

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

**Violence & Abuse in Adulthood- Weekly Format (OTG)**

**19:910:566:xx**

**Spring 2025**

**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.

As students read through this syllabus, they should also remember to closely review the School-Wide Syllabus in Canvas or the Student Handbook to find information on the School of Social Work mission statement and learning goals, school-wide policies (including academic integrity policies and the standardized attendance policy), and student resources and supports.

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

This course is an elective.

### **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 2022 CSWE competencies within its curriculum. The competencies assessed in this course include:

#### **Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
- b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

## **Competency 4: Engage in Practice-Informed Research and Research-Informed Practice**

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

- a. apply research findings to inform and improve practice, policy, and programs; and
- b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

## **Competency 5: Engage in Policy Practice**

Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

- a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

**[Explore the entire set of 2022 CSWE competencies.](#)**

## **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. 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](#)

## **VII. Course Requirements**

### **Attendance**

Please refer to the school-wide syllabus for the standard attendance policy for classes in on-the-ground (traditional) program, intensive weekend program (IWP), and asynchronous online program.

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. Here is a link to the 10 Best rules of netiquette <http://learning.colostate.edu/guides/guide.cfm?guideid=4>

### **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.

#### VIII. 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>   |                  |

**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.

All written assignments **must** follow APA format. The professor reserves the right to reduce the letter grade for any assignment that does not conform to APA format.

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. 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. Course Content and Reading Assignments**

### **Session One**

**Topic: Introduction, What is Violence?**

### **Session Two**

**Topic: Theoretical explanations for violence - overview and individual level theories**

#### **Readings**

#### **Required:**

Gover, A., Richards, T., & Patterson, M. (Eds.) (2018). 2 Explaining violence against women within the context of intimate partner violence (ipv). SAGE Publications, Inc., <https://doi.org/10.4135/9781483399591>

Eckhardt, C.I., Massa, A.A. (2022). Psychological Theories of Intimate Partner Violence. In: Geffner, R., White, J.W., Hamberger, L.K., Rosenbaum, A., Vaughan-Eden, V., Vieth, V.I. (eds) Handbook of Interpersonal Violence and Abuse Across the Lifespan. Sp

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

Li, C. K. W. (2022). The Applicability of Social Structure and Social Learning Theory to Explain Intimate Partner Violence Perpetration Across National Contexts. *Journal of Interpersonal Violence*, 37(23-24), NP22475–NP22500. <https://doi.org/10.1177/08862605211072166>

McCarthy, K. J., Mehta, R., Haberland, N. A. (2018). Gender, Power, and Violence: A Systematic Review of Measures and Their Association with Male Perpetration of IPV. *PLoS ONE*, 13(11). <https://doi.org/10.1371/journal.pone.0207091>

Gerino, E., Caldarera, A. M., Curti, L., Brustia, P., & Rollè, L. (2018). Intimate Partner Violence in the Golden Age: Systematic Review of Risk and Protective Factors. *Frontiers in psychology*, 9, 1595. <https://doi.org/10.3389/fpsyg.2018.01595>

Velotti, P., Rogier, G., Beomonte Zobel, S., Chirumbolo, A., & Zavattini, G. C. (2022). The Relation of Anxiety and Avoidance Dimensions of Attachment to Intimate Partner Violence: A Meta-Analysis About Perpetrators. *Trauma, Violence, & Abuse*, 23(1), 196–212. <https://doi.org/10.1177/1524838020933864>

Velotti, P., Beomonte Zobel, S., Rogier, G., & Tambelli, R. (2018). Exploring Relationships: A Systematic Review on Intimate Partner Violence and Attachment. *Frontiers in Psychology*, 9, 1166–1166. <https://doi.org/10.3389/fpsyg.2018.01166>

[Walker, K., Bowen, E., Brown, S. et al. An Examination of Psychopathology Among Men who have Suspended the Use of Violence in Their Intimate Relationships. \*J Fam Viol\* 30, 539–554 \(2015\). <https://doi-org.proxy.libraries.rutgers.edu/10.1007/s10896-015-9694->](https://doi-org.proxy.libraries.rutgers.edu/10.1007/s10896-015-9694-)

McLeod, D. A., Havig, K., Natale, A., & Pharris, A. (2020). Intimate Partner Violence: Innovations in Theory to Inform Clinical Practice, Policy, and Research. *Social Sciences (Basel)*, 9(5), 71–. <https://doi.org/10.3390/socsci9050071>

Rosell, D. R., & Siever, L. J. (2015). The neurobiology of aggression and violence. *CNS Spectrums*, 20(3), 254–279. <https://doi.org/10.1017/S109285291500019X>

Slattery, D. A., & Young, J. W. (2019). Current status of the neurobiology of aggression and impulsivity. *Neuropharmacology*, 156, 107665–107665. <https://doi.org/10.1016/j.neuropharm.2019.107665>

Fritz, M., Soravia, S.-M., Dudeck, M., Malli, L., & Fakhoury, M. (2023). Neurobiology of Aggression-Review of Recent Findings and Relationship with Alcohol and Trauma. *Biology (Basel, Switzerland)*, 12(3), 469–. <https://doi.org/10.3390/biology12030469>

### Session Three

**Topic:** Theoretical explanations: socio-cultural theories

#### Readings

##### Required:

Gulina, M. A., Tikhomandritskaya, O. A., & Burelomova, A. S. (2018). Intimate partner violence: An overview of the existing theories, conceptual frameworks, and definitions. *Psychology in Russia*, 11(3), 128-144. doi:<https://doi.org/10.11621/pir.2018.0309>

De Coster, S., Heimer, K. (2021). Unifying Theory and Research on Intimate Partner Violence: A Feminist Perspective. *Feminist Criminology*, 16(3). <https://doi-org.proxy.libraries.rutgers.edu/10.1177/1557085120987615>.

Armstrong, C. L., & Mahone, J. (2017). “It’s On Us.” The Role of Social Media and Rape Culture in Individual Willingness to Mobilize Against Sexual Assault. *Mass Communication & Society*, 20(1), 92–115. <https://doi.org/10.1080/15205436.2016.1185127>

#### Recommended

Khan, S., Greene, J., Mellins, C. A., Hirsch, J. S. (2020). The Social Organization of Sexual Assault. *Annual Review of Criminology*, 3, 139-163. <https://doi.org/10.1146/annurev-criminol-011518-024456>

Winstead, A. P., Stevenson, M. C. (2021). Effects of Intimate Partner Violence Perpetrators and Victim Race on Protective Order Determinants. *Journal of Interpersonal Violence*, 37(19-20). <https://doi-org.proxy.libraries.rutgers.edu/10.1177/08862605211028164>

Langevin, R., Marshall, C., & Kingsland, E. (2021). Intergenerational Cycles of Maltreatment: A Scoping Review of Psychosocial Risk and Protective Factors. *Trauma, Violence, & Abuse*, 22(4), 672–688. <https://doi-org.proxy.libraries.rutgers.edu/10.1177/1524838019870917>

White, J. W., Sienkiewicz, H. C., Smith, P. H. (2018). Envisioning Future Directions: Conversations with Leaders in Domestic Violence and Sexual Assault Advocacy, Policy, Service, and Research. *Violence Against Women*, 25(1). <https://doi-org.proxy.libraries.rutgers.edu/10.1177/1077801218815771>

Fraser, C. (2015). From “Ladies First” to “Asking for It”: Benevolent Sexism in the Maintenance of Rape Culture. *California Law Review*, 103(1). <https://www.jstor.org/stable/24758470>

Littleton, H., & DiLillo, D. (2021). Global perspectives on sexual violence: Understanding the experiences of marginalized populations and elucidating the role of sociocultural factors in sexual violence. *Psychology of Violence*, 11(5), 429–433. <https://doi.org/10.1037/vio0000397>

Rollero, C., & De Piccoli, N. (2020). Myths about Intimate Partner Violence and Moral Disengagement: An Analysis of Sociocultural Dimensions Sustaining Violence against Women. *International Journal of Environmental Research and Public Health*, 17(21), 8139–. <https://doi.org/10.3390/ijerph17218139>

## Session Four

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

### Readings

#### **Select three readings**

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 \(Links to an external site.\)](#). *Journal of Family Social Work*, 13, 297–312.

Bartlow, S. (2019). On trauma, ambivalence, and trying too hard. In *University and College Women's and Gender Equity Centers* (1st ed., pp. 72–79). Routledge.  
<https://doi.org/10.4324/9781351174701-9>

Brown, M., Ray, R., Summers, E. & Fraistat (2017). #SayHerName: A case study of intersectional social media activism. *Ethnic and Racial Studies*, 40(11), 1831-1846.  
<https://doi.org/10.1080/01419870.2017.1334934>

Fabbri, G. (2022) Intersectional activism on social media: Anti-racist and feminist strategies in the digital space, *Journal of Postcolonial Writing*, 58:5, 713-728, DOI: [10.1080/17449855.2022.2111223](https://doi.org/10.1080/17449855.2022.2111223)

Fairbairn, J. (2020). "Before #MeToo: Violence against Women Social Media Work, Bystander Intervention, and Social Change" *Societies* 10, no. 3: 51. <https://doi.org/10.3390/soc10030051>

PettyJohn, M. E., Cary, K. M., & McCauley, H. L. (2023). Rape Myth Acceptance in a Community Sample of Adult Women in the Post #MeToo Era. *Journal of Interpersonal Violence*, 8862605231153893–8862605231153893.  
<https://doi.org/10.1177/08862605231153893>

McMahon, S., Banyard, V. L., Peterson, N. A., Cusano, J., Brown, Q. L., & Farmer, A. Y. (2022). Physical Spaces for Campus Sexual Violence Prevention: A Conceptual Model. *Journal of Prevention and Health Promotion*, 3(3), 347–378.  
<https://doi.org/10.1177/26320770221093641>

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.

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>

## Session Five

**Topic: Prevention**

**Readings**

**Required:**

Renzetti, C., Follingstad, D., & Coker, A. (2017). Preventing Intimate Partner Violence: An Introduction. In C. Renzetti, D. Follingstad, & A. Coker (Eds.), *Preventing Intimate Partner Violence: Interdisciplinary Perspectives* (pp. 1-14). Bristol University Press.  
doi:10.46692/9781447333067.002

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

Hensman Kettrey, H., Thompson, M. P., Marx, R. A., Davis, A. J. (2023). Effects of Campus Intimate Partner Violence Prevention Programs on Psychological and Physical Violence Outcomes: A Systematic Review and Meta-Analysis. *Journal of Experimental Criminology*.  
<https://doi-org.proxy.libraries.rutgers.edu/10.1007/s11292-023-09579-5>

Di Napoli, I., Procentese, F., Carnevale, S., Esposito, C., Arcidiacono, C. (2019). Ending Intimate Partner Violence (IPV) and Locating Men at Stake: An Ecological Approach. *International Journal of Environmental Research and Public Health*, 16.  
<https://doi.org/10.3390/ijerph16091652>

Rieger, A. Blackburn, A. M., Nag, A., Holland, H., Allen, N. E. (2023). Contradictions in Change: Ecological Factors in the Implementation of Outer Layer Sexual Violence Prevention. *Society for Community Research and Action*. DOI: 10.1002/ajcp.12672

Crann, S. E., Senn, C. Y., Radtke, H. L., & Hobden, K. L. (2022). “I Felt Powerful and Confident”: Women’s Use of What They Learned in Feminist Sexual Assault Resistance

Education. *Psychology of Women Quarterly*, 46(2), 147–161. <https://doi-org.proxy.libraries.rutgers.edu/10.1177/03616843211043948>

McMahon, S., Wood, L., Cusano, J. (2019). Theories of Sexual Violence Prevention. In: O'Donohue, W.T., Schewe, P.A. (eds) *Handbook of Sexual Assault and Sexual Assault Prevention*. Springer, Cham. [https://doi-org.proxy.libraries.rutgers.edu/10.1007/978-3-030-23645-8\\_23](https://doi-org.proxy.libraries.rutgers.edu/10.1007/978-3-030-23645-8_23)

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.

Marrs Fuchsel, C. L., & Brummett, A. (2021). Intimate Partner Violence Prevention and Intervention Group-Format Programs for Immigrant Latinas: a Systematic Review. *Journal of Family Violence*, 36(2), 209–221. <https://doi-org.proxy.libraries.rutgers.edu/10.1007/s10896-020-00160-6>

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](#). *Preventive Medicine*, 114, 164–167.

Klein, L. B., Doyle, L. J., Hall, W. J., Rizzo, A. J., Fraga Rizo, C., Potter, S. J., Martin, S. L., & Macy, R. J. (2023). LGBTQ+-Affirming Campus Sexual and Relationship Violence Prevention: A Qualitative Study. *Journal of Interpersonal Violence*, 38(3–4), 4061–4087. <https://doi-org.proxy.libraries.rutgers.edu/10.1177/08862605221111413>

Carlyle, K. E., Guidry, J. P. D., Dougherty, S. A., & Burton, C. W. (2019). Intimate Partner Violence on Instagram: Visualizing a Public Health Approach to Prevention. *Health Education & Behavior*, 46(2\_suppl), 90S–96S. <https://doi.org/10.1177/1090198119873917>

## Session Six

**Topic:** Hate Crimes

**Readings:**

**Select two of the following:**

Bachera, E., & Jupinko, S. V. (2021). The problem of hate crimes in the United States of America. *Problemy Prawa Karnego*, 5(1), 1–30. <https://doi.org/10.31261/PPK.2021.05.04>

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

Cramer, R. J., Cacace, S. C., Sorby, M., Adrian, M. E., Kehn, A., & Wilsey, C. N. (2023). A Psychometric Investigation of the Hate-Motivated Behavior Checklist. *Journal of Interpersonal Violence*, 38(7-8), 5638–5660. <https://doi.org/10.1177/08862605221127196>

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

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

Messinger, A. M., Guadalupe-Diaz, X. L., & Kurdyla, V. (2022). Transgender Polyvictimization in the U.S. Transgender Survey. *Journal of Interpersonal Violence*, 37(19-20), NP18810–NP18836. <https://doi.org/10.1177/08862605211039250>

Sin, C. (2018). Researching Hate Crime Against Disabled People - Working through Ethical Considerations When the “Personal Is Political.” In *The SAGE Handbook of Qualitative Research Ethics* (pp. 322–338).

Hall, E. (2019). A critical geography of disability hate crime. *Area* (London 1969), 51(2), 249–256. <https://doi.org/10.1111/area.12455>

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.

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

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.](#) *Social Justice Research*, 29(3), 310–330. <https://doi.org/10.1007/s11211-016-0266-x>

Müller, Karsten and Schwarz, Carlo, From Hashtag to Hate Crime: Twitter and Anti-Minority Sentiment (July 24, 2020). Available at SSRN: <https://ssrn.com/abstract=3149103> or <http://dx.doi.org/10.2139/ssrn.3149103>

Considine, C. (2017). The racialization of Islam in the United States: Islamophobia, hate crimes, and “flying while brown.” *Religions* (Basel, Switzerland ), 8(9), 165–. <https://doi.org/10.3390/rel8090165>

Han, S., Riddell, J. R., & Piquero, A. R. (2023). Anti-Asian American Hate Crimes Spike During the Early Stages of the COVID-19 Pandemic. *Journal of Interpersonal Violence*, 38(3-4), 3513–3533. <https://doi.org/10.1177/08862605221107056>

|                      |
|----------------------|
| <b>Session Seven</b> |
|----------------------|

**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](#). Social Justice Brief.

### ["Why I Stayed Tweets"](#)

Waller, B. Y., Joyce, P. A., Quinn, C. R., Hassan Shaari, A. A., & Boyd, D. T. (2023). "I Am the One That Needs Help": The Theory of Help-Seeking Behavior for Survivors of Intimate Partner Violence. *Journal of Interpersonal Violence*, 38(1-2), 288–310.  
<https://doi.org/10.1177/08862605221084340>

Skinner, A. L., & Hudac, C. M. (2017). "Yuck, you disgust me!" Affective bias against interracial couples. *Journal of Experimental Social Psychology*, 68, 68–77.  
<https://doi.org/10.1016/j.jesp.2016.05.008>

### 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.

Cleary, M., Thapa, D. K., West, S., Westman, M., & Kornhaber, R. (2021). Animal abuse in the context of adult intimate partner violence: A systematic review. *Aggression and Violent Behavior*, 61, 101676–. <https://doi.org/10.1016/j.avb.2021.101676>

Costello, K., & Greenwald, B. D. (2022). Update on Domestic Violence and Traumatic Brain Injury: A Narrative Review. *Brain Sciences*, 12(1), 122–.  
<https://doi.org/10.3390/brainsci12010122>

Crossman, K. A., & Hardesty, J. L. (2018). Placing Coercive Control at the Center: What Are the Processes of Coercive Control and What Makes Control Coercive? *Psychology of Violence*, 8(2), 196–206. <https://doi.org/10.1037/vio0000094>

Ghodrati, F., Yazdanpanahi, Z., & Akbarzadeh, M. (2019). The Relationship between Religious Attitude and Domestic Violence against Women of Reproductive Age. *Journal of Midwifery and Reproductive Health*, 7(1), 1529–1533. <https://doi.org/10.22038/jmrh.2018.23306.1250>

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.



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](#). *Journal of Family Violence*, 32(5), 471–480. <https://doi.org/10.1007/s10896-016-9854-7>

Lévesque, S., Boulebsol, C., Lessard, G., Bigaouette, M., Fernet, M., & Valderrama, A. (2022). Portrayal of Domestic Violence Trajectories During the Perinatal Period. *Violence Against Women*, 28(6-7), 1542–1564. <https://doi.org/10.1177/10778012211014564>

Myhill, A., & Hohl, K. (2019). The “Golden Thread”: Coercive Control and Risk Assessment for Domestic Violence. *Journal of Interpersonal Violence*, 34(21-22), 4477–4497. <https://doi.org/10.1177/0886260516675464>

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](#). *Social Work*, 63(2), 179–181. <https://doi.org/10.1093/sw/swy005>

The National Intimate Partner and Sexual Violence Survey: 2016/2017 National Center for Injury Prevention and Control, Division of Violence Prevention, Centers for Disease Control and Prevention. <https://www.cdc.gov/violenceprevention/datasources/nisvs/summaryreports.html>

Nianias, H. (2016, February 20). [As rental prices rise, women stay in bad relationships to survive](#).

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](#). *Violence Against Women*, 16, 32–59.

|                       |
|-----------------------|
| <b>Session Eight:</b> |
|-----------------------|

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

**Readings**

Read any **three** articles from the following list:

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](https://doi.org/10.1177/0886260515584351). *Journal of Interpersonal Violence*, 31(20), 3332–3351. <https://doi.org/10.1177/0886260515584351>

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

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](#). *Journal of Interpersonal Violence*, 28(10), 2134–2155.

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

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](#). *Sociology of Health & Illness*, 36(4), 564–579.

Pitts, K. (2014). [Latina immigrants, interpersonal violence, and the decision to report to police](#). *Journal Of Interpersonal Violence*, 29(9), 1661–1678.

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

|                     |
|---------------------|
| <b>Session Nine</b> |
|---------------------|

**Topic:**            **Stalking and Electronic Abuse**

**Readings**

Read any **three** articles from the following list:

Boehnlein, T., Kretschmar, J., Regoezi, W. & Smialek, J. (2020). Responding to stalking victims: Perceptions, barriers and directions for future research. *Journal of Family Violence*, 35, 755-768.

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](#). *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.

Chen, J., Walters, M. L., Gilbert, L. K., & Patel, N. (2020). Sexual violence, stalking, and intimate partner violence by sexual orientation, United States. *Psychology of Violence*, 10(1), 110–119. <https://doi.org/10.1037/vio0000252>

Davin, K. R., Dardis, C. M., Barth, M. R., & Iverson, K. M. (2022). Prospective mental health effects of intimate partner stalking among women veterans. *Psychological Trauma: Theory, Research, Practice, and Policy*, 14(5), 751–758. <https://doi.org/10.1037/tra0001144>

Dreke, R. J., Johnson, L. & Landhuis, J. (2020). Challenges with and recommendations for intimate partner stalking policy and practice: A practitioner perspective. *Journal of Family Violence*, 35, 769-779.

Langenderfer-Magruder, L., Walls, N. E., & Whitfield, D. L. (2017). Stalking victimization in LGBTQ adults: A brief report. *Journal of Interpersonal Violence*, 35(5-6), 1442-1453. <https://doi.org/10.1177/0886260517696871>

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](#). *Communication Research*, 45(3), 394-421. doi:10.1177/0093650215570653

Messing, J., Bagwell-Gray, M., Brown, M. L., Kappas, A. & Durfee, A. (2020). Intersections of stalking and technology-based abuse: Emerging definitions, conceptualization, and measurement. *Journal of Family Violence*, 35. 693-704.

Owens, J. G. (2016). [Why Definitions Matter](#). *Journal of Interpersonal Violence*, 31(12), 2196–2226.

Rai, A., Villarreal-Otalora, T., Blackburn, J. & Choi, Y. J. (2020). Correlates of intimate partners stalking precipitated homicides in the United States. *Journal of Family Violence*, 35, 705-716.

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*, 51(6), 1007-1014.

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

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

Storey, J. E., Pina, A., & Williams, C. S. (2023). The Impact of Stalking and Its Predictors: Characterizing the Needs of Stalking Victims. *Journal of Interpersonal Violence*, 0(0). <https://doi-org.proxy.libraries.rutgers.edu/10.1177/08862605231185303>

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>

## Session Ten

**Topic: Elder Abuse**

### Readings

Read any *three* articles from the following list:

Band-Winterstein, T. & Avieli, H. (2021). The lived experience of older women who are sexually abused in the context of lifelong IPV. *Violence Against Women*, 28(2), 443-464. <https://doi.org/10.1177/10778012211000132>

Benbow, S. M., Bhattacharyya, S., Kingston, P. & Peisah, C. (2021). Invisible and at-risk: Older adults during the COVID-19 pandemic. *Journal of Elder Abuse and Neglect*, 34(1), 70-76. <https://doi.org/10.1080/08946566.2021.2016535>

Bows, H. (2017). Sexual violence against older people: A review of the empirical literature. *Trauma, Violence and Abuse*, 19(5), 567-583. <https://doi.org/10.1177/1524838016683455>

Burnes, D. R., Rizzo, V. M., & Courtney, E. (2014). [Elder abuse and neglect risk alleviation in protective services](#). *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](#). *Journal of The American Geriatrics Society*, 60(7), 1333–1339.

Dominguez, S. F., Storey, J. E. & Glorney, E. (2019). Help-seeking behavior in victims of elder abuse: A review. *Trauma, Violence & Abuse*, 22(3), 466-480. <https://doi.org/10.1177/1524838019860616>

Fearing, G., Sheppard, C. L., McDonald, L., Beaulieu, M. & Hitzig, S. L. (2017). A systematic review of community-based interventions for elder abuse and neglect. *Journal of Elder Abuse and Neglect*, 29(2-3), 102-133. <https://doi.org/10.1080/08946566.2017.1308286>

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>

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

Warren, A. & Blundell, B. (2019). Addressing elder abuse in rural and remote communities: Social policy, prevention and responses. *Journal of Elder Abuse & Neglect*, 31(4-5), 424-436. <https://doi.org/10.1080/08946566.2019.1663333>

Westwood S. (2018). Abuse and older lesbian, gay, bisexual, and trans (LGBT) people: A commentary and research agenda. *Journal of Elder Abuse and Neglect*, 31(2), 97-114. <https://doi.org/10.1080/08946566.2018.1543624>

Ziminski Pickering, C. E., & Phillips, L. R. (2014). [Development of a causal model for elder mistreatment](#). *Public Health Nursing*, 31(4), 363–372

## Session Eleven

**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](#). *Journal of Interpersonal Violence*, 25, 242-256.

Bows, H. (2018). Sexual Violence Against Older People: A Review of the Empirical Literature. *Trauma, Violence, & Abuse*, 19(5), 567–583. <https://doi.org/10.1177/1524838016683455>

BuzzFeed News, [What is rape culture?](#)

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](#). *Violence Against Women*, 17(12), 1601–1618.

Decker, M.R., Holliday, C.N., Hameeduddin, Z. *et al.* “You Do Not Think of Me as a Human Being”: Race and Gender Inequities Intersect to Discourage Police Reporting of Violence against Women. *J Urban Health* 96, 772–783 (2019). <https://doi.org/10.1007/s11524-019-00359-z>

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

- Logan, T. K., Walker, R., & Cole, J. (2015). Silenced Suffering: The Need for a Better Understanding of Partner Sexual Violence. *Trauma, Violence, & Abuse*, 16(2), 111–135. <https://doi.org/10.1177/1524838013517560>
- Mailhot Amborski, A., Bussi res, E.-L., Vaillancourt-Morel, M.-P., & Joyal, C. C. (2022). Sexual Violence Against Persons With Disabilities: A Meta-Analysis. *Trauma, Violence, & Abuse*, 23(4), 1330–1343. <https://doi.org/10.1177/1524838021995975>
- Menning, C. L., & Holtzman, M. (2014). [Processes and patterns in gay, lesbian, and bisexual sexual assault: A multimethodological assessment](#). *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](#). *Violence Against Women*, 16, 1120–1137.
- Orchowski, L.M., Untied, A.S., & Gidycz, C.A. (2013). [Social reactions to disclosure of sexual victimization and adjustment among survivors of sexual assault](#). *Journal of Interpersonal Violence*, 28(10), 2005–2023.
- 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](#). *Clinical Social Work Journal*, 42(3), 247–259.
- O’Neal, N. (2017). “Victim is not credible”: The influence of rape culture on police perceptions of sexual assault complaints. *Justice Quarterly*, 36(1), 127-160. <https://doi.org/10.1080/07418825.2017.1406977>
- Rich, K. (2018). Trauma-informed police responses to rape victims. *Journal of Aggression, Maltreatment & Trauma*, 28(4), 463-480. <https://doi.org/10.1080/10926771.2018.1540448>
- Santa Maria, D., Breeden, K., Drake, S. A., Narendorf, S. C., Barman-Adhikari, A., Petering, R., Hsu, H-T., Shelton, J., Ferguson-Colvin, K. & Bender, K. (2020). Gaps in sexual assault health care among homeless young adults. *American Journal of Preventive Medicine*, 58(2), 191-198.
- 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.
- Seabrook, R., McMahon, S., Duquaine, B. C., Johnson, L. & DeSilva, A. (2018). Sexual assault victimization and perceptions of university climate among bisexual women. *Journal of Bisexuality*, 18(4), 425-445. <https://doi.org/10.1080/15299716.2018.1485070>
- Tarzia, L. & Hegarty, K. (2022). “He’d tell me I was frigid and ugly and force me to have sex with him anyway”: Women’s experiences of co-occurring sexual violence and psychological abuse in heterosexual relationships. *Journal of Interpersonal Violence*. <https://doi.org/10.1177/08862605221090563>

Tarzia, L. & Tyler, M. (2020). Recognizing connections between intimate partner sexual violence and pornography. *Violence Against Women*, 27(14), 2687-2708.  
<https://doi.org/10.1177/1077801220971352>

Turchik, J. A., Hebenstreit, C. L. & Judson, S. S. (2015). An examination of the gender inclusiveness of current theories of sexual violence in adulthood: Recognizing male victims, female perpetrators and same-sex violence. *Trauma, Violence and Abuse*, 17(2), 133-148.  
<https://doi.org/10.1177/1524838014566721>

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

Walfield, S. M. (2021). “Men Cannot Be Raped”: Correlates of Male Rape Myth Acceptance. *Journal of Interpersonal Violence*, 36(13–14), 6391–6417. <https://doi.org/10.1177/0886260518817777>

West, C. & Johnson, K. (2013, March). [Sexual violence in the lives of African American women.](#) 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.](#)

Zounlome, N. O. O., Wong, Y. J., Klann, E. M., David, J. L. & Stephens, N. J. (2019). ‘No one...saves Black girls’: Black university women’s understanding of sexual violence. *The Counseling Psychologist*, 47(6), 873-908. <https://doi.org/10.1177/0011000019893654>

Zounlome, N. O. O., Wong, Y. J. & Klann, E. (2019). “I’m already seen as a sexual predator from saying hello”: Black men’s perception of sexual violence. *Journal of Interpersonal Violence*, 36(19-20). <https://doi.org/10.1177/0886260519877942>

Zweig, J., Farrell, L., Walsh, K. & Yu, L. (2020). Community approaches to sexual assault: VAWA’s role and survivor’s experiences. *Violence Against Women*, 27(1), 30-51.  
<https://doi.org/10.1177/1077801220949696>

|                       |
|-----------------------|
| <b>Session Twelve</b> |
|-----------------------|

**Topic:** Human Trafficking and Other Forms of Violence Against People in the Sex Trades

**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.

### **Pick Two:**

Ahmed, A. & Seshu, M. (2012). ‘We have the right not to be rescued...’: when anti-trafficking programmes undermine the health and well-being of sex workers. *Anti-Trafficking Review*. 1(1). 149- 168. <https://doi.org/10.14197/atr.201219>

Alvarez, M., & Alessi, E. J. (2012). [Human trafficking is more than sex trafficking and prostitution: Implications for social work](#). *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](#). *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>

Brennan, D. (2010). [Thoughts on finding and assisting Individuals in forced labor in the USA](#). *Sexualities*, 13(2), 139–152.

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](#). *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](#). *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](#). *Violence Against Women*, 25(7), 882–899. <https://doi.org/10.1177/1077801218805585>

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

Deering, K.N., Amin, A., Shoveller, J., Nesbit, A., Garcia-Moreno, C., Duff, P., Argento, E., and Shannon, K. A systematic review of the correlates of violence against sex workers. *American Journal of Public Health*, 104(5), 42-52. doi:2105/AJPH.2014.301909



Edwards, L., & Mika, K. (2016). [Advancing the efforts of the macro-level social work response against sex trafficking](#). *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](#). *The Journal of School Nursing*, 28(6), 410–417. <https://doi.org/10.1177/1059840512448402>

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](#). (Medicine and Public Issues)(Author abstract). *Annals of Internal Medicine*, 168(9), 658–663. <https://doi.org/10.7326/M17-2605>

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>

Sawicki, D.A., Meffert, B.N., Read, K. and Heinz, A.J. (2019). Culturally competent health care for sex workers: An examination of myths that stigmatize sex work and hinder access to care. *Sexual & Relationship Therapy*, 34(3), 355-371. doi:[10.1080/14681994.2019.1574970](https://doi.org/10.1080/14681994.2019.1574970)

## Session Thirteen

**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](#). *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](#). *Journal of Interpersonal Violence*. 1–24.
- Aaron, S. M., & Beaulaurier, R. L. (2017). The Need for New Emphasis on Batterers Intervention Programs. *Trauma, Violence, & Abuse*, 18(4), 425–432. <https://doi-org.proxy.libraries.rutgers.edu/10.1177/1524838015622440>
- Grady, M., & Strom-Gottfried, K. (2011). [No easy answers: Ethical challenges working with sex offenders](#). *Clinical Social Work Journal*, 39(1), 18–27.
- Kernsmith, P. (2012). [Perpetrators, interventions with \(overview\)](#). In J. Postmus (Ed.), *Encyclopedia of Sexual Violence and Abuse*. Santa Barbara, CA: ABC-CLIO.
- Kernsmith, P. (2012). [Treatment programs for sexual offenders](#). 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](#). *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](#). *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.
- Morrison, P., Hawker, L., Cluss, P. A., Miller, E., Fleming, R., Bicehouse, T., George, D., Burke, J., Wright, K. & Chang, J. C. The challenges of working with men who perpetrate partner violence: Perspectives and observations of experts who work in batterer intervention programs. *Journal of Interpersonal Violence*, 36(7-8), <https://doi.org/10.1177/0886260518778258>
- Pornari, C., Dixon, L., & Humphreys, G. (2013). [Systematically identifying implicit theories in male and female intimate partner violence perpetrators](#). (Report). *Aggression and Violent Behavior*, 18(5).
- Richards, T. N., Jennings, W. G., & Murphy, C. (2021). Risk and Protective Factors for Batterer Intervention Treatment Program Attrition: How Completers Are Distinct From Dropouts and No-Shows. *Journal of Interpersonal Violence*, 36(15–16), 7351–7370. <https://doi-org.proxy.libraries.rutgers.edu/10.1177/0886260519834096>

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.](#) *Aggressive Behavior*, 41(5), 467-477.

Voith, L. A., Logan-Greene, P., Strodthoff, T. & Bender, A. E. (2018). A paradigm shift in batterer intervention programming: A need to address unresolved trauma. *Trauma, Violence and Abuse*, 21(4), 691-705. <https://doi.org/10.1177/1524838018791268>

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

|                         |
|-------------------------|
| <b>Session Fourteen</b> |
|-------------------------|

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

**No readings**

|                        |
|------------------------|
| <b>Session Fifteen</b> |
|------------------------|

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

**No readings**