
SW5707: Interventions with Battered Women and Their Families

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Table of Contents

Contact Information	2
Course description	2
Course objectives	2
Course format	3
Course requirements, grading and policies	3
Required and supplemental readings	3
Virtual field trips	3
Final project	4
Other policies	5
Class Schedule	5
Recommended surfing spots (Optional)	9
Supplemental readings	9

Contact Information

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Course homepage: <http://www.mincava.umn.edu/xxxx> Go to the home page for the course by typing the above web address into your browser. You will be prompted to enter a Username and a Password. Use the following for those prompts. Username: xxxx Password: _____. You will be able to connect to course readings that are on-line by clicking on highlighted hypertext.

Course description

This course is designed to introduce students to current theories, research, and social work practice in the area of woman battering. The course focuses primarily on the physical assault of women. (While sexual abuse will be discussed in relation to physical abuse and violence against women, it is covered more thoroughly in other courses.)

Woman battering is examined at various levels of the human ecology ranging from sociocultural to individual systems. Research that both supports and refutes various widely held assumptions about woman abuse is also examined.

A major portion of the course focuses on social interventions aimed at ending violence against women. This includes direct work with victims of abuse, assailants, and their families as well as community-level and policy interventions.

Course objectives

By the end of this course each student should be able to:

1. Identify and discuss several perspectives on the development and maintenance of woman abuse.

2. Cite research studies to support and dispute various perspectives on woman abuse.
3. Describe procedures used in the assessment of violence.
4. Describe community, family, and individual level interventions in woman abuse.

Course format

The class will meet each day (M,T,W,Th,F) from 9:15am to 4:30pm in Peters Hall Room 5. There will be short morning and afternoon breaks, as well as a lunch break from noon to 1:15. Course content will be delivered using a variety of instructional methods. Lectures, discussions, guest speakers, demonstrations, role plays, videotapes and films will be utilized. This course is also technologically enhanced by use of a web site, list serve, and bulletin board.

Course requirements, grading and policies

Measurement of student learning will be judged based in the following:

1. Class participation, which requires that readings be completed by the class period on which they will be discussed (worth 10% of the final grade),
2. Completion of three "virtual field trips" (each worth 10% of the grade), and
3. Completion of a Final Project (worth 60% of the final grade).

Required and supplemental readings

There is quite a bit of reading for this course. Except for a packet of articles and book chapters, **required readings** for this course are available on the World Wide Web. Those you can access on-line are marked with an "*". A reading packet with required readings not found on the Web will be available from the instructors for personal copying. The **supplemental readings** are optional and available from the instructors by request. While you do not have to read these, the list will give you a good start on materials for your final project. You can check out readings from Pat Wright in Room 140 Peters Hall. They are to be shared by the students in the class, so please be prompt in returning packets.

Virtual field trips

You will need access to the Internet and the World Wide Web to complete these assignments. You may access the Internet (a) from home using the University's or another dial-up service or (b) by using a terminal in one of the campus libraries or computer laboratories. Each field trip and reaction paper is worth 10% of your grade, for a total of 30%.

1. The **first field trip** is due by 5pm on **Xxday, June XX**. 1) Begin at the MINCAVA homepage at <http://www.mincava.umn.edu> [/] 2) Click on "Personal Stories;" 3) Visit and read at least

three people's personal stories of surviving abuse 4) Submit via email or directly to the instructor a reflection paper (2-3 pages, typewritten, double-spaced, about 500 words), which a) identifies the stories read and their URLs (web addresses), b) summarizes these people's experiences, and c) compares and contrasts their experiences and the responses of other people and institutions to them.

2. The **second field trip** is due by 5pm on **Xxday, June XX**. 1) Again, go to MINCAVA's homepage at <http://www.mincava.umn.edu> [/] 2) Click on "Domestic Violence." 3) At the top of this web page you will see four links that you can use; click on either "Institutions and Organizations" or "Regional Service Providers" to begin. 4) Visit and explore five diverse organizations - in at least three states, and in two countries - listed in this section. Submit via email or directly to the instructor a reflection paper (2-3 pages, typewritten, double-spaced, about 500 words) that: a) identifies each program visited and lists their URLs (web addresses) and b) contrasts and compares these programs, drawing conclusions about the common types of services offered and those unique to specific sites, regions or countries.
3. The **third field trip** is due by 5pm on **Xxday, June XX**. TEL Global Violence Prevention Case Study 1) Begin again at the MINCAVA site, or go directly to <http://www.glovalvp.umn.edu> (as of 8/29/2001 the resource is no longer available online.) 2) Work your way through the case study by following the directions on the screen. 3) Keep track of which questions you answered correctly and which you did not. 4) Submit via email or directly to the instructor a reflection paper (2-3 pages, typewritten, double-spaced, about 500 words), which a) identifies which questions were hardest for you and why, b) what you learned in the course that helped you to go through the case study. Also please submit an evaluation of the case study as a learning tool.

Final project

Students will work alone or with 1-2 other students (NOTE: No more than 3 in a group) to complete the final project. Each student or group will be required to submit a typewritten paper (or paper via electronic attachment formatted in MS Word). Papers should be no more than 20 pages in length and must be in the APA Style. **The Final Project is due on Xxday, July XX.** (Five weeks after the course ends.) Students who require a grade by the end of Summer Session will need to submit their project by this date. (Students may receive a temporary "I" or incomplete with a final grade assigned by the beginning of fall semester if circumstances make it impossible for them to complete the work by the due date. An individualized course completion contract will need to be made between you and the instructor.)

You may select one of the following. By June XX, the last day of class, you need to let the instructors know, in writing, what you plan to submit and whom you will be working with.

Option #1: Design a model intervention. Describe a plan for how an agency similar to the type of agency in which the student works (or has most recently worked) might intervene with systems (large to small) where woman abuse exists. Base your design on research literature and other program principles.

Option #2: Write a library research paper on a major issue in the area of physical assault of women. Such a project may be completed upon agreement with the instructor. You need to turn in a written summary of the concept for your paper before you begin.

Option #3: Students may also negotiate with the instructor for alternative final projects. In prior years, students have written and produced plays, produced videotapes, created slide and tape shows, and developed and filmed group interventions. You could consider creating something that could be posted on a web site. Again, you need to turn in a written summary of what you plan to do for this option.

Other policies

Policy on incompletes: Students are expected to complete all course work by the last day of class. Those who are unable to do so must negotiate an incomplete and, pursuant to School of Social Work policy, develop a contract with the instructor that will describe the work which remains to be completed and the date by which the work must be submitted to the instructor. A copy of the incomplete contract can be found in the M.S.W. Student Handbook. Copies of the contract are to be filed with the Director of Graduate Studies. In addition, you are to be advised that incomplete course grades will be converted to an "F" grade if not completed within two quarters.

Policy on the use of student papers: At times, the professor may ask students for a copy of their paper to use as a sample paper for students in future classes. If asked, students have the right to decline without fear of reprisal. They will be asked to sign a form indicating that they have freely given the instructor permission to use their paper as a sample.

School of Social Work scent policy: Some persons employed or studying in the School of Social Work report sensitivities to various chemical-based or scented products. We ask for everyone's cooperation in our efforts to accommodate their health concerns. For more information contact Director of Graduate Studies by calling the main departmental office at (612) 625-1220.

Policy on disabilities: Students who have disabilities which affect their participation in the course may notify the instructor if they wish to have any special accommodations considered in the instructional or examination format.

Academic dishonesty: Students are reminded that work turned in for this course must be their own. This means that any un-cited use of other's words or ideas is absolutely unacceptable, as is copying work from another source. For more information on the school's and University's policies on plagiarism and academic dishonesty students are referred to the Social Work Student Handbook.

Class Schedule

(NOTE: This syllabus reflects the offering of this course in an intensive 5-day format.)

Day 1

Morning(Edleson and Hagemeister) Introduction to course Discussion of virtual field trips and final project Social values, family and cultural backgrounds, and prior experiences Definitions of battering Causes of, theories about, and research on battered women and their assailants. Tape: "Bar room interview"

Afternoon(Edleson) Assessing domestic violence Safety planning for women, men, and children Videos: "Domestic Violence: How to ask and what to say" and "It's not OK" Use of Internet Resources for the Course(2:30-4pm, Meet in Computer Lab, ClaOB 17)

Required readings for today Davies, Jill, Lyon, Eleanor and Monti-Catania, Diane (1998). *Safety planning with battered women* (pp. 73-92). Thousand Oaks, CA: Sage.

Edleson, Jeffrey L. and Tolman, Richard M. (1992). *Interventions for men who batter: An ecological approach*. (pp. 1-25) Newbury Park, CA: SAGE.

*Hart, Barbara J. (1992). Personalized Safety Plan. <http://www.mincava.umn.edu/documents/hart/persona.shtml> [/documents/hart/persona.shtml]

Heise, Lori L. (1998). "Violence against women: An integrated, ecological framework." *Violence Against Women*, 4 (3), 262-290.

Day 2: Thur. June 15

Virtual Field Trip #1 (Due: by 5pm today)

Morning (Hagemeister and Guest Speaker) Working with battered women Battered women as mothers Women's staying and leaving (Guest Speaker, Victim/Survivor therapist)

Afternoon (Guest Speakers) Personal stories of women who have been in abusive relationships (Guest Speaker Panel of Abuse Survivors)

Required readings for today: *Asherah, Karen Lee (1996-97). The myth of mutual abuse. <http://www.isomedia.com/homes/AABL/myth.html> (as of 8/29/2001 the resource is no longer available online.)

Bergen, Raquel Kennedy (1996). *Wife rape: Understanding the response of survivors and service providers* (pp. 11-36). Thousand Oaks, CA: Sage.

Bilinkoff, J. (1995). "Empowering battered women as mothers." In E. Peled, P.G. Jaffe and J.L. Edleson (Eds.) *Ending the cycle of violence: Community responses to children of battered women* (pp. 97-105). Thousand Oaks, CA: Sage Publications.

*Dutton, Mary Ann (1996). Critique of the "Battered Woman Syndrome" Model. <http://www.vaw.umn.edu/documents/vawnet/bws/bws.html>

*Nosek, Margaret and Howland, Carol.(19xx). Abuse and Women with Disabilities. <http://www.vaw.umn.edu/documents/vawnet/disab/disab.html>

*Ritchie, Beth (1995). Gender entrapment: When battered women are compelled to crime. Paper presented at the Institute on Domestic Violence in the African-American Community, Minneapolis, MN, May 31-June 2, 1995. <http://www.dvinstitute.org/DVInstitute/download.htm> (and then click on Part 2. This requires Adobe Acrobat.)(as of 8/29/2001 the resource is no longer available online.)

Day 3: Fri. June 16

Virtual field trip #2 (Due: by 5pm today)

Morning (Edleson) Working with men who batter women Assessing lethality Group intervention procedures Effectiveness of programs Films: "A Room Full of Men" and "Deck the Halls"

Afternoon (Guest Speakers) Voices of men who have battered (Guest Speaker Panel of Former Batterers)

Required Readings for today *Austin, Juliet and Dankwort, Juergen (1997). A Review of Standards for Batterer Intervention Programs. <http://www.vaw.umn.edu/documents/vawnet/standard/standard.html>

*Edleson, Jeffrey L. (1995). Do Batterers' Programs Work? <http://www.mincava.umn.edu/documents/battrx/battrx.shtml> [/documents/battrx/battrx.shtml]

*Gondolf, Edward W. (1995). Discharge Criteria for Batterer Programs. <http://www.mincava.umn.edu/documents/gondolf/discharg/discharg.shtml> [/documents/gondolf/discharg/discharg.shtml]

Gondolf, Edward W. and Hanneken, James (1987). The Gender Warrior: Reformed batterers on abuse, treatment, and change. *Journal of Family Violence*, 2, 177-191.

*Williams, Oliver J. (1995). Cultural competence in service delivery. Paper presented at the Institute on Domestic Violence in the African-American Community, Minneapolis, MN, May 31-June 2, 1995.

Day 4: Mon. June 19

Morning Ethnic and Cultural Issues in Battering Battering in Same-Sex Relationships (Guest Speakers Panel: Diverse Perspectives and Experiences of Battered Women and those who work with them)

Afternoon Coordinated community interventions New efforts in child welfare and family preservation Working with children of battered women Films: "Crown Prince" or "It's not always happy at my house"

Required readings for today *Edleson, J.L. (1997). The overlap between child maltreatment and woman battering. <http://www.vaw.umn.edu/documents/vawnet/overlap/overlap.html>

*Edleson, J.L. (1997). Problems associated with children's witnessing of adult domestic violence. <http://www.vaw.umn.edu/documents/vawnet/witness/witness.html>

Kelkar, Govind (1992). "Stopping the violence against women: Fifteen years of activism in India." In M. Schuler (Ed.). *Freedom from violence* (pp. 75-99). New York, NY: UNIFEM.

Peled, Einat and Edleson, Jeffrey L. (1995). "Process and outcomes in small groups for children of battered women." In E. Peled, P.G. Jaffe and J.L. Edleson (Eds.) *Ending the cycle of violence: Community responses to children of battered women* (pp. 77-96). Thousand Oaks, CA: Sage Publications.

Renzetti, Claire M. (1988). "Violence in lesbian relationships." *Journal of Interpersonal Violence*, 3, 381-399.

*Schechter, Susan and Edleson, Jeffrey L. (1994). In the Best Interest of Women and Children: A Call for Collaboration Between Child Welfare and Domestic Violence Constituencies. <http://www.mincava.umn.edu/documents/wingsp/wingsp.shtml> [/documents/wingsp/wingsp.shtml]

Thomas, Dorothy Q. (1994). "In search of solutions: Women's police stations in Brazil." In M. Davies (Ed.) *Women and violence* (pp. 32-43). Highlands, NJ: Zed Books.

Torres, Sara (1987). "Hispanic-American battered women: Why consider cultural differences?" *Response*, 10, 20-21.

Day 5: Tues. June 20

Field trip #3 (Due: by 5pm today) Written Description of Final Project due today.

Morning Coordinated community response Advocacy for battered women Legal issues in domestic abuse (Guest Speaker Panel: Justice and Legal Advocacy Issues)

Afternoon Primary prevention of family violence Wrap-Up: Discussion of on-line case study Course evaluation

Required readings for today: *Domestic Violence Institute of Michigan (no date). The Coordinated Community Action Model at by the Domestic Violence. <http://www.mincava.umn.edu/documents/ccam/> [/documents/ccam/] (and read through the various components).

*Hart, Barbara J. Domestic Violence Intervention System: A model for response to woman abuse. <http://www.mincava.umn.edu/documents/hart/dvinter.shtml> [/documents/hart/dvinter.shtml]

*Hart, Barbara J. Coordinated Community Approaches to Domestic Violence. <http://www.mincava.umn.edu/documents/hart/nij.shtml> [/documents/hart/nij.shtml]

Kelly, Liz (1996). "Tensions and possibilities: Enhancing informal responses to domestic violence." In J.L. Edleson and Z.C. Eisikovits (Eds.) *Future interventions with battered women and their families* (pp. 67-86). Thousand Oaks, CA: Sage.

Klein, E., Campbell, J., Soler, E. and Ghez, M. (1997). *Ending domestic violence* (pp. 88-106). Thousand Oaks, CA: Sage.

*New York State Office for the Prevention of Domestic Violence (1998). Model Domestic Violence Policy for Counties. Albany, NY: author <http://www.serve.com/zone/opdv/frames.html> (Click on "Table of Contents", click on "Guiding Principles", and read the last principle, "Promoting a Coordinated Community Response Grounded in the Principles of Zero Tolerance"). (as of 8/29/2001 the resource is no longer available online.)

*Raphael, Jody and Tolman, Richard M. Trapped in Poverty/Trapped by Abuse: New Evidence Documenting the Relationship Between Domestic Violence and Welfare. <http://www.umich.edu/~socwk/trapped/report.html> (as of 8/29/2001 the resource is no longer available online.)

*Sadusky, Jane. Working Effectively with the Police: A Guide for Battered Women's Advocates. <http://www.vaw.umn.edu/documents/bwjp/policev/policev.html>

*Thelen, Rose. Advocacy in a coordinated community response: Overview and highlights of three programs. <http://www.vaw.umn.edu/documents/bwjp/communityv/communityv.html>

Recommended surfing spots (Optional)

STOP-TA (1998). Assessing the Justice System Response to Violence Against Women: Responses to Violence Against Women By Victim Service Providers. <http://www.vaw.umn.edu/documents/promise/vicsvcs/vicsvcs.html>

Supplemental readings

Perspectives on violence against women Bograd, Michele (1984). "Family systems approaches to wife battering: A feminist critique." *American Journal of Orthopsychiatry*, 54, 558-568.

Bograd, Michele (1988). "Feminist perspectives on wife abuse: An introduction." Pp. 11-26 in K. Yllo and M. Bograd (eds.) *Feminist perspectives on wife abuse*. Newbury Park, CA: Sage.

Dobash, R. Emerson and Dobash, Russell P. (1978). "Wives: The 'appropriate' victims of marital violence." *Victimology*, 2, pp. 426-442.

Dutton, Donald G. (1995). *Domestic assault of women*. Vancouver, BC: UBC Press.

Dutton, Mary Ann (1992). *Empowering and healing the battered woman*. New York: Springer Publishing Co.

Jones, Ann and Schechter, Susan (1993). *When love goes wrong*. New York: HarperPerennial.

Koss, Mary P. (1989). "Hidden rape: Sexual aggression and victimization in a national sample of students in higher education." In Pirog-Good, Maureen A. and Stets, Jan E. (Eds). *Violence in dating relationships: Emerging social issues* (pp. 145-168). New York: Praeger.

Miedzian, Myriam (1993). "How rape is encouraged in American boys and what we can do about it." In E. Buchwald, P.R. Fletcher, and M. Roth (Eds.). *Transforming a rape culture* (pp. 153-163). Minneapolis, MN: Milkweed Editions.

Personal Experiences of Battering Edleson and Tolman, pp. 135-140.

Browne, Angela (1991). "The victim's experience: Pathways to disclosure." *Psychotherapy*, 28, 150-156.

Berk, Richard A., Newton, Phyllis J. and Berk, Sarah F. (1986). "What a difference a day makes: An empirical study of the impact of shelters for battered women." *Journal of Marriage and the Family*, 48, 481-490.

Dobash, R. Emerson et al. (1978). "Wife beating: The victims speak." *Victimology*, 2, 608-622.

Gondolf, Edward W. and Fisher, Ellen R. (1988). *Battered women as survivors: An alternative to treating learned helplessness*. Lexington, MA: Lexington Books.

Sullivan, Gail (1982). "Co-optation of alternative services: The battered women's movement as a case study." *Catalyst*, 4, 39-56.

Vaughan, Sharon Rice (1979). "The last refuge: Shelter for battered women." *Victimology*, 4, 113-119.

Men and battering Coleman, Karen H. (1980). "Conjugal violence: What 33 men report." *Journal of Marital and Family Therapy*, 6, 207-213.

Dutton, pp. 144-153.

Edleson and Tolman, pp. 26-107.

Matthews, David J. (1995). "Parenting groups for men who batter." In E. Peled, P.G. Jaffe and J.L. Edleson (Eds.) *Ending the cycle of violence: Community responses to children of battered women* (pp. 106-120). Thousand Oaks, CA: Sage.

Edleson, Jeffrey L. (1996). "Controversy and change in batterers' programs." In J.L. Edleson and Z.C. Eisikovits (Eds.). *Future interventions with battered women and their families* (pp. 154-169). Thousand Oaks, CA: Sage.

Saunders, Daniel G. (1995). "Prediction of wife assault." In J.C. Campbell (Ed.). *Assessing dangerousness*. Thousand Oaks, CA: Sage.

Tolman, R.M. and Edleson, J.L. (1995). "Intervention for men who batter: A review of research." In S. Stith and M.A. Straus (eds.). *Partner violence: Prevalence, causes, consequences and solutions* (pp. 262-273). Minneapolis, MN: National Council on Family Relations.

Tolman, Richard M. (1996). "Expanding sanctions for batterers: What can we do besides jailing and counseling them?" In J.L. Edleson and Z.C. Eisikovits (Eds.). *Future interventions with battered women and their families* (pp. 170-185). Thousand Oaks, CA: Sage.

Coordinated community response Crenshaw, Kimberle (1991). "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color." *Stanford Law Review*, 43, 1241-1299.

Gamache, Denise J., Edleson, Jeffrey L. and Schock, Michael D. (1988). "Coordinated police, judicial and social service response to woman battering." In G.R. Hotaling et al. (eds.) *Coping with Family Violence* (Pp. 193-209). Newbury Park, CA: Sage.

Edleson and Tolman, pp. 108-135.

Ford, David A. (1983). "Wife battery and criminal justice: A study of victim decision-making." *Family Relations*, 32, 463-475.

Children and domestic violence Fantuzzo, J.W. and Lindquist, C.U. (1989). "The effects of observing conjugal violence on children: A review and analysis of research methodology." *Journal of Family Violence*, 4, 77-94.

Jaffe, Peter G., Wolfe, David A., and Wilson, Susan Kaye (1990). *Children of battered women*. Newbury Park, CA: Sage.

Grusznski, R.G., Brink, J.C. and Edleson, J.L. (1988) "Support and education groups for children of battered women." *Child Welfare*, 67, 431-444.

Garbarino, James (1980). "What kind of society permits child abuse?" *Journal of Infant Mental Health*, 1, 270- 280.

Peled, Einat, Jaffe, Peter G. and Edleson, J.L. (1995) (Eds.) *Ending the cycle of violence: Community responses to children of battered women*. Thousand Oaks, CA: Sage Publications.

Schechter, Susan and Edleson, Jeffrey L. (1995). "In the best interest of women and children." *Protecting Children*, 11(3), 6-11.