

UMBC UGC New Course Request: Intimate Partner Violence, A Global Perspective

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Proposed Effective Date: Fall 2019

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COURSE INFORMATION:

Course Number(s)	SOWK 376
Formal Title	Intimate Partner Violence, A Global Perspective
Transcript Title (≤30c)	Intimate Partner Violence
Recommended Course Preparation	SOWK 250
Prerequisite NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.	Psyc 100 OR Soc 101
# of Credits Must adhere to the UMBC Credit Hour Policy	3
Repeatable for additional credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Max. Total Credits	³ This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.
Grading Method(s)	<input checked="" type="checkbox"/> Reg (A-F) <input type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail

PROPOSED CATALOG DESCRIPTION (Approximately 75 words in length. Please use full sentences.):

Intimate partner violence (IPV) is a social and public health problem that impacts millions of people around the globe. Although efforts have been made to end IPV, it has persisted overtime. This course introduces students to basic concepts of IPV, theories used to understand it, as well as systems involved in addressing it. The goal is to help students think critically about the factors that perpetuate IPV, while examining responses from a global perspective.

RATIONALE FOR NEW COURSE:

This course was created to provide a special emphasis on the issue of intimate partner violence (IPV), as most social workers will encounter it in practice. Because of the incidence and prevalence of IPV, even those who do not practice at IPV specific programs will work with clients who have been impacted by this issue. Social workers practice in interdisciplinary settings where they interact with other systems in which victims, survivors, and perpetrators of abuse are involved, therefore, it is important for students to understand the dynamics, theories, programs, and interventions available to address this issue. We anticipate that the course will be taught once per academic year. Social work majors must take one social work elective, and this course will fulfill this requirement. This course will also be one of the electives social welfare minors can take (a separate request to add the course to the minor will be submitted to the UGC once this course is approved). Although the course is offered from a social work perspective, the content can be beneficial for students in all majors, therefore the course will be open to the entire student body. All social work electives must be 300-400 level courses, and all current electives are at the 300 level. Making this course a 300-level course is consistent with the department's other electives.

Completing the Introduction to Social Work (SOWK 250) course is recommended because it provides the fundamental knowledge and philosophical base of the social work profession, which would help students understand the social work perspective of this course. Sociology 101 or psychology 100 are pre-requisites because we want students to have a general understanding of the sociological or psychological theories that help us understand human behavior.

The grading proposed (regular grading) is consistent with how all other classes (except for the field experience) are graded in the social work major. As with all other social work courses, this course cannot be repeated for credit.

ATTACH COURSE SYLLABUS (mandatory):

Syllabus attached

Learning Objectives

Course Objectives

1. To understand the global scope of intimate partner violence, the risk factors and traumas associated with it, as well as basic concepts regarding the issue.
2. To dispel common myths held by society and those in various fields of practice regarding intimate partner violence.
3. To develop an understanding of the history of the battered women's movement and its impact on present day services.
4. To provide an introduction to basic theoretical frameworks regarding intimate partner violence, including the trauma informed care approach.
5. To facilitate students' understanding of the problems and issues addressed by social workers involved with victims and survivors of intimate partner violence, as well as those working with individuals who commit the violence.
6. To develop an increased awareness of the forms and mechanisms of oppression and discrimination and the impact of social policies confronting victims and survivors of intimate partner violence.
7. To prepare students to recognize intimate partner violence and act in a way that is respectful of victims and survivors, keeping their safety at the forefront of any intervention.

Knowledge Objectives

1. To understand the prevalence and incidence of IPV domestically and internationally.
2. To understand basic concepts of IPV, and the theories used to explain it, including the trauma informed care approach.
3. To recognize and dispel myths about IPV while providing evidence of the realities and controversies faced by those providing services in the field.
4. To examine the interconnectedness of societal factors that impact IPV and the social responsibility to end and prevent IPV, and devise practical and creative responses to the problem.
5. To describe the systems involved in addressing IPV, as well as services for adult victims, those who commit the abuse, and children, while recognizing the need for interdisciplinary approaches.
6. To understand the effect of intersectionality on the lives of victims, survivors, and those who commit the violence.

Skill Objectives

1. To define IPV from the feminist and intersectionality perspectives.
2. To recognize and respect the diversity of victims' and survivors' responses to IPV.
3. To explain the impact of social forces on responses to IPV, and to critically think and examine issues impacting individuals, families, and communities facing IPV.
4. To assess the role of social work in alleviating IPV at the macro, mezzo, and micro levels of practice.
5. To identify effective treatment methods and services for the variety of issues faced by those impacted by IPV, including the trauma informed care approach.
6. To apply the intersectionality perspective to the design and delivery of services.
7. To identify and apply advocacy strategies for the prevention and treatment of IPV.
8. To communicate thoughts, ideas, and concepts in a manner that is clear and concise, in writing and orally.

Values Objectives

1. To gain respect for and appreciation of the significance of the battered women's movement on the services available for IPV victims today.
2. To appreciate the complexity and diversity of practice in the IPV field.
3. To gain appreciation for the lived experiences and the challenges faced by those impacted by IPV.
4. To acknowledge the ethical challenges faced by those providing services in the IPV field.
5. To gain awareness and respect for values, behavior, and cultures different from one's own, while advocating for a violence free world for all.
6. To gain appreciation for the value of human rights for all, as well as for social, economic, and environmental justice.
7. To become responsible for the development of one's academic learning goals and professional growth.

Statement of Values for Academic Integrity at UMBC

Academic integrity is an important value at UMBC. By enrolling in a course, each student assumes the responsibilities of an active participant in the scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Rigorous standards allow UMBC students, faculty, and administrators, as well as scholars and employers in the larger community, to trust that the work that students submit is the fruit of their own learning and academic effort.

The purposes of higher education are the learning students and faculty undertake, the knowledge and thinking skills developed, and the enhancement of personal qualities that enable students to be strong contributing members of society. In a competitive world, it is essential that all members of the UMBC community uphold a standard that places the integrity of each student's honestly earned achievements above higher grades or easier work dishonestly sought.

All members of the UMBC community are expected to make a commitment to academic honesty in their own actions and with others. Academic misconduct could result in disciplinary action that may include suspension or dismissal. Following are examples of academic misconduct that are not tolerated at UMBC:

- **Cheating:** Knowingly using or attempting to use unauthorized material, information, or study aids in any academic exercise.
- **Fabrication:** Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- **Facilitating Academic Dishonesty:** Intentionally or knowingly helping or attempting to help another commit an act of academic dishonesty.
- **Plagiarism:** Knowingly representing the words or ideas of another as one's own in any academic exercise, including works of art and computer-generated information/images.

Information or ideas obtained from the internet must be cited. Copying and pasting such information directly into your written work without proper citation is plagiarism and can cause failure of this course.

Students should consult UMBC's Student Academic Conduct Policy for information on policy and procedures for upholding UMBC's high standards for academic integrity. Students who

have questions or concerns are encouraged to talk with a member of the faculty or administration for assistance.

To read the full Student Academic Conduct Policy, consult the UMBC Student Handbook, the Faculty Handbook, or the UMBC Policies section of the UMBC Directory.

ADA Disclosure and Accommodation Requests

UMBC is committed to eliminating discriminatory obstacles that disadvantage students based on disability. Student Support Services (SSS) is the UMBC department designated to receive and maintain confidential files of disability-related documentation, certify eligibility for services, determine reasonable accommodations, develop with each student plans for the provision of such accommodations, and serve as a liaison between faculty members and students regarding disability-related issues.

If you require certain accommodations, please submit an application (which can be found at <http://sss.umbc.edu/>) and all disability documentation to Student Support Services (Math/Psych Bldg, Room 213, UMBC, 1000 Hilltop Circle, Baltimore, MD 21250) as soon as possible. Please see the application for details on appropriate documentation guidelines. For information or questions about the application, please call [410-455-2459](tel:410-455-2459). Once your accommodations have been approved, your instructor will be notified.

Note: If you need special accommodations regarding the use of technology, please speak to the instructor.

Disclosures of Sexual Misconduct and Child Abuse or Neglect

As an instructor, I am considered a Responsible Employee, per UMBC's Policy on Prohibited Sexual Misconduct, Interpersonal Violence, and Other Related Misconduct (located at <http://humanrelations.umbc.edu/sexual-misconduct/umbc-resource-page-for-sexual-misconduct-and-other-related-misconduct/>). While my goal is for you to be able to share information related to your life experiences through discussion and written work, I want to be transparent that as a Responsible Employee I am required to report disclosures of sexual assault, domestic violence, relationship violence, stalking, and/or gender-based harassment to the University's Title IX Coordinator.

As an instructor, I also have a mandatory obligation to report disclosures of or suspected instances of child abuse or neglect (www.usmh.usmd.edu/regents/bylaws/SectionVI/V1150.pdf).

The purpose of these reporting requirements is for the University to inform you of options, supports and resources; you will not be forced to file a report with the police. Further, you are able to receive supports and resources, even if you choose to not want any action taken. Please note that in certain situations, based on the nature of the disclosure, the University may need to take action.

If you need to speak with someone in confidence about an incident, UMBC has the following Confidential Resources available to support you:

The Counseling Center: 410-455-2472

University Health Services: 410-455-2542

(After-hours counseling and care available by calling campus police at 410-455-5555)

Other on-campus supports and resources:

The Women's Center, 410-455-2714

Title IX Coordinator, 410-455-1606

Additional on and off campus supports and resources can be found at:
<http://humanrelations.umbc.edu/sexual-misconduct/gender-equitytitle-ix/>.

Class Format

This 3-credit course will be conducted in lecture/discussion style with videos, group activities, discussion facilitated by peers, and use of web and reading materials.

Course Expectations/Classroom Etiquette

1. Because of the nature of the content and the course format, students are expected to: **attend class, arrive on time, and remain for the entire class period.** Active discussion will take place in every class, and since these discussions are impossible to re-create, your attendance is imperative. Attendance will be taken.
Please note: Arriving late or leaving class early will be considered absences.
2. Students are expected to keep track of assignments by following the course calendar and checking Blackboard; to complete readings as scheduled; to prepare for class discussions, exams, and other learning activities; and to submit written work on due dates. They are expected to attend class, to participate in collaborative learning groups and in class discussions, and to take an active role in class exercises.
3. The content of this course is sensitive; talking about violence in intimate relationships can be difficult, therefore sensitivity and respect are paramount. Students will be expected to respect the right of others to speak and present ideas that are different from their own, as well as to speak in a manner that is respectful.
4. In the classroom setting cell phones are not needed and **must be silenced.** Laptops and other technological equipment can only be used when appropriate to the class content. The instructor will let you know when these devices are needed. Students that are being disrespectful to classmates and the instructor by using technology inappropriately will be asked to excuse themselves from the class.
 Cell phone use during an exam will result in dismissal from the exam and a failing grade for that exam. If a student has a concern regarding course civility, they should contact the instructor.

Attendance and participation

Because attendance and participation in this class are crucial to meeting the overall course objectives, the following attendance policy is in place **regardless of the reason for the absence.** Because the class only meets once per week, having more than two absences means students are missing a significant portion of the course work.

Additionally, students are expected to come to class prepared to discuss the assigned readings and to think critically about the material. If it becomes apparent to the professor that students are not doing the readings, grades will be adjusted accordingly. Students will demonstrate the completion of the readings with their participation in class discussions as well as their active participation in class activities.

Please take the attendance policy seriously.

<i>Absence(s)</i>	<i>Consequence</i>
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1-2	No change in the final grade
3	Final grade is lowered by one full grade (i.e. a "B" becomes a "C")
4	Final grade is lowered by two full grades (i.e. a "B" becomes a "D")
5 or more	Course failure

Assignments' Due Dates

Assignment	Point Value	Due Date
1. Mid-term Exam	20	
2. Media Portrayal of IPV Paper	30	
3. Case Study Presentation	30	
4. Final Exam	20	
Total	100	

All assignments must be completed in order to pass this course

The grading is consistent with the social work department's standards and assigned accordingly:

Passing grades: 90 – 100 = A
 80 – 89 = B
 70 – 79 = C

Non-passing grades: 60 – 69 = D
 59 and below = F

Assignments, Tests, and Grading

Most assignments will be submitted on Blackboard, however, written assignments requested in hard copy must be submitted at the **start of class** on the assigned due date. **E-mailed copies will not be accepted.**

Assignments

Exams

The two exams will consist of objective and essay questions. Exams will cover reading material, lectures, videos, and class discussion. *Make-up exams will only be given at the discretion of the instructor; only documented emergencies will be considered.* Requests must be made prior to the exam.

IPV Media Portrayal Paper

The purpose of this assignment is to analyze societal views on intimate partner violence (nationally or internationally) and their role in perpetuating it, so students can critically think about practical responses to this global issue.

Throughout the semester students should be reading or listening to the news. They will select one story that involves intimate partner violence. The article/news story needs to be in a popular media outlet (for example, *The New York Times*, *The Washington Post*, *The Baltimore Sun*, *CNN*, *CBS*, *British Broadcasting Corporation*). Students will write a 3-4-page critical review based on the following:

1. What is the implicit or explicit definition of intimate partner violence provided by the author of story?
2. What is the perspective on the victim and the perspective of the individual who committed the abuse presented in the article?
3. What myths about intimate partner violence are reinforced in the article?
 - a. Discuss the myths found in the article and use class materials and scholarly articles (at least two sources) to provide support to the argument that they are myths
 - b. Use scholarly articles to address what the evidence shows about the issue – how does data dismiss the myths?
4. Apply the material you learned in class regarding intersectionality to the case. What aspects, in this case, are interacting with each other to perpetuate intimate partner violence in society?
5. What can social workers do at the macro level to address societal perceptions about the myths you discussed and to end intimate partner violence globally?

Case Study and Group Presentation

Students will work in groups (4-5 students) to conduct a thorough case study. At the end of the semester they will conduct a 20-25-minute presentation detailing and analyzing the case, and addressing the interventions they would use in the case.

For this assignment students need to thoroughly review a case involving intimate partner violence. Details about the cases will be provided in class. Students will need to understand what happened – what type of violence took place, the people involved, and what precipitated a response – in order to address the issues required for the presentation.

The presentation should include the following:

- **The story** – Share what is known about the incident.
 - Who was involved?
 - What happened? What is the setting (where did it happen)?
 - Was this the first incident?
 - Who intervened?
 - Were there any arrests?
- **Analysis** – Address the issue from a theoretical perspective.

- Select one or two theories that explain the violence (what does the theory(ies) say? What are the premises?)
 - Address how the theory(ies) explain this specific incident.
- **Interventions** – What would a practitioner working with this case do? Present best practice steps for working with the individuals involved. Use information obtained in **at least three research articles**, which provide support for the use of the interventions chosen.
 - How would you intervene? Be sure to address the victim and the person who committed the abuse.
 - Who would you work with (other systems that need to be involved)? What would their roles be in working with this case? Think about short- and long-term needs.
 - What type of advocacy would you use to address the case (at the micro and macro levels)
 - Be systematic and think about the steps you need to take to promote safe and ethical interventions.
- **Resources** – Where would you refer the client, so she/he/they can receive the services/interventions you are suggesting? Select at least one program and talk about the services they provide and why these services are appropriate. Does research support your use of these services?

Your final product will include a Power Point presentation, which you will submit through Blackboard, and a one-page reflection about the group process. You will receive an individual grade based on your group participation, the presentation, and the Power Point.

Below you will find the course outline with the required readings. Additional readings, links to podcasts, and other resources will be available on Blackboard.

Week #1	Review of syllabus and assignments Introduction to course; Defining IPV	Syllabus
Week #2	Definitions, myths, realities, scope, & prevalence of IPV from feminist & intersectionality perspectives <ul style="list-style-type: none"> • What is IPV? • Prevalence and scope of IPV • Myths of IPV – social, economic, and emotional realities 	Breiding, M. J., Smith, S. G., Basile, K. C., Walters, M. L., Chen, J., & Merrick, M. T. (2014). Prevalence and Characteristics of Sexual Violence, Stalking, and Intimate Partner Violence Victimization – National Intimate Partner and Sexual Violence Survey, United States, 2011. <i>Division of Violence Prevention, National Center for Injury Prevention and Control, CDC</i> . (Link posted on Blackboard). Ellsberg, M., Arango, D. J., Morton, M., Gennari, F., Kiplesund, S., Contreras, M., & Watts, C. (2015). Prevention of violence against women and girls: What does the evidence say? <i>The Lancet</i> , 385, 1555-1566. Nixon, J., & Humphreys, C. (2010). Marshalling the evidence: Using intersectionality in the domestic violence frame. <i>Social Politics</i> , 17, 137-158. doi:10.1093/sp/jxq003
Week #3	History, Culture, and Religion <ul style="list-style-type: none"> • Gender stratification, the role of religion and the role of cultural & societal institutions. • The Battered Women’s Movement and Me Too – a comparison of two advocacy models • Advocacy and policy 	Ake, J., & Arnold, G. (2017). A brief history of anti-violence against women movements in the United States. In C. M. Renzetti, J. L. Edleson, & R. K. Bergen (Eds.), <i>Sourcebook on Violence Against Women</i> (3 rd edition, pp. 3-25). Thousand Oaks, CA: Sage Publications. Matters of history, faith and society in Buzawa, E. S., Buzawa, C. G., & Stark, E. (2017). <i>Responding to domestic violence: The integration of criminal justice and human services</i> (5 th edition). Thousand Oaks, CA: Sage Publications.
Week #4	Introduction to theories/perspectives: Gender & non-gender-based theories	Victoria A. Anyikwa, V. A. (2016). Trauma-informed approach to survivors of intimate partner violence. <i>Journal of Evidence-Informed</i>

	<ul style="list-style-type: none"> Behavioral and learning theories Feminist perspective Trauma-informed approach 	<p><i>Social Work, 13</i>, 484-491.</p> <p>Johnson, M. P. (2011). Gender and types of intimate partner violence: A response to an anti-feminist literature review. <i>Aggression and Violence Behavior, 16</i>, 289-296.</p> <p>Lawson, J. (2012). Sociological theories of intimate partner violence. <i>Journal of Human Behavior in the Social Environment, 22</i>, 572-590.</p> <p>Dillon, G., Hussain, R., Loxton, D., & Rahman, S. (2013). Mental and physical health and intimate partner violence against women: A review of the literature. <i>International journal of family medicine, 2013</i>, 1-15.</p>
Week #5	<p>Understanding IPV</p> <ul style="list-style-type: none"> Power and control Physical abuse Sexual abuse Emotional abuse Stalking 	<p>Capaldi, D. M., Knoble, N. B., Shortt, J. W., & Kim, H. K. (2012). A systematic review of risk factors for intimate partner violence. <i>Partner Abuse, 3</i>, 231-80.</p> <p>Miller-Perrin, C. L., Perrin, R. D., & Renzetti, C. M. (2018). Intimate partner abuse in adult relationships: Focusing on victims. In <i>Violence and maltreatment in intimate relationships</i> (pp. 199-224). Thousand Oaks, CA: Sage.</p>
Week #6	<p>Understanding IPV: Victims & survivors</p> <ul style="list-style-type: none"> Risk factors Consequences Why do they stay? Role of trauma 	<p>Hamby, S., Finkelhor, D., Turner, H., & Ormrod, R. (2011). <i>Children's exposure to intimate partner violence and other family violence</i>. Washington, DC: Office of Juvenile Justice and Delinquency Prevention. Link on Blackboard.</p> <p>Jaffe, P. G., Campbell, M., Hamilton, L. H., & Juodis, M. (2012). Children in danger of domestic homicide. <i>Child Abuse and Neglect, 36</i>, 71-74.</p>
Week #7	<p>Understanding IPV: Children & teens</p> <ul style="list-style-type: none"> Impact of witnessing IPV Teen dating violence Adverse childhood experiences & their manifestations in adulthood Role of trauma 	<p>Cannon, C., Buttell, F. (2015). Illusion of inclusion: The failure of the gender paradigm to account for intimate partner violence in LGBT relationships. <i>Partner Abuse, 6</i>, 65-77.</p>
Week #8	<p>Understanding IPV among diverse populations and at-risk groups:</p> <ul style="list-style-type: none"> LGBQ community 	

	<ul style="list-style-type: none"> • Individuals with disabilities • Older adults 	<p>Breiding, M. J., & Armour, B. S. (2015). The association between disability and intimate partner violence in the United States. <i>Annals of Epidemiology, 25</i>, 455-457.</p> <p>VAWnet. (2016). Preventing and responding to domestic & sexual violence in later life. Online resource; link available on Blackboard.</p> <p>Paat, Y-F. (2014). Risk and resilience of immigrant women in intimate partner violence. <i>Journal of Human Behavior in the Social Environment, 24</i>, 725-740.</p> <p>Silva-Martinez, E. (2017). "Allow Me to Speak": Stories of courage among immigrant Latina survivors of intimate partner violence. <i>Affilia: Journal of Women and Social Work, 32</i>, 446-460.</p> <p>Eckhardt, C. I., Murphy, C. M., Whitaker, D. J., Sprunger, J., Dykstra, R., & Woodard, K. (2013). The effectiveness of intervention programs for perpetrators and victims of intimate partner violence. <i>Partner Abuse, 4</i>, 196-231.</p> <p>Gondolf, E. W. (2011). The weak evidence for batterer program alternatives. <i>Aggression and Violence Behavior, 16</i>, 347-353.</p> <p>Asay, S. M., DeFrain, J., Metzger, M., & Moyer, B. (2016). Implementing a strengths-based approach to intimate partner violence worldwide. <i>Journal of Family Violence, 31</i>, 349-360.</p> <p>Devruesm K. M., Mak, J. Y. T., Garcia-Moreno, C., Petzold, M., Child, J. C., Falder, G... Watts, C. H. (2013). The global prevalence of intimate partner violence against women. <i>Science, 340</i>, 1527-1528.</p>
Week #9	<p>Understanding IPV among diverse populations and at-risk groups:</p> <ul style="list-style-type: none"> • Race and ethnicity • Immigration • Intersectionality 	
Week #10	<p>Understanding IPV: Individuals who perpetrate the abuse</p> <ul style="list-style-type: none"> • Is there a profile? • Why do they abuse? • Interventions 	
Week #11	<p>International perspective</p> <ul style="list-style-type: none"> • Is IPV universal? • Societal factors on gender-based violence 	
Week #12	<p>IPV services & safety planning</p> <ul style="list-style-type: none"> • Assessment • Trauma-informed services for victims & survivors 	<p>Davis, J. (2017). Victim-defined safety planning: A summary. <i>Greater Hartford Legal Aid.</i></p> <p>Flasch, P., Murray, C. E., & Crowe, A. (2017). Overcoming abuse a</p>

	<ul style="list-style-type: none"> • Safety planning 	<p>phenomenological investigation of the journey to recovery from past intimate partner violence. <i>Journal of interpersonal violence</i>, 32, 3373-3401.</p> <p>National Network to End Domestic Violence, Safety Net Project. (2018). Technology safety.</p>
Week #13	<p>Coordinated community response to IPV</p> <ul style="list-style-type: none"> • Criminal justice response • Protection orders • Health care system • Role of social work 	<p>Shorey, R. C., Tirone, V., & Stuart, G. L. (2014). Coordinated community response components for victims of intimate partner violence: A review of the literature. <i>Aggression and Violent Behavior</i>, 19, 363-371.</p>
Week #14	<p>Public policy & advocacy:</p> <ul style="list-style-type: none"> • The Violence Against Women Act • The Family Violence Prevention and Services Act • The Victims of Crimes Act 	<p>Modi, M. N., Palmer, S., & Armstrong, A. (2014). The role of Violence Against Women Act in addressing intimate partner violence: A public health issue. <i>Journal of Women's Health</i>, 23, 253-259.</p> <p>National Coalition Against Domestic Violence. <i>Key national legislation affecting victims and survivors of violence: VAWA, FVPSA, and VOCA</i>. Online resource; link on Blackboard</p> <p>National Network to End Domestic Violence. <i>Policy Center</i>. Online resource; link of Blackboard.</p> <p>The Women's Legal Defense and Education Fund. <i>History of VAWA</i>. On line resource; link on Blackboard.</p>
Week #15	Presentations	We will use this class for group presentations.
Week #16	Final	

Supplemental Readings

- Anderson, K. M., Danis, F. S., & Havig, K. (2011). Adult daughters of battered women: Recovery and post-traumatic growth following childhood adversity. *Families in Society, 92*, 154-160.
- Cantos, A. L., & O'Leary, K. D. (2014). One size does not fit all in treatment of intimate partner violence. *Partner Abuse, 5*, 204-236
- Carp, J. M. (2010) Resiliency: The essence of survival in chaos. *Families in Society, 91*, 266-271.
- Cohen, J. A., Mannarino, A. P., & Iyengar, S. (2011). Community treatment of posttraumatic stress disorder for children exposed to intimate partner violence: A randomized controlled trial. *Archives of Pediatrics & Adolescent Medicine, 165*, 16-21.
- Edleson, Jeffrey L. (2012). Groupwork with men who batter: What the research literature indicates. National On-Line Resource Center on Violence Against Women.
http://www.futureswithoutviolence.org/userfiles/file/Children_and_Families/Group%20Work%20With%20Men%20Who%20Batter%202_12.pdf
- Kelly, T., & Stermac, L. (2012). Intimate partner sexual assault against women: Examining the impact and recommendations for clinical practice. *Partner Abuse 3*, 107-122.
- Miller, E., McCauley, H. L., Tancredi, D. J., Decker, M. R., Anderson, H., & Silverman, J. G. (2014). Recent reproductive coercion and unintended pregnancy among female family planning clients. *Contraception, 89*, 122-128.
- Murray, K. W., Bair-Merritt, M. H., Roche, K., & Cheng, T. L. (2012). The impact of intimate partner violence on mothers' parenting practices for urban, low-income adolescents. *Journal of Family Violence, 27*, 573-583.
- Roditti, M., Schultz, P., Gillette, M., & de la Rosa, I. (2010). Resiliency and social support networks in a population of Mexican American intimate partner violence survivors. *Families in Society, 91*, 248-256.
- Vagi, K. J., Olsen, E. O. M., Basile, K. C., & Vivolo-Kantor, A. M. (2015). Teen dating violence (physical and sexual) among US high school students: Findings from the 2013 National Youth Risk Behavior Survey. *JAMA pediatrics, 169*, 474-482.
- Whitaker, D. J., Murphy, C. M., Eckhardt, C. I., Hodges, A. E., & Cowart, M. (2013). Effectiveness of primary prevention efforts for intimate partner violence. *Partner Abuse, 4*, 175-195.