic Violence Services, 2001. Mental Health Intervention in Cases of Domestic Violence - **Handout**

Kentucky Governor's Office of Child Abuse and Domestic Violence Services, 2001. The Correlation of Domestic Violence and Chemical Abuse/Dependency – **Handout**

National Center for PTSD, What Is Post Traumatic Stress Disorder, Department of Veteran's Affairs, Washington, D.C. - **Handout**

National Center for PTSD, Effects of Post Traumatic Experiences, Department of Veteran's Affairs, Washington, D.C. - **Handout**

National Institute of Mental Health, September 2001. Helping Children and Adolescents Cope with Violence and Disasters, Bethesda, MD. - **Handout**

New Hampshire Coalition Against Domestic Violence – Domestic Violence on Children: A Fact Sheet - **Handout**

New York, Model Policy: Substance Abuse Treatment, 2001. Substance Abuse Treatment System – Model Policy Domestic Violence Policy for Counties – **Handout**

National Organization for Women Legal Defense and Education Fund, October 3, 2003. State Fact Sheets on Workplace Domestic Violence: Workplace Restraining Orders, Unemployment Insurance, Discrimination, and Employment Leave, New York, NY. – **Handout**

Partnership for Prevention, 2002. Domestic Violence and the Workplace, Washington, D.C. – **COPYRIGHT – Website provided**

Peace for Families, 2002. Workplace Domestic Violence: Fact Sheet, Placer, CA. – **Handout**

Rosenwalk, Michael, Every Step You Take...Every Move You Make...My GPS Unit Will Be Watching You, *Popular Science Magazine* (October 10, 2004) - **Handout**

Salazar, Laura F., Baker, Charlene K., Price, Ann W., and Carlin, Kathleen (December 2003) Moving Beyond the Individual: Examining the Effects of Domestic Violence Policies on Social Norms, *American Journal of Community Psychology*, Vol. 32, No. 3-4 - **COPYRIGHT**

Turning Point Services, Children & Domestic Violence, West Alabama – **Handout**

Warrier, Sujata, Ph.D. – From Sensitivity to Competency: Clinical and Departmental Guidelines to Achieve Cultural Competency – Prepared for the Family Violence Prevention Fund, San Francisco, CA. - **Handout**

Warrier, Sujata, Ph.D., 2003. Culture: What It Is, Who Owns It, Claims It, Changes It, Asian Pacific Islander Institute on Domestic Violence, New York, NY. – **Handout**

Warshaw, Carole, M.D., March 1996. Identification, Assessment, and Intervention with Victims of Domestic – From Family Violence Prevention Fund's Improving the Medical Response to Domestic Violence Manual, San Francisco, CA. - **Handout**

Zosky, Diane L., (March 1999) The Application of Object Relations Theory to Domestic Violence, *Clinical Social Work Journal*, Vol. 27, No. 1 - **COPYRIGHT**

Zubretsky, Theresa, New York State Office for the Prevention of Domestic Violence, Domestic Violence and Chemical Dependency Different Languages - **Handout**

Zubretsky, Theresa M., and Digirolamo, Karla M., The False Connection Between Adult Domestic Violence and Alcohol, The Alcohol Connection, Troy, NY - **Handout**

Equality Wheel - **Handout**

Power & Control Wheel – **Handout**

VAWA (Violence Against Women Act) – **Handout**

Welfare Reform/CalWORKs Information – **Handout**

Recommended Text

Brandwein, Ruth A., January 1998. Battered Women, Children and Welfare Reform, Sage Publications, Thousand Oaks, CA.

Corrigan, John D., Ph.D., Wolfe, Martha, LisW, Mysiw, W. Jeffery, M.D., Jackson, Rebecca D., M.D., and Bogner, Jennifer, Ph.D., 2001. Early Identification of Mild Traumatic Brain Injury in Female Victims of Domestic Violence, W.B. Saunders Company, New York, NY.

Dalton, Clare, Schneider, Elizabeth M., Schneider, Carl E., July 2001. Battered Women and the Law, Foundation Press, Inc., New York, NY.

Dutton, Donald G., November 2002. The Abusive Personality: Violence and Control in Intimate Relationships, Guilford Publications, New York, NY.

Dutton, Donald G., January 1995. Domestic Assault of Women, University of Washington, Seattle, WA.

Jones, Ann, Schechter, Susan, February 1993. When Love Goes Wrong: What to do When You Can't Do Anything, Harper Collins Publishers, New York, NY.

LaRosa, Paul, January 2006. Tacoma Confidential, Signet Publishing, New York, NY.

Logan, T.K., Walker, Robert, Nigoff, Amy (February, 2003) Stalking: An Examination of the Criminal Justice Response. *Journal of Interpersonal Violence*, Vol. 18, No. 2, 148-165

Renzetti, Claire M. (Editor), May and April 1996. Violence in Gay & Lesbian Domestic Partnerships, Haworth Press, Binghamton, NY.

Schneider, Elizabeth M., February 2002. Battered Women and Feminist Lawmaking, Yale University Press, New Haven, CT.

Schwarz, Carolyn D. (April, 2004) Unified Family Courts: A Saving Grace for Victims of Domestic Violence Living in Nations with Fragmented Court Systems. *Family Court Review*, Vol. 42, No. 2, 304-320

Additional readings either from journal articles, the Internet, on reserve, or other domestic violence manuals and articles will be provided to students as handouts on an assigned weekly basis.

VIII. ACADEMIC ACCOMMODATIONS

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. *Please be sure the letter is delivered to the instructor as early in the semester as possible.* DSP is located in STU 301 and is open from 8:30 a.m. to 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

IX. EMERGENCY RESPONSE INFORMATION

To receive information, call main number (213)740-2711, press #2. “For recorded announcements, events, emergency communications or critical incident information.”

To leave a message, call (213) 740-8311
For additional university information, please call (213) 740-9233
Or visit university website; <http://emergency.usc.edu>

If it becomes necessary to evacuate the building, please go to the following locations carefully and using stairwells only. Never use elevators in an emergency evacuation.

University Park Campus

MRF – Lot B

SWC – Lot B

WPH – McCarthy Quad

VKC – McCarthy Quad

City Center

Front of the building (12th & Olive)

Orange County Campus

Faculty Parking Lot

Skirball Campus

Front of building

Do not re-enter the building until given the “all clear” by emergency personnel.

COURSE OUTLINE AND ASSIGNMENTS

Class Schedule

Session 1:

September 15, 2007

Introduction and Overview of Domestic Violence

- A. Domestic Violence at a Glance
- B. *Interactive Exercise Game*
- C. **VIDEOS** – POST (Peace Officer’s Standards and Training),
Martina McBride – Independence Day Music Video, Garth Brooks
– The Thunder Rolls
- D. Women and Male Violence
- E. Battering As a Way to Maintain Control
- F. Battering Fact Sheet
- G. Battered Woman’s Syndrome
- H. Why She Stays, When She Leaves
- I. Signs to Look for in a Battering Relationship
- J. A Checklist on Boundaries in a Relationship
- K. Lethality Checklist
- L. Domestic Abuse Couple’s Counseling Policy Statement
- M. *Interactive Exercise* – Barriers to Leaving

Required Text: Section Entitled: Overview in Manual

Anderson, Michael A., Gillig, Paulette Marie, Sitaker, Marilyn, McCloskey, Kathy, Malloy, Kathleen and Grigsby, Nancy. (June 2003) Why Doesn’t She Leave?: A Descriptive Study of Victim Reported Impediments to Her Safety. *Journal of Family Violence*, Vol. 18, No. 3 - **COPYRIGHT**

Ganley, Anne, Ph.D. – Understanding Domestic Violence – from Family Violence Prevention Fund Medical Protocol Manual - **Handout**

Barett, Ola W., LaViolette, Alyce, April 2000. It Could Happen to Anyone, Sage Publications, Thousand Oaks, CA.

National Center for PTSD, What Is Post Traumatic Stress Disorder - **Handout**

National Center for PTSD, Effects of Post Traumatic Experiences - **Handout**

Zosky, Diane L., (March 1999) The Application of Object Relations Theory to Domestic Violence, *Clinical Social Work Journal*, Vol. 27, No. 1 - **COPYRIGHT**

Equality Wheel - **Handout**

Power & Control Wheel – **Handout**

Recommended Text:

Dutton, Donald G., Domestic Assault of Women, University of Washington (January 1995)

Jones, Ann, Schechter, Susan, When Love Goes Wrong: What to do When You Can't do Anything Right, Harper Collins Publishers (February 1993)

Objectives 1, 4, 9

**Session 2:
September 29, 2007**

Domestic Violence Laws and Legal Issues

- A. What Will Law Enforcement Do?
- B. The Criminal Justice System
- C. Abused Women: A Question of Self-Defense
- D. **VIDEO** – Defending Our Lives
- E. Restraining Orders
- F. Safety Planning
- G. Safety Planning While Staying in an Abusive Relationship
- H. Safety After You Leave
- I. Escape List
- J. **VIDEO** - When The Abuser Wears a Badge – Federal Law Enforcement Training Center
- K. **Interactive Exercise – Safety Planning**

Required Text: Section Entitled: Laws & Legal Issues of Manual

Rosenwalk, Michael, Every Step You Take...Every Move You Make...My GPS Unit Will Be Watching You, *Popular Science Magazine* (October 10, 2004)

Salazar, Laura F., Baker, Charlene K., Price, Ann W., and Carlin, Kathleen (December 2003) Moving Beyond the Individual: Examining the Effects of Domestic Violence Policies on Social Norms, *American Journal of Community Psychology*, Vol. 32, No. 3-4 - **Handout**

Recommended Text:

Dalton, Clare, Schneider, Elizabeth M. Schneider, Carl E., Battered Women and the Law, Foundation Press, Inc. (July 2001)

Jordan, Carol E., Logan, T.K., Walker, Robert, Nigoff, Amy (February, 2003) Stalking: An Examination of the Criminal Justice Response. *Journal of Interpersonal Violence*, Vol. 18, No. 2, 148-165

Schneider, Elizabeth M., Battered Women and Feminist Lawmaking, Yale University Press (February 2002)

Schwarz, Carolyn D. (April, 2004) Unified Family Courts: A Saving Grace for Victims of Domestic Violence Living in Nations with Fragmented Court Systems. *Family Court Review*, Vol. 42, No. 2, 304-320.

Objectives 2, 3, 7

About Shelters

- A. Domestic Advocacy Shelter Services
- B. Local Shelter Information

Required Text: Section Entitled: Shelters in Manual

Objectives 2, 3, 9

Session 3
October 6, 2007

Shelter's continued

Batterers

- A. Batterer's Intervention Programs
- B. Batterer's Assessment Tools
- C. Batterer's Programs
- D. The Violence Continuum
- E. **VIDEO** – POST (San Diego encounter)

Required Text: Section Entitled: Batterers in Manual

Aldridge, Mari L. & Browne, Kevin D. (July, 2003) Perpetrators of Spousal Homicide. *Trauma & Abuse*, Vol. 4, No. 3, 265-276 -
COPYRIGHT

CBS News, Tacoma Confidential (When the Abuser Wears a Badge), September 27, 2003 - **Handout**

Campbell, Jacquelin C. 1995. Assessing Dangerousness: Violence by Sexual Offenders, Batterers, and Child Abusers, Sage Publications, Thousand Oaks, CA.

Gondolf, Edward W., Batterer Intervention Systems: Issues, Outcomes and Recommendations, Sage Publications (October 2001)

Recommended Text: Dutton, Donald G., The Abusive Personality: Violence and Control in Intimate Relationships, Guilford Publications (November 2002)

LaRosa, Paul, January 2006. Tacoma Confidential, Signet Publishing, New York, NY.

National Institute of Justice, Do Batterer's Intervention Programs Work? Two Studies, September 2003

National Institute of Justice, Batterer's Intervention Programs: Where Do We Go From Here?, June 2003

Objectives 2, 3, 5, 7

**Session 4:
October 13, 2007**

Confidentiality Issues

- A. Domestic Violence Confidentiality
- B. Mandated Reporters – children, Tarasoff, elderly, homicide, suicide
- C. Liability

Objective 7

Effects of Domestic Violence on Children

- A. **VIDEO** – Martina McBride “Concrete Angel”
- B. Fact Sheet on Children of Violent Homes
- C. Characteristics of Children in Crisis
- D. Children Who Live in a Violent Environment
- E. Problem Behaviors of Children from Violent Homes
- F. Working with Kids
- G. Eleven Techniques that Really Work When Working with Children
- H. Children's Programs in Shelters and the Concept of Empowerment

- I. Things to Remember About Children Living in Shelters
- J. **VIDEO** – Hidden Victims and/or Small Justice
- K. Teen Dating Violence Fact Sheet
- L. What is Dating Violence?
- M. Violence in Teen Relationships
- N. **Interactive Exercise** – Children’s Scenario

Required Text: Section Entitled: Effects of Domestic Violence on Children in Manual

Girshick, Lori B., Ph.D., Teen Dating Violence, Violence Update: Response to the Victimization of Women and Children, Sage Publications (1993) - **Handout**

Groves, Betsy McAlister, Mental Health Services for Children Who Witness Domestic Violence, The Future of Children, DOMESTIC VIOLENCE AND CHILDREN, Vol. 9, No. 3, Winter 1999 – **Handout**

Hart, Barbara J., Esq., Children of Domestic Violence: Risks and Remedies, Minnesota Center Against Violence and Abuse (1993) - **COPYRIGHT**

National Institute of Mental Health, Helping Children and Adolescents Cope with Violence and Disasters (September 2001) - **Handout**

New Hampshire Coalition Against Domestic Violence – Domestic Violence on Children: A Fact Sheet – **Handout**

Turning Point Services, Children & Domestic Violence – **Handout**

Objective 2, 3, 8

**Session 5:
October 27, 2007**

Diversity

- A. Steps Toward Becoming an Inter-culturally Sensitive Person
- B. ISM’s Training
- C. Cycle of Oppression
- D. Working Assumptions and Guidelines for Alliance Building
- E. Ethnic Stratification Power and Inequality
- F. Definitions
- G. Confronting Our Own Homophobia
- H. Violence Against Women Act (VAWA) & Battered Immigrant Women
- I. **VIDEO** – FLETC (Federal Law Enforcement Training Center) – Diversity Issues
- J. Welfare Reform

- K. Same Sex Violence – Gay/Lesbian/Transgender/Bisexual
- L. *Interactive Exercise* – Diversity Games

Required Text: Section Entitled: Diversity in Manual

Campbell, Jacquelyn (Jackie), Brown, Judith K., Counts, Dorothy Ayers, To Have and to Hit: Cultural Perspectives on Wife Beating, University of Illinois Press (1999)

Warrier, Sujata, Ph.D. – from Sensitivity to Competency: Clinical and Departmental Guidelines to Achieve Cultural Competency (Handout) – Prepared for the Family Violence Prevention Fund - **Handout**

Warrier, Sujata, Ph.D. – Culture: What It Is, Who Owns It, Claims It, Changes It, Asian Pacific Islander Institute on Domestic Violence (2003) – **Handout**

VAWA (Violence Against Women Act) – **Handout**

Welfare Reform/CalWORKs Information – **Handout**

Recommended Text: Brandwein, Ruth A., Battered Women, Children and Welfare Reform, Sage Publications (January 1998)

Renzetti, Claire M. (Editor), Violence in Gay & Lesbian Domestic Partnerships, Haworth Press (May 1996 and April 1996)

Objective 6

**Session 6:
November 3, 2007**

Counseling Skills

- A. Intervention for Battering General Hotline Calls
- B. Counseling Skills
- C. Barriers to Communication
- D. Crisis Intervention
- E. *Interactive Exercise* – Role Play – Hotline Calls
- F. Interview Scenarios

Required Text: Section Entitled: Counseling Skills in Manual

Campbell, Jacquelyn C. 1995. Assessing Dangerousness: Violence by Sexual Offenders, Batterers, and Child Abusers, Sage Publications, Thousand Oaks, CA.

Gondolf, Edward W., 2001. Batterer Intervention Systems: Issues, Outcomes and Recommendations, Sage Publications, Thousand Oaks, CA.

Kentucky, Governor's Office of Child Abuse and Domestic Violence Services, Mental Health Intervention in Cases of Domestic Violence (2001) - **Handout**

Kentucky, Governor's Office of Child Abuse and Domestic Violence Services, The Correlation of Domestic Violence and Chemical Abuse/Dependency (2001) - **Handout**

New York, Model Policy: Substance Abuse Treatment, Substance Abuse Treatment System – Model Policy Domestic Violence Policy for Counties (2001) - **Handout**

Zubretsky, Theresa, New York State Office for the Prevention of Domestic Violence, Domestic Violence and Chemical Dependency Different Languages - **Handout**

Zubretsky, Theresa M., and Digirolamo, Karla M., The False Connection Between Adult Domestic Violence and Alcohol, The Alcohol Connection – **Handout**

Objectives 3, 4, 9

Session 7:
November 17, 2007

Student Presentations

Religion, Culture and Abuse

- A. The Psychology of Abuse – The Jewish Perspective
- B. Violence in the Jewish Family
- C. The Psychology of Abuse – The Black Woman
- D. Violence and Native American Women
- E. Working with Asian-Pacific Islander Women
- F. Violence in the Lives of Latina Women
- G. Definitions
- H. **VIDEO** – Broken Vows

Required Text: Section Entitled Religion, Culture and Abuse in Manual

DeBow, Thea, Summer 1998. Pushed to the Limit by Abuse, *Jewish Woman Magazine*, New York, NY. – **Handout**

Ellison, Amy Robbins, Spring 2003. Surviving Abuse, *Jewish Woman Magazine*, New York, NY. – **Handout**

Objective 6

Workplace Domestic Violence

- A. What is Workplace Domestic Violence?
- B. How do You Recognize Workplace Domestic Violence?
- C. Precautions and Liabilities for Corporate America
- D. Model Policies on Workplace Domestic Violence
- E. **VIDEO** – Every 30 Seconds - Family Violence Prevention Fund
- F. **Interactive Exercise** – Workplace Scenario

Required Text:

America's Professional Social Workers, Domestic Violence – Part III Flyer – **Handout**

Family Violence Prevention Fund, 1997. Model Policy for Corporations, The Workplace Responds to Domestic Violence Manual, San Francisco, CA. – **Handout**

National Organization for Women Legal Defense and Education Fund, October 3, 2003. State Fact Sheets on Workplace Domestic Violence: Workplace Restraining Orders, Unemployment Insurance, Discrimination, and Employment Leave, New York, NY. – **Handout**

Partnership for Prevention, Domestic Violence and the Workplace (2002) – **COPYRIGHT – Website provided**

Peace for Families, Workplace Domestic Violence: Fact Sheet (2002) – **Handout**

Wrap-Up: **VIDEO** – A New Beginning/Escaping Domestic Violence

Objective 2, 3, 7