FORDHAM UNIVERSITY GRADUATE SCHOOL OF SOCIAL SERVICE

CHILD ABUSE AND FAMILY VIOLENCE

SWGS 6028

Course Description

This course focuses on intervention with abused and neglected children and families involving intimate partner violence from an ecological perspective. It highlights the need for trauma-specific interventions with individuals and families as well as system-wide advocacy with social and cultural institutions that contribute to the continuation of abuse within family relationships. There will be an overview of the program and policy issues in service delivery systems and a focus on clinical intervention with abusive families.

Place of Course in the Curriculum

This course is an elective in the clinical practice concentration.

Course Objectives

1. To provide an historical context for understanding the current issues of child abuse and family violence;

2. To present the relationship between the legal, medical and social service delivery systems;

3. To understand how gender, race and ethnicity have impacted on the development of a social response to child abuse and family violence;

4. To introduce state of the art knowledge about the impact of interpersonal trauma and a phase-oriented approach to trauma treatment.

5. To provide a framework for assessment and intervention with abused and neglected children and their family members;

6. To provide a framework for assessment and intervention in families with intimate partner violence;

7. To examine common dynamics in abusive family relationships;

8. To explore the relationship of a number of co-occurring problems (i.e. substance abuse, immigration history) to child abuse and intimate partner violence;
Required Texts

with young witnesses of family violence. Washington, D.D: Zero to Three.
treatment programs (3rd Ed.) New York: Springer.

Recommended Reading


Publications.
Guilford Press.

Course Requirements

The instructor will provide reading assignments. Students are expected to read on a
weekly basis and come to class prepared to discuss the assignments. There will be two
written assignments: a paper on reporting practices, and a final assignment.
To successfully complete this course, students will be expected to participate in 15 class
sessions of one hour and fifty minutes each and 10 hours of guided instruction.
Suggestions for guided instruction are the following:
1. Watch a tv show or movie about witnessing family violence and write a 1-2 page
reaction paper about it.
2. Choose 2-3 newspaper articles about domestic violence and child abuse and write
about your opinion of the reporting.
3. Interview a person who is a victim of domestic violence or a witness to it and
write about this interview.

Grades

Grades will be based upon the guidelines that the individual instructor will provide.

Course Structure

The objectives of the course will be met through a combination of lectures, role play, the
use of films and videotapes, and class discussion. The structure of the course is divided
into four units which may include the following topics:

I  CHILD ABUSE AND INTIMATE PARTNER VIOLENCE IN HISTORICAL
    AND THEORETICAL CONTEXT
• Historical, philosophical and social context
• Impact of interpersonal trauma on bio-psychosocial functioning
• Phase-oriented trauma treatment as an overarching approach to intervention
• Existential philosophy and spirituality as allies in trauma recovery
• Vicarious traumatization and self-care for professionals
• Forms of interpersonal violence
• Understanding the nature of trauma

II ASSESSMENT AND INTERVENTION IN CHILD ABUSE AND NEGLECT

• Prevalence, causes and consequences of child abuse and neglect
• Identifying and reporting child abuse and neglect
• Response system in child abuse and neglect: What works?
• Issues in assessment and intervention with children, non-offending parents and perpetrators in neglect, physical abuse and sexual abuse of children
• Implications for risk assessment
• Service delivery innovations; Family group decision-making
• Treatment of Sexually Abused Children
• Trauma processing
• Secondary traumatic stress
• Trauma-specific treatment
• Phase oriented trauma treatment

III ASSESSMENT AND INTERVENTION IN FAMILIES WITH INTIMATE PARTNER VIOLENCE

• Prevalence, causes and consequences of intimate partner violence
• Identifying intimate partner violence in couples and child witnesses
• Response system to intimate partner violence: What works?
• Issues in assessment and intervention with adult victims, child witnesses and perpetrators
• Strategies for intervention in families with co-occurrence of child abuse and intimate partner violence
• The traumatic impact of witnessing violence
• The service system for child victims
• The CPS – domestic violence connection: issues and dilemmas

IV CO-OCCURRING PROBLEMS AND FUTURE DIRECTIONS

• Interventions in situations of interpersonal violence and substance abuse
• The intersection of immigration, undocumented status and interpersonal violence in the family
• Primary and secondary prevention of child abuse and intimate partner violence
• Treating secondary victims
• Countertransference issues for the worker
• Prioritizing treatment
• The role of motivational interviewing
• Understanding the motivation to offend
• Issues facing the child protective system
• The challenge in helping battered women in the context of welfare reform

Bibliography

Child Abuse and Intimate Partner Violence in Historical and Theoretical Context


Assessment and Intervention in Child Abuse and Neglect


Pennell, J. & Burford, G. (2000). Family group decision-making; protecting children and
women. Child Welfare, LXXIX (2), 131-
interventions: applying the trauma outcome process in treating children with

Tamray (1996). Non-offending mothers of sexually abused children: Comparison
of the literature and its application to social work practice. Child and Family
Social Work, 8, 25-34.
intensive dyadic intervention for physically abusive families. Child
Maltreatment, 1(2), 134-144.
Van der Kolk, B. (1994). Childhood abuse and neglect and loss of self-
Van der Kolk, B, McFarlane, A.C., & Weisaeth, L. (1996). Traumatic stress:
The effects of overwhelming experience on mind, body and society. New
York: Guilford Press.

Assessment and Intervention in Intimate Partner Violence

Abel, E. (2000). Psychosocial treatment for battered women; A review of empirical
research. Research in Social Work Practice, 10(1), 55-77
Bograd, M. (1999). Battering and couples therapy: Universal screening and selection of
race, class, sexual orientation and gender, Journal of Marital and Family
Therapy, 25 (3), 275-289.
Gender and severity of violence differences. Journal of Family Violence, 10(3),
265-293.
Interventions for Men Who Assault Their Wives, Journal of Consulting and
State Office of Domestic Violence, N.Y.


Co-Occurring Problems and Future Directions


40(6), 760-771.


APPENDIX C: PLAGARISM

University Policies of Academic Integrity

A university, by its nature, strives to foster and recognize originality of thought. Originality can only be recognized, however, when people acknowledge the sources of ideas and works that are not their own. Therefore, students must maintain the highest standards with regard to honesty, effort and performance. Violations of academic integrity include, but are not limited to, plagiarism, cheating on exams, false authorship and destruction of library materials needed for a course. This policy gives definitions and instances of violations of academic integrity, the procedures used to arrive at a judgment, possible sanctions and the processes of appeal. This policy will be enforced rigorously and without discrimination.

Violations of Academic Integrity:

A. Plagiarism: Plagiarism occurs when individuals attempt to present as their own what has come from another source. Plagiarism takes place whether such theft is accidental or deliberate. Examples of plagiarism include but are not limited to:

- Using the ideas of another person, whether or not such ideas are paraphrased, from whatever source including oral, print, broadcast or computer-mediated communication.
- Rewriting borrowed material by simply dropping a word here and there, substituting a few words for others, or moving around words or sentences.
- Presenting borrowed material without placing quotation marks around borrowed material in the approved style. It is no defense to claim that one has “forgotten” to do so.
- Presenting as one’s own an assignment, paper or computer program partially or wholly prepared by another person, whether by another student, friend, or by a business or online service that sells or distributes such papers and programs.

B. Cheating: Cheating occurs when individuals share course materials or information when it is unauthorized or prohibited. Examples of cheating include but are not limited to:

- Having or using unauthorized material at an examination, test or quiz, or copying another student’s assignment or laboratory report.
- Permitting another student to copy an assignment, paper, computer program, project, examination, test or quiz.
- Obtaining and/or using an examination, test or quiz prior to its administration.
• Having another person act as proxy and take an examination, test or quiz.

C. Additional Violations of Academic Integrity: Additional violations of academic integrity include but are not limited to:

• Theft, destruction or tampering with library materials, audio and videotapes, computer hardware or software, or other materials necessary for a course.

• The submission or presentation of a falsified excuse for an absence from a course requirement, examination, test or quiz.

• The presentation of false identification or credentials in order to gain admission to a course, examination, test, quiz or degree program.

• Submission of a paper or project to more than one course during the time in which a student is attending Fordham University, without explicit permission from the instructors. The penalty for students found guilty of plagiarism and other violations of academic integrity may range from failure for the assignment or course to dismissal from the program.

APPENDIX D: STUDENTS WITH DISABILITIES

Office of Disability Services The Office of Disability Services at Fordham University helps to ensure equal educational access and opportunity for all members of our community. In the Jesuit tradition of cura personalis, members of the ODS staff work individually with each student to understand his or her strengths and limitations in order to develop their most effective and comprehensive accommodation plan. In addition to working in a direct service capacity with our students, the Office of Disability Services also collaborates with administrators, faculty, and staff to ensure that the facilitation of reasonable and appropriate accommodations for students with documented disabilities is provided. As a University, Fordham will offer reasonable and appropriate auxiliary aids and services to assist otherwise qualified persons in achieving access to its programs, services, and facilities once documentation is submitted to ODS and an intake appointment is conducted to develop an accommodation plan directly with the student in accordance with Section 504 of the Federal Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990.

The Office of Disability Services believe that their policies and mission carry out
the intent of Section 504 of the Federal Rehabilitation Act, which states:

"No otherwise qualified individual with a disability in the United States, as defined in section 7(20), shall solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

Please go to the Office of Disabilities for documentation guidelines according to type of disability. The website address is:  
http://www.fordham.edu/campus_resources/student_services/disability_services/

You can also contact the Office of Disability at 718-817-0655.
<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-100</td>
<td>A</td>
</tr>
<tr>
<td>90-94</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
</tr>
<tr>
<td>76-79</td>
<td>C+</td>
</tr>
<tr>
<td>70-75</td>
<td>C</td>
</tr>
<tr>
<td>Below 70</td>
<td>F</td>
</tr>
</tbody>
</table>