

**RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY  
SCHOOL OF SOCIAL WORK  
COURSE OUTLINE**

**Violence & Abuse in Adulthood- Weekly Format  
19:910:566:xx  
Spring 2019**

**Instructor Name:**

**Office Address:**

**Phone:**

**Email:**

**Index #:**

**Day & Time of Class:**

**Office Hours:**

**I. Catalog Course Description**

This course examines the definitions, scope, and impact of violence and abuse in adulthood. The spectrum of theories and conceptual frameworks used to explain violence are explored. In particular, the course focuses on the prevalence, etiology, myths, and dynamics of intimate partner violence (IPV), sexual violence, trafficking, and elder abuse. Perspectives on working with both victims/survivors and perpetrators are presented, with an understanding of the role of culture and environmental context. The course includes a review of the conceptual frameworks used to guide current services, interventions, prevention efforts, and policies aimed at remedying and eliminating violence in our society. A special emphasis is placed on the advocacy role of the social worker in creating social change. Prerequisite for this course is completion of the foundation year.

**II. Course Overview**

This course will examine the definitions and scope of violence and abuse in adulthood in today's society. In particular, the course focuses on the prevalence, etiology, myths, and dynamics of intimate partner violence (IPV), sexual violence, trafficking, and elder abuse. Perspectives on working with both victims/survivors and perpetrators are presented.

Particular emphasis will be placed on understanding of the role of culture and environmental context in the perpetration of and response to abuse in adulthood, including analysis of micro, mezzo and macro level factors. Conceptual frameworks used to guide current services, interventions, prevention efforts to address violence in our society will be reviewed.

Content on social action, social justice, advocacy and influencing the political and administrative processes is a significant feature of the course. Information is included on the legislative process, and the expanding role of victims/survivors, coalitions, victim advocates, and social workers in influencing the process

### **III. Place of Course in Program**

This course is part of the HBSE Curriculum. Prerequisites include successful completion of HBSE and Social Work Practice I.

### **IV. Program Level Learning Goals and the Council of Social Work Education's Social Work Competencies**

The MSW Program at Rutgers is accredited by the Council on Social Work Education (CSWE). CSWE's accreditation standards can be reviewed at [www.cswe.org](http://www.cswe.org).

In keeping with CSWE standards, the Rutgers School of Social Work has integrated the CSWE competencies within its curriculum. *These competences serve as program level Learning Goals for the MSW Program and include the following. Upon completion of their MSW 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 individual, 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.

**Competency 4: Engage in research-informed practice and practice-informed research.** Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

**Competency 5: Engage in policy practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global

influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

## **V. Course Learning Goals**

Course level learning goals primarily relate to the aforementioned competencies/program level learning goals as the course addresses research informed practice, policy analysis skills and development of human rights and social, economic and environmental justice competencies through the study of violence and abuse in adulthood.

Upon completion of this course, students will be able to:

1. Describe, critically analyze and apply a variety of theories, conceptual frameworks and research used to explain violence and abuse in adulthood
2. Recognize the individual, contextual and environmental factors influencing the occurrence of violence and abuse in adulthood, including the role of culture and community
3. Identify an awareness of how to engage with individuals, communities, or organizations experiencing violence in a culturally sensitive and empowering way
4. Examine current trends in service delivery to victims/survivors and perpetrators of adulthood violence and abuse, including interventions, prevention efforts, and policies.
5. Describe and analyze the critical role of social workers to serve as advocates in promoting social change and social and economic justice to remedy and prevent abuse and violence in our society

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

The mission of the School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengths 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

## **VI. Required Texts**

There is no one textbook that is adequate for our purposes, given the breadth of our work on family violence in this class. For this reason, we are going to be reading from a wide range of interdisciplinary books and journals. **For each week, you are required to select and read THREE articles. Some weeks there are required readings, and other weeks you can choose which articles are of particular interest to you.**

To access the readings, go to Canvas (see section later in syllabus), which can be accessed at <https://onlinelearning.rutgers.edu/canvas>. Readings are listed in alphabetical order by author's name under the appropriate topic.

## VII. Course Requirements

### Course Format:

***Respect for others and Internet Etiquette.*** This course has room for multiple and diverse perspectives, and it is essential for us to treat each other with respect when opinions are shared. Language should be used which recognizes diversity and is respectful of others. During this course, it may be difficult to disguise references to specific organizations and people, so such information must stay in the classroom. Confidentiality is vital.

The use of cell phones (including text messaging), iPhones, blackberries, PDAs, or any similar type of electronic device is not permitted in class. Please turn them off prior to class. If there is an emergency and you need to leave your phone on, please turn it to vibrate and attend to the call in the hallway so that you will not disturb your colleagues. Laptops are permitted to take notes or review course handouts. Please be respectful to the instructor and your classmates and do not use your laptop to check email, Facebook, or search the internet.

Further, please remember that communicating online should not be any different from when you communicate in a face to face class. Please refrain from using internet slang, abbreviations and acronyms as not everyone will know them. Lastly, all communication should be courteous and professional. Here is a link to the 10 Best rules of netiquette <http://learning.colostate.edu/guides/guide.cfm?guideid=4>

***Attendance.*** Students are expected to attend class (and be on time), which is essential for learning from lecture and class discussions, and for socialization to the profession of social work. Attendance and participation will affect 10% of the course grade. ***Students who miss more than 1 class may be asked to make up work from the sessions they missed. Students who miss more than 3 classes will not receive a passing grade for the class.*** Students who leave during the break will be marked as absent for that class. Absences because of religious holidays are allowed with prior permission from the instructor. Consistent lateness to class will also result in being marked absent.

It is University policy (University Regulation on Attendance, Book 2, 2.47B, formerly 60.14f) to excuse without penalty students who are absent from class because of religious observance, and to allow the make-up of work missed because of such absence. Examinations and special

required out-of-class activities shall ordinarily not be scheduled on those days when religiously observant students refrain from participating in secular activities. Absences for reasons of religious obligation shall not be counted for purposes of reporting.

Students are advised to provide timely notification to instructors about necessary absences for religious observances and are responsible for making up the work or exams according to an agreed-upon schedule.

**Participation.** This course will use a variety of learning methods, including lectures, films, guest presentations, and group exercises. Student participation is essential, and all students are encouraged to share ideas and questions. Class participation is critical and will comprise part of your final grade. Active participation is encouraged and includes coming to class prepared, critically analyzing the readings and lectures, voicing your thoughts, and reacting respectfully to others.

**Canvas.** Canvas is a course management program designed to aid in the communication and dissemination of course information and materials. These materials include the syllabus, assignments, and PowerPoint handouts. Additionally, there are links to websites, an online gradebook, and opportunities to e-mail the instructor and your classmates (without knowing their e-mail address).

All correspondence, including submission of assignments and e-mail communications, will be conducted through Canvas. Please ensure that the e-mail registered with the University is the e-mail you want to use for your correspondence. For technical help 24 hours a day / 7 days a week, please contact [help@canvas.rutgers.edu](mailto:help@canvas.rutgers.edu) or call 877-361-1134.

To find your course, go to <https://onlinelearning.rutgers.edu/canvas>. Your **Rutgers NetID** and password are the standard login credentials needed to access your courses.

### **Course assignments:**

There are 3 assignments for this course. More details are provided in the Course Home section on the Canvas website. All assignments are to be electronically posted in the Digital Drop Box on Canvas no later than 11:59 pm EST on the due date. Please save all of your assignments with the same document name: last\_name\_assignment.doc. (E.g. McMahon\_RA1.doc.) All assignments MUST be compatible with Microsoft Word. It is the student's responsibility to ensure that assignments left in the digital dropbox can be retrieved and read by the instructor. Once graded, I will post your assignment in Canvas and then send an e-mail indicating that your graded paper is posted.

Please note: All assignments submitted must include the following at the end of the paper:

***On my honor, I have neither received nor given any unauthorized assistance on this assignment.***

|           |      |
|-----------|------|
| Signature | Date |
|-----------|------|

1. **Current Events Discussion:** Each student is responsible for locating a current event in the news related to our class, to share information about the event with current classmates and to lead a brief discussion on the event.
  
2. **Critical Analysis Papers:** Students will complete three (3) 4-5 page papers which critically analyze the topic areas covering 9 articles chosen from the readings.
  
3. **Activist Activity:** Students will take one action to work against abuse and violence; whether writing a letter to congress, submitting a letter to the editor, attending a rally, etc. Students will write up a description of the activity and their reaction in 4-6 pages and present it to the class.

**Grading**

| <u>Activity:</u>               | <u>Value:</u> | <u>Due Date:</u> |
|--------------------------------|---------------|------------------|
| Class Participation            | 10%           | All Classes      |
| Critical Analysis Papers       | 55%           |                  |
| Current Events Discussion      | 10%           |                  |
| Activist Activity              | 20%           |                  |
| Activist Activity Presentation | 5%            |                  |
| <b>TOTAL:</b>                  | <b>100%</b>   |                  |

Grading for this MSW course is as follows:

|            |            |                   |
|------------|------------|-------------------|
| 92-100 = A | 82-86 = B  | 70-76 = C         |
| 87-91 = B+ | 77-81 = C+ | 0-69 = Failed (F) |

*\* Scores to be rounded up at .5*

**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. Work is completed by 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. 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. Work is completed by the due date.

C+ = Acceptable work but some disorganization and lack of critical analysis.

C = Reveals greater problems in applying the concepts and techniques to own work, and fails to cover some important point(s). Some problems in organizing and presenting written materials.

The quality of the writing as well as the content is important, so students should check spelling and grammar as well as sentence and paragraph construction. It is a very good idea to write a draft of your papers and then make an outline of your draft before preparing final versions. This helps assure that your paper is flowing in a coherent manner and that you are effectively making and supporting your main points.

Written work should meet basic standards of writing proficiency, and should conform to accepted standards of citation. The format found in the Publication Manual of the American Psychological Association (APA) should be used for all papers. If you are unsure of how to cite sources, please see the instructor. *Remember that plagiarism is a serious offense and violates the standards for academic integrity.* Written assignments are graded based on the following criteria:

- thoroughness and completeness of content;
- clarity and logic of presentation;
- evidence of critical thought;
- quality of writing.

*Late Assignments:* All assignments are due at the beginning of class on the date assigned. Grades will be reduced by 2 points per day if the assignment is late or incomplete. (Exceptions will be made only in extreme circumstances and must be approved by the instructor **PRIOR** to the due date.) If a due date conflicts with a religious observance, please consult with the professor prior to the assignment's due date.

*Incomplete grades:* Incompletes will only be granted at the discretion of the instructor under special circumstances. It is the student's responsibility to request an Incomplete from the instructor before the end of the semester. A request signed by the student and the faculty member must be on file when grades are submitted.

## **VIII. Library Resources**

The Rutgers University library system contains a very impressive collection of resources and materials that will be of great assistance to you as you complete assignments for this class and your other graduate courses. Many of these materials can be accessed on-line. The university librarians offer free tutorials on using the in-library services and on-line search tools; understanding how to navigate these tools is vital for ensuring timely, thorough, and proficient completion of the assignments for this course.

Some library tools that may be of particular relevance to this course. Under the main library website, check out the following:

- a. *The Electronic Reference Sources* under the **Reference** link. You can find on-line links for the APA Style Manual, assistance with grammar and writing, and many other useful connections under (see Style Manuals).
- b. *Subject Research Guides* under the **Research Resources** link. The *Social Work* category contains links to *Government Resources* (state and federal websites relevant to policy research) and numerous other resource sites and reference collections.
- c. *RefWorks*, a web-based bibliography and citation manager.

## **IX. Course Evaluation**

Rutgers University issues a survey that evaluates both the course and the instructor. This survey is completed by students toward the end of the semester; all answers are confidential and anonymous. An additional mid semester evaluation may be distributed.

You are also encouraged to provide me with feedback on the course content and format during each class session, as well as during my office hours: Are the material and concepts presented in a clear manner? Is adequate time being given to individual topics? Are different learning styles being accommodated?

## **X. Academic Integrity Policy**

All work submitted in a graduate course must be your own.

It is unethical and a violation of the University's Academic Integrity Policy to present the ideas or words of another without clearly and fully identifying the source. Inadequate citations will be construed as an attempt to misrepresent the cited material as your own. Use the APA citation style which is described in the Publication manual of the American Psychological Association, 6<sup>th</sup> edition.

Plagiarism is the representation of the words or ideas of another as one's own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or footnote. Acknowledgement is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or in part in one's own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Plato's comment..." and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, only materials that contribute to one's general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some cases, be a subtle issue. Any question about what constitutes plagiarism should be discussed with the faculty member.

Plagiarism as described in the University's Academic Integrity Policy is as follows: ***“Plagiarism:*** Plagiarism is the use of another person's words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited 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.

-Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.

-Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other nontextual material from other sources without proper attribution”.

Plagiarism along with any and all other violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by undergraduate students. Since all violations of academic integrity by a graduate or professional student are potentially separable under the Academic Integrity Policy, faculty members should not adjudicate alleged academic integrity violations by graduate and professional students, but should refer such allegations to the appropriate Academic Integrity Facilitator (AIF) or to the Office of Student Conduct. The AIF that you should contact is Laura Curran, 848.932.4423. The student shall be notified in writing, by email or hand delivery, of the alleged violation and of the fact that the matter has been referred to the AIF for adjudication. This notification shall be done within 10 days of identifying 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 regarding the Rutgers Academic Integrity Policies and Procedures, see: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>.

Turnitin is a program linked to Canvas that is a tool to prevent plagiarism and provide feedback to students and the instructor. Turnitin ensures original work by checking submitted papers against 14 billion web pages, 150 million student papers and leading library databases and publications. Over 50 percent of plagiarism comes from other student's work. Turnitin compares submitted papers to a database of over 150 million papers in the Turnitin paper database. Each day, the Turnitin student database grows by 150,000 papers. All papers submitted for this class will be automatically submitted to Turnitin for review. The instructor and the student will see the results of the review; should the paper be plagiarized, the instructor will automatically report the student for the violation. Hence, students are encouraged to submit their papers to Turnitin to get feedback PRIOR to submitting the paper to be graded.

It has been recommended by the Office of Student Conduct that the honor pledge below be written on all examinations and major course assignments.

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.*

### **XI. 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>.

### **XII. Inclement Weather Policy**

In the event of inclement weather, students should call the University to see if classes have been cancelled. If the University is operating, the instructor will attend class. Students should contact the instructor if weather or driving conditions make it impossible for them to get to class so that accommodations can be made as necessary.

### **XIII. Audio & Video Taping Policy**

Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. On request, the instructor will usually grant permission for students to audio tape lectures, on the condition that these audio tapes are only used as a study aid by the individual making the recording. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

### **XIV. Course Content and Reading Assignments**

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| <b>Session One:</b> |
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**Topic: Introduction, What is Violence?**

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| <b>Session Two:</b> |
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**Topic: Theoretical explanations for violence- overview and individual level theories**  
**Readings:**

**Required:**

Jasinski, J. L. (2001). Theoretical explanations for violence against women. In C. M. Renzetti, J. L. Edleson & R. K. Bergen (Eds.), *Sourcebook on violence against women* (pp. 5-21). Thousand Oaks, CA: Sage Publications.

King, B. (2012). Psychological theories of violence. *Journal of Human Behavior in the Social Environment*, 22(5), 553-571.

**Select one of the following articles to read:**

Abbassi, A., & Aslinia, S. (2010). Family violence, trauma and Social Learning Theory. *Journal of Professional Counseling: Practice, Theory & Research*, 38(1), 16-27.

Ainsworth, S. E., & Maner, J. K. (2012). Sex begets violence: Mating motives, social dominance, and physical aggression in men. *Journal of Personality & Social Psychology*, 103(5), 819-829.

Ali, P., & Naylor, P. B. (2013). Intimate partner violence: A narrative review of the biological and psychological explanations for its causation. *Aggression & Violent Behavior*, 18(3), 373-382.

Buttell, F., Muldoon, J., & Carney, M. (2005). An application of attachment theory to court-mandated batterers. *Journal of Family Violence*, 20(4), 211-217.

Siever, L. J. (2008). Neurobiology of aggression and violence. *American Journal of Psychiatry*, 165(4), 429-442.

Zosky, D.L. (1999). The application of object relations theory to domestic violence. *Clinical Social Work Journal*, 27(1), 55-69.

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| <b>Session Three:</b> |
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**Topic:** Theoretical explanations: socio-cultural theories

**Readings:**

Boxer, P., Rowell Huesmann, L. L., Bushman, B., O'Brien, M., & Mocerri, D. (2009). The role of violent media preference in cumulative developmental risk for violence and general aggression. *Journal of Youth & Adolescence*, 38(3), 417-428.

Casey, E. A. & Lindhorst, T. P. (2009). Toward a multi-level, ecological approach to the primary prevention of sexual assault: Prevention on peer and community contexts. *Trauma, Violence & Abuse*, 10(2), 91-114.

Kurz, D. (1997). Violence against women or family violence? Current debates and future directions. In O'Toole, L. & Schiffman, J. (Eds). *Gender Violence: Interdisciplinary Perspectives*. New York, NY: NYU Press, pp. 443-453.

McMahon, S. Sociocultural Theories, Encyclopedia of Sexual violence and Abuse.  
<http://ebooks.abc-clio.com/reader.aspx?isbn=9781598847567&id=A3380C-7057#>

McPhail, B. A., Busch, N., Kulkarni, S., & Rice, G. (2007). An integrative feminist model. *Violence Against Women*, 13(8), 817-841.

O'Toole, L.L. (1997). Subcultural theory of rape revisited. In L.L. O'Toole & J.R. Schiffman (Eds.) *Gender Violence: Interdisciplinary Perspectives*. New York, NY: NYU Press, pp. 215-222.

Sanday, P.R. (1997). The socio-cultural context of rape: A cross-cultural study. In L.L. O'Toole & J.R. Schiffman (Eds.) *Gender Violence: Interdisciplinary Perspectives*. New York, NY: NYU Press, pp. 52-66.

#### **Session Four:**

**Topic: Theoretical explanations: Activism and Social Change**

**Readings:**

**Required:**

\*Budish, R. (2012). Click to change: optimism despite online activism's unmet expectations. *Emory International Law Review*, 26(2), 745-772.

\*Cox, P. J., Lang, K. S., Townsend, S. M. & Campbell, R. (2010). The rape prevention and education (RPE) theory model of community change: Connecting individual and social change. *Journal of Family Social Work*, 13, 297-312.

**Recommended:**

Gilster, M. E. (2014). Putting activism in its place: the neighborhood context of participation in neighborhood-focused activism. *Journal of Urban Affairs*, 36(1), 33-50.

Louis, W. R. (2009). Collective action—and then what? *Journal of Social Issues*, 65(4), 727-748.

Mallett, R. K., Huntsinger, J. R., Sinclair, S., & Swim, J. K. (2008). Seeing through their eyes: When majority group members take collective action on behalf of an outgroup. *Group Processes & Intergroup Relations*, 11(4), 451-470.

Mizrahi, T., & Dodd, S. (2013). MSW students' perspectives on social work goals and social activism before and after completing graduate education. *Journal of Social Work Education*, 49(4), 580-600.

Swank, E., & Fahs, B. (2014). Predictors of feminist activism among social work students in the united states. *Social Work Education*, 33(4), 519-532.

## Session Five:

**Topic:** Hate Crimes

**Readings:**

Cheng, W., Ickes, W., & Kenworthy, J. B. (2013). The phenomenon of hate crimes in the United States. *Journal of Applied Social Psychology, 43*(4), 761-794

Hein, L. C., & Scharer, K. M. (2013). Who cares if it is a hate crime? Lesbian, Gay, Bisexual, and Transgender hate crimes-Mental health implications and interventions. *Perspectives in Psychiatric Care, 49*(2), 84-93

McMahon, B. T., West, S. L., Lewis, A. N., Armstrong, A. J., & Conway, J. P. (2004). Hate crimes and disability in America. *Rehabilitation Counseling Bulletin, 47*(2), 66-75.

Park, H. and Mykhyalyshyn, I. (2016, June 16). L.G.B.T. people are more likely to be targets of hate crimes than any other minority group. *The New York Times*. Available: <http://www.nytimes.com/interactive/2016/06/16/us/hate-crimes-against-lgbt.html>

Plumm, K. M., & Terrance, C. A. (2013). Gender-bias hate crimes: what constitutes a hate crime from a potential juror's perspective? *Journal of Applied Social Psychology, 43*(7), 1468-1479

Zahedi, A. (2011). Muslim American women in the post-11 September era. *International Feminist Journal of Politics, 13*(2), 183-203

## Session Six:

**Topic:** Intimate Partner Violence

**Readings:**

**Required:**

National Association of Social Work (2018). Social Work's role in responding to Intimate Partner Violence. Social Justice Brief.

<https://www.socialworkers.org/LinkClick.aspx?fileticket=WTrDbQ6CHxI%3D&portalid=0>

**Select two of the following:**

Brownridge, D. A., Taillieu, T. L., Tyler, K. A, Tiwari, Chan, K. L. & Santos, S. C. (2011). Pregnancy and intimate partner violence: Risk factors, severity, and health effects. *Violence Against Women, 17*(7), 858-881

DeGue, S. & DiLillo, D. (2009). Is animal cruelty a “red flag” for family violence? Investigating co-occurring violence toward children, partners, and pets. *Journal of Interpersonal Violence, 24*(6), 1036-1056.

Dutton, M. A., & Goodman, L. A. (2005). Coercion in intimate partner violence: Toward a new conceptualization. *Sex Roles*, 52(11-12), 743-756.

Felson, R. B. & Outlaw, M. C. (2007). The control motive and marital violence. *Violence and Victims*, 22(4), 387-407.

Fortune, M. M. (2001). Religious issues and violence against women. In C. M. Renzetti, J. L. Edelson & R. K. Bergen (Eds.), *Sourcebook on violence against women* (pp. 371-385). Thousand Oaks, CA: Sage Publications.

Graham, K., Bernards, S., Wilsnack, S. C., & Gmel, G. (2011). Alcohol may not cause partner violence but it seems to make it worse: A cross national comparison of the relationship between alcohol and severity of partner violence. *Journal of Interpersonal Violence*, 26(8), 1503-1523.

Griffing, S., Ragin, D. F., Morrison, S. M., Sage, R. E., Madry, L., & Primm, B. (2005). Reasons for returning to abusive relationships: Effects of prior victimization. *Journal of Family Violence*, 20(5), 341-348.

Hahn, S.A. and Postmus, J.L. (2013). Economic empowerment of impoverished IPV survivors: A review of best practice literature and implications for policy. *Trauma, Violence & Abuse*, 15(2): 79-93

Kasturirangan, A. (2008). Empowerment and programs designed to address domestic violence. *Violence Against Women*, 14(12), 1465-1475.

Kim, J. & Gray, K. A. (2008). Leave or stay? Battered women's decision after intimate partner violence. *Journal of Interpersonal Violence*, 23(10), 1465-1482.

Klevens, J., Baker, C. K., Shelley, G. A., & Ingram E. M. (2008). Exploring the components of coordinated community responses and their impact on contact with intimate partner violence services. *Violence Against Women*, 14(3), 346-358.

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## **Session Seven:**

**Topic: Intimate Partner Violence in diverse settings**

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## Session Eight:

**Topic: Stalking and Electronic Abuse**

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| <b>Session Nine:</b> |
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**Topic: Elder Abuse**

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- Ziminski Pickering, C. E., & Phillips, L. R. (2014). Development of a causal model for elder mistreatment. *Public Health Nursing*, 31(4), 363-372
- Zink, T., Jacobson, C.J., Regan, S., Fisher, B. & Pabst, S. (2006). Older women's descriptions and understandings of their abusers. *Violence Against Women*, 12(9), 851-865.

## Session Ten:

**Topic:** Sexual Violence

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Banyard, V.L., Moynihan, M. M., Walsh, W. A., Cohn, E. S. & Ward, S. (2010). Friends of survivors: The community impact of unwanted sexual experiences. *Journal of Interpersonal Violence, 25*, 242-256.

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## Session Eleven:

**Topic:**           **Trafficking**

**Readings:**

**Required:**

Hodge, D. R. (2014). Assisting victims of human trafficking: strategies to facilitate identification, exit from trafficking, and the restoration of wellness. *Social Work, 59*(2), 111-118.

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Alvarez, M., & Alessi, E. J. (2012). Human trafficking is more than sex trafficking and prostitution: Implications for Social Work. *Affilia: Journal of Women & Social Work, 27*(2), 142-152.

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## **Session Twelve:**

**Topic: Working with Individuals who Perpetrate**

### **Readings:**

Abbey, A., Wegner, R., Woerner, J., Pegram, S. E., & Pierce, J. (2014). Review of survey and experimental research that examines the relationship between alcohol consumption and men's sexual aggression perpetration. *Trauma, Violence & Abuse, 15*(4), 265-282

Basile, K.C. & Hall, J.E. (2010). Intimate partner violence perpetration by court-ordered men: Distinctions and intersections among physical violence, sexual violence, psychological abuse, and stalking. *Journal of Interpersonal Violence, 20*(10) 1-24.

Carter, L.S. (2009). Batterer Intervention: Doing the work and measuring the progress. A report on the December 2009 Experts Roundtable. *Family Violence Prevention Fund*. Retrieved from [http://www.futureswithoutviolence.org/userfiles/file/Children\\_and\\_Families/Batterer%20Intervention%20Meeting%20Report.pdf](http://www.futureswithoutviolence.org/userfiles/file/Children_and_Families/Batterer%20Intervention%20Meeting%20Report.pdf)

Coates, R. B., Umbreit, M. S., & Vos, B. (2006). Responding to hate crimes through Restorative Justice dialogue. *Contemporary Justice Review, 9*(1), 7-21

Garrett, T., Oliver, C., Wilcox, D. T., & Middleton, D. (2003). Who cares? The views of sexual offenders about the group treatment they receive. *Sexual Abuse: A Journal of Research and Treatment*, 15(4), 323-338.

Grady, M., & Strom-Gottfried, K. (2011). No easy answers: Ethical challenges working with sex offenders. *Clinical Social Work Journal*, 39(1), 18-27

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Kraanen, F. L., Vedel, E., Scholing, A., & Emmelkamp, P. G. (2013). The comparative effectiveness of integrated treatment for substance abuse and partner violence (I-StoP) and substance abuse treatment alone: a randomized controlled trial. *BMC Psychiatry*, 13(1), 1-14.

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Silvergleid, C. S., & Mankowski, E. S. (2006). How batterer intervention programs work: participant and facilitator accounts of processes of change. *Journal of Interpersonal Violence*, 21(1), 139-159.

Swartout, K. M., Swartout, A. G., Brennan, C. L., & White, J. W. (2015). Trajectories of male sexual aggression from adolescence through college: A latent class growth analysis. *Aggressive behavior*, 41(5), 467-477.

Whitaker, M. P. (2014). Motivational attributions about intimate partner violence among male and female perpetrators. *Journal of Interpersonal Violence*, 29(3), 517-535.

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| <b>Session Thirteen:</b> |
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**Topic: Prevention**

**Readings:**

**Required:** Banyard, V.L. (2013). Go big or go home: Reaching for a more integrated view of violence prevention. *Psychology of violence*, 3 (2), 115-120

**Suggested:**

Banyard, V. (2012). Prevention, Levels. In J. Postmus (Ed.), *Encyclopedia of Sexual Violence and Abuse*. Santa Barbara, CA: ABC-CLIO. Retrieved from <http://ebooks.abc-clio.com.proxy.libraries.rutgers.edu/reader.aspx?isbn=9781598847567&id=A3380C-4747>

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.

Casey, E. (2012). Prevention, Ecological Model of. In J. Postmus (Ed.), *Encyclopedia of Sexual Violence and Abuse*. Santa Barbara, CA: ABC-CLIO. Retrieved from <http://ebooks.abc-clio.com.proxy.libraries.rutgers.edu/reader.aspx?isbn=9781598847567&id=A3380C-4699>

Casey, E. A. & Lindhorst, T. P. (2009). Toward a multi-level, ecological approach to the primary prevention of sexual assault: Prevention on peer and community contexts. *Trauma, Violence & Abuse*, 10(2), 91-114.

Cook-Craig, P. G., Millspaugh, P. H., Pletcher, T. S., Recktenwald, E. A., Kelly, N. C., Hegge, L. M. & Coker, A. L. (2014). From Empower to Green Dot: Successful strategies and lessons learned in developing comprehensive sexual violence primary prevention programming. *Violence Against Women*, 20(10), 1162-1178.

Cox P.J., Finkelstein D. M., Perez V. E., & Rosenbach M.L. (2010). Changes in capacity among local Coordinated Community Response Coalitions (CCRs) Supported by the DELTA Program. *Journal of Family Social Work*, 13(4), 375-392.

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Flood, M., Jewkes, R., & Lang, J. (2015). From work with men and boys to change of social norms and reduction of inequities in gender relations: a conceptual shift in prevention of violence against women and girls. *The Lancet*, 385(9977), 1580-1589.

Gonzalez-Guarda, R. M., Lipman, D. G., & Cummings, A. M. (2012). A community forum to assess the needs and preferences for domestic violence prevention targeting Hispanics. *Hispanic Health Care International*, 10(1), 18-27.

Grove, J. & Zadnik, L. (2012). Prevention versus Risk Reduction. In J. Postmus (Ed.), *Encyclopedia of Sexual Violence and Abuse*. Santa Barbara, CA: ABC-CLIO. Retrieved from <http://ebooks.abc-clio.com.proxy.libraries.rutgers.edu/reader.aspx?isbn=9781598847567&id=A3380C-4827>

Potter, S. J., Fountain, K., & Stapleton, J. G. (2012). Addressing sexual and relationship violence in the LGBT community using a bystander framework. *Harvard Review of Psychiatry*, 20(4), 201-208

Spivak, H. R., Jenkins, E. L., VanAudenhove, K., Lee, D., Kelly, M., & Iskander, J. (2014). CDC Grand Rounds: A public health approach to prevention of intimate partner violence. *MMWR Recommendations & Reports*, 63(7), 38-41.

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| <b>Session Fourteen:</b> |
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**Topic:** Social Change, Activism, & Implications for social work  
(Student presentations)

No readings

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| <b>Session Fifteen:</b> |
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**Topic:** Social Change, Activism, & Implications for social work  
(Student presentations)

No readings