Family Violence in Society
HB741
Spring 2012

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COURSE DESCRIPTION

*Family Violence in Society* (HB741) will introduce students to the dynamics of family violence and its multiple effects on children, adults, and communities. This course will draw from current evidence from social work, the social sciences, and neurobiology, to frame our theoretical understanding of family violence. We will also review some prevention and intervention programs for a number of populations. Special attention will be given to the impact of violence upon vulnerable populations, including women, children, and elders. Students will also learn the importance of self-care when working with populations affected by family violence.

The course will also discuss current knowledge regarding the perpetration of family violence, with a specific focus on intimate partner violence, elder abuse, child physical abuse, and child sexual abuse. The course will equip students to work competently and in an evidence-informed manner in family violence research, advocacy, practice and policy. Specifically, students will deepen their understanding of the following: (1) Theoretical frameworks for understanding the etiology and dynamics of multiple forms of family violence in society; (2) the historical and contemporary influences in current social policy related to family violence; and (3) prevention and intervention approaches for individuals and communities affected by family violence. Please note that this is a Human Behavior course and as such the focus of the class is not to teach you how to conduct clinical work with populations affected by family violence. The goal of this course IS to have you understand the multiple contexts affected by family violence and the multiple theories that help explain why individuals act violently.
COURSE OBJECTIVES

Student Learning Objectives

The overall course objectives are to
1) Define and describe the nature, extent and consequences of multiple forms of family violence
2) Explore competing theories about why family violence occurs
3) Analyze the inter-relatedness of different forms of violence
4) Evaluate empirical evidence about victims, perpetrators, and implications for evidence-based prevention and intervention
5) Apply theory and research to diverse populations and practice contexts (e.g., clinical social work, policy, advocacy, etc.).
6) Recognize personal reactions to violence-related material as related to applied work with or on behalf of victims and/or perpetrators

THIS COURSE SUPPORTS THE ATTAINMENT OF ADVANCED PRACTICE COMPETENCY IN:

Competency 2.1.1 Professional Identity
Competency 2.1.2 Ethical Practice
Competency 2.1.3 Critical Thinking
Competency 2.1.4 Diversity in Practice
Competency 2.1.5 Human Rights and Justice
Competency 2.1.6 Research Based Practice
Competency 2.1.7 Human Behavior
Competency 2.1.8 Policy Practice
Competency 2.1.9 Practice Contexts
Competency 2.1.10 Engage, Assess, Intervene, Evaluate

Specific assignments in this course will assess your attainment of this competency.

Information about the specific competencies and related advanced practice behaviors addressed in this course and your other MSW courses can be found at http://www.bu.edu/ssw/students/current/competency-map/
**Helpful Journals**
- American Journal of Orthopsychiatry
- Child Abuse & Neglect
- Child Maltreatment
- Child Welfare
- Journal of Interpersonal Violence
- Journal of Child Sexual Abuse
- Journal of Aggression, Maltreatment, & Trauma
- Journal of Trauma Studies
- Journal of Traumatic Stress
- Psychological Bulletin
- Violence against Women
- Violence & Victims

**Helpful Websites (See also weekly listings in course schedule)**
- [http://www.mincava.umn.edu/](http://www.mincava.umn.edu/)
- Centers for Disease Control Disaster resources: [www.bt.cdc.gov/mentalhealth](http://www.bt.cdc.gov/mentalhealth)
- International Society for Traumatic Stress Studies [www.istss.org](http://www.istss.org)
- National Child Traumatic Stress Network: [www.nctsnet.org](http://www.nctsnet.org)
- National Center for PTSD: [www.ncptsd.va.gov](http://www.ncptsd.va.gov)

**ASSIGNMENTS AND COURSE EXPECTATIONS**

**CLASSROOM ENVIRONMENT**

Quite simply, violence is a difficult topic to study. Each of us has different motivations for and interests in learning about violence in its many forms. Similarly, each of us will have unique reactions to the topics and materials we examine. As students and participants in our classroom, it is our collective responsibility to create an environment in which our diverse experiences, perspectives, and response can be presented safely and addressed in a respectful manner. As the instructor, I will do my best to facilitate this kind of learning environment and I expect each of you to contribute productively as well.

**CLASS PARTICIPATION**

Students are expected to participate actively in class, and in a manner that is respectful of each other’s contributions, of clients and client confidentiality, and of the instructor and the shared learning process. Full participation creates an effective learning environment. We expect that each student will contribute to the in-class learning experience by actively listening, speaking, and sometimes leading class discussions. Each student is a learning resource for other students and faculty. The common foundation for discussion rests with the readings. We believe that both verbal and written skills are important to social workers. You will have the opportunity to participate in small groups as well as in larger class discussions. **Class participation counts for 20% of your grade and is evaluated on the following criteria: attendance, level of preparation demonstrated in oral questions and comments in small and large group discussions. DUE TO THE SUMMER SCHEDULE NO ABSENCES ARE ALLOWED.**

*Please be aware that we will be watching videos that include explicit material related to violence, including victimization and perpetration. I will make every effort to give specific information about the content of videos; however, due to the topic of the course, you can expect that all of our videos will include violence-related material and can be disturbing or difficult for all of us.*
STUDENT EVALUATION AND DUE DATES

1) Class reflections (4 TOTAL) due in class  Ongoing  40
2) Self-care presentation  
3) Case Study (Choice)  Class 5 (proposal)  20  6/10/12 (final paper)
4) Class participation and attendance  Ongoing  20

A = 95 and above  A-= 91-94  B+= 87-90  B=83-86  B-= 80-83

POLICY REGARDING ACADEMIC MISCONDUCT
Pages 64–68 of the BUSSW Ways & Means Handbook (distributed to all entering students) describes forms of academic misconduct, including plagiarism, that can result in a student's referral to the School's Status Review Committee for review of the student's overall performance and readiness to continue in professional social work education. Plagiarism (p. 64) "is the act of representing someone else's creative and/or academic work as one's own, whether in full or part. It can be an act of commission, in which one intentionally appropriates the words, pictures, or ideas of another; or it can be an act of omission, in which one fails to acknowledge/document/give credit to the source, creator, and/or copyright owners of those words, pictures, or ideas. Any fabrication (i.e. making up) of material, quotes, or sources other than created in a work of fiction, is also plagiarism.

Plagiarism also includes, but is not limited to, the purchase, copying, or uncited use of another's work; use of material translated from another language as though it were original to the student; copying material word for word without quotation marks and attribution to its source; and presenting collaborative work as though it were the presenter's work alone.

Students may not submit the same material for two courses without prior written approval of both instructors involved. Making false statements regarding academic misconduct or attributing the misconduct wholly to others is also misconduct. Pressuring a faculty member or fellow student to behave unethically is also academic misconduct and grounds for Status Review.

WRITING STYLE AND REFERENCES

ACADEMIC WRITING ASSISTANCE
Students in need of tutoring and/or academic writing assistance should contact their faculty advisor for available resources. Additional information on writing assistance for Off-Campus students is available via the OCP web page at: http://www.bu.edu/ssw/academic/msw/off-campus/current/supports/index.shtml

STUDENTS WITH DISABILITIES
If you have a disability and want to request reasonable accommodation, the University requires that you consult with Boston University’s Office of Disability Services for information regarding this process.
CONFIDENTIALITY
Federal health regulations of 2003 mandate the protection of client confidentiality by changing the name of the client, significant others, agency, conditions, other descriptors, and geographic locations that could lead to client identification.

ACCESING COURSE MATERIALS
Beginning summer 2009, BUSSW will use Blackboard 8 instead of CourseInfo.

Blackboard Course Management System: Each course has a Blackboard course management site where instructors post the course syllabus, announcements, class handouts, additional recommended readings, and any other pertinent course information. Some Blackboard sites may have multiple course sections, so please be sure to select the appropriate folder for your course and campus.

Go to: blackboard.bu.edu

- Login using your BU login name and Kerberos password
- There will be three tabs at the top left: “My Courses,” “All Courses,” and “Help”
- If you click on “My Courses,” all the courses for which you are currently register will appear
- If you click on “All Courses,” the Course Catalogue will appear
- First click on the appropriate semester folder, and then click on “School of Social Work”
- Click on the appropriate course as identified by the course ID, course name, and instructor name. If you do not see your specific course, your professor may not have created a site yet.

Click on “Course Documents,” which is on the left side panel of the screen, to access the course syllabus. Required and recommended readings are available via the Mugar Library E-Reserves.

Click on “Link to File” or the document “hot link” to access the article in Adobe Acrobat PDF file format. If you wish to save a copy of the article, click on the small disk image (Save a Copy) on the command bar directly above the article and save it to your hard drive or to a disk/CD/flash drive. It is often helpful to create folders on your personal computer to organize your course readings, e.g., “HB749 Readings.” Creating folders will allow you to save articles in one location so that you can read or print them at a later date.

Please Note: Due to copyright laws, articles posted on Blackboard sites are only accessible for 2 weeks.
COURSE OUTLINE

(** indicates required reading)

Session 1: (5/4/2012)

Introduction
Overview of the course: Syllabus, readings, assignments, and expectations
Classroom environment

Topic:
Theoretical Overview
Definitions of violence

Required Readings:


Session 2: Theories of Violence (5/5/2012)

Required Readings:


Recommended Readings:


Websites:

http://www.ovw.usdoj.gov/ovw-fs.htm#fs-act

http://www.ncea.aoa.gov/NCEARoot/Main_Site/Library/Laws/InfoAboutLaws_08_08.aspx


http://www.dvmhpi.org/

http://www.childabusepreventionprogram.org/

http://www.aap.org/advocacy.html


Required Readings:


Recommended Readings:


Session 4: Domestic Violence/Intimate Partner Violence (5/12/2012)

Required Readings:


Recommended Readings:


Websites:

http://www.cdc.gov/ViolencePrevention/intimatepartnerviolence/index.html


http://www.mincava.umn.edu/categories/891?type=8
Session 5: Child Sexual Abuse and Perpetration (5/18/2012)

Required Readings:


Recommended Readings:


Websites:

Survivor Stories
[http://www.pandys.org/escapinghades/Survivors.html](http://www.pandys.org/escapinghades/Survivors.html)


Session 6: Elder Abuse (5/19/2012)

Required Readings:


Websites:

http://www.ncea.aoa.gov/ncearoot/Main_Site/index.aspx

Session 7: Immigrant Populations (6/1/2012)

Required Readings:


Session 8: Self-Care Conference (6/2/2011)
The goals of the REFLECTIONS are twofold. First, writing can provide an opportunity for you to reflect upon, question, react to, and integrate the content of this course. A leading scholar in working with adult survivors of sexual abuse writes that in order to work in this field, the worker must possess “intellectual competence, emotional competence and the competence (willingness) to treat” (Courtois, 1999). Because an important theme of the course is worker readiness to practice in the area of interpersonal violence, the reflection is a place where you may begin (or continue) an honest appraisal of your “competencies” related to the issues of interpersonal violence and identify/explore how your personal beliefs and experiences interact with your professional practice.

The second goal of the journal is to support you in your development of an effective self-care strategy. Reflections should ALWAYS integrate your integration/thoughts/questions about the class readings. Furthermore, you can also reflect on your work experiences, current events, and/or personal experiences. In addition to regular entries, we will also ask you to meet with a class partner on a weekly basis to share your reflections. You can choose to meet with the same partner every week or you can alternate partners on week to week basis. Sharing your reflections has the potential to counteract or prevent the “hazards” of working in the field of violence.

Please make sure to bring your reflections to four classes to facilitate the discussion with your partner. The reflection is considered a short paper and will be graded. For this reason, the reflections must provide clear evidence that you have put significant thought into your writing, that you have pondered issues raised by the readings and your practice in this area, and that you are making an effort to integrate and critique the complexities and delicacies involved in this topic. You will submit in type-written form (2-3 page) FOUR (4) journal entries throughout the semester. For each submitted journal entry you will receive 10 points. ONLY ONE ENTRY WILL BE ACCEPTED AT A TIME. Entries will be typewritten and a hardcopy will submitted in paper form at the end of class.

In addition to your reflection on a selected reading, other ideas that can be integrated into your writing are:

1) Discussion of information that is new /surprising to you
2) Discussion of your responses to the personal testimony you observe in videos shown during the course (or from client narratives), films, clients, etc.
3) How interpersonal violence should be defined and for what purpose (e.g. intent to harm? Impact on victim?)
4) Existential, ethical and/or clinical issues raised by course content
5) Reflection on contemporary responses to interpersonal violence
6) Discussion of explanations for vs. excuses/rationalizations for perpetrators interpersonal violence
7) Discussion of cultural practice vs. interpersonal violence
8) Media coverage of interpersonal violence (e.g. recent high profile cases; child abuse coverage, etc.)
9) Personal awareness, vicarious trauma concerns, self-care issues – what did you discover or learn about yourself through this course (or this work)?
10) Reflections on working with a partner
SELF-CARE PRESENTATION (20 points)
(Full details will be provided separately)

Throughout the semester we will review a number of videos and literature pertaining to family violence. Due to the heavy content and to the fact that many, if not all of you, are active in the field, we will make every effort to always check-in and make sure we are taking proper care of ourselves and each other. After each class meeting we will take a few minutes to discuss topics like self-care, burnout, and vicarious traumatization. We will also practice some self-care exercises. We will end the semester by participating in a "SELF-CARE CONFERENCE".

Each of you will present during our "conference". Your presentation will count towards 20% of your grade. Your presentation could consist of any of the following:

- Research review: What does the literature teach us about vicarious traumatization or burnout among specific groups of helping professionals?
- Self-care activity: A detailed review of a self-care practice (i.e., relaxation techniques, healthy eating, aromatherapy)
- Effects of burn-out or VT: How does burn-out or VT affect us physically, emotionally, or behaviorally?

Conference will take place on the last class day, 6/2/11. One-page proposal due in class on 5/12/12 (4th session)

All presentations should be interactive.