



PSYC 318/WGSS498A
Fall 2021
Dr. Karen O'Brien



Domestic Violence

Community Interventions: Theory and Research

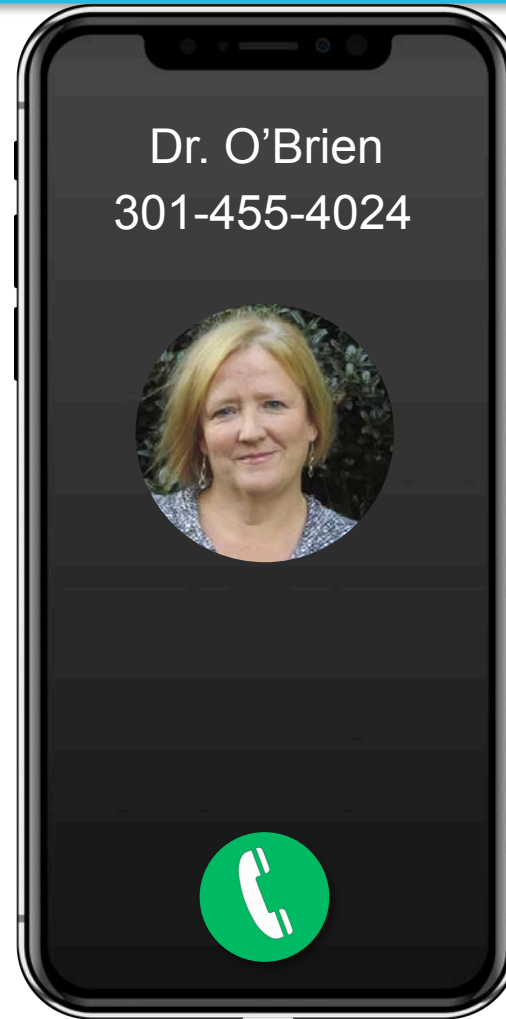
Course Instructor

Karen M. O'Brien, Ph.D.
kmobrien@umd.edu
BPS 2147B

Dr. Karen M. O'Brien is a professor and associate chair for undergraduate studies in the Department of Psychology at the University of Maryland. Through her research, teaching, and service, she strives to generate knowledge to address social concerns, to educate and mentor students to achieve their potential, and to contribute to the communities where she lives and works. Dr. O'Brien studies end-of-life issues, interventions to reduce dating violence, and successful management of work and family.

Dr. O'Brien is a Fellow of the American Psychological Association and she serves on the editorial board of the Journal of Career Assessment. She is a licensed psychologist in the State of Maryland and a volunteer with CaringMatters where she facilitates grief groups for children. Dr. O'Brien maintains a small psychotherapy practice.

Dr. O'Brien completed a Graduate Certificate Program in Applied Thanatology at the University of Maryland Baltimore to enhance her knowledge regarding theory, research and clinical practice related to death, dying and grieving.



After graduation from college, Dr. O'Brien worked in shelters for abused women and their children for five years.

More recently, she served on the Board of Directors for the House of Ruth and the Family Crisis Center.

Currently, Dr. O'Brien volunteers with the Homeless Children's Playtime Project, placing students in shelters to provide therapeutic play to children who experienced domestic violence and homelessness.

Sign up to meet with me!
Office hours:
Mondays 10-11,
Wednesdays 1-2)!

The best way to contact Dr. O'Brien is to send an email message to **kmobrien@umd.edu**, not through Canvas/ELMS.

Course Overview

Class Meetings
PLS 1111
Mondays & Wednesdays
8:30-9:45

The focus of this course is to assist students in developing knowledge regarding theories, research and community resources related to intimate partner violence. Students will be educated about the dynamics and effects of domestic violence, interventions for abused women, and the contributions of gender, culture, race/ethnicity, and socioeconomic status to the experiences of intimate partner violence survivors. Guest speakers from the community will speak to the class about their work related to domestic violence.

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 domestic 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 domestic violence;
- (c) think critically regarding the intersections among gender, culture, race/ethnicity, socioeconomic status, and intimate partner violence; and
- (d) clearly state the factors contributing to the continuation of domestic violence, the steps necessary for relationship building with victims and their children, and possible solutions for ending intimate partner violence in the United States.

Instructional Method

Class time will be devoted primarily to lecture, discussion, small group work, guest speakers, and classroom activities. The PowerPoint slides from the class lectures will be available on Canvas. When possible, class meetings will be recorded and placed on Canvas. Please note that the quality of the recordings may be variable and viewing the recordings does not provide the same educational experience as attending class in person. In addition, several guest speakers will provide lectures in this class (these sessions may not be recorded as the speakers may not provide permission for recording).

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. Students are asked to be ready to engage actively during class. 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. All assignments must be submitted through Canvas/ELMS.

Something to consider...

The topics, assignments and materials in this course may bring up strong feelings.

In addition, we continue to experience the devastating effects of the covid-19 global pandemic and the critically important movement to address anti-Black racism and structural inequalities.

If you find yourself in distress, students are encouraged to contact the University of Maryland Counseling Center (301.314.7651). If you are unable to complete course assignments, contact the professor in advance of the due date.








University & Course Policies

Please refer to the following University of Maryland policies regarding all undergraduate courses: go.umd.edu/ug-policy

Research suggests that use of cell phones and computers in class can be distracting to students and the professor. Unless students have a documented disability (and documentation from ADS), computers and cell phones may not be used in class. Disregard of this policy can result in 10 points being deducted from the final course grade.

Academic Integrity

Academic dishonesty is defined in the undergraduate catalog as cheating, fabrication, facilitation of academic dishonesty, and/or plagiarism. Being a member of a social media platform (e.g., GroupMe) where students are cheating can be considered academic dishonesty, regardless of your intention or level of involvement. 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 will receive 0 points and may receive an XF in the course. You are responsible for understanding the information in the document titled "Ethics of Scholarship in Psychology" (<http://go.umd.edu/psycethics>). The following table explains the levels of collaboration that are allowed for the assignments in this course.

	 OPEN NOTES	 USE BOOK	 SEARCH ONLINE	 ASK FRIENDS	 WORK IN GROUPS
Application Projects	✓	✓	✓	✗	✗
Syllabus Quiz	✓	✓	✓	✗	✗
In-Class Quiz	✗	✗	✗	✗	✗
Research Question	✓	✓	✓	✓	✓
Research Paper	✓	✓	✓	✗	✗
Final Exam	✗	✗	✗	✗	✗

I trust you!

University & Course Policies

(continued)

Mask Policy

At this time, face coverings over the nose and mouth are required while indoors. Students not wearing a mask will be asked to wear one or leave class. Faculty have been asked to refer students who have additional issues with the mask expectation to the Office of Student Conduct.

Academic Accommodations

If a student has a documented disability and would like to discuss academic accommodations, contact the professor during the first week of the semester.

Religious Observations

Students will not be penalized because of observances of religious beliefs. It is the students' responsibility to notify the professor if religious observances require course modifications within the first two weeks of class.

Inclusive Learning Environment

Students will be invited to share their thoughts and a diversity of opinions is welcome. Respectful communication is expected and supporting positions with research findings is encouraged. In accordance with free speech statutes, threats of violence are prohibited. The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering equitable classroom environments. As a human, behavior-centered discipline, we value a strong understanding of diversity. Diversity refers to differences in race, ethnicity, culture, gender, sexual orientation, religion, age, abilities, class, nationality, and other factors. The Department of Psychology at the University of Maryland is committed to creating a respectful and affirming climate in which all students, staff, and faculty are inspired to achieve their full potential.

Students are invited, if they wish, to indicate how they want to be referred to both in terms of name and pronouns. Additionally, how students identify in terms of gender, race, class, sexuality, religion, and dis/ability, among all aspects of identity, is their choice whether to disclose (e.g., should it come up in classroom conversation). We seek to be respectful of all identities in this course.

We believe that actively fostering an affirming environment strengthens our department as a whole. A department that values and celebrates diversity among its students, staff and faculty is best able to develop the strengths and talents of all members of our community.

Reporting Racism and Other Forms of Hate and Bias

If students experience racism or other form of bias or hate in this class or any psychology course, we encourage the students to do at least one of the following: report the experience to the instructor and/or send a report to the Department of Psychology's Diversity and Inclusion Committee using this link (https://umdsurvey.umd.edu/ife/form/SV_06ZuAUj7eJnQVqR); (reports can be made anonymously). Please also report all incidents of hate and bias to the Office of Diversity and Inclusion at <https://www.diversity.umd.edu/hbrp/>.

Assessment Criteria

The course is graded A+ to F. Learning assessments include application projects, quizzes, a research paper, and a final exam. All assignments must be handed in using Canvas/ELMS prior to the due date/time or they will be considered late (no exceptions!). Late assignments will be lowered one grade for every day they are late (weekend days also count). The in-class quiz and the final exam will be completed during class and may consist of multiple choice, fill in the blank and essay questions. Poorly written work will receive lower grades regardless of the content.

Feedback will be provided on assignments. It is the student's responsibility to review all feedback. If students make the same errors on future assignments that were corrected previously, points will be deducted.

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.

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 request this before the last day of class.

Learning Assessments	Weight
Application Projects	30%
Quizzes	20%
Research Question/Articles	10%
Research Paper	20%
Final Exam	20%

Grading Disputes:

After the return of any assignment, paper or exam, you have ONE week to check your grade with the professor.

	Final Grade Cutoffs		
	(-)		(+)
A	90.0%	94.0%	97.0%
B	80.0%	84.0%	87.0%
C	70.0%	74.0%	77.0%
D	60.0%	64.0%	67.0%
F	<60.0%		

IT HelpDesk

301.405.1500

itsc@umd.edu

umd.service-now.com/itsc

Please note that it would be in your best interest not to miss a deadline. To be fair to all students, only extreme circumstances with written documentation (e.g., death in the family, severe illness with doctor's excuse) will result in an extension on assignments. Please note that computer problems DO NOT qualify as an extreme circumstance. All assignments should be written in APA style (7th edition for professional papers; see the publication manual of the American Psychological Association, 2020). If you need assistance with Canvas/ELMS or technology, contact the IT Helpdesk. If you cannot resolve submission problems, send the assignment via an email attachment to the professor.

Assessment Criteria

(continued)

You can do this!

Application Projects

Application projects provide the opportunity to engage actively with the course material. Each project is worth 10 points. The first and second projects should include a title page, two full double-spaced, typewritten pages, and a reference page with references in APA style, 7th edition, for professional papers. The third project is a PowerPoint presentation.

10	Exceptional, thoughtful, nuanced, complex project that addressed the required points (found in the description of the project) in a thoughtful and thorough manner, well-written, complete adherence to APA style
8	Very good, thoughtful project that addressed the required points in a thorough manner, well-written, very good adherence to APA style
6	Average project, did not address all of the required points in a thorough manner, may include typographical, grammatical, or APA style errors
4	Below average project, did not address most of the required points, may include typographical, grammatical, and APA style errors
2	Poor project, did not address the required points, included typographical, grammatical, and APA style errors
0	Fail - Did not complete the assignment

Quizzes and Final Exam

Students must complete an online syllabus quiz in Canvas/ELMS and may refer to class materials when completing the syllabus quiz (worth 5%).

An in-class quiz (worth 15%) and a final exam (worth 20%) will be given to provide students with the opportunity to review course material, reflect on what they have learned, and apply their learning to a variety of questions (e.g., multiple choice, fill in the blank and essay questions). Students take this quiz and final exam in class and may not refer to course materials for these assignments.

Application Projects

Application Project 1: Domestic Violence Knowledge Application and Analysis

This project is worth 10 points and should include a title page, two full double-spaced, typewritten pages, and a reference page with at least three references in APA style, 7th edition, for professional papers.

Listen to a podcast or song, visit a museum exhibit, watch a video/movie, read a book/poem, or surf the Internet and find something that relates to domestic violence and is of considerable interest to you. Briefly describe what you watched/read/viewed (no more than 5 brief sentences/one short paragraph). Then provide a thoughtful analysis of how what you viewed relates to at least five things that you have learned in class. How specifically might you use what you viewed in a future job or volunteer work? Any additional reactions?

Application Project 2: Critical Conversations about Domestic Violence

This project is worth 10 points and should include a title page, two full double-spaced, typewritten pages, and a reference page with at least three references in APA style, 7th edition, for professional papers.

Thoughtfully reflect on the most important concepts that we have learned in class, and especially the reasons why women remain in abusive romantic relationships. Talk for at least 30 minutes to a peer, family member, sweetheart, or co-worker about domestic violence generally, why women remain with the abuser, and what you have learned in our class. Try to select someone who would benefit from learning more about domestic violence (not someone who is knowledgeable about violence against women).

What assumptions did you bring to this conversation? How did this person react? In what ways did this person understand or fail to understand domestic violence or the meaning of this class for you?

Application Project 3: Domestic Violence Special Topic: Sharing My Knowledge

This project is worth 10 points and should include a PowerPoint presentation.

There are many interesting topics related to domestic violence that we will not discuss in this course (due to lack of time). Think of a topic of interest to you that will not be covered in this class and that you did not cover in your research paper (for example, women who were killed by their partner, child custody in domestic violence cases, LGBTQ disenfranchisement due to domestic violence, women in prison who killed their abusive partners, strangulation and domestic violence, homelessness and domestic violence, grief associated with leaving abusive partners). Please note that you are NOT limited to these topics.

Now, imagine that you are a psychologist who works at a university counseling center. You have been asked to provide a PowerPoint presentation for the staff about the topic that you have chosen. Prepare up to 10 slides that you would use for the presentation. Make the presentation informative and visually appealing. Include at least three references; list these references in APA style on a reference slide.

Research Paper

1. START EARLY! Develop an open-ended research question of interest to you that is related to intimate partner violence.
2. Identify two empirical journal articles related to your research question. 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 and literature reviews do not provide enough data for in-depth critiques. The articles must be published within the last 10 years and may not be articles or topics discussed in class. Each article must have different authors. Students may not use the same articles as other students in the class.
3. Submit the question, APA citations for the articles and the articles on October 25th. Refer to the example provided in Canvas/ELMS for the format of the question and articles. The professor will provide feedback regarding the question and articles. Students must obtain approval of the question and articles **prior to** writing your paper.
4. In your paper, use headings to identify the following sections.
 - Provide an introductory paragraph that clearly states your research question and why this topic is important. (5 points)
 - Summarize the **purpose, method, and results** of each journal article. (30 points)
 - **Critique** each journal article, identifying three positive and three negative aspects of the research methods in each study (**and explain 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)
 - 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)
 - Include a cover page, first text page, reference list, and citations **in APA style, 7th edition, for professional papers**. You do not have to include an abstract. The paper should be 12 to 14 pages long. Points will be deducted for papers that extend beyond 14 pages. (10 points)
 - Attend to the organization and writing of the paper (including no typographical or grammatical errors). (5 points)
5. **Do not use quotes** (reword the content into your own words).
6. 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 Writing Center (301.405.3785).
7. Submit the paper **and copies of the articles** on Canvas/ELMS by 8:30am on November 10th.
8. SEVERAL APPROPRIATE JOURNALS (not exclusive): *Journal of Counseling Psychology*, *The Counseling Psychologist*, *Journal of Family Violence*, *Psychology of Women Quarterly*, *Violence and Victims*, *Journal of Counseling and Development*, *Journal of Interpersonal Violence*

Schedule of Coursework

Date	Topic	In Class Think/Critique	Due by 8:30am
8/30	Introduction to the Course and Counseling Psychology	Washington Post Article - 7.20.2017: Most Female Homicide Victims are Killed...	
9/1	Overview of Intimate Partner Violence and the Abused Women's Movement	Video: Private Violence Presents: Why We Stayed	<i>Slakoff et al.</i> Syllabus Quiz
9/8	The Physical, Psychological and Emotional Effects of Abuse	Challenge Advice Columnist Activity; STOP (III) https://www.nytimes.com/2021/01/22/us/cori-bush-fka-twigs-coercive-control.html	<i>Sutherland et al.</i>
9/13	The Economic and Vocational Effects of Abuse; Using APA Style	YouTube: Domestic Violence in the Workplace	<i>Adams et al.</i>
9/15	Men Who Choose to Abuse	Video: Boys Don't Cry	<i>Stoops et al.</i>
9/20	Therapeutic Interventions with Men who Abuse	TED Talk: Porter: A Call to Men	<i>Aaron & Beaulaurier</i> APPLICATION PROJECT 1: Domestic Violence Knowledge Application and Analysis
9/22	Legal Remedies for Abused Women	YouTube: Case Examples	<i>Carcirieri</i>
9/27	Domestic Violence and the Courts	Guest Speaker: Ms. Laurie Duker, CourtWatch Montgomery	https://courtwatchmontgomery.org/
9/29	Children of Domestic Violence	YouTube: Will's Story	<i>Margolin & Vickerman</i>

Schedule of Coursework

(continued)

Date	Topic	In Class Think/Critique	Due by 8:30am
10/4	Interventions with Children Who Experienced Domestic Violence	Video: First Impressions: Exposure to Violence and a Child's Developing Brain	<i>Hellman & Gwinn</i>
10/6	Role of Alcohol/Drugs in Intimate Partner Violence	Film: Domestic Violence and Substance Abuse https://www.nytimes.com/2020/12/11/arts/music/fka-twigs-shia-labeouf-abuse.html	<i>Shorey et al.</i> APPLICATION PROJECT 2: Critical Conversations about Domestic Violence
10/11	Conducting Research on Domestic Violence PSYC319	Small Groups: Research Ideas and PsycINFO	<i>O'Brien, Risco et al.</i> https://playtimeproject.org/ <i>Mid-semester course evaluation</i>
10/13	Trauma-Informed Care for Abused Women	YouTube: Family Crisis Center	<i>Wilson et al.</i>
10/18	In-Class Quiz	In-Class Quiz	<i>Review all prior class materials for quiz</i>
10/20	Community Response: The Experiences of Shelter Staff	Guest Speaker: Ms. Toshira Monroe, Director of Programs, My Sister's Place	<i>Smith Stover & Lent;</i> https://mysistersplacedc.org/
10/25	Understudied Populations: Abused Men	Activity: Advice Columnist Response to an Abused Man	<i>Corbally</i> RESEARCH QUESTION AND ARTICLES
10/27	Understudied Populations: Dating Violence	YouTube: Real Girls, Real Stories; Mid-semester Evaluation	<i>O'Brien, Sauber et al.</i>

Schedule of Coursework

(continued)

Date	Topic	In Class Think/Critique	Due by 8:30am
11/1	Understudied Populations: Undocumented and Immigrant Abused Women	Video: Immigrant Women and Domestic Violence	<i>Mose & Gillum</i>
11/3	Understudied Populations: Latina Abused Women	YouTube: One Woman's Journey to Overcome Domestic Violence	<i>Perilla et al.</i>
11/8	Understudied Populations: Asian American Abused Women	TED Talk: Menon: The Language of Domestic Abuse in South Asian Communities	<i>Robertson et al.</i>
11/10	Understudied Populations: African American Abused Women	TED Talk: Waller: Hindered Help: African American Partner Violence Victims	<i>Gillum</i> RESEARCH PAPER
11/15	Understudied Populations: Gay/Lesbian Intimate Partner Violence	Video: "The Day Ahead" Looks at LGBTQ Domestic Violence	<i>Stiles-Shields & Carroll</i>
11/17	A Survivor Speaks Out	Guest Speaker: Ms. Ruth Glenn, President and CEO National Coalition Against Domestic Violence	<i>Flasch et al.</i>
11/22	Societal Constructions of Intimate Partner Violence as Seen Through Music	Critique: Selected Songs/Videos	<i>Friedlander et al.</i>
11/24	No Class - Enjoy the Break!		
11/29	Working With Abuse Survivors	http://www.apa.org/helpcenter/work-stress.aspx	<i>Slattery & Goodman</i>

Schedule of Coursework

(continued)

Date	Topic	In Class Think/Critique	Due by 8:30am
12/1	Changing Policy to End Violence Against Women	Guest Speaker: Ms. Kenya Fairley, Head of Safety Support, Bumble; previously Federal Policymaker, US Department of Health and Human Services	<i>Asay et al.</i> APPLICATION PROJECT 3: Domestic Violence Special Topic: Sharing My Knowledge
12/6	Global Initiatives to End Violence Against Girls	Guest Speaker: Dr. Daniela Ligiero, Together for Girls	https://www.togetherforgirls.org/ https://www.amnesty.org/en/latest/news/2019/10/gun-violence-report/
12/8	Enough about Violence: Let's Talk Healthy Relationships	Videos: Dr. John Gottman, Relationship Researcher	https://www.loveisrespect.org/healthy-relationships/
12/13	Ending Intimate Partner Violence and Review Course Evaluations	No More PSAs	<i>Hudson</i>
12/15	FINAL EXAM	FINAL EXAM (10:30am-12:30pm)	<i>Review all prior class materials for quiz</i>

Helpful Hints for Success

- ✓ Plan to dedicate considerable time and energy to this course.
- ✓ Participate actively in class meetings.
 - ✓ Be on time
 - ✓ Focus on the class (no multitasking, no phones/social media/emails/other distractions during class)
 - ✓ Engage in course discussions - we can learn much from one another
- ✓ Submit assignments early to allow time to address technological difficulties. If you need assistance with Canvas/ELMS or technology, contact the UMD Division of Information Technology (301.405.1500; itsc@umd.edu; umd.service-now.com/itsc). If you need assistance with course concepts, contact the professor using her email address (kmobrien@umd.edu; communication through Canvas/ELMS is less reliable).
- ✓ Please note that students will receive feedback on all of the assignments. Review comments on the actual graded assignments (not just in the comments box on Canvas/ELMS) as the feedback will help improve your future work. If the same errors continue on future assignments, additional points may be removed.
- ✓ Sign up for an office hour with Dr. O'Brien if you need assistance or would like to talk about the course or your future career.



Helpful Resources

STATEMENT OF BASIC NEEDS:

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in this course, is encouraged to use the resources listed below for support.

Counseling Center: <http://www.counseling.umd.edu/CS/>

Fostering Terp Success: <https://www.studentaffairs.umd.edu/fostering-terp-success>

UMD Campus Pantry: <http://campuspantry.umd.edu/>

UMD Student Crisis Fund: <http://www.crisisfund.umd.edu/>

ADDITIONAL RESOURCES FOR STUDENTS:

UMD Accessibility & Disability Support Services: <https://www.counseling.umd.edu/ads/>

UMD Office of Civil Rights and Sexual Misconduct (Title IX Office): <https://www.ocrsm.umd.edu/>

UMD Office of Diversity and Inclusion: <https://www.diversity.umd.edu/hbrp/>.

UMD Writing Center: <https://www.english.umd.edu/academics/writingcenter>

**Welcome to
PSYC318/
WGSS498A!**



Required Readings

JOURNAL ARTICLES:

Note. Journal articles are available on PsycINFO (To access journal articles, go to 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.)

Aaron, S.M., & Beaulaurier, R.L. (2017). The need for new emphasis on batterers intervention programs. *Trauma, Violence, & Abuse, 18*(4), 425-432.

Adams, A.E., Sullivan, C.M., Bybee, D., & Greeson, M.R. (2008). Development of the scale of economic abuse. *Violence Against Women, 14*, 563-588. <https://doi.org/10.1177/1077801208315529>

Asay, S.M., DeFrain, J., Metzger, M., & Moyer, B. (2016). Implementing a strengths-based approach to intimate partner violence worldwide. *Journal of Family Violence, 31*, 349-360.

Baladerian, N.J. (2009). Domestic violence and individuals with disabilities: Reflections on research and practice. *Journal of Aggression, Maltreatment & Trauma, 18*(2), 153-161. <https://doi.org/10.1080/10926770802675601>

Carcirieri, A.T. (2020). Firearm relinquishment within civil protection orders: Processes and observations from Delaware Family Court. *Journal of Family Violence*. <http://dx.doi.org.proxy-um.researchport.umd.edu/10.1007/s10896-020-00173-1>

Carll, E.K. (2003). News portrayal of violence and women: Implications for public policy. *American Behavioral Scientist, 46*, 1601-1610. <https://doi.org/10.1177/0002764203254616>

Corbally, M. (2015). Accounting for intimate partner violence: A biographical analysis of narrative strategies used by men experiencing IPV from their female partners. *Journal of Interpersonal Violence, 30*(17), 3112-3132.

Flasch, P., Murray, C.E., & Crowe, A. (2017). Overcoming abuse: A phenomenological investigation of the journey to recovery from past intimate partner violence. *Journal of Interpersonal Violence, 32*, 3373-3401.

Friedlander, L.J., Connolly, J.A., Pepler, D.J., & Craig, W.M. (2013). Extensiveness and persistence of aggressive media exposure as longitudinal risk factors for teen dating violence. *Psychology of Violence, 3*, 310-322. <https://doi.org/10.1037/a0032983>

Gillum, T.L. (2009). Improving services to African American survivors of IPV: From the voices of recipients of culturally specific services. *Violence Against Women, 15*, 57-80. <https://doi.org/10.1177/1077801208328375>

Hellman, C. M. & Gwinn, C. (2017). Camp HOPE as an intervention for children exposed to domestic violence: A program evaluation of hope, and strength of character. *Child and Adolescent Social Work Journal, 34*, 269-276.

Hudson, V. M. (2020). What you do to your women, you do to your nation. *The New York Times*. <https://www.nytimes.com/2020/03/06/opinion/global-womens-rights.html>

Margolin, G., & Vickerman, K.A. (2007). Posttraumatic stress in children and adolescents exposed to family violence: I. Overview and issues. *Professional Psychology: Research and Practice, 38*, 613-619. <https://doi.org/10.1037/0735-7028.38.6.613>

Required Readings

(continued)

JOURNAL ARTICLES:

Mose, G.B., & Gillum, T.L. (2016). Intimate partner violence in African immigrant communities in the United States: Reflections from the IDVAAC African women's round table on domestic violence. *Journal of Aggression, Maltreatment & Trauma, 25*, 50-62.

O'Brien, K.M., Risco, C.M., Castro, J., & Goodman, L.A. (2014). Educating undergraduate students to work with children of abused women. *The Counseling Psychologist, 42*, 972-997.

O'Brien, K.M., Sauber, E., Kearney, M., Venaglia, R., & Lemay, E. (in press). Evaluating the effectiveness of an innovative online intervention to reduce dating violence. *Journal of Interpersonal Violence*.

Perilla, J., Serrata, J.V., Weinberg, J., & Lippy, C.A. (2011). Integrating women's voices and theory: A comprehensive domestic violence intervention for Latinas. *Women & Therapy, 35*, 93-105. <https://doi.org/10.1080/02703149.2012.634731>

Robertson, H.A., Nagaraj, N.C., & Vyas, A.N. (2016). Family violence and child sexual abuse among South Asians in the US. *Journal of Immigrant Minority Health, 18*, 921-927.

Shorey, R.C., Brasfield, H., Zapor, H.Z., Febres, J. & Stuart, G.L. (2015). The relation between alcohol use and psychological, physical, and sexual dating violence perpetration among male college students. *Violence Against Women, 21*, 151-164. <http://dx.doi.org.proxy-um.researchport.umd.edu/10.1177/1077801214564689>

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. <https://doi.org/10.1016/j.biopsych.2008.05.02> (This article can be accessed online from the University Library, it is not on PSYCINFO.)

Slakoff, D.C., Aujila, W., & PenzeyMoog, E. (2020). The role of service providers, technology, and mass media when home isn't safe for intimate partner violence victims: Best practices and recommendations in the era of covid-19 and beyond. *Archives of Sexual Behavior, 49*, 2779-2788. <https://doi.org/10.1007/s10508-020-01820-w>

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. <https://doi.org/10.1177/1077801209347469>

Smith Stover, C. & Lent, K. (2014). Training and certification for domestic violence service providers: The need for a national standard curriculum and training approach. *Psychology of Violence, 4*, 117-127. <https://doi.org/10.1037/a0036022>

Stiles-Shields, C., & Carroll, R.A. (2015). Same-sex domestic violence: Prevalence, unique aspects, and clinical implications. *Journal of Sex & Marital Therapy, 41*, 636-648.

Stoops, C., Bennett, L., & Vincent, N. (2010). Development and predictive ability of a behavior-based typology of men who batter. *Journal of Family Violence, 25*, 325-335. <https://doi.org/10.1007/s10896-009-9294-8>

Sutherland, C.A., Bybee, D. I., & Sullivan, C.M. (2002). Beyond bruises and broken bones: The joint effects of stress and injuries on battered women's health. *American Journal of Community Psychology, 30*, 609-636.

Wilson, J.M., Fauci, J.E., & Goodman, L.A. (2015). Bringing trauma-informed practice to domestic violence programs: A qualitative analysis of current approaches. *American Journal of Orthopsychiatry, 85*, 586-599.

Image Credits

Page	Source use with permission
1	Shutterstock_1153100081.eps
2	en.wikipedia.org/wiki/IPhone_X#/media/File:IPhone_X_vector.svg pixabay.com/fr/illustrations/le-poster-note-m%C3%A9mo-papier-1495148/
4	Shutterstock_730443565.jpg
15	KOB - Do Good Challenge - PSYC318/319 students
18	KOB - Graduation - PSYC318/319 students
Syllabus design by Scott Roberts, Ph.D.	