

SS4225: DOMESTIC VIOLENCE: THEORIES AND PRACTICES FOR SOCIAL WORKERS

Effective Term

Semester A 2022/23

Part I Course Overview

Course Title

Domestic Violence: Theories and Practices for Social Workers

Subject Code

SS - Social and Behavioural Sciences

Course Number

4225

Academic Unit

Social and Behavioural Sciences (SS)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

SS2200 Domestic Violence: Theories and Practices for Social Workers

Exclusive Courses

Nil

Part II Course Details

Abstract

Over the past decades, domestic violence has come to be serious and complicated worldwide. Its forms of violence are widespread covering physical, psychological, emotional, financial and sexual maltreatment. The extent of the problem also covers wide ranges of relationship including spousal, intimate partners, cohabiting, dating violence, child, sibling, and elder abuse. Interventions should also be multiple levels and interdisciplinary involving the legal, health and mental health, housing, public assistance, child and victim protection systems. Facing with increasingly complicated issue of domestic violence, social workers should be well-equipped with knowledge, skills and competence to identify, assess, and intervene with individuals (including victims, survivors, and perpetrators) and families where domestic violence is present or happened in the past. Therefore, the focus of the course is on the methods of assessment, intervention, and prevention used to address and end the major forms of domestic violence. It will address the seriousness and extent of the problem, contributing and protective factors, consequences for the individual, the family, the community and society. Models of multi-levels, inter-systems, and interdisciplinary collaboration relating to domestic violence will also be discussed. In the meantime, students will be encouraged to

(1) explore their own attitudes toward domestic violence, as well as public and professional values that may block effective interventions, and

(2) understand and critically review the theories, policies, organizations, legislations and interventions which contribute to zero tolerance of the problem.

This course aims to enable students to: Acquire knowledge and different theoretical perspectives to understand different forms of domestic violence. Develop professional competence in assessing and providing effective interventions for the victims, survivors and abusers of domestic violence with multi-levels, inter-systems, and interdisciplinary collaboration. Develop professional competence in designing and promoting preventive programmes related to domestic violence.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 DEC-A2 DEC-A3 app.)			
1	Use a variety of theoretical perspectives in the understanding of domestic violence in Chinese communities.	30	x	x	
2	Analyse the impact of policy, legal and service provisions on combating domestic violence.	30		x	x
3	Apply selected theories, concepts and skills in working with victims, survivors, and abusers of domestic violence, and examine values and ethics in the practice.	40		x	

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Teaching and Learning Activities (TLAs)

TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lecture and Video Demonstration	Introduction of different forms of domestic violence, theoretical concepts, skills and multi-levels, inter-systems, and interdisciplinary collaboration by lectures will be assisted by videos.	1, 2, 3
2	Case Analysis, Role Play and Group Discussions	Study domestic violence cases and share front-line experiences in dealing with the cases in class by means of role-play and group discussion.	1, 2, 3
3	Student Presentation	Student presentations to apply different theories to the case analysis and the intervention plan.	1, 2, 3

Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	AT1: Term Paper: The paper is assessed by the ability of critical thinking and professional competence through analysis of the different forms of domestic violence cases. Students are required to write a term paper with no more than 2,500 words in length.	1	40
2	AT2: Student Presentation: Student Presentation based on work done in case analysis and design of intervention plan for the case.	2	40
3	AT3: Discussions and Group presentations: Quality of participation is assessed by the contribution to peer learning in classroom discussions and group presentations.	3	20

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

1. Term Paper

Criterion

The relevancy and appropriateness of applying theories and concepts

The adequacy and relevancy of research evidence-based literatures

The logical and analytical level of the content

The depth of analysis

The structure and organization of paper

Excellent (A+, A, A-)

Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of domestic violence issues; evidence of extensive knowledge base.

Good (B+, B, B-)

Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of domestic violence issues; evidence of familiarity with literature.

Fair (C+, C, C-)

Student who is profiting from the university experience; understanding of the domestic violence issues; ability to develop solutions to simple problems in the material.

Marginal (D)

Sufficient familiarity with the domestic violence issues to enable the student to progress without repeating the course.

Failure (F)

Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.

Assessment Task

2. Student Presentation

Criterion

The relevancy and appropriateness of applying theories and concepts

The accuracy and depth of case analysis

The logical and analytical level of the content

Evidence of discovery and innovation in presentation

Excellent (A+, A, A-)

Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of domestic violence issues; Producing an innovative intervention plan to work with service users

Good (B+, B, B-)

Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of domestic violence issues; Producing a good intervention plan to work with service users

Fair (C+, C, C-)

Student who is profiting from the university experience; understanding of the domestic violence issues; Ability to develop satisfactory intervention plan to work with service users

Marginal (D)

Sufficient familiarity with the domestic violence issues; Producing simple intervention plan to work with service users.

Failure (F)

Little evidence of familiarity with the domestic violence issues; weakness in critical and analytic skills; Producing unrealistic intervention plan to work with service users.

Assessment Task

3. Discussions and Group presentations

Criterion

Quality of participation is assessed by the contribution to peer learning in classroom discussions and group presentations.

Excellent (A+, A, A-)

Strong evidence of contribution in class learning and discussion

Good (B+, B, B-)

Evidence of contribution in class learning and discussion

Fair (C+, C, C-)

Adequate contribution in class learning and discussion

Marginal (D)

Not sufficient contribution in class learning and discussion

Failure (F)

Little evidence of contribution in class learning and discussion

Part III Other Information**Keyword Syllabus**

Different perspectives on domestic violence; Types of domestic violence; Intimate partner violence (IPV); Co-occurrence with IPV, child abuse and elder abuse. Woman abuse; Child abuse; Elder abuse; Same-sex partner abuse. Prevalence, contributing and protective factors, and possible consequences of domestic violence. Empowering survivors of abuse; Working with domestic violence abusers. Contemporary issues for intervention and policy development. Prevention of domestic violence; community prevention programmes; service delivery and intervention strategies.

Reading List**Compulsory Readings**

	Title
1	Mullender, A. (2002). Rethinking domestic violence: The social work and probation response. London: Routledge.
2	McClenen, J., Keys, A., & Day, M. (2016). Social Work and Family Violence (2nd ed.). New York: Springer Publishing Company.

3	Harne, L., & Radford, J. (2008). <i>Tackling domestic violence: Theories, policies and practice</i> . Berkshire, London: Open University Press.
4	Leung, L. C. (2016). <i>Understanding intimate partner violence from a gender perspective</i> , Hong Kong: City University Press. (in Chinese) 梁麗清 (2016) 《親密伴侶暴力的性別思考》(香港: 城市大學出版社)

Additional Readings

	Title
1	Chan, K.L. (Ed.) (2012). <i>Preventing Family violence: A multidisciplinary approach</i> , Hong Kong: Hong Kong University Press.
2	Choi, A.W., Lo, B.C., Wong, J.Y., Lo, R.T., Chau, P.C., Wong, J.K., Lau, C., & Kam, C. (2019). Clinical features of heterosexual intimate partner violence victims with escalating injury severity. <i>Journal of Interpersonal Violence</i> .
3	Choi, A.W.M., Liu, L.L., Chan, P.Y., Lo, R.T.F., Wong, J.Y.H., & Tang, D. H.M. (2018). The significance of volunteer support for female survivors recovering from intimate-partner violence. <i>The British Journal of Social Work</i> .
4	Choi, A.W.M., & Chan, P.Y. (2018). Women' s use of force: Hostility intertwines in Chinese family context. <i>Qualitative Social Work</i> . https://doi.org/10.1177/1473325018805529
5	Choi, A.W.M., Chan, P.Y., Lo, R.T.F., Wong, L.C.L., Wong, J.Y.H., & Tang, D.H.M. (2018). Freeing Chinese abused women from stereotype: A pretest-posttest comparison study on group intervention in refuge centers. <i>Journal of Evidence-Informed Social Work</i> , 15, 599–616.
6	Dobash, R. Dobash, E. Wilson, M. and Daly, M. (1992). The myth of sexual symmetry in marital violence, <i>Social Problems</i> , Vo. 39, No. 1, pp.71-91.
7	Donovan, C. and Hester, M. (2014). <i>Domestic violence and sexuality: What' s love got to do with it?</i> Bristol: Policy Press.
8	Goodman, L. A., & Epstein, D. (2008). <i>Listening to battered women: a survivor-centered approach to advocacy, mental health, and justice</i> (1st ed.). Washington, DC: American Psychological Association. [E-Book].
9	Johnson MP (1995) Patriarchal terrorism and common couple violence: two forms of violence against women. <i>Journal of Marriage and Family</i> 57(2): 283–294.
10	Johnson MP (2006) Conflict and control: gender symmetry and asymmetry in domestic violence. <i>Violence Against Women</i> 12(11): 1003–1018.
11	Laing, L. (2013). <i>Social work and domestic violence: developing critical and reflective practice</i> , London: Sage.
12	Leung, L.C. (2011). Gender sensitivity among social workers in handling domestic violence cases. <i>AFFILIA: Journal of Women and Social Work</i> . 26(3):291-303.
13	Leung, L.C. (2015). Why Lesbian and Gay Survivors Don' t Seek Help from Social Services: Barriers Perceived by Service Users and Providers in Hong Kong. <i>British Journal of Social Work</i> . DOI: 10.1093/bjsw/bcv019
14	Lockhart, L. (Ed.) (2010). <i>Domestic violence: intersectionality and culturally competent practice</i> , New York: Columbia University Press.
15	Ristock, J. L. (2002). <i>No more secrets: Violence in lesbian relationships</i> . New York: Routledge.
16	Williamson, E. and Abrahams, H. (2014). A review of the provision of intervention programs for female victims and survivors of domestic abuse in the United Kingdom. <i>Affilia: Journal of Women and Social Work</i> , 29(2): 178-191.
17	Wong, J.Y., Fong, D.Y., Yau, J.H., Choi, E.P., Choi, A.W., & Brown, J.B. (2018). Using the Woman Abuse Screening Tool to screen for and assess dating violence in college students. <i>Violence Against Women</i> , 24, 1039–1051.
18	Wong, J.Y.H., Choi, E.P.H., Lo, H.Y.M., Wong, W., Chio, J.H.M., Choi, A.W.M., & Fong, D.Y.T. (2016). Dating violence, quality of life and mental health in sexual minority populations: A path analysis. <i>Quality of Life Research</i> , 26, 959–968. https://doi.org/0.1007/s11136-016-1415-2
19	Wong, J.Y.H., Choi, A.W.M., Fong, D.Y.F., Choi, E.P.H., Wong, J.K.S., So, F.L, Lau, C.L., & Kam, C.W. (2016). A comparison of intimate partner violence and associated physical injuries between cohabitating and married women: A 5-year medical chart review. <i>BMC Public Health</i> , 16, 1207. https://doi.org/10.1186/s12889-016-3879-y

20	Chan Ko Ling & Hong Kong Family Welfare Society (2001). An evaluative study of group therapy for male batterers cum intervention strategies. Hong Kong: Hong Kong University, Department of Social Work and Social Administration, and Hong Kong Family Welfare Society.
21	Choi, A.W.M., Wong, J.Y.H., Lo, R.T. F., Chan, P.Y., Wong, J.K.S., Lau, C.L., & Kam, C.W. (2018). Intimate partner violence victims' acceptance and refusal of on-site counseling in emergency departments: Predictors of help-seeking behavior explored through a 5-year medical chart review. <i>Preventive Medicine</i> , 108, 86–92. https://doi.org/10.1016/j.ypmed.2017.12.012
22	Choi, A.W.M., Wong, J.Y.H., Kam, C.W., Lau, C.L., Wong, J.K.S., & Lo, R.T.F. (2015). Injury patterns and help-seeking behavior in Hong Kong male intimate partner violence victims. <i>Journal of Emergency Medicine</i> , 49, 217–226. https://doi.org/10.1016/j.jemermed.2015.03.007
23	Gondolf, E. (2002). <i>Batterer intervention systems: Issues, outcomes, and commendations</i> , Thousand Oaks, CA: Sage.
24	Hearn, J. (2001). Men, social work and men' s violence to women. In A. Christie (Ed.). <i>Men and Social Work: Theories and Practices</i> , Hampshire: Palgrave.
25	Hagemann-White, C. (2000). Male violence and control: constructing a comparative European perspective. In S. Duncan and B. Pfau-Effinger (Eds.). <i>Gender, Economy and Culture in the European Union</i> , pp. 171-207, London: Routledge.
26	Mansley, E.A. (2009). <i>Intimate partner violence: Race, social class and masculinity</i> , El Paso: LFB Scholarly Publishing LLC.
27	Choi, A.W.M., & Chan, K.L. (2012). Case study of an adult survivor from child sexual abuse. In K. L. Chan (Ed.), <i>Child protection in Chinese societies: Challenges and policies</i> (pp. 63–82). Hauppauge, NY: Nova Science Publishers.
28	Choi, A.W.M. (2012). Multidisciplinary case conference for child abuse and battered spouse cases. In K.L. Chan (Ed.), <i>Prevention of family violence in Hong Kong: A multidisciplinary approach</i> (pp. 303–314). Hong Kong: Hong Kong University Press.
29	Colton, M., Sanders, R., & Williams, M. (2001). <i>An introduction to working with children: A guide for social workers</i> . NY: Palgrave.
30	Doyle, C. (2006). <i>Working with Abused Children: From theory to practice</i> (3rd.ed.), Basingstoke: Palgrave Macmillan.
31	Dubowitz, H., & DePanfilis, D. (Eds.). (2000). <i>Handbook for child protection practice</i> . Thousand Oaks, CA: Sage.
32	Leung, L. C. (2015). The effects on children of witnessing violence: Implications for social work practice. <i>Asia Pacific Journal of Social Work and Development</i> . DOI: 10.1080/02185385.2015.1058185
33	McCoy, M. & Keen, S. (2009). <i>Child Abuse and Neglect</i> , New York: Psychology Pres
34	Mullender, A., Hague, G., Imam, U., Kelly, L., Malos, E., & Regan, L. (2002). <i>Children' s perspectives on domestic violence</i> . Thousand Oaks, CA: Sage.
35	Bennett, G. (1997). <i>The Dimensions of elder abuse: Perspective for practitioners</i> , Basingstoke: Macmillan.
36	Brandl, B. et.al. (2007). <i>Elder Abuse Detection and Intervention: A Collaborative Approach</i> , Springer Publishing Company: New York
37	Kosber, J. L., & Garcia, J. L. (eds.) (1995). <i>Elder abuse: International and cross-cultural perspectives</i> , NY: Haworth Press.
38	Liu, W. and Kendig, H. (Eds.). (2000). <i>Who should care for the elderly: An east-west value divide</i> , NJ: World Scientific.
39	Tang, C S K and E Yan (2001). Prevalence and psychological impact of Chinese elder abuse. <i>Journal of Interpersonal Violence</i> , 16(11), 1158-1174.
40	Yan, E. and Tang, C. (2003). Proclivity to Elder Abuse: A Community Study on Hong Kong Chinese. <i>Journal of Interpersonal Violence</i> , 18(9):999-1017.
41	Chan K. L., Chiu M. C. & Chiu, L. S. (2005). <i>Peace at Home: Report on the Review of the Social and Legal Measures in the Prevention and Intervention of Domestic Violence in Hong Kong</i> . Hong Kong: Department of Social Work and Social Administration, The University of Hong Kong.
42	Leung, L. C. (2014). It' s a Matter of Trust: Policing Domestic Violence in Hong Kong. <i>Journal of Interpersonal Violence</i> , 29(1):82-101.

43	Leung, L. C. (2014). Confucian welfare: A barrier to gender mainstreaming domestic violence policy in Hong Kong. In Sirin Sung and Gillian Pascall (Eds.) Gender in East Asian welfare states: Confucianism or gender equality? Hampshire: Palgrave Macmillan, pp114-136.
44	Women' s Commission (2009). Women' s Safety in Hong Kong: Eliminating Domestic Violence. Hong Kong: Women' s Commission.
45	World Health Organization(WHO) (2005). Summary report of WHO Muti-country Study on Women' s Health and Domestic Violence Against Women. WHO Organization.