PSYC 318/WMST 498A: COMMUNITY INTERVENTIONS: THEORY AND RESEARCH: DOMESTIC VIOLENCE

University of Maryland – Fall 2016

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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, think critically, gain knowledge about ethical issues, sociocultural context, and multiculturalism, and demonstrate written and oral communication skills). 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 correlate with low grades for this course.

Course grades will be based on the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>Exam 1 - 25%</td>
<td>A+ (100-97) A (96-93) A- (92-90)</td>
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<tr>
<td>Exam 2 - 25%</td>
<td>B+ (89-87) B (86-83) B- (82-80)</td>
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<td>Final Cumulative Exam - 25%</td>
<td>C+ (79-77) C (76-73) C- (72-70)</td>
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<td>F &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).

Please refer to the following for University of Maryland policies regarding undergraduate courses.
http://www.ugst.umd.edu/courserelatedpolicies.html
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 reading 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. Students who will take their exams at the Disability Support Services (DSS) office are asked to arrange to take the exams at the same time the exams are given in this course – please schedule early with DSS.

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

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:
My lectures and course materials, including worksheets, presentation slides, tests, outlines, and similar materials, are protected by copyright. You may take notes and make copies of course materials for your use. You may not tape, reproduce or distribute lecture notes and course materials whether or not a fee is charged without my written consent.

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>
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<tbody>
<tr>
<td>Aug 29</td>
<td>Introduction to the Course and Counseling Psychology</td>
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<tr>
<td>Aug 31</td>
<td>Overview of Intimate Partner Violence and the Abused Women’s Movement</td>
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<td>READING: Goodman &amp; Epstein (1)</td>
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<td>Sept 7</td>
<td>The Physical, Psychological and Emotional Effects of Abuse</td>
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<td>READING: Goodman &amp; Epstein (2)</td>
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<td>FILM: YouTube videos addressing domestic violence</td>
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<td>Sept 12</td>
<td>The Economic and Vocational Effects of Abuse</td>
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<td>READING: Adams et al.</td>
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<td>Sept 14</td>
<td>Men Who Abuse</td>
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<td>READING: Stoops et al.</td>
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<td>Sept 19</td>
<td>FILM: Tough Guise</td>
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<td>READING: Stover et al.</td>
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<td>Sept 21</td>
<td>Therapeutic Interventions with Abusers</td>
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<td>GUEST SPEAKER: Ms. Elizabeth Sauber</td>
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<td>Family Crisis Center of Prince George’s County Abuser Intervention Program</td>
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<td>READING: Alexander et al.</td>
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<td>Sept 26</td>
<td>Abused Women in the Criminal Justice System</td>
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<td>READING: Goodman &amp; Epstein (4)</td>
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<td>Sept 28</td>
<td>Role of Alcohol/Drugs in Intimate Partner Violence</td>
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<td>READING: Fals-Stewart &amp; Kennedy</td>
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<td><strong>RESEARCH QUESTION AND ARTICLES DUE</strong> (typed, question and citations on one page, articles attached)</td>
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<td>Oct 3</td>
<td>Children of Domestic Violence</td>
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<td>READING: Margolin &amp; Vickerman</td>
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<td>Oct 5</td>
<td>FILM: There’s No Place Like Home</td>
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<td>READING: Lieberman</td>
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<td>Oct 10</td>
<td><strong>EXAM I</strong></td>
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<tr>
<td>Oct 12</td>
<td>Therapeutic and Community Interventions for Abused Women</td>
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<tr>
<td></td>
<td>READING: Goodman &amp; Epstein (3); Wilson et al.</td>
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<td></td>
<td>Pointers on Using APA Style in Research Papers</td>
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</table>
Oct 17  Community Response: The Experiences of Shelter Staff  
GUEST SPEAKER: Staff Member, Family Crisis Center of PG County  
READING: Smith et al.

Oct 19  Special Populations: Dating Violence  
READING: Murray & Kardatzke

Midyear Evaluation

Oct 24  FILM: Power and Control: Domestic Violence in America  
READING: O’Brien et al.

Oct 26  Special Populations: Abused Men  
READING: Drijber et al.  
RESEARCH PAPER DUE

Oct 31  Special Populations: African American Abused Women  
READING: Gillum  
FILM: Oprah Segment on Yvette Cade

Nov 2  Special Populations: Immigrant Abused Women and Latina Abused Women  
READING: Yoshioka et al.  
FILM: Immigrant Women and Domestic Violence

Nov 7  Special Populations: Asian American Abused Women  
READING: Lee

Nov 9  Special Populations: Gay/Lesbian Intimate Partner Violence  
READING: Stanley et al.; Stiles-Shields & Carroll

Nov 14  EXAM 2

Nov 16  A Survivor Speaks Out  
READING: Goodman & Epstein (5)

Nov 21  Societal Constructions of Intimate Partner Violence as Seen Through Music  
READING: Friedlander et al.

Nov 23  No class – HAPPY THANKSGIVING!

Nov 28  Issues of Concern for Counselors Working With Survivors of Abuse  
READING: Brown & O’Brien

Nov 30  Strategies for Ending Intimate Partner Violence  
READING: Goodman & Epstein (6)

Dec 5  Enough about Violence: Let’s Talk about Healthy Relationships  
READING: Johnson

Dec 7  FILM: Breaking the Silence: Journeys of Hope

Dec 12  REVIEW, TERMINATION AND EVALUATION

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PLEASE COMPLETE COURSE EVALUATION www.courseevalum.umd.edu
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THANK YOU!
REQUIRED READINGS:

TEXT:

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

1. START EARLY! Develop a research question of interest to you that is related to intimate partner violence. Hand in your research question and APA citations for the articles (typed) and the articles on September 28th. 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 (e.g., 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 or topics that we discuss in class. Each article must have different authors.

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 headings and 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.