

Open Topics Soc 481

Special Topics Psych 481

Understanding and Responding to Violence and Trauma

Christian A. Vaccaro

I. Catalog Description

An overview of contemporary and current research and clinical approaches for preventing, responding to, and coping with violence and trauma across a variety of social context. Emphasizes understanding current research and skill building in the context of a professional conference setting.

II. Course Objectives

In this course, students will

- Critically assess a variety of evidence-based clinical practices employed by human service workers for the purpose of preventing, responding to, and coping with violence and trauma
- Evaluate current research and research methods used to study violence and trauma across a variety of contexts
- Practice professional skill building techniques for under professional supervision of leading practitioners of violence and trauma prevention and response
- Attend a four day conference on violence and trauma, held at IUP as a core part of their training.

III. Course Outline

	Topic	Readings	Activity
May 12 th	Learning How to Attend a Conference		Discussion Board 1: Reviewing Conference Program Quiz 1: Conference Etiquette and Networking
May 13 th	Victimization and Violence in School Settings	Stein, Nan, Lyn Mikel Brown & Meda Chesney-Lind. 2007. "Patriarchy Matters: Toward a Gendered Theory of Teen Violence and	Discussion Board 2: Seeing Gender in School Bullying and Violence Quiz 2: School Bullying and Violence

		Victimization” Violence Against Women 13: 1249- 1273.	
May 14 th	Domestic Violence and Men’s Violence against Women	Finkelhor, David, Heather Turner, Sherry Hamby and Richard Ormrod. 2011. “Polyvictimization: Children’s Exposure to Multiple Types of Violence, Crime, and Abuse.” Juvenile Justice Bulletin – NCJ235504	Discussion 3: Polyvictimization Quiz 3: Polyvictimization
May 15 th	Child Abuse and Violence Education	Vieth, Victor. 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	Discussion 4: Ending Child Abuse Quiz 3: Child Abuse Prevention and Response
May 16 th	Violence in the Context of the Military	Farris, Coreen, Terry L. Schell, Terri Tanielian. 2013. “Physical and Psychological Health Following Military Sexual Assault.” Rand Corporation.	Discussion 5: Sexual Assault and Violence in the Military Quiz 5: Ending Military Violence
May 19 th	Pre-Conference Meeting		
May 20 th	Day 1 Conference Activities		Validate Full Day Attendance at Conference
May 21 st	Day 2 Conference Activities		Validate Full Day Attendance at Conference

May 22 nd	Day 3 Conference Activities		Validate Full Day Attendance at Conference
May 23 rd	Day 4 Conference Activities		Validate Full Day Attendance at Conference
May 26 th – May 29 th	Review and Application		Conference Reflection Paper Due May 29 th Analysis of Case Study Due May 29 th

IV. Evaluation Methods

The final grade will be determined as follows:

Conference Attendance	25%
Discussion Board Assignments	10%
Quizzes and Exams	25%
Reflection Paper	20%
Case Study Analysis	20%

Total	100%
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V. Grading Scale

A: 90% or higher B: 80-89% C: 70-79% D: 60-69% F: 59% or lower

VI. Attendance Policy

IUP expects students to attend class. University policy permits students unexcused absences without penalty as follows: 3 absences in classes that meet for 50 minutes 3 times per week (i.e., MWF classes); 2 absences in classes that meet for 75 minutes twice per week (i.e., (T, Th classes); and 1 absence in classes that meet for 150 or more minutes once per week.

VII. Required textbooks, supplemental books and readings

Farris, Coreen, Terry L. Schell, Terri Tanielian. 2013. "Physical and Psychological Health Following Military Sexual Assault." Rand Corporation.

http://www.rand.org/pubs/occasional_papers/OP382.html

Finkelhor, David. 2008. *Childhood Victimization: Violence, Crime, and Abuse in the Lives of Young People*. New York: Oxford University Press

Finkelhor, David, Heather Turner, Sherry Hamby and Richard Ormrod. 2011. "Polyvictimization: Children's Exposure to Multiple Types of Violence, Crime, and Abuse." *Juvenile Justice Bulletin – NCJ235504*

Gondolf, Edward W. 2000. "How Batterer Program Participants Avoid Reassault" *Violence Against Women* 6: 1204-1222.

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.

Vieth, Victor. 2007 "Unto the Third Generation: A Call to End Child Abuse in the United States Within 120 Years." *Hamline Journal of Public Law & Policy* 25: 1-49.

VIII. Special resource requirements

Technology Skills and Software

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

- The ability to access information via the Web
- The ability to use an appropriate web based instructional software such as D2L and associated tools, including discussion/chat, quizzing, and assignment submission features
- The ability to use word processing software and to save in either Microsoft Word or Rich Text Format
- The ability to use Internet communication tools, specifically e-mail
- The ability to demonstrate appropriate online conduct

Technical Support

Technical support for computer issues and technology related to this course is available from the Indiana University of Pennsylvania IT Support Center (724-357-4000, G-35 Delaney Hall).

When you contact them you should be prepared to give specific details regarding your technical issue(s), including what you were doing before the error occurred and the exact text of any error messages received. If you experience issues outside of the normal IT Support Center hours, you can also submit your error or question via e-mail at it-supportcenter@iup.edu or via electronic form available online in D2L.

Disability Services

IUP is committed to ensuring equal access to education as intended by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Disability Support Services provides services to students with disabilities of all kinds, including learning, physical, hearing, vision, or psychological. Students who plan to request accommodations should contact the Disability Support Services Office at the beginning of each semester. To determine whether you qualify for accommodations, or if you have questions about services and procedures for students with disabilities contact: Office of Disability Support Services, 216 Pratt Hall, 724-357-4067.

Academic Integrity

IUP students are expected to maintain the highest standards of honesty and integrity. You are responsible for knowing and abiding by the IUP Academic Integrity Policy, (website: <http://www.iup.edu/teachingexcellence/nfo/acadintegrity.shtm>). Practicing academic integrity means you do not:

- Provide or receive unauthorized assistance in coursework, including papers, quizzes, and examinations.
- Use unauthorized materials and resources during quizzes and tests.
- Possess course examination materials without the prior knowledge of the instructor.
- Plagiarize
- Engage in behaviors that are disruptive or threatening to others.
- Use computer technology in any way other than for the purposes intended for the course.

Plagiarism involves using the words, facts, or ideas of another person or source as if they were your own. It is illegal and violates both university policy and the principles of scholarship. To avoid plagiarism, you must properly cite other people's words, facts, and ideas that you incorporate into your work. If you paraphrase (put into your own words) or quote (use the author's exact words) from any source (including material from the Internet), the paraphrase or quote must be cited properly. Quotes need to be placed in quotation marks, with the page number(s) indicated in the properly formatted citation of the source. Plagiarism, cheating, and other forms of academic dishonesty are grounds for receiving an F on an assignment or exam, an F for the course, and referral to the university for judicial review and potential sanctions that may include suspension or expulsion from the university.

IX. Bibliography

Farris, Coreen, Terry L. Schell, Terri Tanielian. 2013. "Physical and Psychological Health Following Military Sexual Assault." Rand Corporation.
http://www.rand.org/pubs/occasional_papers/OP382.html

Finkelhor, David. 2008. *Childhood Victimization: Violence, Crime, and Abuse in the Lives of Young People*. New York: Oxford University Press

Finkelhor, David, Heather Turner, Sherry Hamby and Richard Ormrod. 2011. "Polyvictimization: Children's Exposure to Multiple Types of Violence, Crime, and Abuse." *Juvenile Justice Bulletin* – NCJ235504

Gondolf, Edward W. 2000. "How Batterer Program Participants Avoid Reassault" *Violence Against Women* 6: 1204-1222.

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.

Vieth, Victor. 2007 "Unto the Third Generation: A Call to End Child Abuse in the United States Within 120 Years." *Hamline Journal of Public Law & Policy* 25: 1-49.