

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

**Violence & Abuse in Adulthood- Weekly Format**

**19:910:566:xx**

**Spring 2022**

**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. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

#### **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. Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery

#### **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.

Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

### **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

#### **VII. Required Texts and Readings**

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.

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](#)

## **VIII. Course Requirements**

***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 may 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@oit.rutgers.edu](mailto:help@oit.rutgers.edu).

To find your course, go to [canvas.rutgers.edu](http://canvas.rutgers.edu) Your **Rutgers NetID** and password are the standard login credentials needed to access your courses.

**Technology and Internet Etiquette.** 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.

**Respect for others .** The RU SSW supports an inclusive learning environment where diversity, individual differences and identities (including race, gender, class, sexuality, religion, ability, etc.) are respected and recognized as a source of strength. Students are expected to respect differences and contribute to a learning environment that allows for a diversity of thought and worldviews.

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.

## 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 two (2) 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.

## IX. Library Resources

### Library Research Assistance

**Meredith Parker** is the social work the social work librarian on the New Brunswick Campus [meredith.parker@rutgers.edu](mailto:meredith.parker@rutgers.edu) p. 848-932-6124 ; **Natalie Borisovets** is at Newark, Dana Library [natalieb@rutgers.edu](mailto:natalieb@rutgers.edu)973-353-5909; **Katie Anderson** is at Camden, Robeson Library: [Katie.anderson@rutgers.edu](mailto:Katie.anderson@rutgers.edu) 856-225-2830. They are all available to meet with students.

### Writing Assistance

Success in graduate school 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 MSW students as described below.

**All MSW SSW students** (New Brunswick, Camden, Newark, Intensive Weekend, online and blended) are eligible to access writing assistance at the New Brunswick Learning Center. Online tutoring may also be available.

<https://rlc.rutgers.edu/student-services/writing-tutoring>

### Newark Campus

The Newark writing center is available for MSW students on the Newark campus by appointment.

<http://www.ncas.rutgers.edu/writingcenter>

## **Additional Online Resources**

### ***APA Style***

All students are expected to adhere to the citation style of the *Publication Manual of the American Psychological Association*, 7<sup>th</sup> edition (2020). It can be purchased at [APA Manual 7th Edition](#). The Purdue OWL website also provide assistance with APA style <https://owl.english.purdue.edu/owl/resource/560/01/>

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.

## **X. 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?

## **XI. 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](mailto: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.***

## **XII. 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>.

## **XIII. 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.

## **XIV. 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.

## **XV. Other Resources**

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.

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

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

<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.

Corvo, K., & Johnson, P. (2013). Sharpening Ockham's Razor: The role of psychopathology and neuropsychopathology in the perpetration of domestic violence. *Aggression and Violent Behavior*, 18(1), 175–182. <https://doi.org/10.1016/j.avb.2012.11.017>

Kelly, A. (2011). Theories of Intimate Partner Violence: From blaming the victim to acting against injustice: Intersectionality as an analytic framework. *Advances in Nursing Science*, 34(3), E29–E51. <https://doi.org/10.1097/ANS.0b013e3182272388>

Siever, L. J. (2008). [Neurobiology of aggression and violence \(Links to an external site.\)](#). *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.

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

**Readings:**

**Required:**

McMahon, S. (2012). [Theories, Sociocultural](#). [Actions](#) In J. Postmus (Ed.), *Encyclopedia of Sexual Violence and Abuse*. Santa Barbara, CA: ABC-CLIO..

McPhail, B. A., Busch, N., Kulkarni, S., & Rice, G. (2007). [An integrative feminist model \(Links to an external site.\)](#). *Violence Against Women*, 13(8), 817–841.

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 \(Links to an external site.\)](#). *Journal of Youth & Adolescence*, 38(3), 417–428.

## Recommended

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 \(Links to an external site.\)](#). *Trauma, Violence & Abuse*, 10(2), 91–114.

Khan, N. (2014). Violence is not a culturally specific phenomenon: How racist stereotypes damage communities of color. *Everyday Feminism*. Accessed on November 11, 2019. Retrieved from <https://everydayfeminism.com/2014/12/violence-is-not-a-culturally-specific-phenomenon> (Links to an external site.)

(Links to an external site.) Kim, K., & Kim, K. (2012). [The role of culture in theories of the intergenerational transmission of violence \(Links to an external site.\)](#). *Child and Family Social Work*, 17(4), 395–405. <https://doi.org/10.1111/j.1365-2206.2011.00793.x> (Links to an external site.)

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.

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.

<b>Session Four:</b>
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**Topic:** Theoretical explanations: Activism and Social Change

**Readings:**

**Required:**

Budish, R. (2012). [Click to change: optimism despite online activism's unmet expectations Actions](#). *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 \(Links to an external site.\)](#). *Journal of Family Social Work*, 13, 297–312.

Swank, E., & Fahs, B. (2014). [Predictors of feminist activism among social work students in the United States \(Links to an external site.\)](#). *Social Work Education*, 33(4), 519–532

Earl, J. (2016). 'Slacktivism' that works: 'Small changes' matter. Retrieved from <https://theconversation.com/slacktivism-that-works-small-changes-matter-69271>

### **Recommended:**

Curtin, N., Stewart, A., & Cole, E. (2015). [Challenging the status quo: The role of intersectional awareness in activism for social change and pro-social intergroup attitudes \(Links to an external site.\)](#). *Psychology of Women Quarterly*, 39(4), 512–529. <https://doi.org/10.1177/0361684315580439> (Links to an external site.)

Gilster, M. E. (2014). [Putting activism in its place: the neighborhood context of participation in neighborhood-focused activism \(Links to an external site.\)](#). *Journal of Urban Affairs*, 36(1),

Louis, W. R. (2009). [Collective action—and then what? \(Links to an external site.\)](#) *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 \(Links to an external site.\)](#). *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.

Nichols, A. (2014). [No-drop prosecution in domestic violence cases: Survivor-defined and social change approaches to victim advocacy \(Links to an external site.\)](#). *Journal of Interpersonal Violence*, 29(11), 2114–2142. <https://doi.org/10.1177/0886260513516385> (Links to an external site.)

Velasquez, A., & Larose, R. (2015). [Social media for social change: social media political efficacy and activism in student activist groups \(Links to an external site.\)](#). *Journal of Broadcasting & Electronic Media*, 59(3), 456  
474. <https://doi.org/10.1080/08838151.2015.1054998>

**Topic:** Hate Crimes

**Readings:**

**Select two of the following:**

Cheng, W., Ickes, W., & Kenworthy, J. B. (2013). [The phenomenon of hate crimes in the United States \(Links to an external site.\)](#). *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 \(Links to an external site.\)](#). *Perspectives In Psychiatric Care*, 49(2), 84–93

Human Rights Campaign. (2019). Addressing Anti-Transgender Violence. Retrieved from <https://www.hrc.org/resources/addressing-anti-transgender-violence-exploring-realities-challenges-and-sol> (Links to an external site.)

[\(Links to an external site.\)](#)Marzullo, M.A. & Libman, A.J. (2009). Research overview: Hate crimes and violence against lesbian, gay, bisexual and transgender people. Human Rights Campaign Foundation. Retrieved from <https://www.hrc.org/resources/hate-crimes-and-violence-against-lgbt-people> (Links to an external site.)

McMahon, B. T., West, S. L., Lewis, A. N., Armstrong, A. J., & Conway, J. P. (2004). [Hate crimes and disability in America \(Links to an external site.\)](#). *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. \(Links to an external site.\)](#) The New York Times.

Plumm, K. M., & Terrance, C. A. (2013). [Gender-bias hate crimes: What constitutes a hate crime from a potential juror's perspective? \(Links to an external site.\)](#) *Journal of Applied Social Psychology*, 43(7), 1468–1479

Sullivan, A., Ong, A., La Macchia, S., & Louis, W. (2016). [The impact of unpunished hate crimes: when derogating the victim extends into derogating the group \(Links to an external site.\)](#). *Social Justice Research*, 29(3), 310–330. <https://doi.org/10.1007/s11211-016-0266-x> (Links to an external site.)

Zahedi, A. (2011). [Muslim American women in the post–11 September era \(Links to an external site.\)](#). *International Feminist Journal of Politics*, 13(2), 183–203.

<b>Session Six:</b>
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**Topic:** Intimate Partner Violence: Theoretical frameworks and definitions

**Readings:**

**Required:**

National Association of Social Work (2018). [Social Work's role in responding to Intimate Partner Violence \(Links to an external site.\)](#). Social Justice Brief.

Perry, B., & Sutton, M. (2008). Policing the colour line Violence Against those in intimate interracial relationships. *Race, Gender & Class*, 15(3/4), 240-261.

["Why I Stayed Tweets \(Links to an external site.\)"](#)

**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 \(Links to an external site.\)](#). *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 \(Links to an external site.\)](#). *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 \(Links to an external site.\)](#). *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

Hunnicut, G., Lundgren, K., Murray, C., & Olson, L. (2017). [The intersection of intimate partner violence and traumatic brain injury: A call for interdisciplinary research \(Links to an external site.\)](#). *Journal of Family Violence*, 32(5), 471–480. <https://doi.org/10.1007/s10896-016-9854-7> (Links to an external site.)

Kasturirangan, A. (2008). [Empowerment and programs designed to address domestic violence \(Links to an external site.\)](#). *Violence Against Women*, 14(12), 1465–1475.

Katz, J. & Tirone, V. (2010). Going along with it: Sexually coercive partner behavior predicts dating women's compliance with unwanted sex. *Violence Against Women*, 16, 730-742

Kim, J. & Gray, K. A. (2008). [Leave or stay? Battered women's decision after intimate partner violence \(Links to an external site.\)](#). *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 \(Links to an external site.\)](#). *Violence Against Women*, 14 (3), 346–358.

Macy, R.J., Ferron, J., & Crosby, C. (2009). [Partner violence and survivors' chronic health problems: Informing social work practice \(Links to an external site.\)](#). *Social Work*, 54(1), 29–43.

Marcus, E.N. (2008, May 20). [Screening for abuse may be key to ending it \(Links to an external site.\)](#). *New York Times*. Retrieved October 29, 2008.

McCree, D. H., Koenig, L. J., Basile, K. C., Fowler, D., & Green, Y. (2015). [Addressing the Intersection of HIV and Intimate Partner Violence Among Women with or at Risk for HIV in the United States](#). *Journal Of Women's Health (15409996)*, 24(5), 331-335 5p.  
doi:10.1089/jwh.2015.5301

Monahan, K. (2018). [Intimate partner violence, Traumatic brain injury, and Social Work: Moving forward \(Links to an external site.\)](#). *Social Work*, 63(2), 179–181. <https://doi.org/10.1093/sw/swy005> (Links to an external site.)

[\(Links to an external site.\)](#)The National Intimate Partner and Sexual Violence Survey: 2010 Summary Report: Black, MC, Basile, KC, Breiding, MH et al (2010). National Center for Injury Prevention and Control, Division of Violence Prevention, Centers for Disease Control and Prevention [http://www.cdc.gov/violenceprevention/pdf/nisvs\\_executive\\_summary-a.pdf](http://www.cdc.gov/violenceprevention/pdf/nisvs_executive_summary-a.pdf) (Links to an external site.)

- Nianias, H. (2016, February 20). [As rental prices rise, women stay in bad relationships to survive \(Links to an external site.\)](#). Broadly.
- Outlaw, M. (2009). [No one type of intimate partner abuse: Exploring physical and non-physical abuse among intimate partners \(Links to an external site.\)](#). *Journal of Family Violence*, 24, 263–272.
- Renzetti, C. M. (2009). *Economic stress and domestic violence*. Harrisburg, PA: VAWnet, a project of the National Resource Center on Domestic Violence/Pennsylvania Coalition Against Domestic Violence. Retrieved November 30, 2009 from [National Online Resource Center on Violence Against Women \(Links to an external site.\)](#).
- Rivers, M. J. (2005). Navajo women and abuse: The context for their troubled relationships. *Journal of Family Violence*, 20(2), 83-89.
- Roberts, J.C. et. al. (2008). [Why victims of intimate partner violence withdraw protection orders \(Links to an external site.\)](#). *Journal of Family Violence*, 23, 369–375.
- Rothman, E. F. & Corso, P. S. (2008). [Propensity for intimate partner abuse and workplace productivity: Why employers should care \(Links to an external site.\)](#). *Violence Against Women*, 14(9), 1054–1064.
- Saunders, D. G. (1986). [When battered women use violence: Husband-abuse or self-defense? \(Links to an external site.\)](#) *Victims and Violence*, 1(1), 47–60.
- Smith, A., & Winokur, K. P. (2004) [What doctors and policymakers should know: Battered women's views about mandatory medical reporting laws \(Links to an external site.\)](#). *Journal of Criminal Justice*, 32(3), 207–221.
- Thaller, J., & Messing, J. (2016). Reproductive coercion by an intimate partner: Occurrence, associations, and interference with sexual health decision making. *Health & Social Work*, 41(1), e11-e19
- Thapar-Björkert, S., & Morgan, K. J. (2010). [But sometimes I think . . . they put themselves in the situation: Exploring blame and responsibility in interpersonal violence \(Links to an external site.\)](#). *Violence Against Women*, 16, 32–59.
- Yamawaki, N., Ochoa-Shipp, M., Pulsipher, C., Harlos, A., & Swindler, S. (2012). [Perceptions of domestic violence: The effects of domestic violence myths, victim's relationship with her abuser, and the decision to return to her abuser \(Links to an external site.\)](#). *Journal of Interpersonal Violence*, 27(16), 3195–3212.

## Session Seven:

### Topic: Intimate Partner Violence: Impact and Intersectionality

#### Readings:

Read any *three* articles from the following list:

Ames, N., Hancock, T. U. & Behnke, A. O. (2011). [Latino church leaders and domestic violence: attitudes and knowledge. \(Links to an external site.\)](#) *Families in Society: The Journal of Contemporary Social Services*, 92(2), 161–167.

Bent-Goodley, T. B. (2005). [An African-centered approach to domestic violence \(Links to an external site.\)](#). *Families in Society: The Journal of Contemporary Social Services*, 86(2), 197–206.

Crowe, T. V. (2013). Intimate partner violence in the deaf community. *Journal of The American Deafness & Rehabilitation Association (JADARA)*, 46(2), 71–84.

de La Rosa, I., Barnett-Queen, T., Messick, M., & Gurrola, M. (2016). [Spirituality and resilience among Mexican American IPV survivors. \(Links to an external site.\)](#) *Journal of Interpersonal Violence*, 31(20), 3332–3351. <https://doi.org/10.1177/0886260515584351> (Links to an external site.)

Drijber, B. C., Reijnders, U. L., & Ceelen, M. (2013). [Male victims of domestic violence \(Links to an external site.\)](#). *Journal of Family Violence*, 28(2), 173–178.

Edwards, K.M., Gidycz, C. A. & Murphy, M. J. (2010). [College women's stay/leave decisions in abusive dating relationships: A prospective analysis of an expanded investment model \(Links to an external site.\)](#). *Journal of Interpersonal Violence*, 26(7), 1446–1462.

Gillum, T. L. (2009). [Improving services to African American survivors of IPV: From the voices of recipients of culturally specific services \(Links to an external site.\)](#). *Violence Against Women*, 15(1), 57–80.

Golden, S.D., Perreira, K.M., & Durrance, C.P. (2013). [Troubled times, troubled relationships: How economic resources, gender beliefs, and neighborhood disadvantage influence intimate partner violence \(Links to an external site.\)](#). *Journal of Interpersonal Violence*, 28(10), 2134–2155.

Gormley, B. & Lopez, F.G. (2010). [Psychological abuse perpetration in college dating relationships: Contributions of gender, stress, and adult attachment orientations \(Links to an external site.\)](#). *Journal of Interpersonal Violence*, 25(2), 204–218.

Hammond, Q., Clevenger, S., Beichner, D., & Farmer, A. (2018). [Assessing the experiences of women who have suffered intimate partner violence living in shelters \(Links to an external site.\)](#) (ProQuest Dissertations Publishing). Retrieved from <http://search.proquest.com/docview/2124410892/> (Links to an external site.)

- Hassouneh, D., & Glass, N. (2008). [The influence of gender role stereotyping on women's experiences of female same-sex intimate partner violence \(Links to an external site.\)](#). *Violence Against Women*, 14 (3), 310–325.
- Helfrich, C.A & Simpson, E. K. (2006). [Improving services for lesbian clients: What do domestic violence agencies need to do? \(Links to an external site.\)](#) *Health Care for Women International*, 27 (4), 344-361.
- Hughes, R. B., Lund, E. M., Gabrielli, J., Powers, L. E., & Curry, M. (2011). Prevalence of interpersonal violence against community-living adults with disabilities: A literature review. *Rehabilitation Psychology*, 56(4), 302–319.
- Jones, L. (2008). [The distinctive characteristics and needs of domestic violence victims in a Native American community \(Links to an external site.\)](#). *Journal of Family Violence*, 23, 113-118.
- Kasturirangan, A., Drishnan, S., & Riger, S. (2004). [The impact of culture and minority status on women's experience of domestic violence \(Links to an external site.\)](#). *Trauma, Violence, & Abuse*, 5(4), 318–332.
- Kim, J. Y., & Sung, K. T. (2000). [Conjugal violence in Korean American families: A residue of the cultural tradition \(Links to an external site.\)](#). *Journal of Family Violence*, 15, 331–345.
- Liao, M. S. (2006). [Domestic violence among Asian Indian immigrant women: Risk factors, acculturation, and intervention \(Links to an external site.\)](#). *Women and Therapy*, 29(1/2), 23-39.
- Oliffe, J. L., Han, C., Maria, E. a., Lohan, M., Howard, T., Stewart, D. E., & MacMillan, H. (2014). [Gay men and intimate partner violence: a gender analysis \(Links to an external site.\)](#). *Sociology of Health & Illness*, 36(4), 564–579.
- Pitts, K. (2014). [Latina immigrants, interpersonal violence, and the decision to report to police \(Links to an external site.\)](#). *Journal Of Interpersonal Violence*, 29(9), 1661–1678.
- Postmus, J., Plummer, S., McMahon, S., Murshid, S., & Kim, M. S. (2012). Understanding economic abuse in the lives of survivors. *Journal of Interpersonal Violence*, 27 (3), 411-430
- Potter, H. (2007). [Battered black women's use of religious services and spirituality for assistance in leaving abusive relationships \(Links to an external site.\)](#). *Violence Against Women*, 13(3), 262–284.
- Raj, A., & Silverman, J. (2002). [Violence against immigrant women: The roles of culture, context, and legal immigrant status on intimate partner violence \(Links to an external site.\)](#). *Violence Against Women*, 8(3), 367-398.
- Robinson, Amorie (2002). ["There's a stranger in this house": African American lesbians and domestic violence \(Links to an external site.\)](#). *Women & Therapy*, 25(3/4): 125–136.

Shwayder, M. (2013, Nov. 5). [A same-sex domestic violence epidemic is silent. \(Links to an external site.\)](#) *The Atlantic*.

Slattery, S.M. & Goodman, L. A. (2009). Secondary traumatic stress among domestic violence advocates: Workplace risk and protective factors. *Violence Against Women, 15*(11), 1358-1379.

Sokoloff, N. J., & Dupont, I. (2005). [Domestic violence at the intersections of race, class, and gender \(Links to an external site.\)](#). *Violence Against Women, 11*(1), 38–64.

Waltermaurer, E., Watson, C., & McNutt, L. (2006). [Black women's health: The effect of perceived racism and intimate partner violence \(Links to an external site.\)](#). *Violence Against Women, 12*(12), 1214-1222.

## Session Eight:

**Topic:** Stalking and Electronic Abuse

**Readings:**

Read any *three* articles from the following list:

Amar, A., & Alexy, E. M. (2010). [Coping with stalking \(Links to an external site.\)](#). *Issues In Mental Health Nursing, 31*(1), 8–14.

Anna, C. B., Cinquegrana, V., Regalia, C., & Crapolicchio, E. (2017). [The complex link between forgiveness, PTSD symptoms and well-being in female victims of intimate partner stalking. \(Links to an external site.\)](#) *Journal of Aggression, Conflict and Peace Research, 9*(3), 230-242.

Brady, P., Nobles, M., Bouffard, L. (2017). Are college students really at a higher risk for stalking?: Exploring the generalizability of student samples in victimization research. *Journal of Criminal Justice, 52*, 12-21.

Cattaneo, L. B., Cho, S. & Botuck, S. (2011). [Describing intimate partner stalking over time: An effort to inform victim-centered service provision \(Links to an external site.\)](#). *Journal of Interpersonal Violence, 26*(17), 3428–3454.

Cho, H., Hong, J., & Logan, T. (2012). [An ecological understanding of the risk factors associated with stalking behavior: Implications for social work practice \(Links to an external site.\)](#). *Affilia: Journal of Women and Social Work, 27*(4), 381–390.

Cox, L. & Speziale, B. (2009). [Survivors of stalking: Their voices and lived experiences \(Links to an external site.\)](#). *Affilia, 24*(1), 5–18.

Lippman, J. R. (2015). [I Did It Because I Never Stopped Loving You: The Effects of Media Portrayals of Persistent Pursuit on Beliefs About Stalking \(Links to an external site.\)](#). *Communication Research*, 45(3), 394-421. doi:10.1177/0093650215570653

Logan, T. & Cole, J. (2011). [Exploring the intersection of partner stalking and sexual abuse \(Links to an external site.\)](#). *Violence Against Women*, 17(7), 904–924.

Lyndon, A., Bonds-Raacke, J., & Cratty, A. D. (2011). [College students' Facebook stalking of ex-partners \(Links to an external site.\)](#). *Cyberpsychology, Behavior and Social Networking*, 14(12), 711–716.

McFarlane, J., Campbell, J. C., & Watson, K. (2002). [Intimate partner stalking and femicide: Urgent implications for women's safety \(Links to an external site.\)](#). *Behavioral Sciences and the Law*, 20(1/2), 51–68.

Nobles, M. R., Reyns, B. W., Fox, K. A., & Fisher, B. S. (2014). [Protection against pursuit: A conceptual and empirical comparison of cyberstalking and stalking victimization among a national sample \(Links to an external site.\)](#). *JQ: Justice Quarterly*, 31(6), 986–1014.

Owens, J. G. (2016). [Why Definitions Matter. Journal of Interpersonal Violence \(Links to an external site.\)](#), 31(12), 2196–2226.

Post, M., Haymes, L., Storey, K., Loughrey, T., Campbell, C. (2012). [Understanding Stalking Behaviors by Individuals with Autism Spectrum Disorders and Recommended Prevention Strategies for School Settings \(Links to an external site.\)](#). *Journal of autism and developmental disorders*.

Reidy, D., Smith-Darden, J., Kernsmith, P. (2016). [Behavioral and Mental Health Correlates of Youth Stalking Victimization: A Latent Class Approach. American Journal of Preventive Medicine \(Links to an external site.\)](#), 51(6), 1007-1014.

Shorey, R., Cornelius, T., & Strauss, C. (2015). [Stalking in College Student Dating Relationships: A Descriptive Investigation \(Links to an external site.\)](#). *Journal of Family Violence*, 30(7), 935–942.

[\(Links to an external site.\)](#)Silver Sweeney, M. (2014, November 12). What the Law Can (and Can't) Do About Online Harassment. *The Atlantic*. Retrieved from <https://www.theatlantic.com/technology/archive/2014/11/what-the-law-can-and-cant-do-about-online-harassment/382638/> [\(Links to an external site.\)](#)

[\(Links to an external site.\)](#)Smoker, M., March, E. (2017). [Predicting perpetration of intimate partner cyberstalking: Gender and the Dark Tetrad \(Links to an external site.\)](#). *Computers in Human Behavior*, 72, 390-396.

Valentino-DeVries, J. (2018, May 19). Hundreds of Apps Can Empower Stalkers to Track Their Victims. *The New York Times*. Retrieved

from <https://www.nytimes.com/2018/05/19/technology/phone-apps-stalking.html> (Links to an external site.)

Weller, M., Hope, L., & Sheridan, L. (2013). [Police and public perceptions of stalking: The role of prior victim–offender relationship \(Links to an external site.\)](#). *Journal of Interpersonal Violence*, 28(2), 320–339.

Wigman, S. (2009). [Male victims of former-intimate stalking: A selected review](#) *International Journal of Men's Health*, 8(2), 101–115.

## Session Nine:

**Topic: Elder Abuse**

**Readings:**

Read any *three* articles from the following list:

Anetzberger, G. J. (2005). [Clinical management of elder abuse: General considerations \(Links to an external site.\)](#). *Clinical Gerontologist*, 28(1–2), 27–41.

Beaulaurier, R.L., Seff, L.R., Newman, F.L., & Dunlop, B. (2007). [External barriers to help seeking for older women who experience intimate partner violence \(Links to an external site.\)](#). *Journal of Family Violence*, 22, 747–755.

Bergeron, L. R. (2001). [An elder abuse case study: caregiver stress or domestic violence? You decide \(Links to an external site.\)](#). *Journal of Gerontological Social Work*, 34(4), 47–63.

Burnes, D. R., Rizzo, V. M., & Courtney, E. (2014). [Elder abuse and neglect risk alleviation in protective services \(Links to an external site.\)](#). *Journal of Interpersonal Violence*, 29(11), 2091–2113.

DeLiema, M., Gassoumis, Z. D., Homeier, D. C., & Wilber, K. H. (2012). [Determining prevalence and correlates of elder abuse using promotores: Low-income immigrant Latinos report high rates of abuse and neglect \(Links to an external site.\)](#). *Journal of The American Geriatrics Society*, 60(7), 1333–1339.

Donovan, K., & Regehr, C.. (2010). [Elder abuse: Clinical, ethical, and legal considerations in social work practice \(Links to an external site.\)](#). *Clinical Social Work Journal*, 38(2), 174-82.

Jaffe, I. (2019). Health workers still aren't alerting police about likely elder abuse, reports find. *National Public Radio Morning Edition*. Accessed on November 11, 2019. Retrieved from <https://www.npr.org/sections/health-shots/2019/06/12/731820729/reports-find-health-workers-still-arent-alerting-police-regarding-likely-elder-a> (Links to an external site.)

Jogerst, G. J., Daly, J. M., Galloway, L. J., Zheng, S., & Xu, Y. (2012). [Substance abuse associated with elder abuse in the United States](#). *American Journal Of Drug and Alcohol Abuse*, 38(1), 63–69

Kilbane, T. & Spira, M. (2010). [Domestic violence or elder abuse? Why it matters for older women \(Links to an external site.\)](#). *Families in Society*, 91(2), 165–170.

National Sexual Violence Resource Center (2010). [Sexual violence in later life: Research Brief \(Links to an external site.\)](#).

Payne, B. K., Blowers, A., & Jarvis, D. B. (2012). [The neglect of elder neglect as a white-collar crime: Distinguishing patient neglect from physical abuse and the criminal justice system's response. \(Links to an external site.\)](#) *JQ: Justice Quarterly*, 29(3), 448–468.

Paranjape, A., Corbie-Smith, G., Thompson, N. & Kaslow, N. J. (2009). [When older African American women are affected by violence in the home: A qualitative investigation of risk and protective factors \(Links to an external site.\)](#). *Violence Against Women*, 15(8), 977–990.

Patterson, M., & Malley-Morrison, K. (2006). [A cognitive-ecological approach to elder abuse in five cultures: Human rights and education \(Links to an external site.\)](#). *Educational Gerontology*, 32, 73–82.

Roberto, K. A. (2016). The complexities of elder abuse. *American Psychologist*, 71(4), 302-311

Ziminski Pickering, C. E., & Phillips, L. R. (2014). [Development of a causal model for elder mistreatment \(Links to an external site.\)](#). *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 \(Links to an external site.\)](#). *Violence Against Women*, 12(9), 851–865.

<b>Session Ten:</b>
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**Topic:** Sexual Violence

**Readings:**

Select three readings:

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 \(Links to an external site.\)](#). *Journal of Interpersonal Violence*, 25, 242-256.

BuzzFeed News, [What is rape culture? \(Links to an external site.\)](#)

Barger E., Wacker, J., Macy, R., and Parish, S. (August 2009). [Sexual assault prevention for women with intellectual disabilities: A critical review of the evidence \(Links to an external site.\)](#). *Intellectual and Developmental Disabilities*, 47(4) 249–262.

Bridges, A. J., Wosnitzer, R., Scharrer, E., Sun, C. & Liberman, R. (2010). [Aggression and sexual behavior in best-selling pornography videos: A content analysis update \(Links to an external site.\)](#). *Violence Against Women*, 16(10), 1065–1085. (From previous session 10)

Bryant-Davis, T., Ullman, S.E., Tsong, Y., & Gobin, R. (2011). [Surviving the storm: The role of social support and religious coping in sexual assault recovery of African American Women \(Links to an external site.\)](#). *Violence Against Women*, 17(12), 1601–1618.

Campbell, R. (2006). [Rape survivors' experiences with the legal and medical systems: Do rape victim advocates make a difference? \(Links to an external site.\)](#) *Violence Against Women*, 12(1), 30–45.

Campbell, R. (2008). The psychological impact of rape victims' experiences with the legal, medical, and mental health systems. *American Psychologist*, 63(8), 702–717.

Chen, Y. and S. E. Ullman. (2010). [Women's reporting of sexual and physical assaults to police in the National violence against women survey \(Links to an external site.\)](#). *Violence Against Women* 16(3): 262–279.

Franiuk, R., Seefeldt, J. L., Cephress, S. L., & Vandello, J. A. (2008). [Prevalence and effects of rape myths in print journalism: The Kobe Bryant case. \(Links to an external site.\)](#) *Violence Against Women*, 14(3), 287-309.

Galdi, S., Maass, A., & Cadinu, M. (2014). [Objectifying media: Their effect on gender role norms and sexual harassment of women \(Links to an external site.\)](#). *Psychology of Women Quarterly*, 38(3), 398–413.

Goodman, L., Fels, K., & Glenn, C. (2006, September). [No safe place: Sexual assault in the lives of homeless women \(Links to an external site.\)](#). Harrisburg, PA: VAWnet, a project of the National Resource Center on Domestic Violence/Pennsylvania coalition Against Domestic Violence. Retrieved 11/21/2014.

Haydon, A. A., McRee, A. L. & Halpern, C. T. (2011). [Unwanted sex among young adults in the United States: The role of physical disability and cognitive performance \(Links to an external site.\)](#). *Journal of Interpersonal Violence*, 26(17), 3476–3493.

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- Menning, C. L., & Holtzman, M. (2014). [Processes and patterns in gay, lesbian, and bisexual sexual assault: A multimethodological assessment \(Links to an external site.\)](#). *Journal of Interpersonal Violence*, 29(6), 1071–1093.
- Miller, A.K., Handley, I.M., Markman, K.D. & Miller, J. H. (2010). [Deconstructing self-blame following sexual assault: The critical roles of cognitive content and process \(Links to an external site.\)](#). *Violence Against Women*, 16, 1120–1137.
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- Patterson, D. (2011). [The linkage between secondary victimization by law enforcement and rape case outcomes \(Links to an external site.\)](#). *Journal of Interpersonal Violence*, 26(2), 328–347.
- Northcut, T., & Kienow, A. (2014). [The trauma trifecta of military sexual trauma: A case study illustrating the integration of mind and body in clinical work with survivors of MST \(Links to an external site.\)](#). *Clinical Social Work Journal*, 42(3), 247–259.
- Scheffield, C.J. (1997). Sexual terrorism. In L.L. O'Toole & J.R. Schiffman (Eds.) *Gender Violence: Interdisciplinary Perspectives*. New York, NY: NYU Press, pp. 110–125.
- Tambling, R.B. (2012). [Solution-oriented therapy for survivors of sexual assault and their partners \(Links to an external site.\)](#). *Contemporary Family Therapy*, 34: 391–401.
- Tillman, S., Bryant-Davis T., Smith, K., & Marks, A. (2010). [Shattering silence: Exploring barriers to disclosure for African American sexual assault survivors \(Links to an external site.\)](#). *Trauma, Violence, and Abuse*, 11: 59–70.
- Todahl, J.F. et. al. (2009). [Sexual assault support services and community systems: Understanding critical issues and needs in the LGBTQ community \(Links to an external site.\)](#). *Violence Against Women*, 15(8), 952–976.
- Tyler, K.A., Whitbeck, L.B., Hoyt, D.R., & Cauce, A.M. (2004). [Risk factors for sexual victimization among male and female homelessness and runaway youth \(Links to an external site.\)](#). *Journal of Interpersonal Violence*, 19(5), 503-520.

Ullman, S. E., & Peter-Hagene, L. (2014). [Social reactions to sexual assault disclosure, coping, perceived control, and PTSD symptoms in sexual assault victims \(Links to an external site.\)](#). *Journal of Community Psychology*, 42(4), 495–508.

Weiss, K. G. (2010). [Male sexual victimization: Examining men's experiences of rape and sexual assault \(Links to an external site.\)](#). *Men and Masculinities*, 12(3), 275–298.

West, C. & Johnson, K. (2013, March). [Sexual violence in the lives of African American women \(Links to an external site.\)](#). Harrisburg, PA: VAWnet, a project of the National Sexual Violence Resource Center.

The White House (2014). [Not Alone. White House Task Force to Protect Students from Campus Sexual Assault. \(Links to an external site.\)](#)

Yuan, N.P., & Koss, M.P. (2006, March). [The psychological consequences of sexual trauma \(Links to an external site.\)](#). Harrisburg, PA: VAWnet, a project of the National Sexual Violence Resource Center.

## 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 \(Links to an external site.\)](#). *Social Work*, 59(2), 111–118.

**Pick Two:**

Alvarez, M., & Alessi, E. J. (2012). [Human trafficking is more than sex trafficking and prostitution: Implications for social work \(Links to an external site.\)](#). *Affilia: Journal of Women and Social Work*, 27(2), 142–152.

Baker, C. N. (2014). [An intersectional analysis of sex trafficking films](#) *Meridians: Feminism, Race, Transnationalism*, 12(1), 208–226. Brennan, D. (2010). [Thoughts on finding and assisting Individuals in forced labor in the USA \(Links to an external site.\)](#). *Sexualities*, 13(2), 139–152.

Brennan, D. (2014). Trafficking, Scandal, and Abuse of Migrant Workers in Argentina and the United States. *The Annals of the American Academy of Political and Social Science*, 653(1), 107–123. <https://doi.org/10.1177/0002716213519239>

Busch-Armendariz, N., Nsonwu, M., & Heffron, L. (2014). [A kaleidoscope: The role of the social work practitioner and the strength of social work theories and practice in meeting the complex needs of people trafficked and the professionals that work with them \(Links to an external site.\)](#). *International Social Work*, 57(1), 7–18.

Chisolm-Straker, M., Sze, J., Einbond, J., White, J., & Stoklosa, H. (2019). [Screening for human trafficking among homeless young adults \(Links to an external site.\)](#). *Children and Youth Services Review*, 98, 72–79.

Danis, F., Keisel-Caballero, K., & Johnson, C. (2019). [The safe shelter collaborative: An innovative approach to locating emergency shelter for human trafficking and domestic violence survivors \(Links to an external site.\)](#). *Violence Against Women*, 25(7), 882–899. <https://doi.org/10.1177/1077801218805585> (Links to an external site.)

DeBoise, C. (2014). [Human trafficking and sex work: Foundational social-work principles](#). *Meridians: Feminism, Race, Transnationalism*, 12(1), 227–233.

Edwards, L., & Mika, K. (2016). [Advancing the efforts of the macro-level social work response against sex trafficking \(Links to an external site.\)](#). *International Social Work*, 60(3), 695–706. Grace, L., Starck, M., Potenza, J., Kenney, P., & Sheetz, A. (2012). [Commercial sexual exploitation of children and the school nurse \(Links to an external site.\)](#). *The Journal of School Nursing*, 28(6), 410–417. <https://doi.org/10.1177/1059840512448402> (Links to an external site.)

Hodge, D. R. (2008). [Sexual trafficking in the United States: A domestic problem with transnational dimensions \(Links to an external site.\)](#). *Social Work*, 53(2), 143–152.

Hom, K. A., & Woods, S. J. (2013). [Trauma and its aftermath for commercially sexually exploited women as told by front-line service providers \(Links to an external site.\)](#). *Issues in Mental Health Nursing*, 34(2), 75–81.

Jägers, N., & Rijken, C. (2014). [Prevention of human trafficking for labor exploitation: The role of corporations](#). *Journal of International Human Rights*, 12(1), 47–73.

Jackson, C. A. (2016). Framing Sex Worker Rights: How U.S. Sex Worker Rights Activists Perceive and Respond to Mainstream Anti-Sex Trafficking Advocacy. *Sociological Perspectives*, 59(1), 27–45. <https://doi.org/10.1177/0731121416628553>

Jordan, J., Patel, B., & Rapp, L. (2013). [Domestic minor sex trafficking: A social work perspective on misidentification, victims, buyers, traffickers, treatment, and reform of current practice](#). *Journal of Human Behavior in the Social Environment*, 23(3), 356–369.

Judge, A., Murphy, J., Hidalgo, J., & Macias-Konstantopoulos, W. (2018). [Engaging survivors of human trafficking: Complex health care needs and scarce resources \(Links to an external site.\)](#). (Medicine and Public Issues)(Author abstract). *Annals of Internal Medicine*, 168(9), 658–663. <https://doi.org/10.7326/M17-2605> (Links to an external site.)

Lam, E., Shih, E., Chin, K. & Zen, K. (2021). The Double-Edged Sword of Health and Safety: COVID-19 and the Policing and Exclusion of Migrant Asian Massage Workers in North America. *Social Sciences (Basel)*, 10(157), 157–. <https://doi.org/10.3390/socsci10050157>

Olson-Pitawanakwat, B. & Baskin, C. (2021). In between the missing and murdered: The need for Indigenous-led responses to trafficking. *Affilia: Journal of Women and Social Work*, 36(1), 10-26. <https://doi.org/10.1177/0886109920944526>

Palmer, N. (2010). [The essential role of social work in addressing victims and survivors of trafficking](#). *ILSA Journal of International and Comparative Law*, 17(1), 43–56.

Pierce, A. and Koeplinger, S. (2011). [New language, old problem: Sex trafficking of American Indian women and children. \(Links to an external site.\)](#)Harrisburg, PA: VAWnet, a project of the National Resource Center on Domestic Violence.

Zhang, S. X. (2012). Measuring labor trafficking: a research note. *Crime, Law, and Social Change*, 58(4), 469–482. <https://doi.org/10.1007/s10611-012-9393-y>

## Session Twelve:

**Topic:** Working with Individuals who Perpetrate

**Readings:**

Read any *three* articles from the following list:

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 \(Links to an external site.\)](#). *Trauma, Violence and 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 \(Links to an external site.\)](#). *Journal of Interpersonal Violence*. 1–24.

Carter, L.S. (2009). [Batterer Intervention: Doing the work and Measuring the progress. A report on the December 2009 Experts Roundtable \(Links to an external site.\)](#). Family Violence Prevention Fund.

- 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 \(Links to an external site.\)](#). *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 \(Links to an external site.\)](#). *Clinical Social Work Journal*, 39(1), 18–27.
- Kernsmith, P. (2012). [Perpetrators, interventions with \(overview\) \(Links to an external site.\)](#). In J. Postmus (Ed.), *Encyclopedia of Sexual Violence and Abuse*. Santa Barbara, CA: ABC-CLIO.
- Kernsmith, P. (2012). [Treatment programs for sexual offenders \(Links to an external site.\)](#). In J. Postmus (Ed.), *Encyclopedia of Sexual Violence and Abuse*. Santa Barbara, CA: ABC-CLIO.
- Koss, M. P. (2014). [The RESTORE Program of restorative justice for sex crimes: Vision, process, and outcomes \(Links to an external site.\)](#). *Journal of Interpersonal Violence*, 29(9), 1623–1660
- 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 \(Links to an external site.\)](#). *BMC Psychiatry*, 13(1), 1–14.
- Lee, R., Walters, M., Hall, J., & Basile, K. (2013). [Behavioral and attitudinal factors differentiating male intimate partner violence perpetrators with and without a history of childhood family violence](#). *Journal of Family Violence*, 28(1), 85–94.
- Lisak, D., & Miller, P. M. (2002). [Repeat rape and multiple offending among undetected rapists](#). *Violence and Victims*, 17(1), 73–84.
- Pornari, C., Dixon, L., & Humphreys, G. (2013). [Systematically identifying implicit theories in male and female intimate partner violence perpetrators \(Links to an external site.\)](#). (Report). *Aggression and Violent Behavior*, 18(5).
- Scott, K. (2012, June). [Parenting Interventions for Men Who Batter \(Links to an external site.\)](#). Harrisburg, PA: VAWnet, a project of the National Resource Center on Domestic Violence
- Silvergleid, C. S., & Mankowski, E. S. (2006). [How batterer intervention programs work: Participant and facilitator accounts of processes of change. \(Links to an external site.\)](#) *Journal of Interpersonal Violence*, 21(1), 139–159.

Swartout, K. M., Swartout, A. G., Brennan, C. L., & White, J. W. (2015). [Trajectories of sexual aggression from adolescence through college: A latent class growth analysis. \(Links to an external site.\)](#) *Aggressive Behavior*, 41(5), 467-477. [\(Links to an external site.\)](#)

Whitaker, M. P. (2014). [Motivational attributions about intimate partner violence among male and female perpetrators \(Links to an external site.\)](#). *Journal of Interpersonal Violence*, 29(3), 517–535.

### Session Thirteen:

**Topic: Prevention**

**Readings:**

**Required:**

Banyard, V.L. (2013). [Go big or go home: Reaching for a more integrated view of violence prevention. \(Links to an external site.\)](#) *Psychology of Violence*, 3 (2), 115-120

**Please select *two* additional articles from this list:**

Banyard, V. (2012). In J. Postmus (Ed.), *Encyclopedia of Sexual Violence and Abuse*. Santa Barbara, CA: ABC-CLIO.

Banyard, V. L. (2014). [Improving college campus–based prevention of violence against women: A strategic plan for research built on multipronged practices and policies \(Links to an external site.\)](#). *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.

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 \(Links to an external site.\)](#). *Trauma, Violence & Abuse*, 10(2), 91–114.

Cook-Craig P, Millspaugh P, Pletcher T, et al. (2014). [From empower to green dot: Successful strategies and lessons learned in developing comprehensive sexual violence primary prevention programming \(Links to an external site.\)](#). *Violence Against Women*, 20(10), 1162–1178.

DeGue, S., Valle, L., Holt, M., Massetti, G., Matjasko, J., & Tharp, A. (2014). [A systematic review of primary prevention strategies for sexual violence perpetration \(Links to an external site.\)](#). *Aggression and Violent Behavior*, 19(4), 346-362.

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 \(Links to an external site.\)](#). *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 \(Links to an external site.\)](#). (Links to an external site.) *Hispanic Health Care International*, 10(1), 18-27.

Greenbaum, V., Titchen, K., Walker-Descartes, I., Feifer, A., Rood, C., & Fong, H. (2018). [Multi-level prevention of human trafficking: The role of health care professionals \(Links to an external site.\)](#). *Preventive Medicine*, 114, 164–167.

Grove, J. , L. Zadnik (2012). [Prevention versus risk reduction](#). In J. Postmus (Ed.), *Encyclopedia of Sexual Violence and Abuse*. Santa Barbara, CA: ABC-CLIO.

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 (Taylor & Francis Ltd)*, 20(4), 201-208

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

#### **Session Fourteen:**

**Topic: Social Change, Activism, & Implications for social work  
(Student presentations)**

**No readings**

#### **Session Fifteen:**

**Topic: Social Change, Activism, & Implications for social work  
(Student presentations)**

**No readings**