

Introduction to Poly-victimization: Child and Adult Advocacy Studies

Psychology 981: Special Topics (1, 3 credits)

Sociology 781/881 Special Topics (3 credits)

Pre-requisite: Graduate Status at IUP, Honors IUP, or Permission from Instructor

Instructor: Dr. Pearl Berman

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OFFICE HOURS (EST)

Office hours: Monday, Tuesday, Wednesday May 12 – 14, 2014

8:30 a.m. – 11:30 a.m., 1:30-5:00 p.m.

Tuesday, Wednesday, Thursday May 20-24, 2014

9 a.m. – 11 a.m.

Monday, Tuesday, Wednesday May 27-29, 2014

8:30 a.m. – 11:30 a.m., 1:30-5:00 p.m.

Catalog Description

This course will provide an overview of the research literature on poly-victimization and poly-perpetration including the common etiological factors that have been found across types of interpersonal violence. Topics may include the prevalence of different forms of interpersonal victimization and perpetration, warning signs of different forms of interpersonal violence, and importance of interdisciplinary collaboration for effective treatment and prevention of interpersonal violence across the lifespan. This course will provide practice in analyzing cases involving allegations of interpersonal violence.

Course Outcomes

Students will:

1. Be introduced to the multifaceted causes of interpersonal violence across the lifespan.
2. Recall the warning signs of interpersonal violence across the lifespan.
3. Explore information about poly-victimization and poly-perpetration to understand the common and specific causes and consequences of interpersonal violence across the lifespan.
4. Practice analyzing cases involving allegations of interpersonal violence.

REQUIRED Text

Hamby, S., & Grych, J. (2013). *The Web of Violence: Exploring Connections Among Different Forms of Interpersonal Violence and Abuse*. Springer Briefs in Sociology. New York, NY: Springer.

Additional required readings will be made available for viewing on D2L course site.

Special Resource Requirements

All students will be expected to attend all four days of the REACH conference May

Required Technology Skills and Software

Technology Skills

Students enrolled in this course should possess the following technology skills:

- *The ability to use Desire to Learn (D2L) and its associated tools, including discussion/chat, grades, and assignment submission features*
- *The ability to use word processing software and to save in Rich Text Format*
- *The ability to use Internet communication tools, specifically e-mail*

Software

The following software is required in order to view course content.

If you do not have this software currently loaded on your computer or are unsure, you can download the software for free by clicking on the following links:

[Adobe Reader](#)



Technical Support

It will be your responsibility to try and learn about D2L on your own, and when necessary, contact the IT support center for more help. The center has developed a computing guide for online learning that you can find at: <http://www.iup.edu/itsupportcenter/howto.aspx?id=85564>.

Students with Disabilities

If you are a student who has a documented disability and need special accommodations, the instructor will work with you to provide reasonable accommodation to ensure you a fair opportunity to perform in this class. However, it is not possible to exempt someone from being graded on, their interviewing skills, because they have a speech deficit of some kind. Please advise the instructor in the first week of the semester regarding the disability and the desired

accommodations. Assistance for individuals with disabilities is available through IUP Disability Support Services at <http://www.iup.edu/disabilitysupport> or via telephone at 724-357-4067.

Academic Integrity Policy

Indiana University of Pennsylvania expects a full commitment to academic integrity from each student. This syllabus represents a contract between you and the instructor of this course and that you agree to follow the rules and expectations set up therein. All of the following will be considered a serious breach of Academic integrity:

- Providing or receiving unauthorized assistance in coursework, including papers, exams, and examinations.
- Using unauthorized materials and resources during exams and tests.
- Possessing course examination materials without the prior knowledge of the instructor.
- Plagiarizing, using papers, dissertations, essays, reports, speeches, and oral presentations, take-home examinations, computer projects, and other academic exercises or passing off of ideas or facts beyond common knowledge, without attribution to their originators.
- Engaging in behaviors that are disruptive or threatening to others.
- Using computer technology in any way other than for the purposes intended for the course.

Please note that Dr. Berman will use a variety of technologies to check the authenticity of student work. Violations of academic integrity will be handled per IUP's Academic Integrity Policy and Procedures. Failure to comply with the policies and procedures may result in a decrease in grade, involuntary withdrawal from an academic program, suspension, expulsion, or rescission of a conferred degree. IUP's full policy on academic integrity is available in the Undergraduate Catalog under Academic Policies at <http://www.iup.edu/registrar/catalog/default.aspx>.

COURSE OUTLINE

Preconference Course Activity (May 12th-May 16th, May 19th)

Course reading content during this time will be offered online through D2L. The required readings serve as an introduction to the topics and literature that students will encounter during the course of the conference events. It is recommended that one unit be reviewed per day as **case assignments that involve the readings** are due every two days. Assignment instructions will be placed within the Content Module of D2L and assignments should be uploaded to the Dropbox of D2L.

Reading Unit 1: Introduction to Poly-victimization

Textbook: Hamby & Grych Chapters 1-3

Reading Unit 2: Child and Youth Victimization within the Family

Textbook: Hamby & Grych Chapter 4

Articles:

- Turner, H. Aa., Finkelhor, D., & Ormrod, R. (2010). Poly-Victimization in a National Sample of Children and Youth. *American Journal of Preventive Medicine*, 38 (3), 323-330. DOI: 0.1016/j.amepre.2009.11.012.
- Finkelhor, D., Ormrod, R., Turer, H., & Holt, M. (2009). Pathways to Poly-Victimization. *Child Maltreatment*, 14, 316-329. DOI: 10.1177/1077559509347012.
- Finkelhor, D., Turner, H. Ormrod, R., & Hamby, S. (2009). Violence, Abuse, and Crime Exposure in a National Sample of Youth. *Pediatrics*, 124, 1411. DOI: 10.1542/peds.2009-0467.
- Vieth, V. (2007). *Unto the Third Generation: A Call to End Child Abuse in the United States Within 120 Years* (revised and expanded), 25 *HAMLIN JOURNAL OF PUBLIC LAW & POLICY*.
- Vieth, V., Everson, M., Geffner, R., Salter, A., Anderson, C., Kirk A., Carvalho-Grevious, M.J. et al. (2012). Special Edition Centerpiece, 3(3 & 4). *Lessons from Penn State: A Call to Implement a new Pattern of Training for Mandated Reporters and Child Protection Professionals*. 1-10.

Reading Unit 3: Child and Youth Victimization in Schools

Textbook: Hamby & Grych Chapter 5

Articles:

- Farris, Coreen, Akers, A. Y., Downs, J., & Forbes, E. E. (2013) Translational research applications for the study of adolescent sexual decision making. www.CTSJournal.com. 6(1), 78-81. DOI: 10.1111/cts.12038.
- Lipson, Jodi, Ed. (2001). *Hostile hallways: Bullying, teasing, and sexual harassment in school*. American Association of University Women Educational Foundation, Washington, DC.
- Nan, Stein, (2003). Bullying or sexual harassment? The missing discourse of rights in an era of zero tolerance. *Arizona Law Review*, 45, 783-799.
- Stein, N.D., Mennemeier, K., Russ, N., & Taylor, B. (2012). *Shifting Boundaries: Lessons on relationships for students in middle school*. Retrieved from <http://www.wcwonline.org/proj/datingviolence/ShiftingBoundaries.pdf>.
- Stein, Nan, Lyn Mikel Brown & Meda Chesney-Lind. 2007. "Patriarchy Matters: Toward a Gendered Theory of Teen Violence and Victimization" *Violence Against Women* 13: 1249-1273.

Reading Unit 4: Intimate Partner Violence

Textbook: Hamby & Grych Chapter 6

Articles:

- Gondolf, Edward W. 2000. "How Batterer Program Participants Avoid Reassault" *Violence Against Women* 6: 1204-1222.
- McHugh, M. C. & Swiderski, C. (2010). From battered women to intimate partner violence: (Re) Conceptualizing relationship violence. In M. Paludi and F. Denmark (Eds.) *Victims of Sexual Assault*

and Abuse: Resources and Responses for Individuals and Families, Volume II, Cultural, community, educational and advocacy responses (241-277). Santa Barbara, CA: Praeger.

McHugh, M.C., Livingston, N. & Frieze, I. H. (2008). Intimate Partner Violence: Perspectives on Research and Intervention. In F. Denmark & M. Paludi (Eds.). *Psychology of Women: A Handbook of Issues and Theories*. (pp. 555-589) Westport: Praeger.

Lamis, D., A., Leenaars, L. S., Jahn, D. R. & Lester, D. (2013). Intimate partner violence: Are perpetrators also victims and are they more likely to experience suicide ideation? *Journal of Interpersonal Violence* 28:3109. DOI: 10.1177/0866260513488691.

Watt, M., & Scrandis, D. (2013). Traumatic childhood exposures in the lives of male perpetrators of female intimate partner violence. *Journal of Interpersonal Violence*, 28:2813. DOI: 10.1177/0866260513488694.

Reading Unit 5: Elder Abuse

Textbook: Hamby & Grych Chapter 7

Articles:

Acierno, R.I., Hernandez-Tejada, M., Muzzy, W., & Steve, K. (2009). National Elder Mistreatment Study (Doc. 226456). U.S. Department of Justice. Downloaded 10/9/2013 from <https://www.ncjrs.gov/pdffiles1/nij/grants/226456.pdf>

Begle, A. M., Strachan, M., Cisler, J. M., Amstadter, A., Hernandez, M., & Acierno, R. (2011). Elder mistreatment and emotional symptoms among older adults in a largely rural population: The South Carolina Elder Mistreatment Study. *Journal of Interpersonal Violence*, 26:2321, DOI: 10.1177/0886260510383037.

Jackson, S. L., & Hafemeister, T. L. (2012). Pure financial exploitation vs hybrid financial exploitation co-occurring with physical abuse and/or neglect of elderly persons. *Psychology of Violence*, 2(3), 285-296.

Ramsey-Klawnsnik, H., Teaster, P. B., Mendiondo, M., Marcum, J., & Abner, E. L. (2008). Sexual predators who target elders: Findings from the first national study of sexual abuse in care facilities. *Journal of Elder Abuse & Neglect*, 20(4), 353-376. DOI: 10.1080/08946560802359375.

Zeranski, L. & Halgin, R. P. (2011). Ethical issues in elder abuse reporting: A professional psychologist's Guide. *Professional Psychology: Research and Practice*, 42 (4), 294-300.

Reading Unit 6: Military Violence

Articles:

Farris, Coreen, Terry L. Schell and Terri Tanielian (2013). Physical and Psychological Health Following Military Sexual Assault: Recommendations for Care, Research, and Policy. Santa Monica, CA: RAND Corporation, 2013. http://www.rand.org/pubs/occasional_papers/OP382.
http://www.rand.org/pubs/occasional_papers/OP382.

Burks, D. (2011). Lesbian, Gay, and Bisexual Victimization in the Military: An unintended consequence of don't ask don't tell. *American Psychologist*, 66 (7), 604-613. DOI: 10.1037/a0024609

Forman-Hoffman, V. L., Mengeling, M., Booth, B., Torner J., & Sadler, A. (2012). Eating disorders, post-traumatic stress, and sexual trauma in women veterans. *Military medicine*, 177, 10:1161.

Lutwak, N., & Dill, C. (2013). Military sexual trauma increases risk of post-traumatic stress disorder and depression thereby amplifying the possibility of suicidal ideation and cardiovascular disease. *Military*

Medicine, 178 (4), 359-361. DOI: 10.7205/MILMED-D-12-00427.
Valene, S., & Wight, C. (2007). Military sexual trauma: Violence and sexual abuse. *Military Medicine*, 172, 3:259.

Student Assignments

The instructor will provide hypothetical case studies on D2L that will relate to one or more of the following: mono-victimization; poly-victimization; mono-perpetration; and poly-perpetration. Students will be asked to apply the knowledge they have gained from their assigned textbook and assigned readings in the analysis of each case. Issues that must be covered in these analyses include: personal, family, and situational data that suggest that perpetration or victimization has occurred; risk factors present for further victimization or perpetration; and protective factors that decrease risk for further victimization or perpetration. There must be accurate citations made to appropriate course readings to support all main points of each analysis.

Unit 2 ***Child Victimization Case Analysis 50 points Uploaded to D2L by 11 p.m. on 5/13/2014 .***

Unit 3 ***School Victimization Case Analysis 50 points Uploaded to D2L by 11 p.m. on 5/15/2014.***

Unit 4 ***Intimate Partner Case Analysis 50 points Uploaded to D2L by 11 p.m. on 5/17/2014.***

Unit 5 or 6 ***Elder Abuse Case or Military Sexual Assault Case Analysis 50 points
Uploaded to D2L by 11 p.m. on 5/19/2014.***

Conference Course Activity (May 20th-May 23rd)

The conference runs during May 20th- May 23rd from 11am to 8pm. Students are expected to attend each day of the conference. Your ability to fully attend all days and times of the conference is absolutely necessary for success in this course. Inability to attend will result in failure. You will be required to sign attendance sheets at each keynote address and breakout session. Students may be absent for only three hours out of the entire conference attendance without penalty. Thereafter, attendance grade will be deducted by 20% for each additional hour of absence from the conference. All course assignments hinge upon conference attendance.

CONFERENCE SCHEDULE

May 20	May 21	May 22	May 23

11:00am-12:45pm	11:00am-12:45pm	11:00am-12:45pm	11:00am-12:45pm
Breakout 1	Breakout 1	Breakout 1	Breakout 1
12:45 – 1:45pm	12:45 – 1:45pm	12:45 – 1:45pm	12:45 – 1:45pm
Lunch	Lunch	Lunch	Lunch
1:45pm – 3:15pm	1:45pm – 3:15pm	1:45pm – 3:15pm	1:45pm – 3:15pm
Breakout 2	Breakout 2	Breakout 2	Breakout 2
3:30pm – 5:00pm	3:30pm – 5:00pm	3:30pm – 5:00pm	3:30pm – 5:00pm
Keynote Address	Keynote Address	Keynote Address	Keynote Address
5:00pm – 6:30pm	5:00pm – 6:30pm	5:00pm – 6:30pm	5:00pm – 6:30pm
Reception	Reception	Reception	Reception
6:30pm – 8:00pm	6:30pm – 8:00pm	6:30pm – 8:00pm	6:30pm – 8:00pm
Ethics Breakout 3	Ethics Breakout 3	Ethics Breakout 3	Debrief

Attendance Verification REACH Conference 50 pts

(full credit for 0-3 hrs absence 20% deduction per hour thereafter)

Brief Conference Papers: Students will be expected to provide an approximately 1500 word overview of what they learned from each day at the conference that was related specifically to poly-victimization and/or poly-perpetration and in what they learned that was related to a specific form of victimization or perpetration. These overviews must include appropriate citations to both the assigned reading units that are relevant to the conference theme of the day as well as to the presenters of specific conference sessions.

Post-Conference Course Activity (May 24th – May 30th)

Tuesday Conference Paper 25 points Uploaded to D2L by 9 a.m. on Saturday, May 24th.

Wednesday Conference Paper 25 points Uploaded to D2L by 9 a.m. on Monday, May 26th.

Thursday Conference Paper 25 points Uploaded to D2L by 9 a.m. on Wednesday, May 28th.

Friday Conference Paper 25 points Uploaded to D2L by 9 a.m. on Friday, May 30th.

Grading Scale

90-100%= A

80-89%= B

70-79%=C

69% and below = F