UNO GRACE ABBOTT SCHOOL OF SOCIAL WORK

SOWK 8610 FAMILY AND COMMUNITY VIOLENCE
(3 credit hours)

SYLLABUS

1.0 Course description information

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

1.2 Prerequisites of the course: SOWK 8130 or BSW degree.

1.3 Overview of content and purpose of the course: This course describes the role of social workers in prevention and intervention services for violence in various settings. It examines the major types of family violence and their impact on individual and family functioning, as well as the major types of community violence and their impact on individuals and society. The range of services and settings that focus on family and community violence will be discussed along with selected models of effective prevention and intervention. Students will be helped to understand social, political, legal, and economic policies that impact family and community violence and services, and to articulate the ethical and legal issues of prevention and intervention efforts relevant to violence within diverse families and communities.

1.4 Unusual circumstances of the course: None

2.0 Course justification information

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

2.2 Indicate how often this course will be offered and the anticipated enrollment: This course is offered every Spring semester. Anticipated enrollment is 25 students.

2.3 If it is a significant change to an existing course, please explain why it is needed: The course objectives have been revised to meet accreditation standards. Course objectives and assignments are now linked with CSWE EPAS competencies and practice behaviors. The bibliography has also been updated.

3.0 Objective information
3.1 List of performance objectives stated in learning outcomes in a student’s perspective:

By the end of this course, students will be able to:
1. Describe the role of social workers in prevention and intervention services for violence in various settings.
2. Examine the major types of family violence and their impact on individual and family functioning.
3. Examine the major types of community violence and their impact on individuals as well as society.
4. Describe the range of services and settings that focus on family and community violence.
5. Discuss selected models of effective prevention and intervention for family and community violence.
6. Explain social, political, legal, and economic policies that impact family and community violence and services.
7. Articulate the ethical and legal issues of prevention and intervention efforts relevant to violence within diverse families and communities.

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>EPAS Competencies</th>
<th>Advanced Generalist Practice Behaviors</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe the role of social workers in prevention and intervention services for violence in various settings.</td>
<td><strong>Comp #1</strong> Identify as a professional Social Worker and conduct oneself accordingly.</td>
<td>AGen 1.1 Readily identify as social work professionals. AGen 1.3 Develop, manage, and maintain relationships with clients, community partners, stakeholders and members of larger systems.</td>
<td>Readings Exam Research paper Interview paper</td>
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<tr>
<td>2. Examine the major types of family violence and their impact on individual and family</td>
<td><strong>Comp #2</strong> Apply social work ethical principles to guide professional practice.</td>
<td>AGen 2.3 Identify and use knowledge of relationship and group dynamics, including power differentials. AGen 2.4 Recognize and manage personal biases as they affect the therapeutic relationship in the service of the clients’ well-being as well as the working relationship with community members.</td>
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<td><strong>Comp #6</strong> Engage in research-informed practice and practice-informed research.</td>
<td>AGen 6.1 Use the evidence-based practice process for interventions with various systems. AGen 6.3 Use research methodology to evaluate change efforts for efficiency, quality, and effectiveness.</td>
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<td><strong>Comp #7</strong> Apply knowledge of human behavior and the social environment.</td>
<td>AGen 7.1 Synthesize and differentially apply practice theories relevant to individuals, families, groups, organizations, communities, and societal institutions.</td>
<td>Readings Exam Research paper</td>
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<td>EPAS Competencies</td>
<td>Advanced Generalist Practice Behaviors</td>
<td>Assignments</td>
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<tr>
<td>3. Examine the major types of community violence and their impact on individuals as well as society.</td>
<td><strong>Comp #7</strong> Apply knowledge of human behavior and the social environment.</td>
<td>AGen 7.1 Synthesize and differentially apply practice theories relevant to individuals, families, groups, organizations, communities, and societal institutions.</td>
<td>Readings, Exam</td>
</tr>
<tr>
<td>4. Describe the range of services and settings that focus on family and community violence.</td>
<td><strong>Comp #3</strong> Apply critical thinking to inform and communicate professional judgments.</td>
<td>AGen 3.3 Evaluate, select, and implement appropriate assessments, interventions and evaluation practices.</td>
<td>Readings, Interview paper</td>
</tr>
<tr>
<td>5. Discuss selected models of effective prevention and intervention for family and community violence.</td>
<td><strong>Comp #3</strong> Apply critical thinking to inform and communicate professional judgments.</td>
<td>AGen 3.3 Evaluate, select, and implement appropriate assessments, interventions and evaluation practices.</td>
<td>Readings, Exams, Research paper</td>
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<td><strong>Comp #10 (a-d)</strong> Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</td>
<td>INTERVENTION AGen 10.9 Critically evaluate, select, and apply best practices and evidence-based interventions.</td>
<td>Readings, Exams, Research paper</td>
</tr>
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<td>6. Explain social, political, legal, and economic policies that impact family and community violence and services.</td>
<td><strong>Comp #5</strong> Advance human rights and social and economic justice.</td>
<td>AGen 5.1 Use knowledge of the effects of oppression, discrimination, and historical trauma on individual, community and other systems to guide planning and intervention.</td>
<td>Readings, Exams, Research paper</td>
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<td><strong>Comp #8</strong> Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</td>
<td>AGen 8.2 Use evidence-based practice and practice-based evidence in advocacy for policies that advance social and economic well being.</td>
<td>Readings, Exams, Research paper</td>
</tr>
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<td>7. Articulate the ethical and legal issues relevant within diverse families and communities.</td>
<td><strong>Comp #2</strong> Apply social work ethical principles to guide professional practice.</td>
<td>AGen 2.1 Apply ethical decision making skills to issues specific to advanced generalist social work.</td>
<td>Readings, Exams, Research paper</td>
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<td><strong>Comp #3</strong> Apply critical thinking to inform and communicate professional</td>
<td>AGen 3.1 Engage in reflective practice.</td>
<td>Readings, Exams, Research paper</td>
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</table>
4.0  **Content and organization information**

4.1  **List the major topics central to this course:**
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

Review of concepts used for policy analysis of the problem and types of violence
Historical, socio-cultural, and governmental contributors to the problem and types of violence as listed below
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

Community violence—theoretical foundations in systems theory and policy
Types of community violence
- Youth exposure to community violence
- Gang violence and chronic youth offenders
- The role of substance abuse
- School violence
- Workplace violence

Relevance of diagnostic classification systems for physical and mental disorders as may apply to victims and perpetrators of violence
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

Typical schedule:
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/13</td>
<td>Introductions</td>
<td></td>
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<tr>
<td>1/20</td>
<td>Violence: Definitions &amp; views</td>
<td>Gottesman Chapter (available on Blackboard)</td>
<td>Views paper due by 1:00 p.m.</td>
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<tr>
<td></td>
<td>Compassion fatigue</td>
<td>Compassion Fatigue Awareness Project website (<a href="http://www.compassionfatigue.org">www.compassionfatigue.org</a>)</td>
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<tr>
<td>1/27</td>
<td>Violence and mental health</td>
<td>Monahan article</td>
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<td>Stuart article</td>
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<td>Elbogen, et al. article</td>
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<tr>
<td>2/3</td>
<td>Introduction to intimate partner violence (IPV)</td>
<td>Barnett: CH 9 &amp; 10</td>
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<td></td>
<td>Issues related to IPV victimization</td>
<td>Curt’s Story from Gay Men’s Domestic Violence website (<a href="http://gmdvp.org/curts-story/">http://gmdvp.org/curts-story/</a>)</td>
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<td></td>
<td>Guest speaker: Sue Michalski, Director of Domestic Violence Coordinating Council/Family Justice Center of the Midlands</td>
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<tr>
<td>2/10</td>
<td>Continued discussion on IPV</td>
<td>Barnett: CH 11</td>
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<td></td>
<td>Issues related to IPV perpetration</td>
<td>Borchowitz article</td>
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<td>Bennett &amp; Williams article</td>
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<td>(both available on Blackboard)</td>
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<tr>
<td>2/17</td>
<td>Wrapping up IPV</td>
<td>Gewitz &amp; Edelson article</td>
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<td>Impact of IPV on children</td>
<td>Edelson, et al. article</td>
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<td></td>
<td>What social workers need to know about IPV</td>
<td>Chang, et al. article</td>
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<td></td>
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<td>(all available on Blackboard)</td>
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<tr>
<td>2/24</td>
<td>Youth violence</td>
<td>Borum, et al. article</td>
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<td></td>
<td>Violence in schools</td>
<td>Ono &amp; Pumariega article</td>
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<td>(both available on Blackboard)</td>
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<tr>
<td>3/3</td>
<td>Continued discussion of youth violence and violence in schools</td>
<td>Bennett article</td>
<td>Interview paper due by 1:00 p.m.</td>
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<td></td>
<td>Bullying</td>
<td>Graham article</td>
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<td>Rodkin &amp; Berger article</td>
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<td>Brunner &amp; Lewis article</td>
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<td>(all available on Blackboard)</td>
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<tr>
<td>3/10</td>
<td>Child abuse and neglect</td>
<td>Barnett: CH 3-7</td>
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<td></td>
<td>Issues related to perpetration of child abuse and neglect</td>
<td>Gilgun article (available on Blackboard)</td>
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<tr>
<td>3/17</td>
<td>Trip to Project Harmony</td>
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<td>Midterm exam due by 1:00 p.m.</td>
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<td></td>
<td>Continued discussion of child abuse and neglect</td>
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<tr>
<td>3/24</td>
<td>No class (Spring Break)</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Readings</td>
<td>Assignment</td>
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<td>12</td>
<td>3/31</td>
<td>Wrap up discussion of child abuse and neglect • Sexual assault and rape</td>
<td>Barnett: CH 8 Kumpfer article DeFrain, et al. article Bonnar-Kidd article (all available on Blackboard)</td>
</tr>
<tr>
<td>13</td>
<td>4/7</td>
<td>Sexual assault and rape, continued • Trauma issues and social work</td>
<td>Lisak article Dobie article Courtois &amp; Gold article (all available on Blackboard)</td>
</tr>
<tr>
<td>14</td>
<td>4/14</td>
<td>Continue discussion on sexual assault and rape</td>
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<tr>
<td>15</td>
<td>4/21</td>
<td>Gang violence • Community violence • Workplace violence</td>
<td>CQ Researcher article Lyons article CDC report on workplace violence (all available on Blackboard)</td>
</tr>
<tr>
<td>16</td>
<td>4/28</td>
<td>Elder abuse</td>
<td>Barnett: CH 12 Mosqueda PowerPoint &amp; Audio (available on Blackboard)</td>
</tr>
<tr>
<td>17</td>
<td>5/5</td>
<td>No class</td>
<td>Final exams due by 11:59 p.m.!</td>
</tr>
</tbody>
</table>

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: 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.

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

A. Attendance and participation in all class sessions, including lecture-discussions, group activities/assignments, etc.
B. Personal experiential interview with a professional who works with family or community violence or visit at a service setting and written report.

C. 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.

D. 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.

E. Tests/Quizzes on assigned reading (to be announced)

6.2 Describe the typical basis for determining the final grade (e.g. weighting of various student projects):

- 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 points

Total: 100 points

6.3 Grading type:

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

7.0 Resource material information

7.1 Textbook(s) or other required readings used in course:
Textbook(s) and required reading may be selected from resources listed below (or others per individual instructor).


7.2 Other student suggested reading material:


7.3 Current bibliography and other resources:


**Classic resources**


8.0 Other information

8.1 Accommodations statement:
Reasonable accommodations are provided for students who are registered with UNO Disability Services and make their requests sufficiently in advance. For more information, contact UNO Disability Services (EAB 117, Phone: 554-2872, TTY: 554-3799) or go to the website: [www.unomaha.edu/disability](http://www.unomaha.edu/disability)

8.2 Plagiarism/academic integrity:
In this course, you will submit written work in which you make use of information and ideas found in print or online sources. Whenever you use material from another writer, it is important that you quote or paraphrase appropriately and cite the source. Never let it appear that ideas and information gleaned from other sources are your own.

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.

UNO Faculty Senate, March, 2010

Additional note on plagiarism/academic integrity from the UNO School of Social Work:
The School of Social Work views plagiarism as a very serious offense. The NASW Code of Ethics includes a high value on integrity and the importance of behaving in a trustworthy manner (see NASW Code of Ethics, [www.socialworkers.org/pubs/code/default.asp](http://www.socialworkers.org/pubs/code/default.asp), 4.04 and 4.08). In addition, the Publication Manual of the APA (2010) states, “Researchers do not claim the words and ideas of another as their own; they give credit where credit is due. Quotation marks should be used to indicate the exact words of another. Each time you paraphrase another author, you need to credit the source in the text” (p. 15).

The School of Social Work will hold a Level 2 or 3 Student Review for any student who is alleged to have plagiarized or cheated in any of their academic courses.

8.3 Procedures regarding student grades/papers:
The Family Educational Rights and Privacy Act (FERPA) of 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.

8.4 **Resources for students:**
- UNO Grace Abbott School of Social Work, [http://socialwork.unomaha.edu](http://socialwork.unomaha.edu)
- UNO Counseling Center, [http://counseling.unomaha.edu](http://counseling.unomaha.edu)
- UNO Speech Center, [http://www.unomaha.edu/speechcenter](http://www.unomaha.edu/speechcenter)
- UNO Writing Center, [www.unomaha.edu/writingcenter](http://www.unomaha.edu/writingcenter)
- Online Writing Lab (OWL) at Purdue, [http://owl.english.purdue.edu/owl](http://owl.english.purdue.edu/owl)

11-15-2011