Meeting Time: Mondays, 1:00 PM to 3:50 PM  
Location: Drachman Hall A114

Catalog Description: Considers child sexual and physical abuse, maltreatment and neglect, dating violence, date rape, stalking, domestic violence, and abuse of elderly and disabled persons. Addresses frequency, causes, health impacts, cultural forces shaping responses, community services and prevention.

Course Overview: The course focuses on interpersonal violence in families and relationships. Violence across the lifespan is essential knowledge for the health professional because it is a risk factor increasing the likelihood of disease and death and is a high priority social issue. The course addresses questions such as: How often do these forms of violence occur? Are certain people more vulnerable to maltreat or be maltreated? Why do people act in these ways? What are the effects of violence? How do cultural issues shape response to violence? How does the community respond to the consequences of violence? What strategies are in place to prevent or reduce violence?

Informed Consent for the Course: The course material involves lectures, video, discussion, and activities focused on physical, emotional, and sexual violence in childhood and adult relationships. Given the high numbers of people who have experienced some form of violence and abuse in their background, it is inevitable that many students bring a personal perspective to this class. You may be among those that sought out this course to understand your own experiences better. Many of you will achieve your goal; others may find the material is more upsetting than you anticipated. The GTAs and instructor are available to discuss personal reactions as they relate to your course performance. In addition, the instructor maintains a "no questions asked" drop policy for the course at any time during the semester prior to the project due date. No disclosure of personal experience is required as part of any course activities. If you choose to disclose however, please be aware that these communications may not remain confidential. The course incorporates teaching aids that
may contain language offensive to some people and realistic depictions of violent and abusive acts with and without sexual components. This course is intended to create a learning environment where you are presented with scientifically accepted findings that prepare you to function in health settings without applying your personal values to others. You may experience some of the course content as disrespectful or challenging to your beliefs. After reading this consent statement, please carefully consider your decision to remain enrolled. Continuance of enrollment after completing the quiz on the syllabus constitutes your informed consent to the full set of learning experiences and acknowledges your awareness of potential personal impact as described above. You are asked to give informed consent because this course may not be right for you. CPH 449/549 is an elective, not a required course for public health majors. There are alternative courses that could be a better match for you.

Course Prerequisites: Priority is given to undergraduate majors in public health. After the priority registration the course is open to juniors or seniors or graduate students with the ability to read and critically analyze social science research. Relevant previous coursework may include: anthropology, criminology, economics, family studies, justice administration, nursing, political science, psychology, public policy, social work, sociology, women's studies or cultural studies such as Africana, Mexican-American studies or American Indian studies, pre-medicine, or pharmacy. Please be aware that this is a 400 level course and as such will have higher expectations than 300 level courses taught by the same instructor. Graduate students enrolled under CPH 549 will meet with Dr. Koss to set expectations and assignments to expand the course objectives as appropriate.

Course Learning Objectives: Learning objectives are presented for each week of the course in the material that follows.

COURSE RULES

I have a teaching philosophy that has been refined over many years. You will find me intellectually demanding and inflexible in my expectations for your demeanor. I am not interested in providing a learning experience that fails to challenge you, nor do I wish to teach students that are under-invested in their own competency development. If you are looking for a passive experience, you are in the wrong classroom. This course demands your time and engagement. You will be required to demonstrate conscientiousness in meeting responsibilities, attention to detail, oral and written communication skills, teamwork, critical thinking, mastery of a defined but extensive knowledge base, and accountability for your own learning. These skills are intended to increase your public health core competencies as defined by accreditation standards and enhance your effectiveness in health professions.

Attendance: Attendance is mandatory. Arrive on time. Arrival after 1:10 PM is counted as an absence as is leaving class early unless prior arrangements have been made. You will benefit from this policy because even professional workers who do not punch a time clock are expected to be present during assigned work hours and on-time for meetings. When you enter the classroom take your name tent and place it in front of you on the desk. Turn in the name card to the instructor or GTAs at the end of class. Missed classes for any reason other than those stated below will be penalized 5 points. At the instructor’s discretion, you may be administratively dropped after 3 absences. Please discuss attendance with a GTA before you put your enrollment in jeopardy. Absence due to illness requires a physician's note available at Campus Health or from a private physician. Absence for compelling reasons should be arranged with assistant instructors in advance (minimum 24 hours). You will still lose attendance points, but we will provide an alternate assignment for graded in class activities. Excused absences with no loss of points include: (1) All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion and (2) Absences pre-approved by the UA Dean of Students (or Dean’s designee). Even when a class is missed for these reasons, students are expected to consult a GTA in advance for an alternative assignment with a TA so you don’t lose points for graded activities that are linked to in-class activities. Alternate assignments must be completed by the next class session following the excused absence. Under UA policy, if you stop attending class, you must officially withdraw from the course to avoid receiving a grade of E.
Electronic Device Policy for Mobile Phones, Laptops, Tablets, Music Players, and Games: Electronic devices are to be turned off and stored in a backpack or purse and remain stored throughout class. Do not remove them from storage during class except during the 15 minute break or as directed by the instructor. The exceptions: you may use a laptop or tablet to take notes, view the Power Points, or follow the lecture by referring to the e-textbook. You may not be on any other webpages unless specifically requested by the instructor. This policy is rigidly enforced. There are no warnings. There is no leniency if a violation of this policy changes your final grade. Take note of the fact that the aisle at the rear of the classroom permits easy enforcement of the policy and use of anything with a screen when classroom lights are dimmed shines a spotlight on your face. Please close your laptop lid during videos. You will know when you have been penalized because your name card will be removed preventing you from turning it in at the end of class for attendance credit. You might feel embarrassed so the best strategy is to avoid infractions. The penalty for each violation is a 5-point deduction from your total points. In monitoring your grade during the semester, be aware that adjustment for penalties and absences are only taken at the time of final grade calculation. If you are unsure about penalties you might have incurred, visit a GTA as soon as possible so the records can be checked and corrected if needed. You will benefit from this policy because research shows poorer performance among those who cycle among tasks in school and work settings. Most people realize that using their phone to take a call or text while meeting with a supervisor would send the wrong message about their priorities and social intelligence. Your instructors are the equivalent of your boss or supervisor. Please treat us accordingly.

E-mail and Announcements: You are responsible for reading messages sent through both your UA account and d2L's email system as well as announcements posted on the course d2L page. If you wish your e-mail to be forwarded to an address other than your email.arizona.edu account, settings to do so are found on d2L. You are responsible for reading emails sent personally to you or to the class as a whole and for reading announcements that are placed on the course home page. Information about deadlines, your grades, assignments and other course related topics will be communicated to you through these electronic methods. Instructors cannot be responsible for any problems you encounter that arise from failure to be familiar with messages and announcements. The UA e-mail policy can be found at: http://www.registrar.arizona.edu/emailpolicy.html.

Academic Integrity: All UA students are responsible for upholding the University of Arizona Code of Academic Integrity available through the office of the Dean of Students and online at: http://deanofstudents.arizona.edu/codeofacademicintegrity. Common examples of integrity violation given by the UA include:

- Pasting information from a web site or another source into a written project, with or without revising it so that it sounds like your original ideas. Also, quoting a passage without quotation, source and page number is a violation because it implies that the ideas are your own. When you are using other people's thoughts, substantially re-phrase their words, and use a citation to give credit to the source.
- Using study aids during tests. THEY ARE EXPRESSLY FORBIDDEN IN THIS COURSE!
- Hiring another person to do your work for you, or purchasing a paper through any of the on- or off-line sources.
- Submitting similar papers to multiple courses at any time during your studies at UA.

Your instructor uses plagiarisms detection software and vigorously enforces the integrity policy. Violations of integrity result in a referral to the Dean of Students and an incomplete grade until fulfillment of a remedial plan.

It is unfortunate if an integrity violation causes you to lose a scholarship, be put on probation or prevents you from graduating on time. There have been instances where such impacts have occurred and appeals were unsuccessful. You have been clearly forewarned through this syllabus about the integrity standards governing your course work.

Classroom Behavior: Students are expected to be familiar with the UA Policy on Disruptive Behavior in an Instructional Setting found at http://policy.arizona.edu/disruptive-behavior-instructional and the Policy on
Grade Appeal Policy: We encourage you to discuss your test results with us if you disagree with the correct answers to items. We want to work with you to improve your performance so you achieve your personal performance goals. It is easier for us to offer effective assistance the earlier you involve us. At the end of the semester should you feel your grade is unfair, please come to us so we can verify your points and check for calculation errors. If we are unable to address your concerns, formal grade appeals for undergraduate courses are handled within the College of Public Health. The grade appeal policy can be found at http://catalog.arizona.edu/2013-14/policies/gradappeal.html.

Syllabus Changes: Information contained in the syllabus, other than the course rules and grading process may be subject to change with reasonable advance notice as deemed appropriate.

Disability Accommodation: If you have received formal, disability-related accommodations through registration with Disability Resources (621-3268; http://drc.arizona.edu/), we will do everything possible to ensure your full participation in the course. The official policy can be found at: http://catalog.arizona.edu/2013%2D14/policies/disability.htm. Please be aware that the DRC does not always provide us with comprehensive guidance on how to meet your needs and it is best to discuss them with us face-to-face at the beginning of the course. Those students with extended test taking time will be accommodated by the DRC in their facilities.

COURSE COMPONENTS

Reading: Barnett, O., Miller-Perrin, C.L., & Perrin, R.D. (2011). *Family violence across the lifespan* (third edition). Thousand Oaks, CA: Sage. On the UA campus the text is available at Arizona Health Sciences Center Medical Bookstore. The text is available from on-line book sellers and used copies should be on sale. Failure to have the textbook due to delayed delivery by mail is not an acceptable excuse to postpone the first test. If you are purchasing on-line, please be careful to get the third edition. The previous edition is very different and out of date.

Quizzes: There are two quizzes that must be passed with 70% correct answers. They do not count towards your grade but they must be completed on during the window specified on the syllabus to continue enrollment in the course. The first quiz covers the syllabus. If you do not complete the syllabus quiz on time you will be dropped from the course after the first week. The second quiz covers the project requirements. Please be aware the d2L tracks who has read the syllabus, so you are strongly encouraged to actually do the reading and not rely on guessing the answers. Doing so is not to your advantage because these quizzes are provided as a service to you to make sure you understand the course components, rules, and specifications for the written project so that you can achieve the performance outcome you set for yourself.

Tests: The testing component of your grade comes from five multiple choice tests administered through d2L. There is no comprehensive exam. Test items are selected to assess your mastery of the learning objectives listed for each week. You will take multiple choice tests on-line through d2L because it saves class time that is better used to focus on the subject matter.

YOU ARE STRICTLY FORBIDDEN TO USE ANY FORM OF ASSISTANCE DURING THE EXAM. This includes but is not limited to help from friends, designating someone else to take the test for you, or reference to your textbook, power points or notes, flash cards from the course pack, and use of search features of the e-book text, glossary, and web resources such as Google or Wikipedia. Unfortunately, this prohibition has been abused in the past. Therefore, we will conduct a proctored exam for a randomly selected group of students on each test. You will be notified by e-mail if you have been selected to take the exam in the Computer Lab with proctoring at any point during the test window.
Writing: This course requires a written project. According to the New York Times (May 29, 2013), employers biggest dissatisfaction with college graduates is poor writing skills. I would fail you and undermine your future employment if I did not include strengthening your writing skills as a course goal.

Collaboration: Most classes will include a collaborative, small group activity. You may experience them as inappropriate for your age and feel your time is wasted. Your university education has primarily used a lecture format that is not a good model for health education/health promotion in practice. Many of you will or already do work with children, teens, and community members. Class activities intend to present you with time to brainstorm innovative approaches through team work. The hoped for result of the class activities is to build your toolkit of methods to work with diverse groups and ages and increase your experience collaborating with others towards producing a shared product. Employers are increasingly interested in what you know how to do that will add value to their service and they care less about your skill in getting high grades on tests.

Communication: The class is divided into smaller groups and you will remain with your group the entire semester. Therefore, you progress as a team, again reinforcing the nature of public health as a collaborative discipline. Each week you will participate in an interactive blog through d2L. Your instructors will provide an opening thread, which may be based on a video we saw in class, an activity, or recent news items related to the course content. Behavioral research demonstrates that people often only hear what they want to hear, segregate themselves into peer groups that believe as they do, and exchange thoughts through social media using polarizing language. Our discussions are intended to foster civil dialogue where it is safe to express differing opinions and where you are encouraged to try to understand how others might see something differently from you.

Active learning: Your text and your project research may present you with information that is inconsistent, open to interpretation, or overtly contradictory. Lectures are accompanied by a set of explicit learning objectives and Power Points that you can use to integrate lecture and information from the text. The lectures do not cover all the Power Points and do not focus on providing answers to potential test questions. It is your responsibility to identify areas where you need clarification. Why are you required to be an active learner instead of spoon fed what you need to know for tests? Critical thinking and self-guided learning are hallmarks of a university level education. By forming your own conceptualization of the course material, you develop your critical thinking skills, resourcefulness, self-initiative, persistence and the ability to master a complex body of knowledge.

Resource Utilization: You are encouraged to seek individual attention from the GTAs. We offer coaching in study skills, test-taking strategies, project topic selection, using search engines to identify scientific publications for your project, and health career counseling. We are happy to review your tests, work together to identify how you might improve test performance, and discuss answers that you may feel were incorrectly scored. You are also invited to consult with us about any reaction to course material that you do not wish to share with your discussion group, especially if you feel it might be interfering with your course performance. You are strongly encouraged to meet with a GTA at least once early in the semester regarding the written project. We can help narrow your interests into a doable focus and share some strategies to enhance the likelihood that you will fulfill the project requirements and score well. It is not realistic to budget two weeks to complete the project and within that window, we may not be able to help.

Grading Criteria

Discussion: You will contribute comments to a d2L-based blog each week of the semester. The window for posting comments begins after class at 5:00 PM Monday and closes at noon on Thursday. Reading 9 posts and responding with 3 posts earns 5 points weekly for total 75 points towards your final grade. Please be aware that d2L automatically tracks the numbers of comments read and posted and in addition we read each entry for responsiveness to the assignment. To receive full credit, your first post must be time stamped before Tuesday midnight. The reason is that without posts to respond to, other group members cannot complete their work. Postings are expected to be responsive to the discussion thread, introduce new thoughts as well as respond to others. They should be longer and more insightful than a typical Tweet or text message. Standard
English with correct grammar and spelling are expected. Differences of perspective and opinion are strongly encouraged. You are not evaluated on whether your ideas agree with those of the instructors or your fellow group members as long as you present them clearly and explain your reasoning.

**Multiple choice tests:** Five multiple choice tests spread across the units are administered through d2L. Each test has 50 questions for a total of **250** points of your final grade from exams. Test items are randomly generated by d2L from a pool of items on the assigned material. The test windows open Monday at 5:00 PM and close at noon Thursday. You will have 90 minutes of time to answer the 50 questions. Once you begin an exam, your clock starts. You are allowed a single attempt to take the exam. You may not exit and return. It is strongly suggested to save after each question. It is still possible to go back and change your answers within the time limit. As the exam is accessible on-line and is available for several days, there are no excuses accepted for missed exams and no alternate assignments are given to make up the points. You will complete your test in conformance with the integrity standards, which means without use of the textbook or study aids.

**Project:** The project counts for **110** points of your total grade. The rubric for grading your paper is found in a separate document under Course Resources on the d2L course page. PLEASE FOLLOW THE RUBRIC VERY CLOSELY BECAUSE YOUR WORK WILL BE GRADED BY APPLYING THE SPECIFICATIONS TO THE WORK YOU SUBMIT. The project is due **NOVEMBER 25 BY 1:00 PM.** Your writing is submitted by uploading to d2L. Late papers are penalized 10 points commencing with 1:10 PM on the due date and every late day thereafter subtracts an additional point. If you have technical problems with d2L contact a GTA. If the problem cannot be resolved prior to the deadline, e-mail your paper directly to me at mpk@u.arizona.edu. Name your file with your last name. Be aware that e-mail has time stamps and technical problems are not an excuse for late submission. Also, notice the icon on d2L that indicates Turnitin.com is enabled for this project. Your instructor aggressively sanctions violations of academic integrity. Submit your paper only once. If you wish to have a preliminary check of the originality rating for your work, there are websites that provide this service. **EXTRA CREDIT:** Ten extra credit points are available as an "early bird special" for submitting your project by 1:10 PM on November 18.

**Final Grade Calculation**

Final grades will be based on the percentage of total points: 90% or higher = A, 80 to 89% = B, and 70 to 79% = C, 60-69% = D and 68% or below is failing. The total points possible are 435 points. Your point total will be increased by +10 extra credit points if earned and decreased by any penalties for absence or electronic device use. Remember that extra credit and penalties are not deducted in the grade book so the total points you see on d2L will be adjusted before calculating your grade.

**Course Schedule**

| Week 1 ● August 26 ● Overview of Family Violence | COMPLETE SYLLABUS QUIZ |

This week you will learn to:

- Describe the process by which social conditions come to be defined and addressed as social problems
- Define social constructionism and claims-making
- Give a general date and historic event that marks the founding of the fields of child maltreatment, child abuse, wife abuse, marital rape, sexual assault, elder abuse, stalking, and abuse of men
- How frequent is intimate partner violence in the world perspective, using Levesque's presentation of United Nations data
Know what the full titles of the most important data sources in interpersonal violence that are signified by the following acronyms: CDC, NIJ, YRBS, FBI, NCVS, NVDRS, NIBRS, NCANDS, NEISS, DHHS, MMWR, BRFSS, and AFCARS.

Provide a one-line summary of the findings for each of the data sources on fatal and nonfatal abuse listed on page 4 including data obtained through the National Violence Against Women Survey, the National Crime Victimization Survey, the Office of Juvenile Justice and Delinquency Prevention, the CDC's National Violent Death Reporting System, CDC's rankings of the leading causes of death, and the United States Department of Justice data on homicide.

Compare the strengths and weaknesses of the Conflict Tactics Scale to obtain data on family violence.

Describe specific forms of intimate violence identified by the authors in India, China, and Japan.

Contrast the frequency of IPV among immigrant families versus those families whose members were born in the US.

Summarize the concerns about violence in the GLBT community.

Define: corporal punishment, rape, violence, family violence.

Contrast health/social science definitions to legal definitions.

Define the word “operationalize.”

State the range of monetary costs to society of IPV and child abuse and neglect.

Differentiate what is meant by the word "intervention" and the word "prevention".

Define and provide examples of primary prevention including those that are family-based, school-based, and community-based.

Define mandatory reporting and state who must report and what they must report.

Answer the question, “Why do professionals decide not to report?”

Describe the practices that led to the creation of mandatory arrest and no drop prosecution.

Define the term "medicalizing" and give examples.

Describe the components of the Domestic Abuse Intervention Project as an example of community response to violence.

Provide evidence that refutes each of the 10 common myths about family violence.


Video: There's no place like home: Growing up with family violence (2007, 51 minutes), streamed.

Post comments: Using the discussion area of d2L, post a comment on the initial thread by midnight Tuesday August 27 (tomorrow). After your first comment, you may respond to other posts or introduce a new thread. Post 3 comments, read 9 comments, and meet grading criteria for full credit (i.e., the length, content, and grammar criteria stated earlier). If you receive partial credit, please ask for feedback on how to meet criteria more optimally. The comment window opens Monday at 5 PM and closes Friday at noon.

Quiz: Complete the mandatory syllabus quiz on d2L between 5PM August 26 and noon Thursday August 29. YOU CANNOT CONTINUE THE COURSE WITHOUT DEMONSTRATING YOU READ THE SYLLABUS AND GIVE CONSENT TO THE METHODS THAT WILL BE USED IN THE COURSE.

Week 2 ● September 9 ● Scientific Foundations

COMPLETE TEST #1

This week you will learn to:

- Define/critique terms referring to interpersonal violence and answer the question, "What is family?"
- Describe some similarities and differences in disciplinary approach to violence in sociology, social work, criminology, psychology/psychiatry, law, health sciences, and public health.
- Describe the major methodological issues involved in: questioning/measuring violence, designing a study to measure violence, and statistical analyses of the resulting data.
• Describe how a public health approach contributes to violence research and prevention
• Explain how the factors summarized in box 2.1 influence how data on family violence are collected and interpreted
• Differentiate macro- from micro-theory
• Provide the central hypothesis of the micro-theories of violence considered on pages 49-56
• Explain the strengths of a multidimensional theory
• Critique the sources of data, measurement and design issues, and statistical analysis that characterize research on family violence
• Contrast the strengths and weaknesses of the Conflict Tactics Scale to obtain data on family violence
• Describe other indicators that are used to measure violence and how available and reliable they are
• Respond to questions about the World Health Organization document prepared by Krug et al such as:
  o How does the WHO define violence
  o What can a public health approach contribute?
  o What is a comprehensive definition of violence from the public health perspective?
  o What is meant by the word “intentionality” in the definition of violence?
  o Define types of violence including self-directed violence, interpersonal violence, and collective violence
  o Explain Figure 1.1, which is a typology of violence including types and targets
  o Describe what each of the data listed in Table 1.1 is and what the sources are from which they are found; for example what is mortality data and where do we find it?
  o List the levels in an ecological model of violence and give specific examples of risk factors at each level
  o Define the types of public health prevention
  o How does globalization impact violence prevention?

Read: Chapter 2, pp. 39-82 AND

Video: ¡Basta! Women Say No (2 parts—25 minutes personal experiences, 28 minutes of health sector response). In Spanish with English subtitles, personal DVDs

Post comments

Test #1: Complete Test #1 between 5:00 PM Monday September 9th and noon Thursday September 12th. You have 90 minutes to answer 50 questions. You clock starts once you open the exam on d2L. Once opened, you cannot exit and re-enter. Use a reliable internet connection that isn’t likely to go down mid-exam. If you are concerned about reliability, taking the exam on the campus is the solution. Save after each answer. You can go back and check answers or focus on the more difficult questions. If you save, we can reconstruct your work if there are technical problems. Notify a GTA immediately if you experience problems with the administration of your exam.

Week 3 ● September 16 ● Child Neglect and Psychological Maltreatment

This week you will learn to:

• Define the types of neglect
• Summarize the sources of data on the frequency of neglect and their major conclusions on the frequency of neglect
• Provide the characteristics of maltreated children focusing on attachment, cognitive, emotional, behavioral, and physical effects
- Use evidence from empirical research to answer the question, "Why do parents neglect their children?"
- State an opinion on whether certain child characteristics may increase their vulnerability
- Specify the frequency of maltreatment and its co-occurrence with domestic violence
- How frequent and serious is the problem of children witnessing violence?
- Define the types of psychological maltreatment.
- Recognize the characteristics of psychologically maltreated children
- Use evidence from empirical research to answer the question, "Why do parents psychologically abuse their children?"
- Provide evidence on the effects of psychological maltreatment
- State an opinion on whether the evidence supports the existence of "resilient children?"
- What are the characteristics and parenting skills of parents who are psychologically abusive?
- Know the "collateral effects" of child maltreatment
- Characterize multi-service interventions, particularly the Triple P Program
- What problems in implementation are common to many programs?
- What characteristics are common across successful programs?
- Describe the most important federal legislation including the Safe Families Act, the Child Abuse Prevention and Treatment Act (CAPTA), and Safe Haven laws in various states
- Why there is a problem with accountability for child neglect and maltreatment


Video: Broken Child (HBO documentary) Full play list on You Tube: http://www.youtube.com/playlist?list=PLOCEFA5D1B989BA1B (about 23 minutes) also Genie Wiley (12 minutes) also on You Tube.

Post comments

Week 4 ● September 23 ● Child Physical Abuse

COMPLETE QUIZ ON PROJECT REQUIREMENTS

This week you will learn to:

- Differentiate abuse from discipline
- Provide illustrations of the types of child physical abuse
- Provide evidence that parents and teachers harm children by corporal punishment
- Explain the empirical research about the value of corporal punishment including spanking
- Outline the scope of abuse, indicating and critiquing the sources of information that contribute to the knowledge base
- Discuss the long-term effects of physical abuse that are observable in adolescence and adulthood?
- Elaborate on the ways in which physical abuse a significant risk from the medical, neurobiological, cognitive, and behavioral perspectives
- Summarize the evidence related to these questions: What are the immediate effects physical abuse on children and teens?" and "What are the aftereffects that linger in adulthood?"
- Describe the children who are at heightened risk of being physically abused
- Provide information on the principal findings of studies on parent-child interaction, stress, learning, cultural attitudes and mental illness that help us answer the questions, "Why do people, typically men, physically abuse children?"
- Compare and contrast various models that purport to explain child physical abuse including individual psychopathology, difficult child, parent-child interaction, etc.
- Define polyvictimization
- Outline protective factors that may reduce violence against children
• Elaborate on the components of parent-focused treatment, behavior-based treatment
• Contrast the pros and cons of out of home care for abused children
• Define mandatory reporting laws and specify to whom they apply
• How well is the criminal justice system handling child physical abuse?
• What are the roles of grandparents of abused children?

Read: Barnett et al., Chapter 4, pp. 139-194

Video: Caseworker files on the taking of Logan Marr personal VHS (~60 minutes excerpt)

Post comments.

Quiz: Complete the quiz on the Project Requirements between 5 PM Monday September 23rd and noon September 26th.

Week 5 ● September 30 ● Child Sexual Abuse

COMPLETE TEST #2

This week you will learn to:

• Differentiate child sexual abuse from normal touching
• Discuss the frequency of child sexual abuse using various sources
• Describe the influences on prevalence estimates of measurement issues, memory, and disclosure
• Characterize sexually abused children
• Describe the effects of child sexual abuse, recognizing that some are immediate and others do not appear until adolescence or adulthood
• Explain how reactions to disclosure of abuse may influence the severity of consequences
• Present an explanation for child sexual abuse that includes contributions from the perspectives of victim, offender, the family, and the larger society that pulls together separate findings into a integrative model.
• Respond to questions about individual treatment
• Describe social policy responses
• Summarize efforts to prevent child sexual abuse

Read: Barnett et al., Chapter 5, pp. 195-248

Video: Out of darkness, into the light (30 minutes), You Tube) and Fighting child prostitution, (30 minutes) personal DVD

Post comments.

Test #2: Complete Test #2 between 5:00 PM Monday September 30th and noon Thursday October 3rd.

Week 6 ● October 7 ● Abusive and Abused Adolescents

This week you will learn to:

• Discuss how maltreatment changes when children reach adolescence
Differentiate several types of maltreatment
Produce evidence on the frequency of parent-to-child abuse
Elaborate the risk factors of abuse that may be different for adolescents over and above the causes of child abuse
Describe under which circumstances and how often sexual abuse of adolescents occurs
Review what is being done to respond to abuse of adolescents, emphasizing policy and prevention initiatives
Respond to questions about the abuse of parents by adolescent children
Compare and contrast evidence on frequency of parricide, matricide, and family murders
Summarize what is currently known about the causes of abuse of caregivers by adolescents
Justify an opinion on cyberbullying specifically and social media influences on teens

Read: Barnett et al., Chapter 6, pp. 249-280

Video: Wrestling with manhood (2003, 60 minutes), streamed

Post comments

Week 7 ● October 14 ● Dating Violence

This week you will learn to:

- Define dating violence including its physical & sexual components
- Differentiate mutual/reciprocal dating violence
- Know the surveys that provide evidence of the frequency of dating violence (both sexual and physical) in adolescent populations
- Explain why people hurt or sexually assault friends and romantic acquaintances
- Explain what puts adolescents at risk for dating violence
- Use empirical findings to describe the impact of dating violence on young people

Read: Barnett et al., Chapter 6 pp. 281-291 AND Chapter 7, pp. 305-320

Video: Spin the bottle: Sex, lies and alcohol (2004, 45 minutes), streamed

Post comments

Week 8 ● October 21 ● Sexual Assault and Stalking

COMPLETE TEST #3

This week you will learn to:

- Know the surveys that provide evidence of the frequency of dating violence (both sexual and physical) in college and community populations
- Explain additional risk factors for dating violence that come into play at college age
• List and define the major constructs in integrative models that attempt to predict perpetrating of nce, especially sexual violence
• Use empirical findings to describe the impact of dating violence on young people
• Differentiate the response to sexual violence of adolescents from university students
• Critically evaluate the evidence on male rape
• Explain how courtship victimization is a risk factor for revictimization
• Summarize the current state of knowledge on same-sex dating violence
• Elaborate the how dating violence may differ across cultures and ethnic groups
• Define stalking and summarize available estimates of its frequency
• Summarize how victims respond to stalking and the impact of being stalked
• Explain what we know about the explanations for why someone would stalk another person
• Indicate how likely it is that adolescent and university age victims will seek help
• Compare and contrast the responses to dating physical violence, dating sexual assault, and stalking including medical treatment, policy and prevention
• Contrast the legal response to dating violence among adolescents to those available to people over age 18

Read: Barnett et al., Chapter 7, pp. 321-360

Video: The war zone (1998, 34 minutes) personal VHS and Veils uncovered (2000, 25 minutes), personal VHS

Post comments

Test #3: Complete Test #3 between 5:00 PM Monday October 21st and noon Thursday October 24th.

Week 9 ● October 28 ● Domestic Violence Prevalence and Perpetrators

This week you will learn to:

• Compare and contrast government issued definitions of IPV to those that are developed by researchers using factor analysis
• Review the frequency of IPV, citing the major surveys or official reports from which the statistics come
• Describe the typical patterns of IPV
• Using empirical data, provide estimates of the frequency of intimate partner homicide, sexual assault, emotional abuse, and injury that is non-lethal
• Summarize the attitudes of society towards batterers and their own self-perceptions of why they were violent
• Define and critically evaluate Johnson's violent couple categories
• List and define the dimensions on which individual perpetrators differ including their coping (denial and minimization), anger and hostility, depression and related emotions of shame and guilt, empathy, attachment history, tendency to become jealous, and marital satisfaction
• Define automaticity and how it contributes to batterers self-perceptions
• Elaborate on the major causes of men's use of violence against intimate partners including the categories of social and verbal skills, alcohol and drug use, emotions and emotional disorders, biology and genetics
• Add more nuance to evaluating the position that women are as violent as men by comparing motives and forms of male and female violence
• Describe the conditions under which battered women kill their partners
Read: Barnett et al., Chapter 9, pp. 415-468  Video: Changing men: Unlearning the behaviors of domestic violence (2008, 46 minutes)  Post comments

Week 10 ● November 4 ● Domestic Violence Victims

This week you will learn to:

- Describe the ways in which victims of IPV are blamed
- Define the Hostage Syndrome
- Compare and contrast Learned Helplessness and Survivor Theory
- Highlight the major consequences of IPV on the victim including fear, stress, health problems
- Elaborate on other effects of IPV on employment and financial well-being
- Use empirical evidence to comment on the frequency of traumatic brain disorder in victims of IPV
- Explain the role that perceived control plays in coping with and in predicting the impact of IPV
- Review the major criminal justice controversies in IPV including mandatory arrest, dual arrest, and no-drop prosecution and explain how these policies have had unintended consequences
- Evaluate how well the criminal justice system does in responding to IPV at each level: law enforcement officers, prosecutors, and judges.
- Define stalking, citing and provide its prevalence
- Use empirical data to answer two questions: "Why do battered women stay?" and "How do battered women leave?"
- Comment on the truth of the widespread belief that most battered women return to their partners and the impact of factors including economic dependents, availability of transitional housing, and emotional components of the stay/leave decision
- Evaluate, using data, the comparability of male and female victims of IPV, the source of evidence that leads some to conclude that women are as violent as men, and critique that viewpoint

Read: Barnett et al., Chapter 8, pages 361-414

Video: Take it from me: Welfare is only half of the story (75 minutes), personal DVD

Post comments

Week 11 ● November 18 Domestic Violence in Understudied Populations

Early project submission for extra credit: Submit through d2L dropbox by 1:00 PM  COMPLETE TEST #3

This week you will learn to:

- Provide examples of forms of violence that are more commonly found outside the US in regions/continents including Africa, Asia, Europe, and South America
- Discuss immigrant experiences in the US, including distinctive features of immigrants in their patterns of family violence, motives for violence, and responses to violence including disclosure patterns and attitudes towards criminal justice.
• Compare family violence in urban settings to those in rural locations including constraints posed by long distances and low population density
• Compare and contrast family violence among heterosexual and GLBT persons and families
• Summarize what we know about family violence in the US military

Read: Barnett et al., Chapter 10, pages 469-526

Video: Half the sky (1:54, You Tube)

Post comments

Project: Early project submission for extra credit: Submit through d2L dropbox by 1:00 PM

Test #4: Complete Test #4 between 5:00 PM Monday November 18th and noon Thursday November 21st

This week you will learn to:

• Define elder abuse and disabled person abuse, making sure that you know the different types of behavior that constitute these two types of abuse
• State the frequency of both forms of abuse and contrast national random samples with data from cases reported to state's Adult Protective Services
• Discuss the health consequences of elderly abuse and what is known about the response of health professionals
• Which elders are at most risks of abuse?
• Who are those most likely to perpetrate abuse?
• Form an integrated view of the causes of elder abuse indicating which pieces of evidence come from social learning theory, social exchange theory, stress and dependency theories and revictimization might contribute to a comprehensive model
• What special considerations arise for GLBT seniors?
• Elaborate on the extent to which the rates and forms of elder abuse differ cross-nationally (among different nations) and cross culturally (among different ethnicities within the US)
• Define disability
• Summarize what we know about the extent of disabled person abuse
• Delineate the disabled people most at risk for abuse and who are the caretakers most likely to perpetrate abuse
• Describe the disclosure and help seeking behavior of the elderly and some explanation for the level of each
• Comment on the extent to which abuse in long-term care facilities is the highest priority for the field
• Provide information on the interventions, prevention strategies, and policy responses to elder abuse

Read: Barnett et al., Chapter 12, pp. 583-638.

Video: Grey, black & Blue (2007, 26 minutes) AND A house divided: caregiver stress and elder abuse (2008, 35 minutes) personal DVDs AND Help me (2005, 18 minutes), streamed

Post comments
Projects: All projects due: Submit through d2L dropbox by 1:00 PM

This week you will learn to:

- Provide terminology used to refer to victim and offender in a restorative approach to sexual assault
- List the constituencies of restorative justice
- What constitutes victim sensitive justice assault by advocates and service providers
- Describe the justice needs of sexual assault survivor/victims
- Explain why current justice response to rape is inadequate to meet these needs
- Define re-traumatization and provide evidence that supports it
- What is attrition and how serious is it?
- Provide estimates of the rates of guilty verdicts in rape trials in the US and other countries and indicate whether they have increased or decreased over the years
- Define and briefly describe sentencing circles and conferencing approaches to sexual assault
- List some of the modifications in standard conferencing that are needed to adapt it to sex crimes
- What evidence exists on the outcomes of the RESTORE Program that was conducted in Pima County (note that this evidence is now available)
- How could restorative justice meet some of the currently unmet justice needs of survivor/victims?
- Provide some settings in which restorative justice-based methods offer promise of justice for sexual assault

Read; Koss & Achilles PDF on d2L and also available at www.vawnet.org

Video: Excerpts from Sexual assault: Naming the unnamed conspirator (2012, 57 minutes) and Justice delayed (24 minutes), personal DVDs.

Post comments

This week you will learn to:

- What is the telephone number of the National Domestic Violence Hotline and how helpful is it?
- Describe how social isolation is quantified and what is learned about abused women by doing a network analysis
- Define social support and indicate those forms of support that are helpful
- Recognize examples of agency services that are helpful
- List the general topics covered in counseling of IPV victims
- Describe the findings of a meta-analysis of coping styles among abused women
- Define "empowerment"
- What are the three sets of evidence suggesting that women in the US are discriminated against?
- Describe the philosophy of the welfare to work legislation and elaborate on how misguided welfare programs may increase battering
- Define "medical screening" and state how frequently medical professionals do it
- Describe the PREVENT program
- Recognize the subtypes of counseling that have typically been used for batterers
- Define BIP and compare and contrast it with the Duluth model, cognitive behavioral therapy, anger management, and alcohol/substance abuse treatment
- Use evidence to answer the question of whether batterer intervention programs are effective
- Explain the major reasons that it is hard to evaluate the effectiveness of BIPs
- Describe the court's role in BIP
- Explain how the services for women who batter should differ from those designed for men who batter
- Elaborate on why abuse of women and children is a human rights issue
- Use Table 11.5 to explain why there is often tension between anti-violence activists and law enforcement
- What particular considerations are raised in responding to violence among these groups: rural residents, immigrants, GLBT persons, ethnic minorities, and service members and military families
- Differentiate mandatory arrest, preferred arrest, and discretionary arrest
- Answer basic questions about Family Group Decision Making
  - Define family rights
  - How are family rights a paradox
  - Discuss the connection of gendered cultural practices and American colonialism
  - Summarize values brought to the US by Puritans, Royalist Elites, Quakers, British (borderlands of England, Scotland and Northern Ireland)
  - What were the earliest responses to family violence
  - Define restorative justice
  - Explain the processes of family group decision making including facilitation and private family time

**Read:** Barnett et al., Chapter 11, pages 527-582


**Video:** *Family Voices* (18 minutes) personal DVD, AND *Concrete, steel, and paint* (2009, 55 minutes) personal DVD.

**Post comments**

**Test #5:** Complete Test #5 between 5:00 PM Monday December 9th and noon Thursday December 12th.

**GRADES WILL BE POSTED BY DECEMBER 16**