⬭ | GRACE ABBOTT SCHOOL OF SOCIAL WORK

FAMILY AND COMMUNITY VIOLENCE

SOWK 8610 | 3 credit hours
Class Meetings: TBD

Instructor: TBD

Office: TBD

Office Phone: TBD

Email: TBD

Office Hours: TBD

Department: Grace Abbott School of Social Work
Main Office: 206 CPACS
Dept. Phone: 402.554.2793
Dept. Email: graceabbott@unomaha.edu

COURSE INFORMATION
Description

> This course covers family and community violence across the lifespan within a comprehensive framework for understanding effective services in various settings. Students will examine the major types of family and community violence and their impact on individual, family, and societal functioning. This course will explore ways in which social advocacy has advanced contemporary responses to marginalized populations experiencing violence.

Prerequisites of the course:

> SOWK 8130 or BSW degree.

Rationale

> This course describes the role of social workers in prevention and intervention services for violence in various settings. Students will be helped to understand social, political, legal, and economic policies that impact family and community violence and services. Students will be able to articulate the ethical and legal issues of prevention and intervention efforts relevant to violence within diverse families and communities.

Course Objectives/Student Learning Outcomes
1. Consider the role of social workers in providing prevention and intervention services for vulnerable populations experiencing violence.

2. Evaluate the major types of family and community violence and their impact on individual, family, and societal functioning.
3. Appraise promising and evidence-based models of service delivery across ecological contexts for diverse populations including anti-racism, diversity, equity, and inclusion (ADEI) experiencing violence.
4. Critique social, political, legal, and economic policies that impact family and community violence and services.
5. Assess barriers and challenges related to access and utilization of community resources and services.

REQUIRED TEXT(S)/SUPPLEMENTAL MATERIALS
Required text(s)

> TBD

COURSE STRUCTURE/FORMAT
Lecture, discussion, experiential learning experiences, video and Internet resources, and guest presentations.

TENTATIVE COURSE SCHEDULE

Session/Date	Topic	Assignment
Session 1 [date]	• Introductions Defining violence & the scope of this course	
Session 2 [date]	• Violence: Definitions & views • Compassion fatigue	Gottesman Chapter (available on Blackboard)Compassion Fatigue Awareness Project website (www.compassionfatigue.org) Views paper due by 1:00 p.m.
Session 3 [date]	• Violence and mental health	Monahan article Stuart article Elbogen, et al. article (all available on Blackboard)
Session 4 [date]	• Introduction to intimate partner violence (IPV) • Issues related to IPV victimization • Guest speaker: Sue Michalski, Director of Domestic Violence Coordinating Council/ Family Justice Center of the Midlands	Barnett: CH 9 & 10 Curt's Story from Gay Men's Domestic Violence website (http://gmdvp.org/curts-story/)
Session 5 [date]	• Continued discussion on IPV • Issues related to IPV perpetration	Barnett: CH 11 Borchowitz article Bennett & Williams article

Session/Date	Topic	Assignment
		(both available on Blackboard)
Session 6 [date]	• Wrapping up IPV • Impact of IPV on children • What social workers need to know about IPV	Gewitz & Edelson article Edelson, et al. article Chang, et al. article (all available on Blackboard)
Session 7 [date]	• Youth violence • Violence in schools	Borum, et al. article Ono & Pumariega article (both available on Blackboard)
Session 8 [date]	• Continued discussion of youth violence and violence in schools • Bullying	Bennett article Graham article Rodkin & Berger article Brunner & Lewis article (all available on Blackboard) Interview paper due by 1:00 p.m.
Session 9 [date]	• Child abuse and neglect • Issues related to perpetration of child abuse and neglect	Barnett: CH 3-7 Gilgun article (available on Blackboard)
Session 10 [date]	• Trip to Project Harmony • Continued discussion of child abuse and neglect	Midterm exam due by 1:00 p.m.
Session 11 [date]	• No class (Spring Break)	
Session 12 [date]	• Wrap up discussion of child abuse and neglect • Sexual assault and rape	Barnett: CH 8 Kumpfer article DeFrain, et al. article Bonnar-Kidd article (all available on Blackboard)
Session 13 [date]	• Sexual assault and rape, continued • Trauma issues and social work	Lisak article Dobie article Courtois & Gold article (all available on Blackboard) Research paper due by 1:00 p.m.
Session 14 [date]	• Continue discussion on sexual assault and rape	
Session 15 [date]	• Gang violence • Community violence • Workplace violence	CQ Researcher article Lyons article CDC report on workplace violence (all available on

Session/Date	Topic	Assignment
		Blackboard)
Session 16 [date]	• Elder abuse	Barnett: CH 12 Mosqueda PowerPoint & Audio (available on Blackboard)
Session 17 [date]	• No class	Final exams due by 11:59 p.m.!

IMPORTANT DATES

Last day to drop a course (via MavLink) and receive a 100% refund TBD
Last day to withdraw from a course (via MavLink) with a grade of "W" TBD

NOTE: This syllabus is written as an expectation of class topics, learning activities, and expected learning outcomes. However, the instructor reserves the right to make changes in this schedule that may result in enhanced or more effective learning for students. These modifications will not substantially change the intent or objectives of this course.

ASSESSMENTS (ACTIVITIES, ASSIGNMENTS, AND EXAMS)

Attendance and participation	10 points
Personal experiential activity and written report	20 points
Brief paper	15 points
Formal research paper/analysis and presentation	25 points
Tests/Quizzes	30 point
Total	100 points

GRADING SCALE

Percent	Final Grade	Quality Points
98–100%	A+	4.00
94–97.9%	A	4.00
91–93.9%	A-	3.67
88–90.9%	B+	3.33
84–87.9%	B	3.00
81–83.9%	B-	2.67
78–80.9%	C+	2.33
77–77.9%	C	2.00
71–73.9%	C-	1.67
68–70.9%	D+	1.33
64–67.9%	D	1.00
61–63.9%	D-	0.67
Below 60.9%	F	0.00

WRITING GUIDELINES
Students should make sure that writing assignments are free of grammar, punctuation, and spelling errors. Papers should adhere to the most recent citation style outlined by the American Psychological Association (APA).

PLAGIARISM STATEMENT
In this course, students will submit written work by making use of information and ideas found in print or online sources. Whenever material from another writer is used, it is important that students quote or paraphrase appropriately and cite the source.

The UNO Academic Integrity policy defines plagiarism as "presenting the work of another as one's own (i.e., without proper acknowledgment of the source) and submitting academic work in whole or in part as one's own when such work has been prepared by another person or copied from another person."

Failure to cite sources appropriately is plagiarism, a serious academic offense. Plagiarized work will not be accepted. Consequences for plagiarism are up to the discretion of the instructor; they may range, for example, from rewriting all or part of a paper to a grade of F for the course. Students who plagiarize more than once are subject to disciplinary action, which may include expulsion from the university.

Students SHOULD NOT GUESS when it comes to using or citing another writer's work. Students should contact the instructor or a consultant at the UNO Writing Center with questions. Students should take a printout of the original source as well as the paper that is being written to the consultation.

ACADEMIC INTEGRITY POLICY
The maintenance of academic honesty and integrity is a vital concern of the University community. Any student found responsible for violating the policy on Academic Integrity shall be subject to both academic and disciplinary sanctions. Violations of the policy on Academic Integrity include, but are not limited to, the following: cheating, fabrication and falsification, plagiarism, abuse of academic materials and/or equipment, complicity in academic dishonesty, falsifying grade reports, and/or misrepresentation to avoid academic work. More information about these areas and the procedures addressing academic integrity is available from the Office of Academic and Student Affairs (EAB 202 | 402.554.2262).

CLASSROOM EXPECTATIONS
Students are expected to arrive on time to class meetings. Students should come to class well prepared, meaning readings and other assignments have been completed. Students are expected to be respectful of their classmates and the instructor. Distracting and/or disrespectful behaviors will not be tolerated.

CELL PHONES, MOBILE DEVICES, AND LAPTOPS
Students are welcome to use cell phones, mobile devices, and/or laptops in class provided they are used for academic purposes such as note taking, accessing course materials, or researching course concepts and their use does not disrupt fellow classmates. Please silence devices if at all possible. A student who receives a phone call or text, should step outside the classroom to respond. DO NOT take pictures or video during class.

TECHNOLOGY REQUIREMENTS
Students will be expected to have access to a computer frequently, as all writing assignments used will be typed out and not handwritten. The software students use to write assignments is irrelevant, as long as the writing guidelines outlined in this syllabus are followed. It is recommended that students have access to a computer weekly. Public computers are available on the UNO campus. Consult Information Technology Services and the Criss Library, for more information on equipment locations and availability.

TECHNICAL SUPPORT
Technical support for common university systems, including Canvas and email, is available from Information Technology Services technical support located in Eppley Administration Building (EAB) 104.

ACCESSIBILITY ACCOMMODATIONS
Reasonable accommodations are provided for students who are registered with Accessibility Services Center (ASC) and make their requests sufficiently in advance. For more information, contact ASC (Location: H&K 104, Phone: 402.554.2872, Email: unoaccessibility@unomaha.edu)

CRISS LIBRARY
UNO's Criss Library offers a wide variety of resources that support student learning. Subject specialist librarians have in-depth knowledge of researching within specific disciplines and can provide guidance for a specific area of study. Students are encouraged to explore customized resources featured on the Criss Library website.

EMERGENCY PREPAREDNESS
The University of Nebraska at Omaha is prepared for a wide range of emergencies. Students should familiarize themselves with procedures and assistance available on UNO's emergency information page. If travel to campus is not feasible due to a declared emergency, a combination of Canvas, teleconferencing, and other technologies will be used to facilitate academic continuity. Students will be notified of procedures through Canvas course site announcements and email as appropriate.

INCLEMENT WEATHER

In the event of inclement or threatening weather, students should use his/her best judgment regarding travel to and from campus. Students who are not able to attend class due to adverse weather conditions, should contact the instructor as soon as possible. Similarly, if the instructor is unable to reach the class location, students will be notified of any cancellation or change as soon as possible (by approximately 1 hour before class starts and by posting an announcement in Canvas). Students who cannot get to class because of weather conditions, will be provided allowances relative to attendance policies as well as any scheduled tests, quizzes, or other assessments.

PREFERRED NAME AND PREFERRED GENDER PRONOUNS

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. The instructor will gladly honor a student's request to be addressed by an alternate name or gender pronoun. Please advise the instructor of this preference early in the semester so that instructor records may be changed appropriately.

WRITING CENTER

The UNO Writing Center offers free one-on-one consultations with trained consultants to all students, faculty, and staff. Their goal is to help writers improve their writing skills and confidence in all types of writing, in all subject areas, and at all stages of the writing process. For more information about their hours and locations or to schedule an appointment, go to unomaha.edu/writingcenter or visit their main location in Arts and Sciences Hall (ASH) 150.

SPEECH CENTER

The UNO Speech Center provides free consulting and coaching services to all UNO students, faculty, and staff in preparing oral presentations. The Speech Center Consulting Room can help students with presentation preparation, outlining, effective delivery techniques, along with any other presentational needs. Speech consulting will help at any stage in the speech-making process. For more information, visit the UNO Speech Center in Arts and Sciences Hall (ASH) 183 and 185.

STUDENT SAFETY

A variety of resources are available to support student safety and security. Students have experienced or are experiencing a difficult personal situation, should consult the resources available through the Division of Student Success.

OUTCOMES MAP AND STUDENT LEARNING OUTCOMES (SLOs)

Council on Social Work Education (CSWE) Competencies
The student learning outcomes for this course are built upon the following nine social work core competencies set forth by the CSWE's 2022 Educational Polices and Accreditation Standards (EPAS) which is required for all accredited social work programs.

1. Demonstrate ethical and professional behavior.
2. Advance human rights and social, racial, economic, and environmental justice.
3. Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice.

4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

This map is intended to show how course topics, content, and activities align to the student learning outcomes outlined above. The CSWE 2022 EPAS core competencies are identified in the first column and mapped to the Student Learning Outcomes (SLOs), the field practicum learning contract assignments and the CSWE 2022 EPAS Dimensions.

EPAS Competency*	Course Objective/Student Learning Outcome	Assignment	Dimension*
3 = Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	3.Appraise promising and evidence-based models of service delivery across ecological contexts for diverse populations including anti-racism, diversity, equity, and inclusion (ADEI) experiencing violence.		
4 = Engage in Practice-Informed Research and Research-Informed Practice	3.Appraise promising and evidence-based models of service delivery across ecological contexts for diverse populations including anti-racism, diversity, equity, and inclusion (ADEI) experiencing violence.		
5 = Engage in Policy Practice	4.Critique social, political, legal, and economic policies that impact family and community violence and services.		
7 = Assess Individuals, Families, Groups, Organizations, and Communities	5.Assess barriers and challenges related to access and utilization of community resources and services.		
8 = Intervene with Individuals, Families, Groups, Organizations, and Communities	1.Consider the role of social workers in providing prevention and intervention services for vulnerable populations experiencing violence.		

EPAS Competency*	Course Objective/Student Learning Outcome	Assignment	Dimension*
9 = Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	2.Evaluate the major types of family and community violence and their impact on individual, family, and societal functioning.		

*Dimensions Key:
        K = Knowledge
        S = Skills
        V = Value
        CAP = Cognitive and Affective Processing

REFERENCES AND SUPPLEMENTAL MATERIALS
References

Barnett, O., Miller-Perrin, C. L., & Perrin, R. D. (2010). *Family violence across the lifespan: An introduction* (3rd ed.). Thousand Oaks, CA: Sage.

Buzawa, E. S. & Buzawa, C. G. (2003). *Domestic violence: The criminal justice response.* Thousand Oaks, CA: Sage.

Hines, D. A. & Malley-Morrison, K. (2005). *Family violence in the United States: Defining, understanding, and combating abuse.* Thousand Oaks, CA: Sage.

Rapp-Pagliacci, Roberts, A. R., & Wodarski, J. S. (Eds.). (2002). *Handbook of violence.* New York: Wiley. (includes community violence)

Wallace, H. (2010). *Family violence: Legal, medical and social perspectives* (6th ed.). Boston: Pearson Education.

7.2   Other student suggested reading material:

Crosson-Tower, C. (2009). *Understanding child abuse and neglect* (8th ed.). Boston: Pearson Education.

Jaffe, P. G., Baker, L. L., & Cunningham, A. J. (2004). *Protecting children from domestic violence: Strategies for community intervention.* Boston: Pearson Education.

7.3   Current bibliography and other resources:

Alder, C., Worrall, A. (Eds.) (2004). *Girls' violence: Myths and realities*. Albany: State University of New York Press.

Balkin, K. (Ed.) (2005). *Drug legalization*. Farmington Hills, MI: Greenhaven Press.

Benson, M. L. & Fox G. L. (2004). *When violence hits home: How economics and neighborhood play a role.* Retrieved from http://www.ncjrs.org/pdfiles1/nij/205004.pdf.

Berns, N. (2004). *Framing the victim: Domestic violence, media, and social problems*. Hawthorne, NY: Aldine de Gruyter.

Bui, H. N. (2004). *In the adopted land: Abused immigrant women and the criminal justice system*. Westport, CT: Praeger.

Feindler, E. L., Rathus, J. H., & Silver, L. B. (2003). *Assessment of family violence: A handbook for researchers and practitioners*. Washington D.C.: American Psychological Association.

Hamberger, L. K. (2004). *Domestic violence screening and intervention in medical and mental healthcare settings*. NY: Springer Pub. Co.

Haugen, D. M. (Ed.). (2005). *Domestic violence: Opposing viewpoints*. Detroit: Greenhaven Press.

Hodges, E. V. E., & Card, N. A. (Eds.). (2003). *Enemies and the darker side of peer relations*. San Francisco: Jossey-Bass.

Jaffe, P. G., & Lemon, N. K. D. (2003). *Child custody & domestic violence: A call for safety and accountability*. Thousand Oaks, CA: Sage.

Jenkins, P. & Davidson, B. P. (2001). *Stopping domestic violence: How a community can prevent spousal abuse*. New York: Kluwer Academic/Plenum.

Johnson, J. L., & Grant, G., Jr. (Eds.). (2005). *Allyn & Bacon casebook series. Domestic violence*. Boston: Pearson A and B.

Jordan, C. E. et al. (2004). *Intimate partner violence: A clinical training guide for mental health professionals*. New York, NY: Springer.

Kaufman, C. G. (2003). *Sins of omission: The Jewish community's reaction to domestic violence*. Boulder, CO: Westview.

Kelly, K. A. (2003). *Domestic violence and the politics of privacy*. Ithaca: Cornell University Press.

Kurst-Swanger, K., & Petcosky, J. L. (2003). *Violence in the home: Multidisciplinary perspectives*. Oxford: Oxford University Press.

Loseke, D. R., Gelles, R. J., & Cavanaugh, M. (Eds.). (2005). *Current controversies on family violence*. Thousand Oaks, CA: Sage.

Malley-Morrison, K. & Hines, D. A. (2004). *Family violence in a cultural perspective: Defining understanding, and combating abuse*. Thousand Oaks, CA: Sage.

Maton, K. I. (2004). *Investing in children, youth, families, and communities: Strengths-based research and policy*. Washington D.C.: APA Books.

Matthews, D. D. (Ed.) (2004). *Domestic violence sourcebook: Basic consumer health information about the causes and consequences of abusive relationships, including physical violence, sexual assault battery, stalking, and emotional abuse*. Detroit, MI: Omnigraphics.

McCarthy, P., Mayhew, C. (2004). *Safeguarding the organization against violence and bullying: An international perspective*. New York: Palgrave Macmillan.

Miller, A. (2005). *The body never lies: The lingering effects of cruel parenting*. New York: W. W. Norton.

Morewitz, S. J. (2004). *Domestic violence and maternal and child health: New patterns of trauma, treatment and criminal justice responses*. New York: Kluwer Academic/Plenum Publisher.

Ochberg, F. M. (2005). *Survival from domestic violence (video recording): Stories of hope and healing*. New York: Insight Media.

Reed, B. (Ed.). (2002). *Nothing sacred: Women respond to religious fundamentalism and terror*. Berkeley, CA: Thunder's Mouth Press/Nation Books.

Renzetti, C. M., Edleson, J. L., & Bergen, R. K. (Eds.). (2010). *The sourcebook on violence against women* (2nd ed.). Thousand Oaks, CA: Sage.

Roberts, A. R., & Roberts, B. S. (2005). *Ending intimate abuse: Practical guidance and survival strategies*. New York: Oxford University Press.

Shipway, L. (2004). *Domestic violence: A handbook for health professionals*. New York: Routledge. Retrieved from

http://leo.lib.unomaha.edu/login?url://www.netLibrary.com/urlapi.asp?action=summary&v-1bookid=106152

Skarbek, D. (Ed.). (2003). *Bulletproof vests vs. the ethic of care: Which strategy is your school using?* Lanham, MD: Scarecrow Press.

U.S. Government Accountability Office. (2005). *TANF: State approaches to screening for domestic violence could benefit from HHS guidance: Report to congressional requesters.* Retrieved April 4th, 2006. Website: http://frwebgate.access.gpo.gov/cgi-bin/getdpc.cgi?dbname=gao&dpcod=f:d05701.pdf

U.S. Congress. Senate. Committee on Indian Affairs. (2004). *Amending the Indian child protection and family violence prevention act to provide for the reporting and reduction of child abuse and family violence incidences on Indian reservations, and for other purposes: Report.* Washington, D.C.: U.S. G.P.O Website: http://purl.access.gpo.gov/GPO/LPS47096

U.S. Congress. Senate. Committee on Indian Affairs. (2003). *Child protection and family violence prevention act: Hearing before the committee of Indian affairs.* Website: http://purl.access.gpo.gov/GPO/LPS48471

U.S. Congress. Senate., Committee on the Judiciary Subcommittee on Crime and Drugs (2003). *Leading the fight: The violence against women office: Hearing before the subcommittee on crime and drugs of the committee on the judiciary.* Website: http://purl.access.gpo.gov/GPO/LPS30243 http://purl.access.gpo.gov/GPO/LPS30254

U.S. Congress (2003). *Keeping children and families safe act of 2003: Conference report.* Website: http://purl.access.gpo.gov/GPO/LPS33489 or http://purl.access.gpo.gov/GPO/LPS33490

Webb, M. (2004). *Domestic abuse: Our stories*. Baltimore: Publish America.

Classic resources

Graham-Bermann, S. A., & Edleson, J. L. (Eds.). (2001). *Domestic violence in the lives of children: The future of research, intervention, and social policy*. Washington D.C.: American Psychological Association.

Osofsky, J. D. (Ed.). (1997). *Children in a violent society*. New York: Guilford Press.