COURSE DESCRIPTION (Goals): Students will learn about violence involving intimate adult partners (IPV), dating, child maltreatment, and elder abuse and neglect. Alternative causal theories, criminal and civil justice systems involvement, preventive interventions, counseling techniques, innovative programs, and inter-agency coordination will be discussed. Theoretical constructs relating violence in society and social responses will be presented.

SPECIFIC OBJECTIVES (Learning Outcomes): At end of the course the student will be able to:

1. define domestic/family violence in all its forms and distinguish it from stranger to stranger crime;
2. define and discuss major characteristics of intimate partner violence (IPV);
3. define and discuss major characteristics of all forms of child abuse and neglect;
4. define and discuss major characteristics of elder abuse;
5. critically discuss and relate research evidence to violence theory;
6. discuss research evidence demonstrating a link between child abuse, domestic violence, juvenile delinquency and adult crime;
7. describe alternative theories of the cause of domestic/family violence;
8. describe the problem-response concept in relation to domestic/family violence and prevention and treatment programs;
9. discuss the common characteristics of victims and abusers for various forms of domestic/family violence;
10. understand how witnessing intimate partner violence effects children;
11. describe the essential elements of crisis intervention;
12. describe a variety of victim and abuser treatment techniques and/or programs;
13. discuss the prevention of all forms of domestic/family violence as an issue, and regarding specific programs of prevention and/or treatment;
14. describe the role of victim advocate and assistance programs, and;
15. understand the criminal and civil justice system’s responses to all forms of family violence both current and past, and discuss ways to improve the justice system’s capacity to deal with these social problems.

STUDENT ACTIVITIES: Students should READ and summarize required readings, and are encouraged to participate in discussions. Students are required to complete TWO mid-terms, and one final examination, and complete ALL homework assignments.

We will review the syllabus in the first class session. If you do not attend a session, you are STILL responsible to know and understand class assignments, so ask me questions if you don’t understand an assignment. There are no stupid questions, just bad guesses.
HOMEWORK ASSIGNMENTS:

I. INFORMATION ABSTRACTS (article summary PLUS critique):
   DUE DATES: ONE PRACTICE Abstract is DUE on September 15. (See below)
   THREE Abstracts DUE on October 20.

TASK: Each student is to complete reviews of at least three (3) journal articles. The
articles MUST relate to the issues of the various forms of domestic violence including
spouse/intimate partner, child, and elder abuse. Any article review that doesn’t relate to
the class topics will automatically get a zero. The articles must be from high quality,
professional journals such as the ones on the list of journals in this syllabus. The journal articles
MUST be AT LEAST 8 PAGES in length as they appeared in the original publication. (If
you have any questions about whether a particular journal is acceptable, please don’t hesitate to
ask me or the librarian.) ALL the journals on the list provided for you are acceptable. You
MUST provide a copy of the article with your abstract. Abstracts turned in without a copy
of the article attached will NOT be read or graded. You are REQUIRED to do a practice
abstract which is due on September 15th. IF, AND ONLY IF, you are satisfied with the
grade you earned on the practice abstract, you will have only 2 more to do. SO, I need
grades for THREE abstracts on or before October 20th. Points will be taken off for late
submissions. Pay close attention to the sample abstracts you will be provided in class and
the specific instructions given in class and BELOW:

ADDITIONAL INFORMATION:
1. Each abstract review will start with a complete, correct bibliographic citation of the
article. Don’t forget to put the page numbers as they are in the original publication!

2. Each review will include the following:
   a. The author’s thesis statement (authors purpose for article);
   b. An outline of the logical argument presented in support of the thesis (reason the
      author says he/she had for doing the study); and a description of the information
      THE AUTHOR used to support the logical argument;
   c. A description of method THE AUTHOR used to gather data for the study;
   d. Study conclusions;
   e. A brief summary of the implications (NOT limitations) for the future cited by the
      author.

3. Each review will include a critical analysis of the article to include discussion of the
following:
   a. Was the article persuasive?
   b. Was the article well written, organized, and easy to understand?
   c. Did the article inform you, cause you to think, and/or make you want to read more
      about the subject?
   d. Was the article adequately tied to other literature and/or research the author read?

The writing of the abstract and critical analysis must be individually done.
II. GROUP PRESENTATIONS. Students will be divided into groups. Each group will pick a topic related to class work. Each student in the group will then choose a research topic within that topic such that each member of the group coordinates topics with each other member of the same group. Each student group will then combine the presentations in some way for a class presentation on the topic of group choice. Group presentations need only be a maximum of 20 minutes each group (not each person). Please limit total time of group presentations to a maximum of a half hour. With your cooperation, every effort will be made to see that there is a variety of group topics. Each group will choose a presentation time based on those already outlined in the course schedule below. It is permissible for you to coordinate your group presentation topic with your abstract writing and your resource paper.

III. RESOURCE PAPER. Each student will write a brief paper explaining at least one resource you learned about when researching the topic for your group presentation. By resource, I mean a justice entity, agency or program, and/or a combination of justice entities, agencies or programs, that is/are available to prevent, intervene and/or treat the perpetrators, victims or families of any form of partner, child and elderly abuse. You may choose to write about ANY entity presented in class by myself, a speaker or your group. The paper must be about the work of the resource, who they serve and how. It is permissible to report on an interview you had if you visit the agency/entity. However, please present the interview as a reporter might rather than letting the interviewee do all the work for you. Brief resource paper means NO MORE than two double spaced, typed pages WITH NO TITLE PAGE. More than five would NOT be brief. You may include agency brochures, but not for credit.

IV. Readings from the text. (See course outline by class session next pages.)

TEXT:

GRADING PROCEDURES: The group presentation, resource paper and all three (3) abstracts taken together will count as 40% of the course grade. The first abstract is a “practice” one for you. Therefore, I will record the first abstract grade, grade the other three and then drop the lowest of the four grades for your total abstract grade. The mid-terms will each count 20%, and the final examination will count as 20% of the course grade. The mid-terms and final exams will be in multiple choice format. Material for the exams will be taken from the textbook chapters assigned, handouts, and the lectures including lectures by guest speakers. Class attendance will be critical to passing the tests as I will make sure some items on each exam reflect material that was available only to those who attend class. Attendance will dramatically affect examination grades. I expect you to attend and pay attention. Points will be subtracted from points earned when assignments are turned in late. Plagiarism will result in automatic zero. Any form of cheating on an exam will also result in an automatic zero. A major portion of each of the examinations is based on in-class material and lectures.

USE OF MOBIL PHONES AND OTHER COMMUNICATION DEVISES FOR ABSOLUTELY ANY REASON, INCLUDING TEXTING, AND SOCIAL NETWORKING TO ANYONE, IS PROHIBITED WHILE CLASS IS IN SESSION!!!
I reserve the right to change the class topic on the course outline when current events or availability of guest speakers requires it. This is very likely to happen!

At TAMU-CC professors cannot drop students. If you stop attending and do not officially drop, a failing grade must be assigned to you at the end of the term. We have no choice. You are reminded that you **must avoid plagiarism** in the completion of all assignments. See the university catalog for details. Failure to complete assignments can easily result in a failing grade as zeros on assignments affect percentages drastically. **If you need assistance on an assignment, please feel free to ask. I would rather have you try and do your best than not try and fail the course for lack of willingness to try. My goal is for everyone to do well, so please see me if you have questions or need help with the assignments.**

**Disability Services:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room #116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**Academic Advising:** The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call (361) 825-3466.

**Grade Appeal Process:** Students who feel they have not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website ([http://cla.tamucc.edu/about/student-resources.html](http://cla.tamucc.edu/about/student-resources.html)). For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean.
## COURSE OUTLINE

<table>
<thead>
<tr>
<th>CLASS SESSION</th>
<th>TOPIC</th>
<th>READINGS</th>
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| **August 25** | Introduction to Course/Assignments  
Definition of Family Violence  
History: Intimate Partner Violence (IPV)  
Myths | **Lifespan Chapter 1**  
Case examples  
Class discussion |
| **September 1** | Theories of IPV/Risk Factors/  
Cycle of Violence/  
Characteristics of Perpetrators and Victims in IPV  
How IPV Effects Children | **Lifespan Chapter 2 p.46-57**  
**Lifespan Chapters 8 & 9**  
Case examples  
Class discussion |
| **September 8** | Traditional (classic) Police Response  
Evolving Police Response  
Current Police Response  
*(CHOOSE YOUR GROUP)* | Speaker: CCPD  
**Lifespan Chapter 8 p.385-414**  
Class Discussion |
| **September 15** | **FIRST ABSTRACT DUE**  
Prosecutors & the Courts  
Male victims; dating violence  
Same Sex IPV  
Stalking  
*(CHOOSE YOUR GROUP)* | Speaker: Prosecutor/Courts  
**Lifespan Chapter 10 p. 511-526**  
**Chapter 6 p. 281-292**  
**Chapter 7 p. 307-318 & p. 341-353**  
Class Discussion |
| **September 22** | Protective Orders/VAWA  
Prevention and Counseling (Therapy)  
Review for Exam | Speaker: Women’s Shelter  
**Lifespan Chapter 11**  
Class Discussion |
| **September 29** | **Examination** on lectures (including guest lectures), materials from August 25, September 1, 8, 15 & 22, and text readings as assigned. | |
| **October 6** | History of Child Maltreatment  
Theories of Child Maltreatment  
Family Roles, Responsibilities, Rights  
Child Neglect  
*(Two Group Presentations?)* | **Lifespan Chapter 1 p. 10-12**  
**Lifespan Chapter 2 p. 46-57**  
**Lifespan Chapter 3 p.83-104**  
Class Discussion |
| **October 13** | Child Physical Abuse  
Child Sexual Abuse: Victims  
Child Sexual Abuse: Offenders  
Child Sexual Abuse: Non-offending Parent  
*(Two Group Presentations?)* | **Lifespan Chapter 4**  
**Lifespan Chapter 5**  
Class Discussion |
October 20  THREE ABSTRACTS DUE  Speaker: CPS
Child Emotional Abuse (Psychological)  Lifespan Chapter 3 p.104-138
Reporting and Investigations/CPS  Class Discussion
Civil and Criminal Justice to all forms  
of child maltreatment
Two Group Presentations?

October 27  Counseling: Physical Abuse/Neglect  Speaker: Prosecutor
Counseling: Sexual Abuse  Lifespan Chapters 3, 4, 5, 6
Counseling: Adults Abused As Children  pgs: 125-138; 183-194; 236-248
CPS Service Plans/Services  Class Discussion
Two Group Presentations?
Review for exam

November 3  Examination on lectures (including guest lectures) and materials from
October 6, 13, 20, & 27, and on text readings as assigned.

November 10  Prevention & Prevention Programs  Lifespan Chapters 3, 4, 5, 6
CASA  pgs: 125-138; 183-194; 236-248
Exploring Connections: Between  Class Discussion
various forms of family violence & Juvenile delinquency
Two Group Presentations?

November 17  RESOURCE PAPER DUE  Speaker: APS
History of abuse and neglect of Elderly  Lifespan Chapter 12
Elder abuse, neglect & self-neglect  Class Discussion
Adult Protective Services (APS)

November 24-25  NO CLASS THANKSGIVING HOLIDAY ENJOY!!!

December 1  Civil and Criminal Justice Response  Lifespan Chapter 12
to abuse/neglect of the elderly  
Review for the Final Exam

December 7  Reading Day

December 8  Final Examination on lectures and materials (including guest lectures)  
from November 10 and 17.

USEFUL PHONE NUMBERS:
Behavioral Health Center of Nueces Co. (MHMR)  886-6900
Bokencamp Children’s Shelter  994-1214
CASA of Nueces County  884-2272
Driscoll Hospital Care Unit (SANE Nurse)  694-6700
Family Counseling Service  852-9665
Hope House 852-2273
Nueces County Children’s Advocacy Center 855-9058
Office for Child and Youth Protection Catholic Diocese of Corpus Christi 361/882-6191
Texas Dept. of Family and Protective Services 854-2011
The Ark Children’s Shelter and Assessment Ctr. 241-6566
Texas Council on Family Violence 512-794-1133
The Women’s Shelter 881-8888
United Way Help Line referral to resources 211

JOURNALS THAT HAVE ARTICLES ON DOMESTIC VIOLENCE TOPICS

Note: You may use any other professional journals for your articles. Professional journals are the ones with articles that have been subject to the scrutiny of peer review before being accepted for publication. Newspaper and magazine articles are not acceptable as professional journal articles. You may NOT use chapters from books or articles from newspapers or magazines for your abstracts. Most of these journals can be found on-line through our library. Remember that you MUST use articles for your abstracts that are at LEAST eight pages as published in the original journal (ONLY PDF FORMAT ON LINE). I will be checking for original length and for proper bibliographic citations and properly cited quotations.

Aggression and Violent Behavior
American Journal of Criminal Justice
Child Abuse and Neglect: The International Journal
Child Maltreatment
Child Welfare
Crime and Delinquency
Criminal Justice and Behavior
Criminal Justice Review
Criminology & Criminal Justice
Journal of Advanced Nursing
Journal of Child Sexual Abuse
Journal of Counseling and Development
Journal of Consulting and Clinical Psychology
Journal of Contemporary Criminal Justice
Journal of Criminal Law and Criminology
Journal of Elder Abuse and Neglect
Journal of Family Violence
Journal of Interpersonal Violence
Journal of Multicultural Counseling and Development
Journal of Religion and Abuse
Journal of Research in Crime and Delinquency
Journal of Social and Clinical Psychology
Journal of Violence and Juvenile Justice
Justice Quarterly
Social Problems
Social Work
The Family Journal
Trauma, Violence, & Abuse
REFERENCE LIST


National Center for Children Exposed to Violence at [www.nccev.org](http://www.nccev.org).


Perry, B. Child Trauma Academy at [www.childtrauma.org](http://www.childtrauma.org).


