PSYC 318: COMMUNITY INTERVENTIONS: THEORY AND RESEARCH: DOMESTIC VIOLENCE

University of Maryland – Fall 2015

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COURSE HOURS: Monday, Wednesday, 8:00-9:15; PLS 1111

COURSE OVERVIEW:
The focus of this course is to assist students in developing knowledge regarding theories and research related to intimate partner violence, and community resources available to survivors of intimate partner violence. Students will be educated about the dynamics and effects of intimate partner violence, and they will learn about theory and research related to interventions with abused women. Guest speakers from the community will speak to the class about system responses to intimate partner violence. In addition, students will study theoretical writings and research findings regarding the effects of gender, culture, race/ethnicity, and socioeconomic status on the experiences of intimate partner violence survivors and their children.

COURSE OBJECTIVES:
The course objectives are consistent with the learning goals of the Department of Psychology at the University of Maryland (i.e., understand content related to psychology, advance knowledge of research methods, think critically, and communicate effectively). At the completion of this course, students will:
(a) describe theories and research findings related to intimate partner violence, and identify the community resources available to intimate partner violence victims;
(b) understand how research findings have been used to advance knowledge regarding intimate partner violence, develop interventions for victims, and reduce the incidence of intimate partner violence;
(c) think critically regarding ethical and multicultural issues related to interventions with abused women and their children; and
(d) clearly state the factors contributing to the continuation of violence, the steps necessary for relationship building with intimate partner violence victims and their children, and possible solutions for ending intimate partner violence in the United States.
INSTRUCTION METHOD:
Class time will be devoted primarily to lecture, discussion, small group work, and classroom activities. The PowerPoint slides from the class lectures will be available on Blackboard for approximately 2 weeks. In addition, students will receive lectures from guest speakers. Students are expected to complete the assigned readings PRIOR to coming to class and be prepared to discuss the readings in class. The participation of each class member is encouraged to make the course an interesting and informative experience for everyone. If students are uncomfortable with participating in class discussions, they might consider dropping this course. Finally, students will be required to think critically and apply knowledge to case examples.

EVALUATION CRITERIA:
The course is graded A+ to F. Late papers and projects will be lowered one grade for every day they are late (weekend days also count). All assignments must be handed in at the start of the class or they will be considered late (NO EXCEPTIONS!). Poorly written assignments, papers, or tests will receive lower grades regardless of the content.

In accordance with the undergraduate catalog, a grade of I (incomplete) is assigned only for work that has been of a passing quality through the academic term but which, for good reason and with approval of the instructor, cannot be completed before the end of the semester. Students for whom special circumstances may warrant an I must discuss this matter before the last day of class.

As noted in the Undergraduate Catalog, “In some classes, attendance and in-class participation are ongoing requirements and an integral part of the work of the course.” Students enrolled in this course are expected to attend (and be on time for) the entire class. Excessive absences or excessive tardiness often correlate with low grades for this course.

Course grades will be based on the following:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>100-97</td>
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<tr>
<td>A</td>
<td>96-93</td>
</tr>
<tr>
<td>A-</td>
<td>92-90</td>
</tr>
<tr>
<td>B+</td>
<td>89-87</td>
</tr>
<tr>
<td>B</td>
<td>86-83</td>
</tr>
<tr>
<td>B-</td>
<td>82-80</td>
</tr>
<tr>
<td>C+</td>
<td>79-77</td>
</tr>
<tr>
<td>C</td>
<td>76-73</td>
</tr>
<tr>
<td>C-</td>
<td>72-70</td>
</tr>
<tr>
<td>D+</td>
<td>69-67</td>
</tr>
<tr>
<td>D</td>
<td>66-63</td>
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<tr>
<td>D-</td>
<td>62-60</td>
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<tr>
<td>F</td>
<td>&lt; 60</td>
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Please note that it would be in your best interest NOT to miss an exam. In an attempt to be fair to all students, only EXTREME circumstances with written documentation (e.g., death in the family, severe illness with a doctor's excuse) will result in excused absences from tests or delayed deadlines for papers. Computer problems DO NOT qualify as an extreme circumstance. The professor will review a student's unusual and exceptional reason for missing a test, and may allow the student to take an exam on the reading day at the end of the semester. If you miss an exam without a reason that is approved in advance and in writing by the professor, you will receive an F (0 points) for that exam. All papers should be written in APA style in accordance with the latest edition of the publication manual of the American Psychological Association (2009).
GRADING DISPUTES:
After the return of any test, paper, or project, you have TWO weeks to check your grade with the teaching assistant or instructor. If you are unable to resolve the grading issue, schedule an appointment with the professor within one week of meeting with the assistant.

ACADEMIC DISHONESTY:
Academic dishonesty is defined in the undergraduate catalog as cheating, fabrication, facilitation of academic dishonesty, and/or plagiarism. All instances of academic dishonesty will be reported to the Office of Judicial Programs. Note that there will be NO warnings. Students who engage in academic dishonesty on a test or assignment will receive an F (0 points) for that exercise and may receive an XF in the course. You are responsible for the information in the attached document titled “Ethics of Scholarship in Psychology.”

STATEMENT ON DISABILITIES:
If you have a documented disability and wish to discuss academic accommodations, contact the professor prior to the third week of the semester.

STATEMENT ON RELIGIOUS OBSERVANCES:
Students will not be penalized because of observances of religious beliefs. It is the students’ responsibility to notify the professor in writing regarding any missed absences for religious observances within the first three weeks of class.

COMPUTERS IN CLASS:
Students are welcome to take notes using computers during class. However, using computers (or phones) for purposes besides taking notes during class time is distracting to the professor and other students. Students choosing to engage in computer (or phone) activities not related to class are asked to do so outside of the classroom. Disregard of this policy will result in 10 points being deducted from the final grade. No computers are allowed during class when guest speakers are present.

COPYRIGHT:
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EXAMS:
Exams will consist of multiple choice and essay questions. Students are responsible for learning and applying ALL material in the assigned readings, lectures, films, presentations by guest speakers, experiential activities, and discussions. It is critical that students answer essay questions in sentences with careful attention to content, organization, and writing style.

RESEARCH REPORT:
See attached guidelines for the research report.
**COURSE OUTLINE:**

**READINGS ARE DUE ON THE DUE DATE.** **ASSIGNMENTS ARE DUE AT THE BEGINNING OF CLASS ON THE DUE DATE. THE ONE GRADE PENALTY (PER DAY) WILL BE APPLIED TO ANY ASSIGNMENT HANDED IN AFTER THE BEGINNING OF CLASS.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS AND ASSIGNMENTS</th>
</tr>
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<tbody>
<tr>
<td>Aug 31</td>
<td>Introduction to the Course and Counseling Psychology</td>
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</tbody>
</table>
| Sept 2  | Overview of Intimate Partner Violence and the Abused Women’s Movement  
READING: Goodman & Epstein (1) |
| Sept 9  | The Physical, Psychological and Emotional Effects of Abuse  
READING: Goodman & Epstein (2)  
FILM: YouTube videos addressing domestic violence |
| Sept 14 | The Economic and Vocational Effects of Abuse  
READING: Adams et al. |
| Sept 16 | Men Who Abuse  
READING: Stoops et al. |
| Sept 21 | FILM: Tough Guise  
READING: Stover et al. |
| Sept 23 | Therapeutic Interventions with Abusers  
GUEST SPEAKER: Ms. Elizabeth Sauber  
Family Crisis Center of Prince George’s County Abuser Intervention Program  
READING: Alexander et al. |
| Sept 28 | Abused Women in the Criminal Justice System  
READING: Goodman & Epstein (4) |
| Sept 30 | Children of Domestic Violence  
READING: Margolin & Vickerman |
| Oct 5   | FILM: There’s No Place Like Home  
READING: Lieberman |
| Oct 7   | Therapeutic and Community Interventions for Abused Women  
READING: Goodman & Epstein (3)  
**RESEARCH QUESTION AND ARTICLES DUE** (typed, question and citations on one page, articles attached) |
| Oct 12  | Community Response: The Experiences of Shelter Staff  
GUEST SPEAKER: Staff Member  
Family Crisis Center of Prince George’s County  
READING: Smith et al. |
| Oct 14  | Role of Alcohol/Drugs in Intimate Partner Violence  
READING: Fals-Stewart & Kennedy  
Midyear Evaluation |
Oct 19  FILM: Power and Control: Domestic Violence in America  
READING: O’Brien et al.  
Oct 21  EXAM I  
Oct 26  Special Populations: Abused Men  
READING: Drijber et al.  
Pointers on Using APA Style in Research Papers  
Oct 28  Special Populations: Gay/Lesbian Intimate Partner Violence  
READING: Peterman & Dixon; Stanley et al.  
Nov 2  Special Populations: Immigrant Abused Women and Latina Abused Women  
READING: Yoshioka et al.  
FILM: Immigrant Women and Domestic Violence  
Nov 4  Special Populations: Gay/Lesbian Intimate Partner Violence  
READING: Peterman & Dixon; Stanley et al.  
Nov 9  Special Populations: Immigrant Abused Women and Latina Abused Women  
READING: Yoshioka et al.  
FILM: Immigrant Women and Domestic Violence  
Nov 11  Special Populations: Gay/Lesbian Intimate Partner Violence  
READING: Peterman & Dixon; Stanley et al.  
Nov 16  Issues of Concern for Counselors Working With Survivors of Abuse  
READING: Brown & O’Brien  
Nov 18  A Survivor Speaks Out  
READING: Goodman & Epstein (5)  
Nov 23  Societal Constructions of Intimate Partner Violence as Seen Through Music  
READING: Friedlander et al.  
Nov 25  No class - Intimate Partner Violence Research Day – Write one page critiquing how a song/newspaper or magazine article/relative/movie or television show portrayed intimate partner violence and bring this to class on November 30th.  
Nov 30  Strategies for Ending Intimate Partner Violence  
READING: Goodman & Epstein (6)  
Dec 2  Enough about Violence: Let’s Talk about Healthy Relationships  
READING: Johnson  
Dec 7  FILM: Breaking the Silence: Journeys of Hope  
Dec 9  REVIEW, TERMINATION AND EVALUATION  
******************************************************************************  
PLEASE COMPLETE COURSE EVALUATION  
www.courseevalum.umd.edu  
******************************************************************************  
THANK YOU!******************************************************************************  
Dec 14  10:30am-12:30pm  CUMULATIVE FINAL EXAM
REQUIRED READINGS:


JOURNAL ARTICLES – AVAILABLE ON PSYCINFO: (To access journal articles, go to http://www.lib.umd.edu and click on Research Port. Type PsycINFO into the database field and click on find database. Click on PsycINFO and type the name of the article in the open field and click on search.)


Simmons, A.N., Paulus, M.P., Thorp, S.R., Matthews, S.C., Norman, S.B., & Stein, M.B. (2008). Functional activation and neural networks in women with posttraumatic stress disorder related to intimate partner violence. *Biological Psychiatry, 64*, 681-690. doi: 10.1016/j.biopsych.2008.05.02 (This article can be accessed online from the University Library, it is not on PSYCINFO.)


RESEARCH REPORT

GUIDELINES FOR THE REPORT:
1. START EARLY! Develop a research question of interest to you that is related to intimate partner violence. Hand in your research question and the articles on October 6th. The professor and teaching assistant will provide feedback to you regarding your question and articles.

2. Investigate that question by reading two empirical journal articles. The articles MUST report on a study in which data were collected and analyzed. DO NOT use book chapters or articles that do not include data that were analyzed using statistics. Prevalence studies (how often violence occurs in a group) do not provide enough data for in-depth critiques. Furthermore, the articles must be published within the last ten years and MAY NOT be articles that we discuss in class.

3. Write a brief summary of your findings. Use headings to identify the following sections.
   A. Clearly identify your research question (for example: How does being raised with an alcoholic parent relate to potential domestic violence in future romantic relationships? or Which interventions have been found to be successful in the treatment of children who witnessed domestic violence? or How should counselors be trained to work with survivors of domestic violence?). Be creative with your question. (5 points)
   B. Summarize the **purpose**, **method**, and **results** of each journal article. (30 points)
   C. **Critique** each journal article, identifying three positive and three negative aspects of the research completed for each study (and explaining why each is positive or negative). At least one of the positive aspects and one of the negative aspects must not be replications of those listed in the article. The positives and negatives for each article cannot be the same. (30 points)
   D. Clearly **discuss** a total of four ways in which you could integrate the findings in the articles if you were to work with or on behalf of abused women, their children or abusers. Do not just list the four ways – discuss them. (20 points)
   E. Include a cover page, first text page, reference list, and citations in APA style. You DO NOT have to include abstract, method or results sections. (10 points)
   F. Attend to the organization of the paper (including no typographical errors). (5 points)

4. The paper should be typewritten in APA style (including the cover page, first text page, references, and citations) and should be approximately ten to fifteen pages long. **Use very few quotes.** In place of your name on the title page, place your university identification number on the title page. Your name should not appear on this assignment.

5. Poorly written papers will receive lower grades regardless of the content. Always check spelling, grammar, and punctuation. If you have difficulty with writing, please consult with a staff member at the Learning Assistance Center (314-7693) or the Writing Center (405-3785).

6. **Attach copies of the articles to your report.**
7. SEVERAL APPROPRIATE JOURNALS (not exclusive):
   - The Counseling Psychologist
   - Professional Psychology: Research & Practice
   - Journal of Family Violence
   - Psychology of Women Quarterly
   - Journal of Counseling Psychology
   - Violence and Victims
   - Journal of Counseling and Development
   - Journal of Interpersonal Violence
The Department of Psychology Ethics of Scholarship in Psychology

When engaged as a student of the field of psychology, each scholar must maintain the ethical standards that all have pledged to uphold. The Department of Psychology has prepared this document to clarify the definition of academic integrity and communicate its policies related to academic dishonesty. Please be sure that you are aware of the following and contact your instructor or teaching assistant with any questions that you have. The burden is on you to make sure that you understand what plagiarism is, how to avoid it, and how to properly cite your references.

What is Plagiarism?

Plagiarism is broadly defined as using someone else’s work, words or ideas and presenting them as your own. It is essentially academic theft, and a serious violation of the ethical standards that all students should take pride in upholding. There are three general forms of plagiarism:

Direct plagiarism occurs when someone presents another person’s work as his or her own. For example, copying text written by another student, posted on a website or published in a book and submitting it for an assignment. Whether it is a phrase or a paragraph, and even if you edit or rearrange words, you are still stealing someone else’s work and passing it off as your own.

Original text from Coie, Dodge, & Kuperschmidt, 1990

Research has shown that popularity can have an impact on development. For example, children who are well liked by peers are also less likely to develop adjustment problems later on in life. Teachers should work with students to help them develop social skills.

Direct plagiarism (word-for-word)

For example, children who are well liked by peers are also less likely to develop adjustment problems later on in life. Teachers should work with students to help them develop social skills.

Direct plagiarism (reworted)

For example, children who are liked by peers are less likely to have mental problems later in life.

Appropriately written (cited quote)

For example, “children who are well liked by peers are also less likely to develop adjustment problems later on in life” (Coie, Dodge, & Kuperschmidt, 1990).

Appropriate written (original work)

For example, a recent study found correlations between peer ratings and future adjustment issues (Coie, Dodge, & Kuperschmidt, 1990).

In academic writing it is sometimes appropriate to include word-for-word quotes from another author, although the text must be in quotes and properly credited to the original author(s). Even if your intention was to properly cite a quote, failing to do so constitutes plagiarism. Most assignments call for individual student writing, so you should minimize the use of quotations and write the point in your own words. Keep quotations short and rare unless the instructor tells you otherwise.

Idea plagiarism occurs when a person takes the main ideas (arguments, theories, etc.) from another source and presents it as though it was his or her own idea. For example, if you came up with a creative idea for a study to conduct in a lab class, it would be unethical for a friend to steal
that idea from you and pretend that he came up with it for his own class without giving you credit. Similarly, if you read a summary of a research article, but never read the actual article, you would need to credit the authors who summarized it rather than present their ideas about the article as your own.

In academic writing, we credit original authors for their ideas even if we are not copying their exact words. For example, in the following paragraph the student gives credit to another author for reaching the conclusion that new research on lie detection will always be important:

<table>
<thead>
<tr>
<th>Idea plagiarism</th>
<th>Any new development in the lie detection field may be a useful in a wide variety of contexts as either an alternative when existing procedures are not logistically feasible or as a source of supplemental data to decrease the likelihood of incorrect conclusions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriately written</td>
<td>Any new development in the lie detection field may be a useful in a wide variety of contexts (Gass &amp; Seiter, 2007) as either…</td>
</tr>
</tbody>
</table>

In short, if it’s not your original idea than you must make it clear where that idea came from.

Finally, Self-plagiarism occurs when a person presents old work (e.g., a paper written for another course) as new scholarship without permission. Essentially, that would be receiving twice the amount of academic credit that an assignment is worth. You must receive the written permission from both instructors in order to use part of all of a previous assignment in another course.

**HOW DO I AVOID PLAGIARISM?**

Here are some steps you can take to ensure that you do not violate academic integrity standards:

1) You should avoid taking direct quotes from any sources. You should rarely, if ever, use direct quotes, and only if the assignment specifically calls for it.

2) When summarizing an article you should never copy and paste anything. If you do write something down verbatim, make sure to note that in your notes so that you don’t later confuse that with your own writing.

3) When writing a paper or a summary, put all of the original sources away so you cannot look at them, and use only your notes to write the paper.

4) Make sure to properly cite work and ask the instructor if you are unsure of correct APA style.

5) Always err on the side of caution and ask your instructor if in doubt.

**WHAT HAPPENS WHEN A STUDENT IS SUSPECTED OF ACADEMIC DISHONESTY?**

The Department of Psychology has a zero-tolerance policy towards academic dishonesty of any sort and expects all instructors and teaching assistants to immediately refer any suspected case to the Office of Student Conduct ([www.osc.umd.edu](http://www.osc.umd.edu)) for their review. When referred, the student will speak with a representative from the OSC who will work with you to resolve the allegations. The Honor Council has primary authority for resolving cases of academic dishonesty. Student found responsible may receive an XF grade in the course and face possible dismissal from the University.

**Remember: When in doubt, ask your instructor or teaching assistant for guidance.**