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. Given the high numbers of people who have experienced some form of violence and abuse in their background, it is inevitable that a personal perspective
is brought to the class. You may be among those that seek out this course to understand their own experiences better. Many of you will achieve your goal; others may find the material more upsetting than you anticipated. We offer resources if you are struggling with personal reaction including one-to-one meetings. In addition, the instructor maintains a "no questions asked" drop policy for the course at any time during the semester. No disclosure of personal experience is required as part of 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 contain realistic depictions of violent and abusive acts. 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. After reading this consent statement, please carefully consider your decision to remain enrolled. Continuance of enrollment after completing the quiz on the syllabus communicates 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. You should know what to expect from a course and instructor so you can make an informed educational choice.

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 scientific studies and familiarity with the d2L software http://d2l.arizona.edu. Relevant previous coursework may include: anthropology, criminology, economics, family studies, justice administration, nursing, political science, psychology, public policy, public health, 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 differ in difficulty from 300 level courses taught by the same instructor.

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

Undergraduate Competencies
- Describe the historical development of public health systems and their role in society.
- Write appropriately for an entry level position in the field of public health.
- Describe an ecological approach to how sex and drugs play a role in public health.
- Distinguish between the roles that morals, ethics and law have on public health.
- Identify individual and community behavioral health theories and their use in public health practice.

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 an easy course, 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. You may dislike various aspects of the learning experience. As an experienced teacher, I do nothing without a reason. You will thank me later for imposing expectations and I have many communications from former students to prove it. What you can expect to learn builds the core competencies for an undergraduate major in public health with an emphasis on behavioral health and health promotion as defined by accreditation standards.

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. 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 TAs 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. Absence due to illness requires
a physician's note available at Campus Health or private physician. Absence for other compelling reasons should be arranged with assistant instructors IN ADVANCE (minimum 24 hours). Excused absences also 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, students are expected to view the video (if it is available for streaming) and participate in the on-line discussion connected with the missed class. When the video has not been made available on d2L, you must ask a TA for an alternate assignment and complete it by the class following your absence. If you stop attending, you must officially withdraw from the class 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. You may not remove them from storage during class except during the 15 minute break. 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. Turn off your screen light 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. 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 TA as soon as possible so the records can be checked and corrected if needed. 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. A strictly enforced attendance policy prepares you to meet workplace standards.

**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 web site. Information about readings, news events, your grades, assignments and other course related topics will be communicated to you with 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](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://dos.web.arizona.edu/uapolicies/scc5308abcd.html](http://dos.web.arizona.edu/uapolicies/scc5308abcd.html) and [http://dos.web.arizona.edu/uapolicies/cai1.html](http://dos.web.arizona.edu/uapolicies/cai1.html). Common examples of integrity violation given by the UA include:

- DVding and 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, so that it looks like 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.
- Doing an assignment/essay/take home test with a friend and then handing in separate assignments that contain the same ideas, language, phrases, etc.
- Using study aids during tests when they have been expressly forbidden.
- 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.
The two most common integrity violations that occur in CPH 449/549 are (1) using the textbook or notes while taking tests; and (2) failing to cite sources using the required format in the written project. Your project will be processed through plagiarism software that is very capable of distinguishing your own words from those taken from other sources (even with minor re-wording) and linking them to their original location in books, articles, websites, and papers submitted by yourself or by other students at UA or elsewhere. Your instructor 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 prevents you from graduating on time, being put on probation, etc. but there have been instances where that has occurred. **You are best served by an instructor with high expectations and standards who is committed to teaching you workplace relevant skills:** Your future employers expect that a university graduate can produce written documents and possesses high ethical standards. A strictly enforced integrity policy teaches you what it means to follow ethical standards in carrying out work assignments, to write in your own words and enlarges your abilities to communicate your ideas through writing.

**Classroom Behavior:** Students are expected to be familiar with the UA Policy on Disruptive Behavior in an Instructional Setting found at [http://web.arizona.edu/~policy/disruptive.pdf](http://web.arizona.edu/~policy/disruptive.pdf) and the Policy on Threatening Behavior by Students found at [http://web.arizona.edu/~policy/threatening.pdf](http://web.arizona.edu/~policy/threatening.pdf)

**Grade Appeal Policy:** We encourage you to discuss your test results with us if you disagree with the correct answers or desire to improve your performance. At the end of the semester should you feel your grade is unfair, the grade appeal grounds and process are found at [http://catalog.arizona.edu/2008-09/policies/gradappeal.html](http://catalog.arizona.edu/2008-09/policies/gradappeal.html). Please come to us first so we can try to address your concerns before you initiate formal process. We will do our best to work with you to resolve your concerns.

**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/](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/2008%2D09/policies/disability.htm](http://catalog.arizona.edu/2008%2D09/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.

**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 ONLY available at Arizona Health Sciences Center Medical Bookstore. Please be aware that the medical bookstore will meet online retailers’ prices if you bring a printout of the price within 7 days, or show them the webpage with the current price on your phone. As this policy is not advertised, please speak up! Failure to have the textbook due to delayed delivery by mail is not an acceptable excuse to delay the first test.

**Testing:** There are two quizzes that must be passed with 70% correct answers. The first covers the syllabus, the second focuses on the paper requirements. These quizzes are required to make sure we have understanding among ourselves about expectations. The quizzes do not count towards your grade. There will be five multiple choice tests administered through d2L. There is no comprehensive exam. Tests focus on questions that pertain to the learning objectives listed for each week. There are several components of the final grade that assesses your mastery of course goals to allow for different strengths and learning styles. **You will take multiple choice tests because** they are efficient. On-line assessment saves time and allows us to focus our time on personal interactions with you. Research shows that hard-working, strong students perform well regardless of the assessment methodology the instructor selects.
YOU ARE STRICTLY FORBIDDEN TO USE STUDY AIDS OR THE TEXTBOOK DURING THE EXAM. Should we discover that you have, you will receive zero points for the test and be required to take all remaining tests under observation. We have a number of strategies to detect use of off-limits material.

Writing: The course requires a written project. **You are required to prepare a written project because** today's common methods of communication do not promote comprehensive written presentation of your thoughts accompanied by factual information to support your ideas and critical thinking to reach your own recommendations. Employers complain that today's universities graduate students cannot write at the level required in their work. I would fail you and your future employers if I did not include strengthening your writing skills as a course goal.

Innovating: Most classes will include a collaborative, small group activity. You may experience them as inappropriate for your age and feel I am wasting your time. That is intentional. As a practitioner, many of you will work with children and teens, especially because violence prevention is most effective when started at an early age. Remember that you are in this class to learn about health promotion and health education. The lecture format of university instruction does not work with community groups or with children and youth. **You do class activities to learn** to articulate goals, face challenges, solve them with innovative approaches through team work, and begin to build your repertoire of methods to promote healthy relationships in the real world. Without giving you a toolkit of other teaching methods and experience collaborating with others to develop programming for diverse groups and ages, we would fail to develop skills that you need to meet expected public health competences and job requirements.

Discussing: Every class session involves a video component. Emphasis is on real people telling their own stories and explicit demonstrations relevant to the course content. The class is divided into smaller discussion groups and you will remain with your group the entire semester. Class discussion is electronic through d2L. **You are required to express thoughts and opinions to other students for the following reasons:** Some people do not like to hear about feelings, opinions and experiences. You will inevitably have some of that conflict with others. You benefit from having someone else's perspective and will gain some insight into possible ways to deal with conflict. Developing empathy, understanding your and other people's reactions, and learning to discuss sexuality comfortably are essential public health skills.

Lecturing and Studying: The instructor lectures for slightly over one hour each week. The lectures are accompanied by a set of explicit learning objectives and Power Points that are a concept guide for your textbook that you can use to fill in and organize your knowledge. You may wish to print the Power Points from d2L to guide to taking notes in class. However, the lectures do not cover all the Power Points and do not focus on providing answers to potential test questions. **Why you will find the lectures filled with experiences and stories:** Stories and specific examples make principles, concepts, and strategies easier to remember and illustrate common experiences you may deal with. It is **your responsibility** to identify areas where you need clarification and seek it from instructors. **Why you are required to be an active learner:** My approach aims to develop your critical thinking skills, resourcefulness, self-initiative, persistence and the ability to master a complex body of knowledge that may contain sources of information that is inconsistent, open to interpretation, or overtly contradictory. These skills are essential public health competencies and critical thinking is the hallmark of a university level education.

Communicating: You are encouraged to seek individual attention from assistant instructors. 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. Another topic you may bring to a TA is any reaction to course material that you do not wish to share with your discussion group. Although not required, you are strongly encouraged to meet with a TA at least once to review your approach to the written project so you know that your topic is appropriate and you are on an efficient course to meet the requirements. Other assistance we can provide are coaching in study skills, test-taking strategies, project topic selection, using search engines to identify scientific publications for your project, and health career counseling. **You are asked to meet face-to-face because** good workers periodically check in with their supervisors even when it is not formally required. Doing so makes the supervisor aware of you as a person, the efforts you are making, any obstacles
you face that can be resolved, and allows confirmation that your understanding of the work and their's are aligned.

**Grading Criteria**

**Discussion participation**: You will read 9 comments and post 3 entries on the subject of each week's video during each of the 14 weeks of the semester. The window for posting comments begins after class at 5:00 PM Monday and closes at noon on Thursday. You will be assigned to a small group of approximately 10 students so that the blog doesn't become overwhelming to read and you can develop familiarity with the other students in your discussion group and form an identity as a team. Participation in both posting and reading other's comments is graded. To receive credit, postings are expected to be substantive, responsive to the discussion thread, and longer than a Tweet or text message. Standard English with correct grammar and spelling are expected. Comments are expected to be constructive, contain no abusive language, and focus on ideas and feelings rather than on personal comments about the persons that hold these points of view. 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. Reading 9 posts and responding with 3 posts earns 5 points weekly for total 70 points towards your final grade. There is partial credit if you approach but do not achieve expected performance standards. 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.

**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. It is the student's responsibility to identify areas where clarification is needed both during lectures and prior to tests. You can obtain help through requests in class and by attending review sessions. Test items are randomly generated by d2L from a pool of items on the assigned material. The test windows run Monday at 5:00 PM through 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. The expectations of academic integrity for responding to the test are that you (1) will respond without the aid of study materials; and (2) that you will complete the test without assistance. Please see academic integrity policy below. 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 to make up the points.

**Project**: PLEASE SEEK INPUT FROM THE ASSISTANT INSTRUCTORS ON YOUR TOPIC AND SUGGESTIONS FOR STRUCTURING YOUR PAPER. WE ARE HERE TO HELP! The project counts for **110** points of your total grade. The rubric for grading your paper is found in a separate document under Week 1. The project is due NOVEMBER 19 BY 1:00 PM. Your writing is submitted by uploading to d2L. Late papers are penalized 10 points commencing with 1:05 PM on the due date. If you have technical problems, send you 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, please be aware that Turnitin.com is enabled for this project and the instructor aggressively sanctions violations of academic integrity. Submit your paper only once as Turnitin.com does not permit a second submission of the same paper. EXTRA CREDIT: Ten extra credit points are available as an *early bird special* for submitting your project by November 12 at 1:00 PM (please note that this is Veteran’s Day and there will be no formal class).

**FINAL GRADE CALCULATION**

Final grades will be based on the percentage of total points. (70 from discussion + 250 from tests + 110 from the project = 430 points+10 extra credit available). Grades are assigned following this approach: 90% or higher = A, 80 to 89% = B, and 70 to 79% = C, 60-69% = D. Please see the assistant instructors at the earliest possible time that your grade is not what you desire. We will work with you.
Course Schedule

**Week 1 • August 20 • Overview of Family Violence**

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, back up personal DVD

Quiz: Complete syllabus quiz on d2L between 5PM August 20 and noon Thursday August 23.

Discuss: Post comments to discussion board based on There's no place like home: Growing up with family violence. The window for posting opens Monday at 5 PM and closes Friday at noon. You are expected to read 9 other student comments and post 3 of your own.
Week 2 • August 27 • Scientific Foundations

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:
  - How does the WHO define violence
  - What can a public health approach contribute?
  - What is a comprehensive definition of violence from the public health perspective?
  - What is meant by the word “intentionality” in the definition of violence?
  - Define types of violence including self-directed violence, interpersonal violence, and collective violence
  - Explain Figure 1.1, which is a typology of violence including types and targets
  - 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?
  - List the levels in an ecological model of violence and give specific examples of risk factors at each level
  - Define the types of public health prevention
  - How does globalization impact violence prevention?

Read: Chapter 2, pp. 39-82 AND


Video: Take it from me: Welfare is only part of the story (2001, 77 minutes) personal DVD

Discussion: Post comments.

Test #1: Complete Test #1 between 5:00 PM Monday August 27th and noon Thursday August 30th
Week 3 ● September 10 ● 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: Toe-to-toe (2009, 104 minutes) personal DVD

Discuss: Post comments.

Week 4 ● September 17 ● Child Physical Abuse

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
http://edumedia.ltc.arizona.edu:8080/ramgen/koss/failure_to_protect.rm  Plays on Real Player when logged
on at UA, have back-up VHS

Discuss: Post comments.

Quiz: Project Requirements, complete between 5 PM September 17 and noon September 20.

Week 5 • September 24 • Child Sexual Abuse

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 an 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

**Test #2**: Complete Test #2 between 5:00 PM Monday September 24th and noon Thursday September 27th

**Discuss**: Post comments.

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**Week 6 • October 1 • Abusive and Abused Adolescents**

This week you will learn to:

- Discuss how maltreatment changes when children reach adolescence
- Differentiate several types of maltreatment
- Provide 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 cyberbulling specifically and social media influences on teens

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

**Video**: *The bro code: How Contemporary Culture Creates Sexist Men* (58 minutes, 2011) streamed

**Discuss**: Post comments.

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**Week 7 • October 8 • 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. 281-304 AND Chapter 7, pp. 305-320

**Video**: *Breaking the cycle of teen dating violence* (2009, 58 minutes) personal DVD
Discuss: Post comments.

**Week 8 • October 15 • Sexual Assault and Stalking**

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
- Explain 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, 45 minutes) personal DVD

Discuss: Post comments.

**Test #3:** Complete Test #3 between 5:00 PM Monday October 15th and noon Thursday October 18th.

**Week 9 • October 22 • 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) streamed

Discuss: Post comments.

Week 10 ● October 29 ● 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: What would you do (2009, 60 minutes) personal DVD
Discuss: Post comments.

**Week 11 • November 5 Domestic Violence in Understudied Populations**

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: *Child brides: Stolen* lives (2007, 60 minutes) personal DVD or *Women in Insecure World* (2007, 45 minutes) both streamed

Discuss: Post comments.

Test #4: Complete Test #4 between 5:00 PM Monday November 5 and noon Thursday November 8th.

Submit Early Bird projects through d2L by 1:00 PM on November 12 (Veterans Day, no class). Standard project due date is November 19.

**Week 12 • November 19 • Abuse of Elderly and Disabled Persons**

Projects Due: Submit through d2L dropbox by 1:00 PM

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 helpseeking 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

Discuss: Post comments.

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
• Innumerate the trepidations have been expressed about restorative justice for sexual 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: The Invisible War: military sexual assault (personal DVD)
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
  - Describe impact on homicide and prevalence of violence against women of legal interventions
  - 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) [http://services.ltc.arizona.edu/mediaservices/koss/family_voices.mov](http://services.ltc.arizona.edu/mediaservices/koss/family_voices.mov) also have backup personal DVD, AND *Concrete, steel, and paint* (2009, 55 minutes) personal DVD.

**Discuss:** Post comments.

**Test #5:** Complete Test #5 between 5:00 PM Monday December 3\(^{rd}\) and noon Thursday December 6th.

GRADES WILL BE POSTED ON d2L BY DECEMBER 19