



Social Work 09:910:228:
Understanding Interpersonal Violence: Causes, Consequences, and Social Justice Change
Core Requirement: CCD
Specific Core goals: 1
[insert class meeting time here]

Instructor:

Office Hours:

E-mail:

Term:

Office:

Telephone:

Course Outline

I. Catalog Course Description:

This course provides an overview of the contemporary challenge of interpersonal violence through the lens of social justice, which is a foundation of the field of social work. It describes the causes and consequences of child maltreatment, peer violence, intimate partner violence and sexual assault. Students will discuss research/science informed prevention and response solutions in schools, health care, and community settings from a multidisciplinary perspective.

II. Course Overview:

Whether you are hoping to work in healthcare, schools, or just be a knowledgeable citizen of your community, understanding the widespread community problem of interpersonal violence is important. Violence is a central contemporary challenge as it has a negative effect on health, work, how children learn, and costs society millions of dollars a year. Victims of violence are also strong and resilient and communities are finding innovative ways to create change and reduce violence. The purpose of this course is to help you learn what interpersonal violence is (which includes intimate partner violence, dating violence, sexual assault, and child maltreatment). We will also consider how aspects of human diversity shape individuals' and communities' experiences of

violence, and why it is an important community problem to solve. We will study multidisciplinary research and social justice theories about why it is so prevalent and the diverse impacts it has on individuals and families. We will focus particularly on applying these ideas to understand what communities (including individuals, schools, agencies, and policy makers) are doing to address the problem.

"...you cannot afford to think of yourselves as being here to receive an education; you will do much better to think of yourselves as being here to claim one. One of the dictionary definitions of the verb "to claim" is: to take as the rightful owner...."to receive" is to come into possession of; to act as a receptacle or container for..." - A. Rich (1979). *On Lies, Secrets, and Silence: Selected Prose 1966-1978*. W.W. Norton & Company, Inc.

"Maybe the only thing that I always want to remind myself and other people is that we cannot do it alone. The act of transforming ourselves and transforming our society, the act of working in liberation processes, has to be rooted in the collective. We need to go back to forming communities, to strengthen our work and the work of other people."

- Papusa Molina (1992)

"If you don't have something you really believe in, you know, life isn't worth living. I can't get anything out of life if I'm not standing up for worthwhile principles."

- Maudelle Shirek (1992)

III. Place of Course in Program:

Course 09:910:228 is offered on a University-wide basis as a CORE course CCD 1 in the Contemporary Challenges category. As such we will analyze interpersonal violence as a social justice issue including exploring how human differences shape people's experience of violence, how different scientific and practice disciplines (social work, psychology, criminology) help us understand and respond to violence. It will also count as elective credit for the BASW degree.

Please see the following link for other information on the Social Work degree:

<https://socialwork.rutgers.edu/academics/bachelor-arts-social-work-basw>

IV. Program Level Learning Goals and the Council on Social Work Education's Social Work Competencies

The Council on Social Work Education (CSWE) accredits the BASW Program at Rutgers, The State University of New Jersey. CSWE uses the 2015 Education Policy and Accreditation Standards (EPAS) for accreditation of baccalaureate social programs. These accreditation standards can be reviewed at www.cswe.org.

In keeping with CSWE standards, the Rutgers University School of Social Work has integrated the nine CSWE competencies, which are in the 2015 EPAS, within its curriculum.

These competences serve as program level learning goals for the BASW Program and include the following. Upon completion of their BASW education students will be able to: demonstrate ethical

and professional behavior; engage in diversity and difference in practice; advance human rights and social, economic and environmental justice; engage in practice informed research and research informed practice; engage with individuals, families, groups organizations and communities; intervene with individuals, families, groups organizations and communities; and evaluate practice with individuals, families, groups, organizations and communities.

This course will assist students in developing the following competencies:

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers: (1) apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and (2) engage in practices that advance social, economic, and environmental justice.

V. Course learning goals and Alignment with the SAS core curriculum: CCD-1
Contemporary Challenges: Diversities and Social Inequalities: Students will “analyze the degree to which forms of human differences and stratifications among social groups shape individual and group experiences of, and perspectives on, contemporary issues. Such differences and stratifications may include race, language, religion, ethnicity, country of origin, gender identity, sexual orientation, economic status, abilities or other social distinctions and their intersections.”

Consistent with a social justice perspective on interpersonal violence, students will learn to analyze how factors across individuals, families, communities and societal levels of analysis contribute to different forms of interpersonal violence and how social change strategies help us respond to and prevent them. In particular:

- 1. Students will discuss interpersonal violence using perspectives from several disciplines that use a social justice lens (social work, psychology, criminology) and compare, and contrast what they have to say about risk and protective factors for violence.*
- 2. Students should be able to describe what “social justice” means and why interpersonal violence is a social justice problem that requires social justice change.*
- 3. Students will analyze how forms of human diversity (social class, race, gender) and access to power and resources differentially affects individuals’ and communities’ exposure and response to interpersonal violence.*
- 4. Students should be able to discuss how to apply an understanding of interpersonal violence to their own future in their careers and in their roles as citizens of their community.*

This course enables student to analyze the contemporary social justice challenge of interpersonal violence and explore how unbalanced power systems within families, communities, and societies contribute to violence and shape response and prevention efforts.

VI. School of Social Work Mission Statement and School Wide Learning Goals

The mission of the Rutgers School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengthens individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

School Wide Learning Goals: Upon graduation all students will be able to:

1. Demonstrate Ethical and Professional Behavior;
2. Engage Diversity and Difference in Practice; and
3. Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities

VII. Academic Resources

Library Research Assistance

Dr. Karen Hartman is the social work librarian on the New Brunswick Campus: karen.hartman@rutgers.edu p. 848-932-6104. She is available to meet with students.

Writing Assistance

Success in undergraduate education and within the larger profession of social work depends on strong writing skills. Several resources are available to help students strengthen their professional and academic writing skills. Writing assistance is available to all undergraduate students as described below.

New Brunswick Campus

All New Brunswick BASW students are eligible to access writing assistance at the New Brunswick Learning Center. Online tutoring may also be available.
<https://rlc.rutgers.edu/student-info/group-and-individual-academic-support/writing-coaching>

Additional Online Resources

APA Style

Purdue OWL <https://owl.english.purdue.edu/owl/resource/560/01/>
APA Style Guide <http://www.apastyle.org/learn/faqs/index.aspx>

Purdue OWL Mechanics, grammar, organization
<https://owl.english.purdue.edu/owl/section/1/>

Email Etiquette for Students

<https://owl.english.purdue.edu/owl/resource/694/01/>

VII. Office on Violence Prevention and Victim Assistance:

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support and academic advocacy are available through the Rutgers Office on Violence Prevention and Victim Assistance, **848.932.1181**, <http://vpva.rutgers.edu>. Services are free and confidential and available 24 hrs. /day, 7 days a week.

IX. Active Shooter Resources:

Over the years, there has been an increase in the number of active shootings on campus. It is important that you know what to do in cases there is an active shooter on campus. Please go to this site to retrieve information that will reduce your personal risk in case of an active shooting on campus-<http://rupd.rutgers.edu/shooter.php>.

X. Required Texts:

One book is required for this class. You will also read several research articles and will be able to choose one additional book to read for a written assignment. Occasional additional short readings will be required (as indicated on the syllabus below) and will be available online through the course modules.

Miller-Perrin, C., Perrin, R., & Renzetti, C. **2nd Edition** (2021). *Violence and Maltreatment in Intimate Relationships*. Sage Publications.

Other required readings (separate from textbook) are available through the Rutgers University Library "Reading List" that is integrated into your Canvas course. To find your readings:

Click on the "Reading List" tab in the Canvas navigation bar to the left hand side of the course. Please note: this list contains links to articles and other required readings separate from the textbook (if applicable). Please follow the syllabus and/or Canvas Readings and Resources page in each module for more specific required readings and resources for each week (including textbook/media).

For further instructions [please click here for a video tutorial](#)

XI. Course Requirements:

Class participation and discussion:	15% of final grade
Quizzes and brief homework	40%
Formal papers	45%

1. Class participation (15% of final grade): This class will use a combination of lecture, discussion, and interactive exercises. While each class will include a lecture to cover important concepts, the bulk of the learning will take place through interacting with one another in small group exercises and larger class discussions. For this reason, it is not only important that everyone attend class regularly, but you must come to class having read and thought about the readings for that day. Your grade is based on your general level of participation in class discussions and in class activities (including informal in-class writing) and the quality of your contributions. **You are expected to attend each class. I understand that illnesses and other issues can arise but please see attendance policy below.**

In order to prepare, you need to do the reading assigned for each class and should bring notes about the following:

1. What is the take home message of the reading?
2. What kind of evidence is presented in support of the author's points? Is this evidence convincing or not? Why?
3. The muddiest or most confusing point.
4. Something new or surprising that you had a strong reaction to, including a quote that illustrates this.
5. How does this article connect to other readings we are doing for class?
6. Is social justice considered in the reading? If yes, how is it considered? If not, what would a social justice lens add to our understanding?

2. Quizzes/homework/in-class informal writing (40% of final grade): Throughout the semester, some class meetings will include preparation of a homework assignment that will ready you for full participation in class discussion. These assignments are due online by class time on the day they are due or must be turned in during class time (depending on the assignment). In addition, an important aspect of class will be discussion and active learning exercises, including professionally interacting with guest speakers. You are expected to come to each class meeting prepared to engage in a discussion of the topic for that week. At least 4 class meetings will include a brief quiz on the reading. I will not announce these quizzes but will be determined by a roll of the dice and occasionally by my own decision. The format of the quiz is below.

The first quiz will be administered at the second class meeting. The particular quiz question typically will be determined by chance (coin toss/roll of a dice) and occasionally by decree (instructor's decision). Quizzes can be turned in via email or on paper (depending on how the course is meeting – online versus in person).

There will be no make-up quizzes given. Quizzes are graded on a 10-point scale.

You may bring notes to class and refer to them while taking the quiz. You may not refer directly to the assigned reading. For question 6 below be sure to include in your notes a quotation WITH PAGE NUMBERS. Each quiz will address one of the following questions.

1. KNOWLEDGE. Describe the major thesis, the central idea or ideas in the chapter or article. Make certain that the thesis you identify is PRIMARY. Include also one or two closely related ancillary or secondary ideas/theses, clearly identify them as such.

2. COMPARISON. Identify two concepts or principles presented in the chapters/articles, clearly define them in your own words and then show how they are in some way(s) both similar to and different from one another. If you wish, one of the concepts or principles may be selected from another reading, lecture, or discussion from another college course you have taken.

3. APPLICATION. Select a concept or principle in the chapter or article, clearly define and/or describe the concept/principle, and then indicate how the concept/principle applies to you or to someone you know. Provide sufficient details about yourself or the person you select to justify clearly and convincingly that the concept/principle indeed applies as you suggest. If you write about someone other than yourself, please do not use names or identifying information to protect confidentiality.

4. CRITIQUE. Provide a critical perspective on some aspect of the article, indicating circumstances or conditions that prompt you to agree or disagree, endorse or question, support or take issue with the author or areas where more evidence is needed to convince you of the argument. What kind of evidence would you need to see to be convinced?

5. PASSION. Citing page numbers, quote verbatim a statement or brief passage that elicits in you a strong emotional response: excitement, frustration, pleasure, anger, sadness, surprise, confusion, fear, delight, some combination of the aforementioned, or whatever. Then, identify your emotional response, describe the meaning(s) the statement/passage has for you, and provide actual or possible reasons for your response.

6. SOCIAL JUSTICE – how does the reading consider an aspect of social justice? If it does not, how could social justice help us think about what is discussed in the reading in a new way?

2. Papers (45% of final grade): During the semester you will be required to write 3 papers. These are described in more detail in separate documents. Remember - writing assignments are graded for BOTH content and quality of writing. **All papers need to have an interesting title.**

ALL PAPERS AND HOMEWORK ARE DUE ONLINE VIA CANVAS BY CLASS TIME ON THE DATE SPECIFIED. YOU WILL LOSE 1/3 OF A GRADE FOR EACH DAY YOUR PAPER IS LATE UNLESS THERE ARE EXTREME EXTENUATING CIRCUMSTANCES IN WHICH CASE SEE ME ASAP.

Paper 1 (15% of final grade): Due [MODULE 7]. Group Film Discussion and reflection paper (please see separate document that describes this in detail). You will watch a film, TV episode or other media (approved in advance by instructor), discuss as a group, and write your own reflection paper. You will also briefly present about the film as a group to the class.

Paper #2. (20% of final grade). DUE [INSERT DATE MODULE 10]. Social Justice Analysis Paper. For this assignment you read and write about a book of your own choosing that is specific to your interest in interpersonal violence. Please see separate document on CANVAS for specific details of this assignment.

Paper 3 (10% of final grade): Due [INSERT DATE – MODULE 14]. Social change interview or event. Community/activism event. Social work involves advocacy and activism, whether you are

trying to create large scale social justice change or trying to start a new program or working to help give voice to your clients' experiences. Resistance through advocacy and activism is also how social justice goals are achieved and what scholar D. Mosley describes as "critical action" which is part of resilience and healing from oppression. You can fulfill this assignment in several different ways (please see specific instructions for this assignment in a separate document on CANVAS).

XII. Grading Standards:

A = Exceptional or outstanding work; student demonstrates full understanding of material, displays unusual analytical and/or creative ability; extremely thorough work; must be well organized and conform to accepted standards of writing including correct grammar, accurate spelling, etc.; cites material correctly. Work is completed by the due date.

B+ = Above average work in terms of understanding material and ability to apply material from lectures and readings to own proposed project. Work must be organized and conform to accepted standards of writing; cites material correctly. Work is completed by the due date.

B = Good work; demonstrates understanding of material; written materials well organized and conforms to accepted standards of grammar, spelling punctuation, etc.; cites material correctly. Work is completed by the due date.

C+=More acceptable work. Some problems in applying the concepts and techniques to own work, fails to cover some important point(s). Some problems in organizing and presenting written materials; cites material incorrectly; too many direct quotes; fails to paraphrase and cite appropriately.

C = Acceptable work, similar to C+ but reveals greater problems in applying the concepts and techniques to own work, fails to cover some important point(s). Some problems in organizing and presenting written materials; cites material incorrectly; too many direct quotes; fails to paraphrase and cite appropriately.

XIII. Grading Criteria:

Grade Percent

A	90-100
B+	85-89
B	80-84
C+	75-79
C	70-74
D	60-69
F	0-59

*Scores to be rounded up at .5

XIV. Course Evaluation:

There will be an anonymous evaluation to be completed by all students on or about the next to last week of class. The instructor might also choose to conduct a mid-point evaluation.

XV. Academic Integrity Policy

As per Rutgers University Academic Integrity Policy, “Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.” All SSW students are expected to review and familiarize themselves with the [RU Academic Integrity Policy](#) in its’ entirety.

As per Rutgers University Academic Integrity Policy, “The principles of academic integrity require that a student: make sure that all work submitted in a course, academic research, or other activity is the student’s own and created without the aid of impermissible technologies, materials, or collaborations; properly acknowledge and cite all use of the ideas, results, images, or words of others; properly acknowledge all contributors to a given piece of work; obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student’s interpretation or conclusions; treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress; uphold the ethical standards and professional code of conduct in the field for which the student is preparing.”

Students should review all types of Academic Integrity Violations per the RU Academic Integrity Policy. Below are some of the more common violations, as articulated in Rutgers University Academic Integrity Policy:

“Plagiarism: Plagiarism is the use of another person’s words, ideas, images, or results, no matter the form or media, without giving that person appropriate credit. To avoid plagiarism, a student must identify every direct quotation using quotation marks or appropriate indentation and cite both direct quotation and paraphrasing properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are: Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution; Paraphrasing without proper attribution, i.e., presenting in one’s own words another person’s written words or ideas as if they were one’s own, regardless of the nature of the assignment; Incorporating into one’s work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources, regardless of format, without proper attribution.”

“Cheating: Cheating is the use or possession of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results or reports, analyses, and other textual or visual material and media as one’s own work when others prepared them. Some common examples are: Prohibited collaboration: receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted; Copying another student’s work or answers on

a quiz or examination; Using or having access to books, notes, calculators, cell phones, technology, or other prohibited devices or materials during a quiz or examination; Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved; Preprogramming a calculator or other device to contain answers, formulas, or other unauthorized information for use during a quiz or examination.; Acquiring a copy of an examination from an unauthorized source before the examination; Having a substitute take an examination in one's place; Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement; Submitting as one's own work a term paper or other assignment prepared, in whole or in part, by someone else."

Any faculty member or academic administrator who becomes aware of a possible academic integrity violation must initiate a formal complaint with the Office of Student Conduct and the SSW's Academic Integrity Facilitator (Laura Curran at lacurran@ssw.rutgers.edu). The AIF deciding the case (the "adjudicator") shall notify the accused student of the allegation in writing or by electronic communication within fifteen working days of the time the faculty member becomes aware of the alleged violation.

Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information, see [RU Academic Integrity Policy](#) and [Procedures for Adjudicating Academic Integrity Violations](#)

To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: ***On my honor, I have neither received nor given any unauthorized assistance on this examination/assignment.***

XVI. Disability Accommodation

"Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>."

XVII. Attendance/Participation Policy:

Students are expected to attend all classes and complete work on time. If you expect to miss one or two classes, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate

the date and reason for your absence. An email is automatically sent to me. Please note: The policy for late or missing work and exams is included in the Course Requirements section above.

Students are expected to attend class regularly and to complete readings on a timely basis so that they can participate effectively in class discussions. More than three absences may result in the failure of the class. Students are expected to arrive to class on time and stay for the entire duration of class. More than 3 late arrivals or early departures will result in grade deductions of one half grade for each 3 late arrivals. In addition, students are expected to take leadership roles in class discussions and exercises.

XVIII. Diversity and Inclusion Statement

The RU SSW supports an inclusive learning environment where diversity, individual differences and identities (including, but not limited to, race/ethnicity, gender, class, sexual orientation, religion, ability, etc.) are respected and recognized as a source of strength. Students and faculty are expected to respect differences and contribute to a learning environment that allows for a diversity of thought and worldviews. If at any time, you feel that I or other students have failed to ensure that this is an inclusive learning environment or differences are not respected, please let me know. Your suggestions are encouraged and appreciated.

XIX. Course Outline:

Please note that this schedule may be modified during the semester. Students will be given advance notice of any changes. **Please check Canvas regularly.**

Date

Topic

WEEK 1: History and Definitions of Interpersonal Violence and Social Justice (including the cross-cutting theme of resilience and frameworks for prevention and response); considering the importance of self-care (what is it and why is it important), and the importance of community in the classroom.

Readings due in class : Miller-Perrin Chapter 1 (please skim this chapter after class, it is a reference chapter)

WEEK 2: What is social justice (including an understanding of historic trauma and systems of institutionalized oppression? How do we practice self-care while studying violence?

Readings due in class:

HOMEWORK 1 & 2 DUE

All read:

Kristof, N. (June 7, 2020). What if there were no George Floyd video? New York Times. Please also browse the following website: <https://www.socialworkers.org/Advocacy/Social-Justice>

JIGSAW CLASSROOM: Read ONE of the articles below as assigned by your group number in class.

1. WATTS-JONES, T. D. (2010). Location of self: Opening the door to dialogue on intersectionality in the therapy process. *Family Process*, 49(3), 405-420.

2. Bowleg, L. (2012). The problem with the phrase women and minorities: intersectionality— an important theoretical framework for public health. *American journal of public health, 102*(7), 1267-1273.
3. Hytten, K., & Bettez, S. (2011). Understanding social justice for education. *Educational Foundations, 7*-24.
4. Comas-Díaz, L., Hall, G. N., & Neville, H. A. (2019). Racial trauma: Theory, research, and healing: Introduction to the special issue. *American Psychologist, 74*(1), 1.
5. O'Brien, M. (2017). Social work and the practice of social justice: An initial overview. *Aotearoa New Zealand Social Work, 21*(1-2), 3-10.

HOMEWORK 1: Each of you should bring in recent news article from the past 6 months related to interpersonal violence and social justice. Come to class prepared to share a summary.

HOMEWORK 2: Prepare a sheet of information introducing yourself. Your one-page description of yourself must include: who you are and a recent photo. What do you like to do for fun? What is a learning success story for you (something that tells me about what helps you learn successfully) and what is a learning challenge for you? What are 3 specific learning goals that you have for yourself in this class? What do you hope to do after graduating from Rutgers?

WEEK 3: How do we know about the problem of violence and how does violence intersect with other social justice issues? Examples of applying a social justice lens to understanding interpersonal violence.

Readings due in class: Miller-Perrin Chapter 2

Choose one of the following articles to read (they provide excellent examples of applying a social justice lens to the study of violence)

Bryant-Davis, T., Adams, T., Alejandre, A., & Gray, A. A. (2017). The trauma lens of police violence against racial and ethnic minorities. *Journal of Social Issues, 73*(4), 852-871.

Bryant-Davis, T., & Tummala-Narra, P. (2017). Cultural oppression and human trafficking: Exploring the role of racism and ethnic bias. *Women & Therapy, 40*(1-2), 152-169.

Willie, T. C., & Kershaw, T. S. (2019). An ecological analysis of gender inequality and intimate partner violence in the United States. *Preventive medicine, 118*, 257-263.

WEEK 4: Child maltreatment physical and sexual abuse

Readings due in class: Miller-Perrin Chapters 3& 4

WEEK 5: Child maltreatment – psychological and poly-victimization

Readings due in class: Miller-Perrin Chapter 6

WEEK 6: Peer Harassment and Bullying

Readings due in class : Miller-Perrin Chapter 7 pp.203- 216.

HOMEWORK 3: Jigsaw classroom: Each of you will be assigned to read ONE of the articles below. You need to read the article on your own and bring to class a summary of the key take-home message of the article (see CANVAS for a worksheet for this). You will each have the chance to work in small groups to teach other students in class about the article you read.

1. Sprague Martinez et al (2018). The power of prevention and youth voice: A strategy for social work to ensure youths' healthy development. *Social Work*, 63, 135-143.
2. Evans, C. B., Fraser, M. W., & Cotter, K. L. (2014). The effectiveness of school-based bullying prevention programs: A systematic review. *Aggression and Violent Behavior*, 19(5), 532-544.
3. Storer, Casey, & Herrenkohl (2017). Developing "whole school" bystander interventions: The role of school-settings in influencing adolescents responses to dating violence and bullying. *Children and Youth Services Review*, 74, 87-95.
4. Sanchez et al (2001). Preventing bullying and sexual harassment in elementary schools, *Journal of Emotional Abuse*, 2, 157-180.
5. Jones, S. C., & Neblett, E. W. (2016). Racial-ethnic protective factors and mechanisms in psychosocial prevention and intervention programs for Black youth. *Clinical child and family psychology review*, 19(2), 134-161.

WEEK 7: Teen Dating Violence [PAPER 1 DUE]

Readings due in class : Miller-Perrin Chapter 7 pp.229-235

HOMEWORK 4: Jigsaw classroom: Each of you will be assigned to read ONE of the articles below. You need to read the article on your own and bring to class and turn in on CANVAS a summary [please use worksheet] of the key take home message of the article, did the authors provide credible evidence to support the points they are making? What more do you want to know? You will each have the chance to work in small groups to teach other students in class about the article you read.

1. Sabina, C., Cuevas, C. A., & Cotignola-Pickens, H. M. (2016). Longitudinal dating violence victimization among Latino teens: Rates, risk factors, and cultural influences. *Journal of Adolescence*, 47, 5-15.
2. Centers for Disease Control documents on teen dating violence: <https://www.cdc.gov/violenceprevention/pdf/tdv-factsheet.pdf> and Safe Dates prevention program overview: http://www.violencepreventionworks.org/public/safe_dates.page
3. Edwards, K. M., Rodenhizer, K. A., & Eckstein, R. P. (2017). School personnel's bystander action in situations of dating violence, sexual violence, and sexual harassment among high school teens: A qualitative analysis. *Journal of interpersonal violence*.
4. Casey, E., Lindhorst, T. & Storer, H. (2016). The situational-cognitive model of adolescent bystander behavior: Modeling bystander decision-making in the context of bullying and teen dating violence. *Social Work*.

5. Edwards, K. M., Sylaska, K. M., & Neal, A. M. (2015). Intimate partner violence among sexual minority populations: A critical review of the literature and agenda for future research. *Psychology of Violence*, 5(2), 112.

WEEK 8 Rape and sexual assault

Readings due in class: Miller-Perrin Chapter 7 pp.217-228

HOMEWORK 5: Jigsaw classroom: Each of you will be assigned to read ONE of the articles below. You need to read the article on your own and bring to class [and turn in on CANVAS using worksheet template] a summary of the key take home message of the article, did the authors provide credible evidence to support the points they are making? What more do you want to know? You will each have the chance to work in small groups to teach other students in class about the article you read.

1. Banyard, V. L. (2014). Improving college campus–based prevention of violence against women: A strategic plan for research built on multipronged practices and policies. *Trauma, Violence, & Abuse*, 15(4), 339-351.
2. Senn, C. Y. (2011). An imperfect feminist journey: Reflections on the process to develop an effective sexual assault resistance programme for university women. *Feminism & Psychology*, 21(1), 121-137.
3. Orchowski, L. M., Edwards, K. M., Hollander, J. A., Banyard, V. L., Senn, C. Y., & Gidycz, C. A. (2018). Integrating Sexual Assault Resistance, Bystander, and Men’s Social Norms Strategies to Prevent Sexual Violence on College Campuses: A Call to Action. *Trauma, Violence, & Abuse*.
4. Hamby, blog posts: *A letter to my teenage son about sexual assault and A letter to my daughter about sexual assault*. <https://www.psychologytoday.com/blog/the-web-violence/201609/letter-my-teenage-son-about-sexual-assault>
5. Wooten, S. C. (2017). Revealing a hidden curriculum of Black women’s erasure in sexual violence prevention policy. *Gender and education*, 29(3), 405-417.

WEEK 9 Sexual assault continued and Revisiting Strengths and Prevention

Readings due in class: Banyard (2015). Go big or go home. *Psychology of Violence*. And Sabina, C., & Banyard, V. (2015). Moving toward well-being: The role of protective factors in violence research. *Psychology of Violence*, 5(4), 337. Available on canvas.

HOMEWORK 6: website analysis. Find a website that deals with one of the forms of violence we have studied so far. Bring to class a short paragraph that includes the link to the website and a brief analysis of the website: Who is the audience for the website? Is it focused on prevention? Response? Both? Based on what you have been learning – how trustworthy is the information on the website? How do you know? Come to class prepared to share the website you located and what you learned from it.

WEEK 10 Intimate partner violence – focus on victims PAPER 2 DUE

Readings due in class: Miller-Perrin Chapter 8

WEEK 11 Intimate partner violence – focus on perpetrators

Readings due in class: Miller-Perrin Chapter 9

WEEK 12 Elder abuse and abuse of individuals with different abilities

Readings due in class: Miller-Perrin Chapter 10

Added reading: Jigsaw classroom: Each of you will be assigned to read ONE of the articles below.

HOMEWORK 7: Jigsaw classroom: Each of you will be assigned to read ONE of the articles below. You need to read the article on your own and bring to class [and turn in on CANVAS using worksheet template] a summary of the key take home message of the article, did the authors provide credible evidence to support the points they are making? What more do you want to know? You will each have the chance to work in small groups to teach other students in class about the article you read.

1. Straussner, S. L. A., & Calnan, A. J. (2014). Trauma through the life cycle: a review of current literature. *Clinical Social Work Journal*, 42(4), 323-335.
2. Donovan, K., & Regehr, C. (2010). Elder abuse: Clinical, ethical, and legal considerations in social work practice. *Clinical Social Work Journal*, 38(2), 174-182.
3. van der Heijden, I., Abrahams, N., & Harries, J. (2019). Additional layers of violence: the intersections of gender and disability in the violence experiences of women with physical disabilities in South Africa. *Journal of interpersonal violence*, 34(4), 826-847.
4. McCarthy, M., Hunt, S., & Milne-Skillman, K. (2017). 'I know it was every week, but I can't be sure if it was every day: Domestic violence and women with learning disabilities. *Journal of applied research in intellectual disabilities*, 30(2), 269-282.
5. Ruiz-Pérez, I., Pastor-Moreno, G., Escribà-Agüir, V., & Maroto-Navarro, G. (2018). Intimate partner violence in women with disabilities: perception of healthcare and attitudes of health professionals. *Disability and rehabilitation*, 40(9), 1059-1065.

WEEK 13 Special topics (workplace harassment, human trafficking, community violence, hate crimes)

Readings due in class : None – see below

HOMEWORK 8: Pick one of the topics from above and do some research about it: what is the incidence/prevalence? What are some causes? How does it impact people? What are examples of what people/organizations/communities are trying to do about it? You will work in groups to prepare a brief presentation in class about this topic.

WEEK 14 Endings and reflections

PAPER 3 DUE

Readings due in class:

Schultz, K., Cattaneo, L. B., Sabina, C., Brunner, L., Jackson, S., & Serrata, J. V. (2016). Key roles of community connectedness in healing from trauma. *Psychology of violence, 6*(1), 42.