RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK
COURSE OUTLINE

Violence & Abuse in Adulthood – Online Syllabus
19:910:566:xx
Summer 2023

Instructor Name: Index #:
Office Address: Day & Time of Class:
Phone:
Email:

Office Hours:

I. Catalog Course Description

This course examines the definitions, scope, and impact of violence and abuse in adulthood. The spectrum of theories and conceptual frameworks used to explain violence are explored. In particular, the course focuses on the prevalence, etiology, myths, and dynamics of intimate partner violence (IPV), sexual violence, trafficking, and elder abuse. Perspectives on working with both victims/survivors and perpetrators are presented, with an understanding of the role of culture and environmental context. The course includes a review of the conceptual frameworks used to guide current services, interventions, prevention efforts, and policies aimed at remedying and eliminating violence in our society. A special emphasis is placed on the advocacy role of the social worker in creating social change. Prerequisite for this course is completion of the foundation year.

II. Course Overview

This course will examine the definitions and scope of violence and abuse in adulthood in today's society. In particular, the course focuses on the prevalence, etiology, myths, and dynamics of intimate partner violence (IPV), sexual violence, trafficking, and elder abuse. Perspectives on working with both victims/survivors and perpetrators are presented.

Particular emphasis will be placed on understanding of the role of culture and environmental context in the perpetration of and response to abuse in adulthood, including analysis of micro, mezzo and macro level factors. Conceptual frameworks used to guide current services, interventions, prevention efforts to address violence in our society will be reviewed.

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Content on social action, social justice, advocacy and influencing the political and administrative processes is a significant feature of the course. Information is included on the legislative process, and the expanding role of victims/survivors, coalitions, victim advocates, and social workers in influencing the process

III. Place of Course in Program

This course is an elective. Prerequisites include successful completion of HBSE.

IV. Program Level Learning Goals and the Council of Social Work Education's Social Work Competencies

The MSW Program at Rutgers is accredited by the Council on Social Work Education (CSWE). CSWE's accreditation standards can be reviewed at www.cswe.org
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In keeping with CSWE standards, the Rutgers School of Social Work has integrated the CSWE competencies within its curriculum. *These competences serve as program level Learning Goals for the MSW Program and include the following. Upon completion of their MSW education students will be able to: demonstrate ethical and professional behavior; engage in diversity and difference in practice; advance human rights and social, economic and environmental justice; engage in practice informed research and research informed practice; engage with individuals, families, groups organizations and communities; intervene with individual, families, groups organizations and communities; and evaluate practice with individuals, families, groups, organizations and communities.*

This course will assist students in developing the following competencies:

Competency 3: Advance human rights and social, economic and environmental justice. Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:
- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

Competency 4: **Engage in research-informed practice and practice-informed research.**
Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:
• use practice experience and theory to inform scientific inquiry and research;
• apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
• use and translate research evidence to inform and improve practice, policy, and service delivery

Competency 5: Engage in policy practice
Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:
- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

V. Course Learning Goals

Course level learning goals primarily relate to the aforementioned competencies/program level learning goals as the course addresses research informed practice, policy analysis skills and development of human rights and social, economic and environmental justice competencies through the study of violence and abuse in adulthood.

Upon completion of this course, students will be able to:

1. Describe, critically analyze and apply a variety of theories, conceptual frameworks and research used to explain violence and abuse in adulthood

2. Recognize the individual, contextual and environmental factors influencing the occurrence of violence and abuse in adulthood, including the role of culture and community

3. Identify an awareness of how to engage with individuals, communities, or organizations experiencing violence in a culturally sensitive and empowering way

4. Examine current trends in service delivery to victims/survivors and perpetrators of adulthood violence and abuse, including interventions, prevention efforts, and policies.

5. Describe and analyze the critical role of social workers to serve as advocates in promoting social change and social and economic justice to remedy and prevent abuse and violence in our society

VI. School of Social Work Mission Statement and School Wide Learning Goals

The mission of the School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengths individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

School Wide Learning Goals: Upon graduation all students will be able to:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice; and
3. Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities

VII. Required Texts and Readings

There is no one textbook that is adequate for our purposes, given the breadth of our work on family violence in this class. For this reason, we are going to be reading from a wide range of interdisciplinary books and journals. **For each week, you are required to select and read up to THREE articles. Some weeks there are required readings, and other weeks you can choose which articles are of particular interest to you.**

To access the readings, go to Canvas (see section later in syllabus), which can be accessed at https://onlinelearning.rutgers.edu/canvas. Readings are listed in alphabetical order by author's name under the appropriate topic.

Other required readings (separate from textbook) are available through the Rutgers University Library "Reading List" that is integrated into your Canvas course. To find your readings:

Click on the "Reading List" tab in the Canvas navigation bar to the left hand side of the course. Please note: this list contains links to articles and other required readings separate from the textbook (if applicable). Please follow the syllabus and/or Canvas Readings and Resources page in each module for more specific required readings and resources for each week (including textbook/media).
For further instructions please click here for a video tutorial

VIII. Course Requirements

Attendance. You should complete the course modules according to the course outline. You are expected to complete readings, discussions, and assignments according to the course outline and due dates found in each module's activity table and the course syllabus. Faculty are able to view your activity in Canvas (including your time spent in module threads, listening or viewing podcasts and screencasts, etc.) to ensure you are staying actively involved in the course. Please remember that students should spend the equivalent amount of time for online classes that they spend for on-the-ground classes. Students in on-the-ground classes meet for 2.5 hours per week, plus additional time for completing reading and assignments. Online students should figure the same.

Canvas. Canvas is a course management program designed to aid in the communication and dissemination of course information and materials. These materials include the syllabus, assignments, and PowerPoint handouts. Additionally, there are links to websites, an online gradebook, and opportunities to e-mail the instructor and your classmates (without knowing their e-mail address).

All correspondence, including submission of assignments and e-mail communications, will be conducted through Canvas. Please ensure that the e-mail registered with the University is the e-mail you want to use for your correspondence. For technical help 24 hours a day / 7 days a week, please contact help@oit.rutgers.edu.

To find your course, go to canvas.rutgers.edu Your **Rutgers NetID** and password are the standard login credentials needed to access your courses.

Netiquette. Please remember that communicating online should not be any different from when you communicate in a face to face class. Please refrain from using internet slang, abbreviations and acronyms as not everyone will know them. All communication should be courteous and professional.

Here are some netiquette tips:
1. In all of your interactions, remember there is a person behind the written post.
2. Pause and reflect on a post that is uncomfortable before responding. Consider the root of your emotional reaction.
3. Remember, we are discussing ideas and disagreements that are not personal in nature. Take care in crafting your response to demonstrate your disagreement with the idea, not the person.
4. Do not participate in "flaming." *Flaming* is the use of inflammatory comments that are hostile and insulting and do not contribute to the learning process. Choose not to respond to "flames" to support a better learning experience for everyone.
5. Be careful with humor and sarcasm. Because the visual cues are absent, many people cannot tell if your comments are meant seriously or facetiously.
6. Contribute to a meaningful discussion by presenting your "best self" in the course environment: Take the time to explain your ideas respectfully and completely. However, also keep brevity in mind. You want to make your point clearly, but also make it concisely.
7. If a peer misinterprets your meaning, acknowledge this without being rude or defensive. It can be challenging to communicate some ideas in writing. This is your opportunity to practice clarifying your ideas to others.
8. Do not post in all caps. This is the equivalent of SHOUTING at someone and is not acceptable.

Respect for others. The RU SSW supports an inclusive learning environment where diversity, individual differences and identities (including race, gender, class, sexuality, religion, ability, etc.) are respected and recognized as a source of strength. Students are expected to respect differences and contribute to a learning environment that allows for a diversity of thought and worldviews.

This course has room for multiple and diverse perspectives, and it is essential for us to treat each other with respect when opinions are shared. Language should be used which recognizes diversity and is respectful of others. During this course, it may be difficult to disguise references to specific organizations and people, so such information must stay in the classroom. Confidentiality is vital.

Course assignments:

More details are provided in the Course Home section on the Canvas website. All assignments are to be electronically posted in the Digital Drop Box on Canvas no later than 11:59 pm EST on the due date. Please save all of your assignments with the same document name: last_name_assignment.doc. (E.g. McMahon_RA1.doc.) All assignments MUST be compatible with Microsoft Word. It is the student's responsibility to ensure that assignments left in the digital dropbox can be retrieved and read by the instructor. Once graded, I will post your assignment in Canvas and then send an e-mail indicating that your graded paper is posted.

Please note: All assignments submitted must include the following at the end of the paper:

On my honor, I have neither received nor given any unauthorized assistance on this assignment.

_____   _____

Signature   Date

1. **Participation:** You are expected to be active contributors to our online learning community throughout the semester by completing activities in each module. In general, activities will include some combination of the following:

Worksheets/Activities/Quizzes: These are designed to help you engage more fully with the materials. They are presented after video and/or written lectures and are to be completed on your own. Students who submit them to the instructor in a timely fashion and who demonstrate an earnest attempt to complete the worksheet will receive credit.

Required Discussions: Each module includes 1–2 questions for the class to discuss. You are expected to post a thoughtful thread in response. Please refer to the Discussion Guidelines and Grading Rubric and to the "Netiquette" section below for more information.

Self-Assessments: At the end of each module, you will be asked to rate yourself on core learning objectives. This information is shared with the instructor only.

2. **Critical Analysis Papers.** Students will complete two (2) 4–5 page papers which critically analyze the topic areas covering 6 articles chosen from the readings. See Critical Analysis Paper Guidelines for more information.

3. **Activist Activity Paper.** Students will take one action to work against abuse and violence; whether writing a letter to congress, submitting a letter to the editor, posting a blog, hosting a movie night with roommates or family to raise awareness, etc. Students will research the social problem being addressed and explain how their chosen activity addressed this problem in 6–7 pages. See Activist Activity Guidelines for details.

4. **Activist Activity Presentation**. During the last module of the class, students will provide a brief video presentation of their activist project. Students will also comment on their classmates' projects and answer questions from classmates about their own projects. See Activist Activity Guidelines for details.

Grading

Activity:	Value:	Due Date:
Participation	25%	All Classes
Critical Analysis Papers	50%	
Activist Activity	20%	
Activist Activity Presentation	5%	
TOTAL:	**100%**	

Grading for this MSW course is as follows:

92-100 =	A		82-86 =	B		70-76 =		C
87-91 =	B+		77-81 =	C+		0-69 =		Failed (F)

* Scores to be rounded up at .5

A = Exceptional or outstanding work; student demonstrates full understanding of material, displays unusual analytical and/or creative ability; extremely thorough work; must be well organized and conform to accepted standards of writing including correct grammar, accurate spelling, etc. Work is completed by due date.

B+ = Above average work in terms of understanding material and ability to apply material from lectures and readings to own proposed project. Work must be organized and conform to accepted standards of writing. Work is completed by the due date.

B = Good work; demonstrates understanding of material; written materials well organized and conforms to accepted standards of grammar, spelling, punctuation, etc. Work is completed by the due date.

C+ = Acceptable work but some disorganization and lack of critical analysis.

C = Reveals greater problems in applying the concepts and techniques to own work, and fails to cover some important point(s). Some problems in organizing and presenting written materials.

The quality of the writing as well as the content is important, so students should check spelling and grammar as well as sentence and paragraph construction. It is a very good idea to write a draft of your papers and then make an outline of your draft before preparing final versions. This helps assure that your paper is flowing in a coherent manner and that you are effectively making and supporting your main points.

Written work should meet basic standards of writing proficiency and should conform to accepted standards of citation. The format found in the Publication Manual of the American Psychological Association (APA) should be used for all papers. If you are unsure of how to cite sources, please see the instructor. *Remember that plagiarism is a serious offense and violates the standards for academic integrity.* Written assignments are graded based on the following criteria:
- thoroughness and completeness of content;
- clarity and logic of presentation;
- evidence of critical thought;
- quality of writing.

Late Assignments: All assignments are due at the beginning of class on the date assigned. Grades will be reduced by 2 points per day if the assignment is late or incomplete. (Exceptions will be made only in extreme circumstances and must be approved by the instructor **PRIOR** to the due date.) If a due date conflicts with a religious observance, please consult with the professor prior to the assignment's due date.

Incomplete grades: Incompletes will only be granted at the discretion of the instructor under special circumstances. It is the student's responsibility to request an Incomplete from the instructor before the end of the semester. A request signed by the student and the faculty member must be on file when grades are submitted.

IX. Library Resources

Library Research Assistance

Julia Maxwell is the social work the social work librarian on the New Brunswick Campus
julia.maxwell@rutgers.edu
Natalie Borisovets is at Newark, Dana Library natalieb@rutgers.edu973-353-5909
Katie Anderson is at Camden, Robeson Library: Katie.anderson@rutgers.edu 856-225-2830.
They are all available to meet with students.

Writing Assistance

Success in graduate school and within the larger profession of social work depends on strong writing skills. Several resources are available to help students strengthen their professional and academic writing skills. Writing assistance is available to all MSW students as described below.

All MSW SSW students (New Brunswick, Camden, Newark, Intensive Weekend, online and blended) are eligible to access writing assistance at the New Brunswick Learning Center. Online tutoring may also be available.
https://rlc.rutgers.edu/student-services/writing-tutoring

Newark Campus

The Newark writing center is available for MSW students on the Newark campus by appointment.
http://www.ncas.rutgers.edu/writingcenter

Additional Online Resources

APA Style

All students are expected to adhere to the citation style of the *Publication Manual of the American Psychological Association,* 7th edition (2020). It can be purchased at [APA Manual 7th Edition](). The Purdue OWL website also provide assistance with APA style
https://owl.english.purdue.edu/owl/resource/560/01/

The Rutgers University library system contains a very impressive collection of resources and materials that will be of great assistance to you as you complete assignments for this class and your other graduate courses. Many of these materials can be accessed on-line. The university librarians offer free tutorials on using the in-library services and on-line search tools; understanding how to navigate these tools is vital for ensuring timely, thorough, and proficient completion of the assignments for this course.

Some library tools that may be of particular relevance to this course. Under the main library website, check out the following:

a. *The Electronic Reference Sources* under the **Reference** link. You can find on-line links for the APA Style Manual, assistance with grammar and writing, and many other useful connections under (see Style Manuals).
b. *Subject Research Guides* under the **Research Resources** link. The *Social Work* category contains links to *Government Resources* (state and federal websites relevant to policy research) and numerous other resource sites and reference collections.
c. *RefWorks,* a web-based bibliography and citation manager.

X. Course Evaluation

Rutgers University issues a survey that evaluates both the course and the instructor. This survey is completed by students toward the end of the semester; all answers are confidential and anonymous. An additional mid semester evaluation may be distributed.

You are also encouraged to provide me with feedback on the course content and format during each class session, as well as during my office hours: Are the material and concepts presented in a clear manner? Is adequate time being given to individual topics? Are different learning styles being accommodated?

XI. Academic Integrity Policy

As per Rutgers University Academic Integrity Policy, "Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities." All SSW students are expected to review and familiarize themselves with the [RU Academic Integrity Policy]() in its' entirety.

As per Rutgers University Academic Integrity Policy, "The principles of academic integrity

require that a student: make sure that all work submitted in a course, academic research, or other activity is the student's own and created without the aid of impermissible technologies, materials, or collaborations; properly acknowledge and cite all use of the ideas, results, images, or words of others; properly acknowledge all contributors to a given piece of work; obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student's interpretation or conclusions; treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress; uphold the ethical standards and professional code of conduct in the field for which the student is preparing."

Students should review all types of Academic Integrity Violations per the RU Academic Integrity Policy. Below are some of the more common violations, as articulated in Rutgers University Academic Integrity Policy:

"Plagiarism: Plagiarism is the use of another person's words, ideas, images, or results, no matter the form or media, without giving that person appropriate credit. To avoid plagiarism, a student must identify every direct quotation using quotation marks or appropriate indentation and cite both direct quotation and paraphrasing properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are: Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution: Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own, regardless of the nature of the assignment; Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources, regardless of format, without proper attribution."

"Cheating: Cheating is the use or possession of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results or reports, analyses, and other textual or visual material and media as one's own work when others prepared them. Some common examples are: Prohibited collaboration: receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted; Copying another student's work or answers on a quiz or examination; Using or having access to books, notes, calculators, cell phones, technology, or other prohibited devices or materials during a quiz or examination; Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved**;** Preprogramming a calculator or other device to contain answers, formulas, or other unauthorized information for use during a quiz or examination.; Acquiring a copy of an examination from an unauthorized source before the examination; Having a substitute take an examination in one's place; Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement; Submitting as one's own work a term paper or other assignment prepared, in whole or in part, by someone else."

Use of artificial intelligence (AI) such as ChatGPT is only permitted to help you brainstorm ideas and see examples, unless otherwise directed by your instructor. All material submitted in

the course must be your own as per the Academic Integrity policy.

Any faculty member or academic administrator who becomes aware of a possible academic integrity violation must initiate a formal complaint with the Office of Student Conduct and the SSW's Academic Integrity Facilitator (Patricia Findley at pfindley@ssw.rutgers.edu). The AIF deciding the case (the "adjudicator") shall notify the accused student of the allegation in writing or by electronic communication within fifteen working days of the time the faculty member becomes aware of the alleged violation.

Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete.   A TZ or incomplete grade shall be assigned until the case is resolved. For more information, see RU Academic Integrity Policy and Procedures for Adjudicating Academic Integrity Violations

To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: ***On my honor, I have neither received nor given any unauthorized assistance on this examination/assignment.***

XII. Disability Accommodation

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form.

XIII. Other Resources

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support and academic advocacy are available through the Rutgers Office on Violence Prevention and Victim Assistance, 848.932.1181, http://vpva.rutgers.edu. Services are free and confidential and available 24 hrs/day, 7 days a week.

XVI. Course Content and Reading Assignments

Session One:

Topic: **Introduction, What is Violence?**

Session Two:

Topic: **Theoretical explanations for violence- overview and individual level theories**
Readings:

Required:

Jasinski, J. L. (2001). Theoretical explanations for violence against women. In C. M. Renzetti, J. L. Edleson & R. K. Bergen (Eds.), *Sourcebook on violence against women* (pp. 5-21). Thousand Oaks, CA: Sage Publications.

King, B. (2012). Psychological theories of violence. *Journal of Human Behavior in the Social Environment*, 22(5), 553-571.

Select one of the following articles to read:

Abbassi, A., & Aslinia, S. (2010). Family violence, trauma and Social Learning Theory. *Journal of Professional Counseling: Practice, Theory & Research*, *38*(1), 16-27.

Ainsworth, S. E., & Maner, J. K. (2012). Sex begets violence: Mating motives, social dominance, and physical aggression in men. *Journal of Personality & Social Psychology*,*103*(5), 819-829.

Ali, P., & Naylor, P. B. (2013). Intimate partner violence: A narrative review of the biological and psychological explanations for its causation. *Aggression & Violent Behavior*, *18*(3), 373-382.

Corvo, K., & Johnson, P. (2013). Sharpening Ockham's Razor: The role of psychopathology and neuropsychopathology in the perpetration of domestic violence. *Aggression and Violent Behavior*, *18*(1), 175–182. https://doi.org/10.1016/j.avb.2012.11.017

Kelly, A. (2011). Theories of Intimate Partner Violence: From blaming the victim to acting against injustice: Intersectionality as an analytic framework. *Advances in Nursing Science*, *34*(3), E29–E51. https://doi.org/10.1097/ANS.0b013e3182272388

Session Three:

Topic: **Theoretical explanations: socio-cultural theories**
Readings:
Required:
McMahon, S. (2012). Theories, Sociocultural. In J. Postmus (Ed.), *Encyclopedia of Sexual Violence and Abuse*. Santa Barbara, CA: ABC-CLIO..

McPhail, B. A., Busch, N., Kulkarni, S., & Rice, G. (2007). An integrative feminist model (Links to an external site.). *Violence Against Women*, *13*(8), 817–841.

Boxer, P., Rowell Huesmann, L. L., Bushman, B., O'Brien, M., & Moceri, D. (2009). The role of violent media preference in cumulative developmental risk for violence and general aggression (Links to an external site.). *Journal of Youth & Adolescence*, *38*(3), 417–428.

Recommended

Casey, E. A. & Lindhorst, T. P. (2009). Toward a multi-level, ecological approach to the primary prevention of sexual assault: Prevention on peer and community contexts (Links to an external site.). *Trauma, Violence & Abuse, 10*(2), 91–114.

Khan, N. (2014). Violence is not a culturally specific phenomenon: How racist stereotypes damage communities of color. *Everyday Feminism*. Accessed on November 11, 2019. Retrieved from https://everydayfeminism.com/2014/12/violence-is-not-a-culturally-specific-phenomenon (Links to an external site.)

Kim, K., & Kim, K. (2012). The role of culture in theories of the intergenerational transmission of violence (Links to an external site.). *Child and Family Social Work, 17*(4), 395–405. https://doi.org/10.1111/j.1365-2206.2011.00793.x (Links to an external site.)

Session Four:

Topic: **Theoretical explanations: Activism and Social Change**
Readings:

Required:

Budish, R. (2012). Click to change: optimism despite online activism's unmet expectations Actions. *Emory International Law Review*, 26(2), 745–772.

Cox, P. J., Lang, K. S., Townsend, S. M. & Campbell, R. (2010). The rape prevention and education (RPE) theory model of community change: Connecting individual and social change (Links to an external site.). *Journal of Family Social Work*, 13, 297–312.

Swank, E., & Fahs, B. (2014). Predictors of feminist activism among social work students in the United States (Links to an external site.). *Social Work Education*, 33(4), 519–532

Earl, J. (2016). 'Slacktivism' that works: 'Small changes' matter. Retrieved from https://theconversation.com/slacktivism-that-works-small-changes-matter-69271

Recommended:

Curtin, N., Stewart, A., & Cole, E. (2015). Challenging the status quo: The role of intersectional awareness in activism for social change and pro-social intergroup attitudes (Links to an external site.). *Psychology of Women Quarterly, 39*(4), 512–529. https://doi.org/10.1177/0361684315580439 (Links to an external site.)

Gilster, M. E. (2014). Putting activism in its place: the neighborhood context of participation in neighborhood-focused activism (Links to an external site.). *Journal of Urban Affairs*, 36(1),

Louis, W. R. (2009). Collective action—and then what? (Links to an external site.) *Journal of Social Issues*, 65(4), 727–748.

Mallett, R. K., Huntsinger, J. R., Sinclair, S., & Swim, J. K. (2008). Seeing through their eyes: When majority group members take collective action on behalf of an outgroup (Links to an external site.). *Group Processes & Intergroup Relations*, 11(4), 451–470.

Mizrahi, T., & Dodd, S. (2013). MSW students' perspectives on social work goals and social activism before and after completing graduate education *Journal of Social Work Education*, 49(4), 580–600.

Nichols, A. (2014). No-drop prosecution in domestic violence cases: Survivor-defined and social change approaches to victim advocacy (Links to an external site.). *Journal of Interpersonal Violence, 29*(11), 2114–2142. https://doi.org/10.1177/0886260513516385 (Links to an external site.)

Velasquez, A., & Larose, R. (2015). Social media for social change: social media political efficacy and activism in student activist groups (Links to an external site.). *Journal ofBroadcasting & Electronic Media, 59*(3), 456 474. https://doi.org/10.1080/08838151.2015.1054998

Session Five:

Topic: **Hate Crimes**
Readings:
Select two of the following:

Cheng, W., Ickes, W., & Kenworthy, J. B. (2013). The phenomenon of hate crimes in the United States (Links to an external site.). *Journal of Applied Social Psychology*, 43(4), 761–794

Han, S. Riddell, J. R. & Piquero, A. R. (2022). Asian American hate crimes spike during the early stages of the COVID-19 pandemic. *Journal of Interpersonal Violence,* https://doi.org/10.1177/08862605221107056

Hein, L. C., & Scharer, K. M. (2013). Who cares if it is a hate crime? Lesbian, gay, bisexual, and transgender hate crimes—mental health implications and interventions (Links to an external site.). *Perspectives In Psychiatric Care*, 49(2), 84–93

Human Rights Campaign. (2019). Addressing Anti-Transgender Violence. Retrieved from https://www.hrc.org/resources/addressing-anti-transgender-violence-exploring-realities-challenges-and-sol (Links to an external site.)

Marzullo, M.A. & Libman, A.J. (2009). Research overview: Hate crimes and violence against lesbian, gay, bisexual and transgender people. Human Rights Campaign Foundation. Retrieved from https://www.hrc.org/resources/hate-crimes-and-violence-against-lgbt-people (Links to an external site.)

Park, H. and Mykhyalyshyn, I. (2016, June 16). L.G.B.T. people are more likely to be targets of hate crimes than any other minority group. (Links to an external site.) The New York Times.

Plumm, K. M., & Terrance, C. A. (2013). Gender-bias hate crimes: What constitutes a hate crime from a potential juror's perspective? (Links to an external site.) *Journal of Applied Social Psychology*, 43(7), 1468–1479

Sullivan, A., Ong, A., La Macchia, S., & Louis, W. (2016). The impact of unpunished hate crimes: when derogating the victim extends into derogating the group (Links to an external site.). *Social Justice Research*, *29*(3), 310–330. https://doi.org/10.1007/s11211-016-0266-x (Links to an external site.)

Zahedi, A. (2011). Muslim American women in the post–11 September era (Links to an external site.). *International Feminist Journal of Politics*,13(2), 183–203.

Session Six:

Topic: Intimate Partner Violence: Theoretical frameworks and definitions
Readings:

Required:

National Association of Social Work (2018). Social Work's role in responding to Intimate Partner Violence (Links to an external site.). Social Justice Brief.

"Why I Stayed Tweets (Links to an external site.)"

Select two of the following:

Brownridge, D. A., Taillieu, T. L., Tyler, K. A, Tiwari, Chan, K. L. & Santos, S. C. (2011). Pregnancy and intimate partner violence: Risk factors, severity, and health effects *Violence Against Women*, 17(7), 858–881.

DeGue, S. & DiLillo, D. (2009). Is animal cruelty a "red flag" for family violence? Investigating co-occurring violence toward children, partners, and pets*Journal of Interpersonal Violence*, 24(6), 1036–1056.

Felson, R. B. & Outlaw, M. C. (2007). The control motive and marital violence*Violence and Victims, 22(4), 387–407.*

Graham, K., Bernards, S., Wilsnack, S. C., & Gmel, G. (2011). Alcohol may not cause partner violence but it seems to make it worse: A cross national comparison of the relationship between alcohol and severity of partner violence (Links to an external site.). *Journal of Interpersonal Violence*, 26(8), 1503–1523.

Hahn, S.A. and Postmus, J.L. (2013). Economic empowerment of impoverished IPV survivors: A review of best practice literature and implications for policy. *Trauma, Violence & Abuse,* 15(2): 79-93

Hunnicutt, G., Lundgren, K., Murray, C., & Olson, L. (2017). The intersection of intimate partner violence and traumatic brain injury: A call for interdisciplinary research (Links to an external site.). *Journal of Family Violence*, *32*(5), 471–480. https://doi.org/10.1007/s10896-016-9854-7 (Links to an external site.)

Kasturirangan, A. (2008). Empowerment and programs designed toaddress domestic violence (Links to an external site.). *Violence Against Women*, 14(12), 1465–1475.

Katz. J. & Tirone, V. (2010). Going along with it: Sexually coercive partner behavior predicts dating women's compliance with unwanted sex. *Violence Against Women, 16,* 730-742

Kim, J. & Gray, K. A. (2008). Leave or stay? Battered women's decision after intimate partner violence (Links to an external site.). *Journal of Interpersonal Violence*, 23(10), 1465–1482.

Klevens, J., Baker, C. K., Shelley, G. A., & Ingram E. M. (2008). Exploring the components of coordinated community responses and their impact on contact with intimate partner violence services (Links to an external site.). *Violence Against Women*, 14 (3), 346–358.

McCree, D. H., Koenig, L. J., Basile, K. C., Fowler, D., & Green, Y. (2015). Addressing the Intersection of HIV and Intimate Partner Violence Among Women with or at Risk for HIV in the United States.*Journal Of Women's Health (15409996)*, *24*(5), 331-335 5p. doi:10.1089/jwh.2015.5301

Monahan, K. (2018). Intimate partner violence, Traumatic brain injury, and Social Work: Moving forward (Links to an external site.). *Social Work*, *63*(2), 179–181. https://doi.org/10.1093/sw/swy005 (Links to an external site.)

The National Intimate Partner and Sexual Violence Survey: 2016/2017 Summary National Center for Injury Prevention and Control, Division of Violence Prevention, Centers for Disease Control and Prevention. https://www.cdc.gov/violenceprevention/datasources/nisvs/summaryreports.html

Nianias, H. (2016, February 20). As rental prices rise, women stay in bad relationships to survive (Links to an external site.).

Outlaw, M. (2009). No one type of intimate partner abuse: Exploring physical and non-physical abuse among intimate partners (Links to an external site.). *Journal of Family Violence*, 24, 263–272.

Renzetti, C. M. (2009). *Economic stress and domestic violence*. Harrisburg, PA: VAWnet, a project of the National Resource Center on Domestic Violence/Pennsylvania Coalition Against Domestic Violence. Retrieved November 30, 2009 from National Online Resource Center on Violence Against Women (Links to an external site.).

Thaller, J., & Messing, J. (2016). Reproductive coercion by an intimate partner: Occurrence, associations, and interference with sexual health decision making. *Health & Social Work*, *41*(1), e11-e19

Thapar-Björkert, S., & Morgan, K. J. (2010). But sometimes I think . . . they put themselves in the situation: Exploring blame and responsibility in interpersonal violence (Links to an external site.). *Violence Against Women*, 16, 32–59.

Yamawaki, N., Ochoa-Shipp, M., Pulsipher, C., Harlos, A., & Swindler, S. (2012). Perceptions of domestic violence: The effects of domestic violence myths, victim's relationship with her

abuser, and the decision to return to her abuser (Links to an external site.). *Journal of Interpersonal Violence*, 27(16), 3195–3212.

Session Seven:

Topic: **Intimate Partner Violence: Impact and Intersectionality**
Readings:

Read any *three* articles from the following list:

Ames, N., Hancock, T. U. & Behnke, A. O. (2011). Latino church leaders and domestic violence: attitudes and knowledge. (Links to an external site.) *Families in Society: The Journal of Contemporary Social Services, 92*(2), 161–167.

Crowe, T. V. (2013). Intimate partner violence in the deaf community. *Journal of The American Deafness & Rehabilitation Association (JADARA)*, *46*(2), 71–84.

de La Rosa, I., Barnett-Queen, T., Messick, M., & Gurrola, M. (2016). Spirituality and resilience among Mexican American IPV survivors. (Links to an external site.) *Journal of Interpersonal Violence, 31*(20), 3332–3351. https://doi.org/10.1177/0886260515584351 (Links to an external site.)

Drijber, B. C., Reijnders, U. L., & Ceelen, M. (2013). Male victims of domestic violence (Links to an external site.). *Journal of Family Violence*, *28*(2), 173–178.

Golden, S.D., Perreira, K.M., & Durrance, C.P. (2013). Troubled times, troubled relationships: How economic resources, gender beliefs, and neighborhood disadvantage influence intimate partner violence (Links to an external site.). *Journal of Interpersonal Violence, 28*(10), 2134–2155.

Hammond, Q., Clevenger, S., Beichner, D., & Farmer, A. (2018). Assessing the experiences of women who have suffered intimate partner violence living in shelters (Links to an external site.) (ProQuest Dissertations Publishing). Retrieved from http://search.proquest.com/docview/2124410892/ (Links to an external site.)

Hassouneh, D., & Glass, N. (2008). The influence of gender role stereotyping on women's experiences of female same-sex intimate partner violence (Links to an external site.). *Violence Against Women*, 14 (3), 310–325.

Helfrich, C.A & Simpson, E. K. (2006). Improving services for lesbian clients: What do domestic violence agencies need to do? (Links to an external site.) *Health Care for Women International*, *27* (4), 344-361.

Hughes, R. B., Lund, E. M., Gabrielli, J., Powers, L. E., & Curry, M. (2011). Prevalence of interpersonal violence against community-living adults with disabilities: A literature review. *Rehabilitation Psychology*, *56*(4), 302–319.

Oliffe, J. L., Han, C., Maria, E. a., Lohan, M., Howard, T., Stewart, D. E., & MacMillan, H. (2014). Gay men and intimate partner violence: a gender analysis (Links to an external site.). *Sociology of Health & Illness*, *36*(4), 564–579.

Pitts, K. (2014). Latina immigrants, interpersonal violence, and the decision to report to police (Links to an external site.). *Journal Of Interpersonal Violence*, *29*(9), 1661–1678.

Postmus, J., Plummer, S., McMahon, S., Murshid, S, & Kim, M. S. (2012). Understanding economic abuse in the lives of survivor*s. Journal of Interpersonal Violence, 27* (3), 411-430

Potter, H. (2007). Battered black women's use of religious services and spirituality for assistance in leaving abusive relationships (Links to an external site.). *Violence Against Women, 13*(3), 262–284.

Shwayder, M. (2013, Nov. 5). A same-sex domestic violence epidemic is silent. (Links to an external site.) *The Atlantic*.

Slattery, S.M. & Goodman, L. A. (2009). Secondary traumatic stress among domestic violence advocates: Workplace risk and protective factors. *Violence Against Women, 15*(11), 1358-1379.

Session Eight:

Topic: **Stalking and Electronic Abuse**
Readings:
Read any *three* articles from the following list:

Amar, A., & Alexy, E. M. (2010). Coping with stalking (Links to an external site.). *Issues In Mental Health Nursing*, 31(1), 8–14.

Anna, C. B., Cinquegrana, V., Regalia, C., & Crapolicchio, E. (2017). The complex link between forgiveness, PTSD symptoms and well-being in female victims of intimate partner stalking. (Links to an external site.) Journal of Aggression, Conflict and Peace Research, 9(3), 230-242.

Boehnlein, T., Kretschmar, J., Regoeczi, W. & Smialek, J. (2020). Responding to stalking victims: Perceptions, barriers and directions for future research. *Journal of Family Violence, 35,* 755-768.

Brady, P., Nobles, M., Bouffard, L. (2017). Are college students really at a higher risk for stalking?: Exploring the generalizability of student samples in victimization research. Journal of Criminal Justice, 52, 12-21.

Cattaneo, L. B., Cho, S. & Botuck, S. (2011). Describing intimate partner stalking over time: An effort to inform victim-centered service provision (Links to an external site.). *Journal of Interpersonal Violence*, 26(17), 3428–3454.

Chen, J., Walters, M. L., Gilbert, L. K., & Patel, N. (2020). Sexual violence, stalking, and intimate partner violence by sexual orientation, United States. *Psychology of Violence, 10*(1), 110–119. https://doi.org/10.1037/vio0000252

Cho, H., Hong, J., & Logan, T. (2012). An ecological understanding of the risk factors associated with stalking behavior: Implications for social work practice (Links to an external site.). Affilia: *Journal of Women and Social Work*, 27(4), 381–390.

Cox, L. & Speziale, B. (2009). Survivors of stalking: Their voices and lived experiences (Links to an external site.). *Affilia*, 24(1), 5–18.

Davin, K. R., Dardis, C. M., Barth, M. R., & Iverson, K. M. (2022). Prospective mental health effects of intimate partner stalking among women veterans. *Psychological Trauma: Theory, Research, Practice, and Policy, 14*(5), 751–758. https://doi.org/10.1037/tra0001144

Dreke, R. J., Johnson, L. & Landhuis, J. (2020). Challenges with and recommendations for intimate partner stalking policy and practice: A practitioner perspective. *Journal of Family Violence, 35*, 769-779.

Langenderfer-Magruder, L., Walls, N. E., & Whitfield, D. L. (2017). Stalking victimization in LGBTQ adults: A brief report. *Journal of Interpersonal Violence, 35*(5-6), 1442-1453. https://doi.org/10.1177/0886260517696871

Lippman, J. R. (2015). I Did It Because I Never Stopped Loving You: The Effects of Media Portrayals of Persistent Pursuit on Beliefs About Stalking (Links to an external site.). Communication Research, 45(3), 394-421. doi:10.1177/0093650215570653

Lyndon, A., Bonds-Raacke, J., & Cratty, A. D. (2011). College students' Facebook stalking of ex-partners (Links to an external site.). *Cyberpsychology, Behavior and Social Networking*, 14(12), 711–716.

Messing, J., Bagwell-Gray, M., Brown, M. L., Kappas, A. & Durfee, A. (2020). Intersections of stalking and technology-based abuse: Emerging definitions, conceptualization, and measurement. *Journal of Family Violence, 35*. 693-704.

Owens, J. G. (2016). Why Definitions Matter. Journal of Interpersonal Violence (Links to an external site.), 31(12), 2196–2226.

Post, M., Haymes, L., Storey, K., Loughrey, T., Campbell, C. (2012). Understanding Stalking Behaviors by Individuals with Autism Spectrum Disorders and Recommended Prevention Strategies for School Settings (Links to an external site.). Journal of autism and developmental disorders.

Rai, A., Villarreal-Otalora, T., Blackburn, J. & Choi, Y. J. (2020). Correlates of intimate partners stalking precipitated homicides in the United States. *Journal of Family Violence, 35,* 705-716.

Reidy, D., Smith-Darden, J., Kernsmith, P. (2016). Behavioral and Mental Health Correlates of Youth Stalking Victimization: A Latent Class Approach. American Journal of Preventive Medicine (Links to an external site.), 51(6), 1007-1014.

Shorey, R., Cornelius, T., & Strauss, C. (2015). Stalking in College Student Dating Relationships: A Descriptive Investigation (Links to an external site.). Journal of Family Violence, 30(7), 935–942.

 (Links to an external site.)Silver Sweeney, M. (2014, November 12). What the Law Can (and Can't) Do About Online Harassment. The Atlantic. Retrieved from https://www.theatlantic.com/technology/archive/2014/11/what-the-law-can-and-cant-do-about-online-harassment/382638/ (Links to an external site.)

 (Links to an external site.)Smoker, M., March, E. (2017). Predicting perpetration of intimate partner cyberstalking: Gender and the Dark Tetrad (Links to an external site.). Computers in Human Behavior, 72, 390-396.

Valentino-DeVries, J. (2018, May 19). Hundreds of Apps Can Empower Stalkers to Track Their Victims. The New York Times. Retrieved from https://www.nytimes.com/2018/05/19/technology/phone-apps-stalking.html (Links to an external site.)

Weller, M., Hope, L., & Sheridan, L. (2013). Police and public perceptions of stalking: The role of prior victim–offender relationship (Links to an external site.). *Journal of Interpersonal Violence*, 28(2), 320–339.

Wigman, S. (2009).   Male victims of former-intimate stalking: A selected review*International Journal of Men's Health*, 8(2), 101–115.

Session Nine:

Topic: **Elder Abuse**
Readings:
Read any *three* articles from the following list:

Anetzberger, G. J. (2005). Clinical management of elder abuse: General considerations (Links to an external site.). *Clinical Gerontologist, 28*(1–2), 27–41.

Band-Winterstein, T. & Avieli, H. (2021). The lived experience of older women who are sexually abused in the context of lifelong IPV. *Violence Against Women, 28*(2), 443-464. https://doi.org/10.1177/10778012211000132

Beaulaurier, R.L., Seff, L.R., Newman, F.L., & Dunlop, B. (2007). External barriers to help seeking for older women who experience intimate partner violence (Links to an external site.). *Journal of Family Violence, 22*, 747–755.

Benbow, S. M., Bhattacharyya, S., Kingston, P. & Peisah, C. (2021). Invisible and at-risk: Older adults during the COVID-19 pandemic. *Journal of Elder Abuse and Neglect, 34*(1), 70-76. https://doi.org/10.1080/08946566.2021.2016535

Bows, H. (2017). Sexual violence against older people: A review of the empirical literature. *Trauma, Violence and Abuse*, 19*(5),* 567-583. https://doi.org/10.1177/1524838016683455

Burnes, D. R., Rizzo, V. M., & Courtney, E. (2014). Elder abuse and neglect risk alleviation in protective services (Links to an external site.). *Journal of Interpersonal Violence*,*29*(11), 2091–2113.

DeLiema, M., Gassoumis, Z. D., Homeier, D. C., & Wilber, K. H. (2012). Determining prevalence and correlates of elder abuse using promotores: Low-income immigrant Latinos report high rates of abuse and neglect (Links to an external site.). *Journal of The American Geriatrics Society*, *60*(7), 1333–1339.

Dominguez, S. F., Storey, J. E. & Glorney, E. (2019). Help-seeking behavior in victims of elder abuse: A review. *Trauma, Violence & Abuse, 22*(3), 466-480. https://doi.org/10.1177/1524838019860616

Donovan, K., & Regehr, C.. (2010). Elder abuse: Clinical, ethical, and legal considerations in social work practice (Links to an external site.). *Clinical Social Work Journal*, *38*(2), 174-82.

Fearing, G., Sheppard, C. L., McDonald, L., Beaulieu, M. & Hitzig, S. L. (2017). A systematic review of community-based interventions for elder abuse and neglect. *Journal of Elder Abuse and Neglect, 29*(2-3), 102-133. https://doi.org/10.1080/08946566.2017.1308286

Jaffe, I. (2019). Health workers still aren't alerting police about likely elder abuse, reports find. *National Public Radio Morning Edition*. Accessed on November 11, 2019. Retrieved from https://www.npr.org/sections/health-shots/2019/06/12/731820729/reports-find-health-workers-still-arent-alerting-police-regarding-likely-elder-a (Links to an external site.)

Jogerst, G. J., Daly, J. M., Galloway, L. J., Zheng, S., & Xu, Y. (2012). Substance abuse associated with elder abuse in the United States.*American Journal Of Drug and Alcohol Abuse*, *38*(1), 63–69

Kilbane, T. & Spira, M. (2010). Domestic violence or elder abuse? Why it matters for older women (Links to an external site.). *Families in Society, 91*(2), 165–170.

Paranjape, A., Corbie-Smith, G., Thompson, N. & Kaslow, N. J. (2009). When older African American women are affected by violence in the home: A qualitative investigation of risk and protective factors (Links to an external site.). *Violence Against Women, 15*(8), 977–990.

Patterson, M., & Malley-Morrison, K. (2006). A cognitive-ecological approach to elder abuse in five cultures: Human rights and education (Links to an external site.). *Educational Gerontology, 32*, 73–82.

Roberto, K. A. (2016). The complexities of elder abuse. *American Psychologist*, *71*(4), 302-311

Warren, A. & Blundell, B. (2019). Addressing elder abuse in rural and remote communities: Social policy, prevention and responses. *Journal of Elder Abuse & Neglect, 31*(4-5), 424-436. https://doi.org/10.1080/08946566.2019.1663333

Westwood S. (2018). Abuse and older lesbian, gay, bisexual, and trans (LGBT) people: A commentary and research agenda. *Journal of Elder Abuse and Neglect, 31*(2), 97-114. https://doi.org/10.1080/08946566.2018.1543624

Ziminski Pickering, C. E., & Phillips, L. R. (2014). Development of a causal model for elder mistreatment (Links to an external site.). *Public Health Nursing*, *31*(4), 363–372

Zink, T., Jacobson, C.J., Regan, S., Fisher, B. & Pabst, S. (2006). Older women's descriptions and understandings of their abusers (Links to an external site.). *Violence Against Women, 12*(9), 851–865.

Session Ten:

Topic: **Sexual Violence**
Readings:
Select three readings:

Banyard, V.L., Moynihan, M. M., Walsh, W. A., Cohn, E. S. & Ward, S. (2010). Friends of survivors: The community impact of unwanted sexual experiences (Links to an external site.). *Journal of Interpersonal Violence, 25*, 242-256.

BuzzFeed News, What is rape culture? (Links to an external site.)

Barger E., Wacker, J., Macy, R., and Parish, S. (August 2009). Sexual assault prevention for women with intellectual disabilities: A critical review of the evidence (Links to an external site.). *Intellectual and Developmental Disabilities*, *47(*4) 249–262.

Bryant-Davis, T., Ullman, S.E., Tsong, Y., & Gobin, R. (2011). Surviving the storm: The role of social support and religious coping in sexual assault recovery of African American Women (Links to an external site.). *Violence Against Women, 17*(12), 1601–1618.

Campbell, R. (2008). The psychological impact of rape victims' experiences with the legal, medical, and mental health systems. *American Psychologist,63*(8),702–717.

Chen, Y. and S. E. Ullman. (2010). Women's reporting of sexual and physical assaults to police in the National violence against women survey (Links to an external site.). *Violence Against Women 16*(3): 262–279.

Galdi, S., Maass, A., & Cadinu, M. (2014). Objectifying media: Their effect on gender role norms and sexual harassment of women (Links to an external site.). *Psychology of Women Quarterly*, *38*(3), 398–413.

Goodman, L., Fels, K., & Glenn, C. (2006, September). *No safe place: Sexual assault in the lives of homeless women* (Links to an external site.). Harrisburg, PA: VAWnet, a project of the National Resource Center on Domestic Violence/Pennsylvania coalition Against Domestic Violence. Retrieved 11/21/2014.

Haydon, A. A., McRee, A. L. & Halpern, C. T. (2011). Unwanted sex among young adults in the United States: The role of physical disability and cognitive performance (Links to an external site.). *Journal of Interpersonal Violence, 26*(17), 3476–3493.

Menning, C. L., & Holtzman, M. (2014). Processes and patterns in gay, lesbian, and bisexual sexual assault: A multimethodological assessment (Links to an external site.). *Journal of Interpersonal Violence*, *29*(6), 1071–1093.

Miller, A.K., Handley, I.M., Markman, K.D. & Miller, J. H. (2010). Deconstructing self-blame following sexual assault: The critical roles of cognitive content and process (Links to an external site.). *Violence Against Women, 16,* 1120–1137.

Orchowski, L.M., Untied, A.S., & Gidycz, C.A. (2013). Social reactions to disclosure of sexual victimization and adjustment among survivors of sexual assault (Links to an external site.). *Journal of Interpersonal Violence, 28*(10), 2005–2023.

Northcut, T., & Kienow, A. (2014). The trauma trifecta of military sexual trauma: A case study illustrating the integration of mind and body in clinical work with survivors of MST (Links to an external site.). *Clinical Social Work Journal*, *42*(3), 247–259.

O'Neal, N. (2017). "Victim is not credible": The influence of rape culture on police perceptions of sexual assault complaints. *Justice Quarterly, 36*(1), 127-160. https://doi.org/10.1080/07418825.2017.1406977

Rich, K. (2018). Trauma-informed police responses to rape victims. *Journal of Aggression, Maltreatment & Trauma, 28*(4), 463-480. https://doi.org/10.1080/10926771.2018.1540448

Santa Maria, D., Breeden, K., Drake, S. A., Narendorf, S. C., Barman-Adhikari, A., Petering, R., Hsu, H-T., Shelton, J., Ferguson-Colvin, K. & Bender, K. (2020). Gaps in sexual assault health care among homeless young adults. *American Journal of Preventive Medicine, 58*(2), 191-198.

Scheffield, C.J. (1997). Sexual terrorism. In L.L. O'Toole & J.R. Schiffman (Eds.) *Gender Violence: Interdisciplinary Perspectives.* New York, NY: NYU Press, pp. 110–125.

Seabrook, R., McMahon, S., Duquaine, B. C., Johnson, L. & DeSilva, A. (2018). Sexual assault victimization and perceptions of university climate among bisexual women. *Journal of Bisexuality, 18*(4), 425-445. https://doi.org/10.1080/15299716.2018.1485070

Tambling, R.B. (2012). Solution-oriented therapy for survivors of sexual assault and their partners (Links to an external site.). *Contemporary Family Therapy, 34*: 391–401.

Tarzia, L. & Hegarty, K. (2022). "He'd tell me I was frigid and ugly and force me to have sex with him anyway": Women's experiences of co-occurring sexual violence and psychological abuse in heterosexual relationships. *Journal of Interpersonal Violence.* https://doi.org/10.1177/08862605221090563

Tarzia, L. & Tyler, M. (2020). Recognizing connections between intimate partner sexual violence and pornography. *Violence Against Women, 27*(14), 2687-2708. https://doi.org/10.1177/1077801220971352

Tillman, S., Bryant-Davis T., Smith, K., & Marks, A. (2010). Shattering silence: Exploring barriers to disclosure for African American sexual assault survivors (Links to an external site.). *Trauma, Violence, and Abuse, 11:* 59–70.

Todahl, J.F. et. al. (2009). Sexual assault support services and community systems: Understanding critical issues and needs in the LGBTQ community (Links to an external site.). *Violence Against Women, 15*(8)*,* 952–976.

Turchik, J. A., Hebenstreit, C. L. & Judson, S. S. (2015). An examination of the gender inclusiveness of current theories of sexual violence in adulthood: Recognizing male victims, female perpetrators and same-sex violence. *Trauma, Violence and Abuse, 17*(2), 133-148. https://doi.org/10.1177/1524838014566721

Ullman, S. E., & Peter-Hagene, L. (2014).Social reactions to sexual assault disclosure, coping, perceived control, and PTSD symptoms in sexual assault victims (Links to an external site.). *Journal of Community Psychology*, *42*(4), 495–508.

Weiss, K. G. (2010). Male sexual victimization: Examining men's experiences of rape and sexual assault (Links to an external site.). *Men and Masculinities, 12*(3), 275–298.

West, C. & Johnson, K. (2013, March). Sexual violence in the lives of African American women (Links to an external site.)*.* Harrisburg, PA: VAWnet, a project of the National Sexual Violence Resource Center.

The White House (2014). *Not Alone. White House Task Force to Protect Students from Campus Sexual Assault.* (Links to an external site.)

Zounlome, N. O. O., Wong, Y. J., Klann, E. M., David, J. L. & Stephens, N. J. (2019). 'No one…saves Black girls': Black university women's understanding of sexual violence. *The Counseling Psychologist, 47*(6), 873-908. https://doi.org/10.1177/0011000019893654

Zounlome, N. O. O., Wong, Y. J. & Klann, E. (2019). "I'm already seen as a sexual predator from saying hello": Black men's perception of sexual violence. *Journal of Interpersonal Violence, 36*(19-20). https://doi.org/10.1177/0886260519877942

Zweig, J., Farrell, L., Walsh, K. & Yu, L. (2020). Community approaches to sexual assault: VAWA's role and survivor's experiences. *Violence Against Women, 27*(1), 30-51. https://doi.org/10.1177/1077801220949696

Session Eleven:

Topic: **Human Trafficking and Other Forms of Violence Against People in the Sex Trade**

Readings:

Required:

Hodge, D. R. (2014). Assisting victims of human trafficking: Strategies to facilitate identification, exit from trafficking, and the restoration of wellness (Links to an external site.). *Social Work*, 59(2), 111–118.

Pick Two:

Ahmed, A. & Seshu, M. (2012). 'We have the right not to be rescued…': when anti-trafficking programmes undermine the health and well-being of sex workers. *Anti-Trafficking Review. 1(1).* 149- 168. https://doi.org/10.14197/atr.201219

Alvarez, M., & Alessi, E. J. (2012). Human trafficking is more than sex trafficking and prostitution: Implications for social work (Links to an external site.). *Affilia: Journal of Women and Social Work*, 27(2), 142–152.

Baker, C. N. (2014).   An intersectional analysis of sex trafficking films *Meridians: Feminism, Race, Transnationalism*, 12(1), 208–226.Brennan, D. (2010). Thoughts on finding and assisting Individuals in forced labor in the USA (Links to an external site.). *Sexualities*, 13(2), 139–152.

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Busch-Armendariz, N., Nsonwu, M., & Heffron, L. (2014). A kaleidoscope: The role of the social work practitioner and the strength of social work theories and practice in meeting the complex needs of people trafficked and the professionals that work with them (Links to an external site.). *International Social Work*, 57(1), 7–18.

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Jordan, J., Patel, B., & Rapp, L. (2013).   Domestic minor sex trafficking: A social work perspective on misidentification, victims, buyers, traffickers, treatment, and reform of current practice. *Journal of Human Behavior in the Social Environment*, 23(3), 356–369.

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Lam, E., Shih, E., Chin, K. & Zen, K. (2021). The Double-Edged Sword of Health and Safety: COVID-19 and the Policing and Exclusion of Migrant Asian Massage Workers in North America. Social Sciences (Basel), 10(157), 157–. https://doi.org/10.3390/socsci10050157

Olson-Pitawanakwat, B. & Baskin, C. (2021). In between the missing and murdered: The need for Indigenous-led responses to trafficking. *Affilia: Journal of Women and Social Work, 36*(1), 10-26. https://doi.org/10.1177/0886109920944526

Palmer, N. (2010).   The essential role of social work in addressing victims and survivors of trafficking. *ILSA Journal of International and Comparative Law*, 17(1), 43–56.

Pierce, A. and Koepplinger, S. (2011). New language, old problem: Sex trafficking of American Indian women and children. (Links to an external site.)Harrisburg, PA: VAWnet, a project of the National Resource Center on Domestic Violence.

Sawicki, D.A., Meffert, B.N., Read, K. and Heinz, A.J. (2019). Culturally competent health care for sex workers: An examination of myths that stigmatize sex work and hinder access to care. *Sexual & Relationship Therapy, 34*(3), 355-371. doi:10.1080/14681994.2019.1574970

Zhang, S. X. (2012). Measuring labor trafficking: a research note. Crime, Law, and Social Change, 58(4), 469–482. https://doi.org/10.1007/s10611-012-9393-y

Session Twelve:

Topic: **Working with Individuals who Perpetrate**

Readings:

Read any *three* articles from the following list:

Abbey, A., Wegner, R., Woerner, J., Pegram, S. E., & Pierce, J. (2014). Review of survey and experimental research that examines the relationship between alcohol consumption and men's sexual aggression perpetration (Links to an external site.). *Trauma, Violence and Abuse*, 15(4), 265–282.

Basile, K.C. & Hall, J.E. (2010). Intimate partner violence perpetration by court-ordered men: Distinctions and intersections among physical violence, sexual violence, psychological abuse, and stalking (Links to an external site.). *Journal of Interpersonal Violence*. 1–24.

Carter, L.S. (2009). *Batterer Intervention: Doing the work and Measuring the progress. A report on the December 2009 Experts Roundtable (Links to an external site.).* Family Violence Prevention Fund. *Contemporary Justice Review*, 9(1), 7–21.

Grady, M., & Strom-Gottfried, K. (2011). No easy answers: Ethical challenges working with sex offenders (Links to an external site.). *Clinical Social Work Journal*, 39(1), 18–27.

Kernsmith, P. (2012). Perpetrators, interventions with (overview) (Links to an external site.). In J. Postmus (Ed.), *Encyclopedia of Sexual Violence and Abuse*. Santa Barbara, CA: ABC-CLIO.

Kernsmith, P. (2012). Treatment programs for sexual offenders (Links to an external site.). In J. Postmus (Ed.), *Encyclopedia of Sexual Violence and Abuse*. Santa Barbara, CA: ABC-CLIO.

Koss, M. P. (2014). The RESTORE Program of restorative justice for sex crimes: Vision, process, and outcomes (Links to an external site.). *Journal of Interpersonal Violence*, *29*(9), 1623–1660

Kraanen, F. L., Vedel, E., Scholing, A., & Emmelkamp, P. G. (2013). The comparative effectiveness of Integrated treatment for substance abuse and partner violence (I-StoP) and substance abuse treatment alone: A randomized controlled trial (Links to an external site.). *BMC Psychiatry*, 13(1), 1–14.

Lee, R., Walters, M., Hall, J., & Basile, K. (2013). Behavioral and attitudinal factors differentiating male intimate partner violence perpetrators with and without a history of childhood family violence.*Journal of Family Violence*, 28(1), 85–94.

Morrison, P., Hawker, L., Cluss, P. A., Miller, E., Fleming, R., Bicehouse, T., George, D., Burke, J., Wright, K. & Chang, J. C. The challenges of working with men who perpetrate partner violence: Perspectives and observations of experts who work in batterer intervention programs. *Journal of Interpersonal Violence,* *36*(7-8), https://doi.org/10.1177/0886260518778258

Pornari, C., Dixon, L., & Humphreys, G. (2013). Systematically identifying implicit theories in male and female intimate partner violence perpetrators (Links to an external site.). (Report). *Aggression and Violent Behavior*, *18*(5).

Silvergleid, C. S., & Mankowski, E. S. (2006). How batterer intervention programs work: Participant and facilitator accounts of processes of change. (Links to an external site.) *Journal of Interpersonal Violence*, 21(1), 139–159.

Swartout, K. M., Swartout, A. G., Brennan, C. L., & White, J. W. (2015). Trajectories of sexual aggression from adolescence through college: A latent class growth analysis. (Links to an external site.) *Aggressive Behavior, 41*(5), 467-477. (Links to an external site.)

Voith, L. A., Logan-Greene, P., Strodthoff, T. & Bender, A. E. (2018). A paradigm shift in batterer intervention programming: A need to address unresolved trauma. *Trauma, Violence and Abuse, 21*(4), 691-705. https://doi.org/10.1177/1524838018791268

Whitaker, M. P. (2014). Motivational attributions about intimate partner violence among male and female perpetrators (Links to an external site.). *Journal of Interpersonal Violence*, 29(3), 517–535.

Session Thirteen:

Topic: **Prevention**
Readings:

Required:

Banyard, V.L. (2013). Go big or go home: Reaching for a more integrated view of violence prevention. (Links to an external site.)Psychology of Violence, 3 (2), 115-120

 Please select *two* additional articles from this list:

Banyard, V. (2012). In J. Postmus (Ed.), *Encyclopedia of Sexual Violence and Abuse*. Santa Barbara, CA: ABC-CLIO.

Banyard, V. L. (2014). Improving college campus–based prevention of violence against women: A strategic plan for research built on multipronged practices and policies (Links to an external site.). *Trauma, Violence & Abuse*, 15(4), 339–351.

Casey, E. (2012).   Prevention, ecological model of. In J. Postmus (Ed.), *Encyclopedia of Sexual Violence and Abuse*. Santa Barbara, CA: ABC-CLIO.

Casey, E. A. & Lindhorst, T. P. (2009). Toward a multi-level, ecological approach to the primary prevention of sexual assault: Prevention on peer and community contexts (Links to an external site.). *Trauma, Violence & Abuse, 10*(2), 91–114.

Cook-Craig P, Millspaugh P, Pletcher T, et al. (2014). From empower to green dot: Successful strategies and lessons learned in developing comprehensive sexual violence primary prevention programming (Links to an external site.). *Violence Against Women*, 20(10), 1162–1178.

DeGue, S., Valle, L., Holt, M., Massetti, G., Matjasko, J., & Tharp, A. (2014). A systematic review of primary prevention strategies for sexual violence perpetration (Links to an external site.). *Aggression and Violent Behavior*, *19*(4), 346-362.

Flood, M., Jewkes, R., & Lang, J. (2015). From work with men and boys to change of social norms and reduction of inequities in gender relations: a conceptual shift in prevention of violence against women and girls (Links to an external site.). *The Lancet, 385*(9977), 1580-1589.

Gonzalez-Guarda, R. M., Lipman, D. G., & Cummings, A. M. (2012). A community forum to assess the needs and preferences for domestic violence prevention targeting Hispanics (Links to an external site.). (Links to an external site.) *Hispanic Health Care International*, *10*(1), 18-27.

Greenbaum, V., Titchen, K., Walker-Descartes, I., Feifer, A., Rood, C., & Fong, H. (2018). Multi-level prevention of human trafficking: The role of health care professionals (Links to an external site.). *Preventive Medicine, 114*, 164–167.

Grove, J. , L. Zadnik (2012).   Prevention versus risk reduction. In J. Postmus (Ed.), *Encyclopedia of Sexual Violence and Abuse*. Santa Barbara, CA: ABC-CLIO.

Potter, S. J., Fountain, K., & Stapleton, J. G. (2012).   Addressing sexual and relationship violence in the LGBT community using a bystander framework. *Harvard Review of Psychiatry (Taylor & Francis Ltd)*, 20(4), 201-208

Spivak, H. R., Jenkins, E. L., VanAudenhove, K., Lee, D., Kelly, M., & Iskander, J. (2014). CDC grand rounds: public health approach to prevention of intimate partner violence. *MMWR Recommendations and Reports, 63*(7), 38-41.

Session Fourteen:

Topic: **Social Change, Activism, & Implications for social work**
                (Student presentations)
No readings

Session Fifteen:

Topic: **Social Change, Activism, & Implications for social work**
                (Student presentations)
No readings