

SOCIAL WORK 8610
Family and Community Violence: Issues, Policies and Services
(3 Credit Hours)

SYLLABUS

1.0 Course Description Information

1.1 Catalog Description

This course covers family and community violence across the life span with an emphasis on gaining knowledge of the issue, skills in policy analysis, and a broad framework for developing effective services in various service settings.

1.2 Prerequisites of the course: SOWK 8130 or BSSW degree, or permission of the School.

1.3 Overview of content and purpose of the course

This course covers family and community violence across the life span with an emphasis on gaining knowledge of the issue, skills in policy analysis, and a broad framework for developing needed services in various service settings.

1.4 For whom the course is intended

This course is open to graduate students in the Master of Social Work program. It meets the requirement for a course in the Social Issues, Policies, and Service Delivery category.

1.5 Unusual circumstances of the course: None

2.0 Course Justification Information

2.1 Anticipated audience/demand: This course is an elective for graduate students.

2.2 Indicate how often this course will be offered and the anticipated enrollment: This course is offered every spring semester. Enrollment is anticipated to be up to 25 students.

2.3 If it is a significant change to an existing course, please explain why it is needed: This course syllabus includes gerontological content, an updated bibliography, and links MSW Program Objectives to course objectives and assignments.

3.0 Objective Information

3.1 List of performance objectives stated in learning outcomes:

The course meets the following MSW Program Objectives:

MSW Program Objective #1: To apply critical thinking skills within the historical and contemporary contexts of professional social work practice.

MSW Program Objective #2: Apply and analyze social work values, ethical principles and legal mandates in professional social work practice.

MSW Program Objective #3: Demonstrate cultural competency in professional social work practice.

MSW Program Objective #4: Identify, serve, and advocate for vulnerable client systems and populations at risk.

MSW Program Objective #5: Work effectively in multidisciplinary teams and settings.

MSW Program Objective #6: Apply bio-psycho-social-spiritual-cultural factors to assess human behavior in the social and environmental context.

MSW Program Objective #7: Identify and use formal diagnostic classification systems.

MSW Program Objective #8: Identify, select and apply empirically supported methods for clinical and integrated social work practice.

MSW Program Objective #9: Identify and conduct multidimensional assessments with client systems.

MSW Program Objective #10: Communicate effectively in oral and written forms in professional social work practice.

MSW Program Objective #11: Use effective supervisory, consultative and administrative skills in professional social work practice.

MSW Program Objective #12: Function effectively within agency and community structures to deliver professional social work services.

MSW Program Objective #13: Apply research methods to evaluate the effectiveness of interventions, services, policies and programs.

MSW Program Objective #14: Develop, implement, and analyze policies, practices, and administrative structures that promote socially just institutions and communities.

By the end of this course, students will be able to:

Course Objectives	MSW Program Objectives	Assignments
Explain the interaction between family and community violence in relation to socio-cultural values and policy contributors	# 1, 4, 6, 14	Class participation Tests Brief paper
Describe the role of social workers in prevention and intervention services for violence in various settings and venues	# 1, 4, 5, 9, 10, 11	Class participation Experiential activity and report Tests
Describe the major types of family violence and their impact on individual and family functioning	4, 6, 7	Class participation Tests
Describe the major types of community violence and their impact on individual and family functioning	4, 6, 7	Class participation Tests
Describe the range of services and settings that focus on family and community violence.	#1, 2, 3, 4, 5	Class participation Experiential activity and report Tests
Explain the relevance of selected physical and mental diagnostic classifications to family and community violence.	#2, 5, 7	Class participation Research paper
Describe selected models of effective intervention and prevention for family and community violence	# 1, 3, 5, 8, 13	Class participation Tests Research paper
Explain social, political, legal, and economic policies that impact family and community violence and services	#1, 2, 4, 8, 14	Class participation Tests Brief paper
Explain the role of research in documenting violence, clinical assessment, and program evaluation.	# 1, 9, 13	Class participation Research paper
Articulate the ethical and legal issues relevant to family and community violence and intervention and prevention efforts.	#1, 2, 3, 4	Class participation Brief paper

4.0 Content and Organization Information

4.1 List of topics to be covered in chronological sequence:

4.1.1 Overview of the problem of family and community violence—concepts to apply to all types of violence studied below

- Definitions
- Practice, policy and prevention issues

- Intervention strategies
- Roles of social workers
- Service settings
- 4.1.2 Review of concepts used for policy analysis of the problem and types of violence
- 4.1.3 Historical, socio-cultural, and governmental contributors to the problem and types of violence as listed below
- 4.1.4 Interpersonal violence—theoretical foundations: bio-psycho-social-spiritual and family systems concepts relevant to victims and perpetrators of all ages
 - Child physical and sexual abuse; child neglect and psychological maltreatment
 - Intimate partner violence—dating violence, stalking, sexual assault
 - Intimate partner violence—violence in adult relationships
 - Intimate partner violence—abused and abusing partners
 - Abuse of elders and the disabled
- 4.1.5 Community violence—theoretical foundations in systems theory and policy
- 4.1.6 Types of community violence
 - Youth exposure to community violence
 - Gang violence and chronic youth offenders
 - The role of substance abuse
 - School violence
 - Workplace violence
- 4.1.7 Relevance of diagnostic classification systems for physical and mental disorders as may apply to victims and perpetrators of violence
- 4.1.8 Research methodology and assessment
 - Investigating the problem of violence
 - Vulnerable groups and culturally diverse populations
 - Assessment measures
 - Effective intervention and prevention programs
 - Financing of programs

5.0 Teaching Methodology Information

- 5.1 **Methods to be used:** Methods will include lectures, group projects and discussion, media/Internet resources, and guest lectures. Students may be required to make on-site visits to facilities providing services or to have individual interaction with service providers in the community.
- 5.2 **Student role in the course:** Students are expected to complete all assigned readings and to be active participants in class and small group discussions. They are to prepare for and attend class, prepare and present group projects, and complete all of the course requirements. This will include visits to service settings and/or an interview with a professional in the service delivery system who is knowledgeable about family and community violence.
- 5.3 **Contact hours:** This is a three-credit course that will meet three hours per week during an academic semester.

6.0 Evaluation Information

6.1 Types of student projects that will be the basis for evaluating student performance

Students will complete the following assignments, or others as the individual instructor determines. Details on all assignments are given in the Requirements section of the Course Outline

- Attendance and participation in all class sessions, including lecture-discussions, group activities/assignments, etc.
- Personal experiential interview with a professional who works with family or community

- violence or visit at a service setting and written report
- Brief paper on a controversial or ethical issue, a policy issue, or an innovation in treatment or services for one type of family or community violence
- Formal research paper and presentation to small group on one type of family or community violence or a formal analysis and presentation to small group on an identified community's approach to and services for one aspect of or the general issue of family or community violence
- Tests/Quizzes on assigned reading (to be announced)

6.2 Basis for determining the final grade

• 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

6.3 Grading Type

A+ = 98% and above	B+ = 88-90.9	C+ = 78-80.9	D+ = 68-70.9
A = 94-97.9	B = 84-87.9	C = 74-77.9	D = 64-67.9
A- = 91-93.9	B- = 81-83.9	C- = 71-73.9	D- = 61-63.9
			F = 60.9 and below

7.0 Resource Material

7.1 Textbooks or other required readings used in course

Textbook(s) and required reading may be selected from resources listed below (or others per individual instructor).

Barnett, O., Miller-Perrin, C. L., & Perrin, R. D. (2005). *Family violence across the lifespan: An introduction*. 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. (2005). *Family violence: Legal, medical and social perspectives*. Boston: Pearson Education.

7.2 Other suggested reading material

Crosson-Tower, C. (2005). *Understanding child abuse and neglect*. 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*. Web site: <http://www.ncjrs.org/pdffiles1/nij/205004.pdf>
- Berns, N. (2004). *Framing the victim: Domestic violence, media, and social problems*. Hawthorne, N.Y.: 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.
- 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.
- Hamberger, L.K. (2004). *Domestic violence screening and intervention in medical and mental healthcare settings*. New York: 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.
- Osofsky, J.D. (Ed). (1997). *Children in a violent society*. New York: Guilford Press.
- 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). (2001). *The sourcebook on violence against women*. 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. Website: <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 Web site: <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*. Web site: <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. Web site:
<http://purl.access.gpo.gov/GPO/LPS30243> o <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.

8.0 Other Information

8.1 Plagiarism

The Executive Body of the School of Social Work has passed a policy alerting students to, and emphasizing the importance of, the issue of plagiarism.. The UNO policy on plagiarism is as follows:

"The prevention of plagiarism and the imposition of sanctions upon those who resort to plagiarism are necessary in any university that espouses the ideals embodied in the concept of academic freedom. Plagiarism is the appropriation of the work (be it ideas or words) of another without crediting the source. Such a practice is particularly reprehensible in a community dedicated to the pursuit and advancement of knowledge."

The UNO policy on Academic Integrity reads as follows:

"The maintenance of academic honesty and integrity is a vital concern of the University community. Any student found guilty of academic dishonesty shall be subject to both academic and disciplinary sanctions."

Academic dishonesty definitions, procedures and sanctions are available on the current University of Nebraska at Omaha web-site.

8.2 Procedure Regarding Student Grades/Papers

The Family Educational Rights and Privacy Act (FERPA) or 1974 requires that student grades not be published in a personally identifiable fashion. Therefore, unless prior arrangements have been made with the instructor, students must provide a self-addressed adequately stamped envelope for papers, projects, or exams that were not returned to them in class. Any remaining papers, projects or exams will be kept by the instructor for 3 months after the semester ends, at which time they will be shredded.

8.3 Statement Regarding Students with Disabilities

Accommodations are provided for students with certified disabilities. For more information contact Services for Students with Disabilities, EAB 117 or 554.2872, TTY 554.3799.

8.4 Additional Assistance

Students who have concerns about their competence in writing papers or who have extreme anxiety in taking tests or giving class presentations should address these concerns by seeking professional counseling through the University Division Counseling Services.