

Seton Hall University
Department of Sociology, Anthropology and Social Work
Social Work Program
Syllabus
Family Violence
SOWK/WMST 1335

Term: FALL 2011

Instructor: Kimberly Gunning-Marcantonio JD

Class Meets: Mondays 5:45 – 8:15 **Contact Info:** 973-865-9915 (cell)

Email: Seton Hall email address will be assigned as soon as possible.

Course Description:

This course is open to an array of students/majors in the University. This course is an elective for the social work major; an elective for the social work minor; a requirement for the Multidisciplinary Certificate in Gerontology; is cross-listed in the Women's Studies Program; and open to others as a free elective. All required courses offered by the Social Work Program/major incorporate and are grounded in specific competencies. This course, as a Social Work Program offering, also is grounded in competencies, albeit the specific references to Council on Social Work Education mandated competencies are limited, considering the diversity of majors in this course.

This course examines causes, manifestations, preventive strategies and interventions applicable to the inappropriate use of force between and among the persons known to each other including sexual harassment, acquaintance rape, spouse battering, child abuse, and elder abuse. Several sub-types of family violence will also be addressed.

Objectives:

Students will further develop understanding and ability to differentiate among the various manifestations, major types and sub-types of family violence.

Students will be able to identify the types of family violence including incidence, prevalence, etiology and correlates of each type.

Students will further understand the cost of family violence including human pain and suffering across generations along with financial costs of treatment and prevention.

Students will develop beginning skills in the effective management of family crisis so as to maximize positive outcomes

Note: each of the above objectives is integrated in terms of application to several key types of family violence. Hence, objectives pertain to each unit of instruction.

Required Text

Wallace,H. & Roberson,C.(2011). *Family violence: Legal, medical, and social perspectives* (6th ed.). Boston: Allyn & Bacon

Other reading materials will be provided by the instructor throughout the semester.

Pre-requisite: none

Class policies:

Professional behavior is expected of all students in the classroom. Professional behavior in the classroom includes the following:

1. Attendance and participation

Students are expected to attend, arrive on time, and participate in all scheduled classes. Students with more than two unexcused absences will be penalized one full grade on the final course grade. This is not to be interpreted as a “green light” for two absences.

2. Maintaining a safe and respectful environment

Content of this course will be emotionally difficult at times. It is essential that the class be a safe environment. Students are asked to respect the opinions and feelings of other students and guest speakers, even though they may differ from their own. This means listening to the opinions and concerns of others with openness, offering suggestions and ideas in a positive and respectful manner, and actively promoting group cohesiveness in the learning environment.

Assignments:

Readings: as indicated below, including objectives and learning outcomes.

Midterm & Final Exams: Exams will cover readings, and materials/issues discussed in class and will test the student’s ability to demonstrate knowledge, understanding, and potential applications of course learning.

Class Presentation and Written Assignment

Students will be divided into pairs or groups (no more than three students to a group) depending on the number of registered students. Each group will make a 15 minute presentation to the class elaborating an issue in family violence, selected by the group and approved by the instructor. Each group will submit a presentation proposal by the date indicated below. The proposals shall include:

1. The topic of issue or concern
2. Three objectives or what students will learn from the presentation.
3. What methods or media will be utilized to enhance the presentation.

A written bibliography, consisting of at least six scholarly references, is required for each presentation; due at time of presentation.

Learning Outcome for Presentation:

Educational Policy 2.1.6: Engage in research-informed practice and practice informed research. This will be signified by research as revealed in the presentation and bibliography.

Grading

Final Exam 30 %

Midterm Exam 30%

Class Presentation 30%

Class Participation 10% (includes class attendance, being on time for class, participating actively and constructively in class discussions.)

GUIDELINES FOR ALL COURSES OFFERED BY THE SOCIAL WORK PROGRAM

ACADEMIC INTEGRITY

Exams and papers are expected to represent the student's own work. Information, ideas, and so forth which are attributable to others require documentation as such. In the event a student is unsure about documentation, please see the instructor at least several days prior to submission. Any exam or paper which misrepresents the work of others as the student's own will be counted as zero in the computation of the student's final grade. There may be additional sanctions for breaches of academic integrity.

POLICY ON SPECIAL CONDITIONS AND ACCOMMODATIONS

The following is the official University position in this regard. *Disability Services Statement: Students at Seton Hall University who have a physical, medical, learning or psychiatric disability, either temporary or permanent, may be eligible for reasonable accommodations at the University as per the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act. In order to receive such accommodations students must identify themselves at the Office of Disability Support Services (DSS), provide appropriate documentation, and collaborate with the development of an accommodation plan. The DSS phone number is (973) 313-6003. For further information, please go to our website at: <http://studentaffairs.shu.edu/dss/>*

The social work program enthusiastically supports the intent and mandate of legislation/policy providing optimal learning environments for all students.

TERM PAPERS, EXAMS, AND OTHER LEARNING ASSIGNMENTS

Term papers and similar assignments are to be submitted on or before the final due date. For those assignments that are to be submitted in class by a specified date, this is defined as submitted to the instructor at the beginning of the class session. Late papers will be penalized one full grade for each calendar day late. Written assignments will not be accepted via e-mail. No staff or faculty member in the social work program, other than the respective instructor, is authorized to receive/accept any written material from a student.

There are no automatic incomplete grades. Students who have reason to request such must do so by completing a formal request. Without an approved request for an incomplete grade, within the time frame required for processing (typically about one week), students will receive a grade of F for the course, which may be changed subsequently.

Students are expected to complete exams and similar learning assignments on time. In the event a student misses an exam, only one make-up will be scheduled for all students who missed the exam. The instructor will schedule only one make-up exam session for each exam missed and this will be at the convenience of the instructor. Make-up exams can cover all content (lectures, readings, and so forth) for any particular learning unit being tested. Prior to the submission of final course grades, any makeup final exam which is arranged can and will cover content from readings, lectures, and other learning opportunities for the entire semester. Due to scheduling issues, it may not be possible to arrange a make-up for a missed final exam until the subsequent semester and any make-ups must be tentatively scheduled and approved by the respective faculty member.

CLASS ATTENDANCE

Students are expected to attend all class sessions.

CITATION STYLE

Please note that the following is intended to help students think and write in a scholarly manner. It is designed to be helpful; not punitive. Particularly with regard to lower level courses, the Department recognizes that some students may have limited familiarity with scholarly writing. Students are strongly encouraged to speak with instructors regarding citations within the body of the text of any paper as well as on a Works Cited page.

For social work majors:

The Social Work Program requires use of the APA style of citations used by the National Association of Social Workers. The program recommends: (1) in the event a student is unsure of the use of this style, see the instructor early with a typed draft reflecting use of citations in the body of the paper and reference page(s); (2) purchase the Publication Manual published by the American Psychological Association; (3) compare style with any recent article in Social Work, the official journal of the National Association of Social Workers. This journal left justifies the first line of a reference and indents every subsequent line in a citation.

For non-social work majors:

Students majoring in disciplines other than social work may use the preferred style of their discipline.

For all students:

Internet sources are not acceptable as reference material for assignments with the exception of official government documents and websites and those materials that are scholarly and peer reviewed and available through social science search engines.

CLASS CANCELLATION

The class will meet as presented on the University calendar. Classes will not be cancelled unless: (1) the University cancels classes due to weather or other emergencies, and this will be announced on WOR radio, or (2) instructor emergency, in which event attempts will be made to notify the class as soon as possible if a substitute teacher is not available.

With timely prior written notice to students and the Chairperson of the Department, and with approval of the Chairperson, instructors reserve the right to modify syllabi as necessary.

Course Calendar

August 2011

29. Intro to Course. Syllabus & Class policies – Overview of Legal and Social Service Systems. Readings: Wallace/Roberson, Ch 1, Characteristics & Consequences of Family Violence. N.J.S.A. Title 9

Learning outcome **2.1.5** Each student will show comprehension of service delivery systems, from supportive and repressive perspectives where applicable, which illustrate how this overview chapter illustrates how social workers advance human rights and social and economic justice.

SEPTEMBER 2011

12. Readings: Wallace/Roberson, Chapter 2 Physical Child Abuse

19. Video Capturing the Friedmans. Discussion of video

26. Readings: Wallace Ch 3 Child Sexual Abuse.

OCTOBER 2011

3. Readings: Wallace/Roberson Ch 4, Child neglect.

10. Readings: Wallace/Roberson Ch 7, Professionals and their response to child abuse.

Learning Outcomes for the above: Education Policy 2.1.5: to understand the forms and mechanisms of oppression and how social workers advocate for human rights and social and economic justice; and engage in practices that advance social and economic justice. Educational Policy 2.1.2 Engage diversity and difference in practice; age. Educational Policy 2.1.8: Engage in policy practice to advance social and economic well being and to deliver effective social work services. Educational Policy 2.1.19: how social workers engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

17. Mid-Term Exam (Class presentation proposals due. Typed proposal due at the start of class.) In class written exam that demonstrates knowing and understanding of course content to date and applicability to specific learning outcomes as indicated above. Exams are not cumulative

24. Readings: Wallace/Roberson Ch 9, Intimate Partner Abuse

31. Intimate Partner Abuse

NOVEMBER 2011

7. Readings: Wallace/Roberson Ch 10, Legal System Response to Intimate Partner Abuse

Learning Outcome: 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services. This to include the professions of law and social work, particularly social work ethics and values. **2.1.5 Advance human rights and social and economic justice.** This to be focused on issues of intimate partner abuse.

14. Readings: Wallace/Roberson Ch 13, Sexual Violence. **Class Presentations**

21. Readings: Wallace/Roberson Ch 14, Stalking. **Class Presentations**

28. Readings: Wallace/Roberson Ch 11, Elder Abuse. **Class Presentations**

DECEMBER 2011

5. Readings: Wallace/Roberson Ch 12, Special Populations and Family Violence.
Ch 15, Victim Issues

Class Presentations

Learning Outcome 2.1.4 (pertaining to special populations): Engage diversity and differences in practice.

Learning Outcome 2.1.5 Advance human rights and social and economic justice.

12. **Final Exam (in class written responses indicating knowing and understanding issues of family violence presented since the midterm (exams are not cumulative; this exam covers content and expectations for learning since the midterm) and how these reflect various Learning Outcomes identified above.**