CRIJ4360.001 DOMESTIC VIOLENCE
Paula Rosenstein, Ph.D, LCSW-S
Fall, 2018 Room: Bay Hall 206
Tuesday Nights 7-9:30 PM
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My on campus office hours for this class: Tuesday Nights 6:15-7:00PM
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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 Abstract is DUE on September 18. (See below)
TWO Abstracts DUE on October 23.

TASK: Each student is to complete reviews of at least three (3) journal articles. The articles MUST relate to aspects of domestic violence including spouse/intimate partner, child abuse or neglect, or 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 the first abstract which is due on September 18th. IF, AND ONLY IF, you are satisfied with the grade you earned on the 1st abstract, you will have only 2 more to do. SO, I need grades for THREE abstracts on or before October 23rd. 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 to you or not?
   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 to present to the whole class. Each student in the group will research a sub-topic within that topic such that each member of the group coordinates topics with each other member of the group. 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 while taking this course. 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 elder 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.


GRADING PROCEDURES: The group presentation, resource paper and all three (3) abstracts taken together will count as 40% of the course 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 DEVICES 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!

You are reminded that you must avoid plagiarism in the completion of all assignments. Failure to complete assignments can easily result in a failing grade for the whole course 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 rather 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.

**Dropping the Class:** Professors can’t drop students from enrollment in class. If you stop attending and do not officially drop, a failing grade must be assigned to you at the end of the term. I hope you do not find it necessary to drop this class. However, events can sometimes occur that make dropping a course necessary or wise. **Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course.** Should dropping be the best course of action, **you must initiate the process to drop by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. November 9, 2018 is the last day to drop the class with an automatic grade of “W” this term.**

**Grade Appeal Process:** As stated in University Procedure 13.02.99.C2.03, *Student Grade Appeals*, a student who believes that he or she had 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. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.03, *Student Grade Appeals*. These documents are accessible online at [http://academicaffairs.tamucc.edu/rules-procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf](http://academicaffairs.tamucc.edu/rules-procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf). For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s office in the college in which the course is taught. For complete details on the process of submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website, [http://cla.tamucc.edu/about/student-reasources.html](http://cla.tamucc.edu/about/student-reasources.html).
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<tr>
<th>CLASS SESSION</th>
<th>TOPIC</th>
<th>READINGS</th>
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<tr>
<td>August 28</td>
<td>Introduction to Course/Assignments Definition of Family Violence History: Intimate Partner Violence (IPV) Myths</td>
<td>Lifespan Chapter 1 Case examples Class Discussion</td>
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<tr>
<td>September 4</td>
<td>Theories of IPV/Risk Factors/ Cycle of Violence/ Characteristics of Perpetrators and Victims in IPV How IPV Effects Children</td>
<td>Lifespan Chapter 2 p.46-57 Lifespan Chapters 8 &amp; 9 Case examples Class discussion</td>
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<td>September 18</td>
<td>FIRST ABSTRACT DUE Prosecutors &amp; the Courts Male victims; dating violence Same Sex IPV Stalking (CHOOSE YOUR GROUP)</td>
<td>Speaker: Prosecutor/Courts Lifespan Chapter 10 p. 511-526; Chapter 6 p. 281-292; Chapter 7 p. 307-318 &amp; p. 341-353 Class Discussion</td>
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<td>September 25</td>
<td>Protective Orders/VAWA Prevention and Counseling (Therapy) Review for Exam (CHOOSE YOUR GROUP)</td>
<td>Speaker: Women’s Shelter Lifespan Chapter 11 Class Discussion</td>
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<td>October 2</td>
<td>Examination on lectures (including guest lectures), materials from August 28, September 4, 11, 18 &amp; 25 and text readings as assigned.</td>
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<td>October 16</td>
<td>Child Physical Abuse Child Sexual Abuse: Victims Child Sexual Abuse: Offenders Child Sexual Abuse: Non-offending Parent</td>
<td>Lifespan Chapter 4 Lifespan Chapter 5 Class Discussion Two Group Presentations</td>
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<td>October 23</td>
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<td><strong>Child Emotional Abuse (Psychological)</strong></td>
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<td><strong>Reporting and Investigations/CPS</strong></td>
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<td><strong>Civil procedures for all forms of</strong></td>
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<td><em>Lifespan Chapter 3 p.104-138</em></td>
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<td><strong>Class Discussion</strong></td>
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<td>October 30</td>
<td>Criminal Procedures for all forms of child maltreatment</td>
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<td><strong>Intervention Programs: CASA &amp; CAC</strong></td>
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<td><strong>Trauma Informed Care for Children</strong></td>
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<td>Speaker: Prosecutor</td>
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<td><em>Lifespan Chapters 3,4,5,6</em></td>
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<td><strong>pgs. 125-138; 183-194; 236-248</strong></td>
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<td><strong>Class Discussion</strong></td>
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<td>November 6</td>
<td>Counseling: Physical Abuse/Neglect</td>
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<td><strong>Counseling: Sexual Abuse</strong></td>
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<td><strong>Counseling: Adults Abused as Children</strong></td>
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<td><strong>Review for exam</strong></td>
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<td><strong>Two Group Presentations</strong></td>
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<td>November 13</td>
<td>Examination on lectures (including guest lectures) and materials from October 9, 16, 23 &amp; 30 and November 6 and on text readings as assigned.</td>
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<td>November 20</td>
<td>RESOURCE PAPER DUE</td>
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<td><strong>Prevention and Prevention Programs</strong></td>
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<td><strong>Exploration Connections between Child Maltreatment and Juvenile Delinquency</strong></td>
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<td>November 22-23</td>
<td>THANKSGIVING HOLIDAY ENJOY!!!</td>
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<td>November 27</td>
<td>Elder abuse and neglect &amp; self-neglect <strong>History of abuse and neglect of elderly</strong></td>
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<td>Elder abuse, neglect &amp; self-neglect <strong>Adult Protective Services (APS)</strong></td>
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<td>December 4</td>
<td>Elder abuse and neglect &amp; self-neglect <strong>Civil and criminal response to abuse/neglect of the elderly</strong></td>
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<td><strong>Review for final exam.</strong></td>
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<td>December 6</td>
<td>Reading Day</td>
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<td>December 11</td>
<td>Final Examination on lectures and materials (including guest lectures) from November 20, 27 and December 4.</td>
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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 (local offices)
The Ark Children’s Shelter and Assessment Ctr.  241-6566
Texas Council on Family Violence  512-794-1133
The Women’s Shelter/The Purple Door  881-8888
United Way Help Line referral to resources  211

JOURNALS THAT HAVE ARTICLES ON OUR COURSE 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 review 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. Note: Articles from Law Review Journals, although professional, are not done in APA style so they will be difficult to adapt to your assignment instructions.

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
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.


