
SW 5810: Special Topics Childhood Exposure To Adult Domestic Violence: Issues and Interventions

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Contact Information

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39 Peters Hall, St Paul Campus University of Minnesota School of Social Work Fall, 2000 Thursday
6:15-9:15pm 3 semester credits

Purpose

This course is designed to introduce students to current theory, research, and interventions regarding childhood exposure to adult domestic violence. Special attention will be given to the effects of violence exposure on children and multi-level interventions aimed at helping children cope with and heal from the domestic violence exposure.

Course objectives

By the end of the course students will be expected to:

1. Understand the effects of violence exposure on children in a variety of family and cultural contexts;
2. Identify and discuss current research and theory on the effects of adult domestic violence exposure on children;
3. Describe community and client level interventions for children exposed to adult domestic violence; and
4. Critically discuss the construction of childhood exposure to adult domestic violence as a social problem.

Required ReadingsThe following will be available for purchase from the St. Paul Student Center Bookstore (a.k.a. Books Underground):

Geffner, R.A., Jaffe, P.G., and Sudermann, M. (Eds.) (2000). *Children exposed to domestic violence: Current issues in research, intervention, prevention, and policy development*. New York: Haworth Press. (Geffner text)

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

The other course readings are available freely on the Internet via one of these web-sites. A packet containing these readings will also be available for individual student check-out.

Violence Against Women On-line Resources (VAW site) <http://www.vaw.umn.edu/library/ccp/>

The Future of Children Web site (FOC site) <http://www.futureofchildren.org>

Other internet supplements

Web-sites<http://www.mincava.umn.edu> [/] and <http://www.mincava.umn.edu/link> [/link](which is specifically on this topic).

List serve A course list serve has been set-up for this class to allow us to discuss readings, current events, and other issues that arise in between classes. You will need to subscribe to this list, and I suggest you do this as soon as possible. I will also be able to communicate important class business to you quickly and easily this way.

The listserv has been set up on the tlcmail.che.umn.edu server. Listserv name: ssw5810@tlc-mail.che.umn.edu [mailto:ssw5810@tlcmail.che.umn.edu]

Following are the most frequently used commands.

To subscribe to the list, people should send a message to:listserv@tlcmail.che.umn.edu [mailto:listserv@tlcmail.che.umn.edu] with the following in the message body: **subscribe ssw5810 firstname lastname** (Replace "firstname" with your real first name, and "lastname" with your real last name). After successfully subscribing to the list, you will receive a welcome message from the list that contains details about using the list.

To send mail to the list, messages should be sent to the following address: ssw5810@tlc-mail.che.umn.edu [mailto:ssw5810@tlcmail.che.umn.edu]

People can get help about using the listserv by sending a message to: listserv@tlcmail.che.umn.edu [mailto:listserv@tlcmail.che.umn.edu]

Instructions for using the listserv can also be found at the following website: <http://tlc.che.umn.edu/interactive/help.html>

Course format

Course content will be delivered using a variety of instructional methods. Lectures, discussions, guest speakers, demonstrations, videotapes, and the course list serve will be utilized. Students are expected to attend class, come to class prepared to discuss the readings, and participate in class sessions and online chats. Students are encouraged to take an active role in class by contributing insights, resources and experiences. The development of a supportive learning environment reflecting the values of the social work profession is fundamental to this course. One purpose of the course is the free exchange of ideas. In such a course, listening to views other than your own, being able

to understand and appreciate the other person's point of view, and the ability to articulate your own point of view will foster a supportive learning environment.

Assignments

(1) Violence prevention on-line tutorial (15%) - Due: XXX

See separate handout about this brief assignment.

(2) Brief Papers (each worth 15% of the grade)

Three times during the course students will be responsible for writing a short paper of 4-5 pages. These papers are an opportunity for the student to react to the course, pursue issues of personal interest and develop analytic and critical thinking. Papers will be graded based on clarity, coherence, thoughtfulness, and adherence to instructions. Creative thinking is encouraged.

Paper 1: Personal experience of exposure to violence - Due: XXX The purpose of this assignment is to relate your personal experiences to the issues discussed in class. All of us witness violence in the street, in the media, in sports or at home, and are affected by it in some way. In this paper you are asked to reflect on and discuss your own experience of witnessing violence and the effects it had on you and/or your life. Allow your self to be as intellectual or emotional as you wish while producing a readable, coherent essay that gets to the heart of the matter. Anything that you write in this paper is strictly confidential.

Paper 2: Identifying a research question of interest. - Due: XXX The purpose of this assignment is to identify a question you are personally intrigued with, that relates to the course and its material. You are encouraged to use this paper as a preparation for your final project. Base the essay on your knowledge, experience and appropriate literature. In your paper you are asked to do the following:

1. Identify a single question of interest for research.
2. Explain why are you intrigued by this question and discuss its significance in broader context.
3. Discuss how the answers to this question could be pursued. Suggest concrete resources or methodologies.
4. Briefly discuss the possible direction of an answer to your question.

(3) Field trip - Due: November 2

The purpose of this assignment is for you to understand at least one agency's services for children who are exposed to adult domestic violence. This field trip can be completed as an individual or in a group of not more than 3 students. It can be a visit to a real agency or an online, virtual "field trip" to the web site of selected programs. If you visit a real agency, you should collect written

material and conduct a brief interview. If it is a virtual field trip you need to print out the home page of the agency you "visited."

Students should write a brief report of their field trip. The report should be 3-4 pages in length (double-spaced) and describe: the agency, the children served, what is provided to children and their families, and what, if any, evaluation information is available on the effectiveness of the services. Finally students should include some critical analysis of the program.

(4) Final project - Outline Due: November 16 /Paper/Project Due: December 14

Each student will work alone or with other students who share similar interests. Groups can include up to four students. The project will focus on intervention with child witnessing of woman battering on any of the ecological systems involved (child, parents, family, social institutions, social norms and attitudes), and could deal with prevention or treatment.

You can critically discuss existing intervention, develop a model for intervention or produce an intervention tool. Your product can be a paper, a video tape, a slide show, a children's book or any other idea that will be agreed-upon with the instructor. You are expected to base your project on research of the specific issue with which you deal. If you chose to develop an intervention model or tool, be both creative AND realistic. Towards the middle of the quarter students will be asked to hand in a one page description of their final project. These descriptive summaries will receive instructor feedback.

If you chose to work as a group (2-4 people), I expect the amount of work put into the final project to be in proportion to the number of people working on it. When the final assignment is turned in, it needs to include a 1-2 page summary about the group's process in working together on the project.

For intervention tool include the following:

1. Why are you doing what you are doing? What is the significance of this project? Why did you chose this specific format? What is the rationale behind the different components?
2. How does this project connect with existing knowledge/material in the domain? What does it add or how does it build on what's already there?
3. How should it be used? For example, characteristics of target population, of the facilitator, time and space arrangements etc. operating manual.
4. Description of the project - major units of content and structure.
5. Use relevant literature and resources to support your work.

For a review paper include the following:

1. Presentation of the issue and its significance.
2. Clear presentation of goals of paper.

3. Relevance to some form of intervention with child witnesses of violence.
4. Use of relevant literature and other resources.

Assignments: General expectations

1. Students are expected to incorporate class readings and discussions into their assignments.
2. The final paper/project must include outside sources.
3. All written assignments are to be typed, double-spaced, and use nonsexist language. (See SW Handbook for further description.)
4. All literature used should be cited in the appropriate place in the text and be fully referenced at the end of the paper using APA Publication Manual format.
5. Delays in handing in papers and incompletes are strongly discouraged and are given only in extraordinary circumstances.

Course grades

The grade for the course will be based on the following:

1. Class attendance and participation (25pts)
2. Tutorial (15pts)
3. Two short papers (15pts each/30 total)
4. Field Trip (30pts)
5. Final Project Outline or Abstract (20pts)
6. Final Project (80pts)

I will provide written feedback on all assignments handed in to me. Any drafts handed in prior to their listed due date may receive written feedback that could be incorporated into the final paper.

Grading Scale:

- 93-100%....A
- 90-92%....A-
- 87-89%....B+
- 83-86%....B

- 80-82%....B-
- 77-79%....C+
- 73-76%....C
- 70-72%....C-
- 63-66%....D
- 67-69%....D+

School of social work policies

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 the Director of Graduate Studies.

Late assignments Late assignments will not be accepted except under extreme circumstances, and then only with the prior approval of the professor. Points will be deducted from total earned points on late assignments. Incomplete grades will be considered in most extreme circumstances. If circumstances arise which prevent a student from completing the requirements of this course on time, he or she must contact the instructor to discuss an appropriate resolution of the situation. Pursuant to School of Social Work policy, the student must develop a contract with the instructor that describes the work that remains to be completed and the date by which the work will 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 semesters.

Class participation Students are expected to participate actively in class discussions, drawing upon readings, assignments, and professional experience. Informed participation necessitates that you complete required readings before class. You are expected to listen to the ideas and views of others, which will sometimes include learning to understand and appreciate viewpoints and experiences very different from your own. You are also expected to articulate your own viewpoints in a clear and respectful fashion so your peers may have the benefit of your perspectives.

Policy on the use of student papers At times, the instructor 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.

Policy on disabilities and services 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 honesty Students are reminded that all work done for this course must be their own. Use of other's ideas and language while not attributing properly constitutes plagiarism. For other information about Academic Honesty see Department, College, and University publications.

Course schedule/content

(Note: This syllabus outlines the course for a 14-15 wk Semester, meeting 1x/week for 3 hours.)

Week 1

Introduction to course Scope and definitions of problem Socio-historical context of family violence
Child exposure as a social problem Becoming a critical consumer of research on children's exposure

Film: "It's Not Always Happy at my House"

Reading In Peled, et. al. (1995).

- Peled, E., Jaffe, P., and Edleson, J. (1995). Introduction. (pp. 3-9).
- Miedzian, M. (1995). Learning to be violent. (pp. 10-24)

Assignment "Global Violence Prevention Tutorial" - Complete by Sept. XX

Week 2

Socio-cultural context: violence in society, media, street and war Personal experience with exposure
to violence Ecomap exercise

Reading FOA on-line:

- Fantuzzo, J.W. and Mohr, W.K. (1999). Prevalence and effects of children's exposure to domestic violence. *The Future of Children*, 9, 21-34.
- Osofsky, J.D. (1999). The impact of violence on children. *The Future of Children*, 9, 33-49.

Week 3

On-line "Self-Test" DUE

The family context: Abusers and victim/survivors as parents Separation, divorce, and custody issues
(also discussed later) Intergenerational transmission of violence Self-Test Discussion

Reading In Geffner text:

- Lemon, N., K. D. (2000). Custody and visitation trends in the US in domestic violence cases. (pp. 329-344).

- Levendosky, A.A. and Graham-Bermann, S. A. (2000). Trauma and parenting in battered women: An addition to an ecological model of parenting. (pp. 25-36).

VAW on-line:

- Saunders, D.G. (1998). Child custody and visitation decisions in domestic violence cases: Legal trends, research findings, and recommendations. Harrisburg, PA: VAWnet. (VAW online)

Week 4

Paper I Due: Personal experience with violence

Research on the effects of witnessing domestic violence Relationship between child exposure to adult domestic violence and child maltreatment Small group discussion of paper

Reading: VAW on-line:

- Edleson, J.L. (1999). Problems associated with children's witnessing of domestic violence. Harrisburg, PA: VAWnet.
- Edleson, J.L. (1999). The overlap between child maltreatment and woman battering. Harrisburg, PA: VAWnet.

In Geffner text:

- Fantuzzo, J. W., Mohr, W. K., and Noone, M. J. (2000). Making the invisible victims of violence against women visible through university/community partnerships. (pp. 9-24).
- Mohr, W., K. and Fantuzzo, J.W. (2000). The neglected variable of physiology in domestic violence. (pp. 69-84)
- Rossman, B. B. R. and Ho, J. (2000). Posttraumatic response and children exposed to parental violence. (pp. 85-106).

Week 5

Mothering through domestic violence Guest Speaker: Mother and survivor of domestic violence

Reading: Few, A. (1999). The (un) making of martyrs: Black mothers, daughters, and intimate violence. *Journal of the Association on Mothering*, 1 (1), 68-75.

In Geffner:

- Levendosky, A.A. and Graham-Bermann, S. A. (2000). Trauma and parenting in battered women: An addition to an ecological model of parenting. (pp. 25-36). (Revisit/Review)
- Rabenstein, S. and Lehmann, P. (2000). Mothers and children together: A family group treatment approach. (pp. 185-206)

In Peled:

- Bilinkoff, J. (1995). Empowering battered women as mothers. (pp. 97-105).

Week 6

Fathering and domestic violence Treatment issues for men who batter Guest Speaker: David Matthews, on working with men who batter

Reading: In Geffner:

- Dutton, D. G. (2000). Witnessing parental violence as a traumatic experience shaping the abusive personality. (pp. 59-68).

In Peled:

- Mathews, D. (1995). Parenting groups for men who batter. (pp. 106-120).

Week 7 Short Paper 2 Due - Identifying a question of interest

Understanding the impact of witnessing violence on children: PTSD Protective factors and resilience. The influence of sexual orientation. (Use of some elements of Boston General's Child Witness to Violence Curriculum)

Reading: FOA on-line:

- Groves, B.M. (1999). Mental health services for children who witness domestic violence. *The Future of Children*, 9, 122-131. (online)

In Geffner:

- Kerig, P. K., Fedorowicz, A. E., Brown, C. A. and Warren, M. (2000). Assessment and intervention for PTSD in children exposed to violence. (pp. 161-184).
- Rossman, B. B. R. and Ho, J. (2000). Posttraumatic response and children exposed to parental violence. (pp. 85-106). (Revisit/Review)

Week 8

The child's perspective: Learning from children The secret of family violence The influence of ethnicity and culture.

Video: Domestic Violence in the Southeast Asian Community

Guest Speakers: Panel of Women of Color

Reading: In Peled:

- Dumont-Smith, C. (1995). Aboriginal Canadian children who witness and live with violence. (pp. 275-283).

Week 9 Outline of final project due

The child perspective: A five phase semi-chronological framework Intervention with children of battered women and their families: Assessment and groupwork

Guest Speaker: Staff from Wilder CAP's and Domestic Abuse Project's Childrens Groups

Reading: In Peled:

- Aroyo, W. and Eth, S. (1995). Assessment following violence-witnessing trauma (pp. 27-42).
- Silvern, L., Karyl, J. and Landis, T.Y. (1995). Individual psychotherapy for the traumatized children of abused women. (pp. 43-76).
- Peled, E. and Edleson, J.L. (1995). Process and outcome in small groups for children of battered women. (pp. 77-96).

FOC On line:

- Saathoff, A.J., and Stoffel, E.A. (1999). Community-Based Domestic Violence Services. The Future of Children, 9 (3), 97-110 (online)

Week 10

Shelter advocacy and support for children

Guest Speakers: Child Advocates from Local Shelter Programs

Reading: In Peled:

- Hughes, H.M. and Marshall, M. (1995). Advocacy for children of battered women. (pp. 121-145).
- Zorza, J. (1995). How battered women can use the law to help protect their children. (pp. 147-169).

In Geffner:

- Rabenstein, S. and Lehmann, P. (2000). Mothers and children together: A family group treatment approach. (pp. 185-206) (Revisit/Review)
- Stephens, N., McDonald, R., and Jouriles, E. N. (2000). Helping children who reside at shelters for battered women. (pp. 147-160).

Week 11 Due: Field trip report

Children of battered women in the Child Protection System. Development of differential or alternative responses in child welfare system.

Guest Speaker: Child Protection Investigative/Assessment Worker

Reading: Laws Related to Domestic Violence involving Children, including 1999 Amendments to Neglect Definition in Maltreatment of Minors Reporting Act. Minnesota. Department of Human Services, November 1999 Bulletin, #99-68-15. (Also read amendments as of May 2000) <http://www.dhs.state.mn.us/FMO/LegalMgt/Bulletins/pdf/1999/99-68-15.pdf> [<http://www.dhs.state.mn.us/FMO/LegalMgt/Bulletins/pdf/1999/99-68-15.pdf>]

In Geffner:

- Beeman, S. and Edleson, J. (2000). Collaborating on family safety: Challenges for children's and women's advocate. (pp. 345-361).
- Friend, C. (2000). Aligning with the battered woman to protect both mother and child. (pp. 253-268.)
- Gelles, R. (2000). Controversies in family preservation programs. (pp. 239-253).

In Peled:

- Echlin, C. and Marshall, L. (1995). Child protection services for children of battered women: Practice and controversy. (pp. 170-185).

FOC on-line: Findlater, J.E. and Kelly, S. (1999). Child protective services and domestic violence. *The Future of Children*, 9, 84-96. (online)

Thanksgiving break: No class

Week 12

Legislative responses Legal aspects: Children in court Custody and visitation: Supervised visitation centers

Guest Speaker: Child Visitation Centers of Minnesota

Reading: FOC on-line:

- Matthews, M.A. (1999). The impact of federal and state laws on children exposed to domestic violence. *The Future of Children*, 9, 50-66. (online)
- Lemon, N.K.D. (1999). The legal system's response to children exposed to domestic violence. *The Future of Children*, 9, 67-83. (online)

In Peled:

- McMahon, M. and Pence, E. (1995). Doing more harm than good? Some cautions on visitation centers. (pp. 186-207).

In Geffner:

- Bala, N. (2000). A differential legal approach to the effects of spousal abuse on children: A Canadian context. (pp. 301-328).

Week 13

Interrupting the cycle of violence intergenerationally Violence prevention

Guest Speaker: Public Health Perspectives and Prevention of Family Violence Video: Violence Prevention in Schools, Project of London Family Court Clinic

Reading: In Peled:

- Gamache, D. and Snapp, S. (1995). Teach your children well: Elementary schools and violence prevention. (pp. 209-231).
- Sudermann, M., Jaffe, P.G. and Hastings, E. (1995). Violence prevention programs in secondary (high) schools. (pp. 232-254).

FOC on-line:

- Wolfe, D.A. and Jaffe, P.G. (1999). Emerging strategies in the prevention of domestic violence. *The Future of Children*, 9, 133-144. (online)

*****Final project due by XXXX*****