

City University of Hong Kong**Information on a Course
offered by Department of Applied Social Sciences
with effect from Semester A in 2013/2014**

Part I

Course Title:	Domestic Violence: Prevention and Treatment
Course Code:	SS5824
Course Duration:	One Semester
No. of Credit Units:	3
Level:	P5
Medium of Instruction:	English, supplemented by Cantonese/Putonghua in live demonstration and role-play exercises as situation requires
Medium of Assessment:	English
Prerequisites:	Nil
Precursors:	Nil
Equivalent Courses:	Nil
Exclusive Courses:	Nil

Part II**Course Aims:**

The course aims to critically examine how different theoretical perspectives are being used to understand different forms of domestic violence. It designs to develop gender and cultural sensitivity of practitioners in working with survivors and abusers of domestic violence.

Course Intended Learning Outcomes (CILOs)

Upon successful completion of this course, students should be able to:

No.	CILOs	Weighting
1.	Integrate different perspectives in the understanding of domestic violence in Chinese communities.	30%
2.	Analyse the impact of policy, legal and service provisions on combating domestic violence.	30%
3.	Apply selected theories, concepts and skills in working with	40%

	victims of domestic violence and examine values and ethics in their practice.	
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Teaching and learning Activities (TLAs)

(Indicative of likely activities and tasks designed to facilitate students' achievement of the CILOs. Final details will be provided to students in their first week of attendance in this course)

CILO No.	TLA1	TLA2	TLA3	Hours / course (if applicable)
CILO 1	√	√	√	
CILO 2	√	√	√	
CILO 3	√	√	√	

TLA1: Lecture and video demonstration

Introduction of different forms of domestic violence, theoretical concepts and skills.

TLA2: Case analysis, role play and group discussion

Study domestic violence cases and share front-line experiences in dealing with the cases in class by means of role-play and group discussion.

TLA3: Student Presentation

Presentation on the application of theories in case analysis and intervention planning.

Assessment Tasks/Activities

(Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. Final details will be provided to students in their first week of attendance in this course)

CILO No.	Type of Assessment Tasks/Activities	Weighting
CILO 1-3	AT1: Term Paper	40%
CILO 2	AT2: Student Presentation	40%
CILO 3	AT3: Participation and Discussion	20%

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 4,000 words in length.

AT2: Student presentation

Student Presentation is a group project based on work done in case analysis and design of intervention plan for the case.

AT3: Participation and Discussion

Quality of participation is assessed in term of contribution to peer learning in classroom discussion and group presentation.

Grading of Student Achievement:

Letter Grade	Grading criteria in relation to CILOs
A+ A A-	Demonstrate an excellent ability in applying theoretical concepts to analyse domestic violence issues. Critically compare the different theoretical perspectives and concepts when attempting to analyze the situations in Hong Kong. There is strong evidence of original and reflective thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter and ethical aspects of practice; evidence of extensive knowledge base;
B+ B B-	Reasonable understanding on how to apply theoretical concepts to analyze domestic violence issues. Showing a good ability to distinguish the different theoretical perspectives and concepts when attempting to analyze and apply. Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature and good knowledge on ethical aspects of practice.
C+ C C-	General ability to understand the theoretical concepts that could be used to analyse and apply to domestic violence issues. Students are profiting from learning the course and understanding of the subject.
D	Ability to spell out the theoretical perspectives and concepts that could explain domestic violence issues. Sufficient familiarity with the subject matter to enable the student to progress without repeating the course, Weak knowledge on ethical aspects of practice.
F	Little evidence of familiarity with domestic violence issues. Weak in distinguishing theoretical perspectives and concepts that could be used for analyse and apply; weakness in critical and analytic skills, and knowledge on ethical aspects of practice; limited or irrelevant use of literature.

Part III

1. Keyword Syllabus

1.1 Perspectives and theories

Concepts of domestic violence; Different perspectives on domestic violence

1.2 Different form of domestic abuse

Woman abuse; Child abuse; Elder abuse; same-sex partner abuse; male victims and abusers

1.3 Intervention

Assessment and predictors of domestic violence; Empowering survivors of abuse; Working with domestic violence abusers; Contemporary issues for intervention; Prevention of domestic violence and child abuse; Service delivery and programme evaluation; ethics and values in practice.

2. Recommended Reading

Essential Texts

Humphreys, C., Laing, L. & Cavanagh, K. (2013). *Social work and domestic violence: developing critical and reflective practice*. London: Sage

McCue, M. (2008). *Domestic violence*, California: ABC-CLIO.

Mullender, A. (1996). *Rethinking domestic violence: The social work and probation response*. London: Routledge.

Supplementary Texts

Aitken, L. (1996). *Gender issues in elder abuse*. London: Sage.

Babcock, J. and Taillade, J. (2000). Evaluating interventions for men who batter. In J. Vincent and E. Jouriles, *Domestic violence: Guidelines for research – Informed practice*. London: Jessica Kingsley Publishers.

Bennett, G. (1997). *The Dimensions of elder abuse: Perspective for practitioners*, Basingstoke: Macmillan.

Biggs, S., Phillipson, C. and Kingston, P. (1995). *Elder Abuse in Perspective*, Bristol: Open University Press.

Brandl, B. et.al. (2007). *Elder Abuse Detection and Intervention: A Collaborative Approach*, Springer Publishing Company: New York

Campbell, J. (ed.) (1998). *Empowering survivors of abuse: Health care for battered women and their children*, Thousand Oaks, CA: Sage.

Chan K. L., Chiu M. C. & Chiu, L. S. (2005). *Peace at Home: Report on the Review of the Social and Legal Measures in the Prevention and Intervention of Domestic Violence in Hong Kong*. Hong Kong: Department of Social Work and Social Administration, The University of Hong Kong

Chan, K. L. E., & Hong Kong Family Welfare Society (2001). *An evaluation study of group therapy for male batterers cum intervention strategies*, Hong Kong: Department of Social Work and Social Administration, University of Hong Kong and Hong Kong Family Welfare Society.

Council of Europe. (2006) *Combating Violence against Women: Stocking study on the measures and actions taken in Council of Europe member States*. Directorate General of Human Rights Strasbourg. Council of Europe.

Dobash, R. E. and Dobash, R. P. (1992) *Women, violence and social change*. London: Routledge.

Gondolf, E. (2002). *Batterer intervention systems: Issues, outcomes, and commendations*, Thousand Oaks, CA: Sage. Ch. 1 & Ch.9

Hearn, J. (2001). Men, social work and men's violence to women. In A. Christie (Ed.). *Men and Social Work: Theories and Practices*, Hampshire: Palgrave.

Jaffe, P. & Baker L. L. (2004). *Protecting children from domestic violence: Strategies for community intervention*. NY: The Guilford Press.

Lee, M. Y., Sebold, J. and Uken, A. (2003). *Solution-Focused Treatment of Domestic Violence Offenders: Accountability for Change*, NY: Oxford University Press.

Leung Lai Ching (2011). Gender sensitivity among social workers in handling domestic violence cases. *AFFILIA: Journal of Women and Social Work*. 26(3):291-303.

Leung, L.C. (2013). *Children Witness to Violence: A Research Report*, Hong Kong: City University of Hong Kong.

Liu, W. and Kendig, H. (Eds.). (2000). *Who should care for the elderly: An east-west value divide*, NJ: World Scientific.

Mansley, E. (2009). *Intimate Partner Violence: Race, Social Class and Masculinity*. USA: LFB Scholarly Publishing LLC.

McCoy, M. & Keen, S. (2009). *Child Abuse and Neglect*, New York: Psychology Press
Doyle, C. (1997). *Working with Abused Children*, London: Macmillan.

Mullings, J. L., Marquart, J. W., & Hartley, D. J. (2004). *The victimization of children: emerging issues*. NY: Haworth Press.

Myers, J. et al. (Eds.) (2002). *The APSAC handbook on child maltreatment*, Thousand Oaks, CA: Sage.

Peterson, K. & Lieberman, A. (Eds.). (2001). *Building on women's strengths: A social work agenda for the Twenty-first Century*, NY: Haworth Social Work Practice Press.

Radford, J., Friedberg, M., Harne, L. (Eds.). (2000). *Women, violence and strategies for action: Feminist research, policy and practice*. Buckingham: Open University Press.

Tang, C S K and E Yan (2001). Prevalence and psychological impact of Chinese elder abuse. *Journal of Interpersonal Violence*, 16(11), 1158-1174.

Tiwari, A., Wong, M., & Ip, H. (2001). Ren and yuan: a cultural interpretation of Chinese women's responses to battering, *Canadian Journal of Nursing Research*, 33(3), 63-79.

World Health Organization(WHO) (2005). *Summary report of WHO Multi-country Study on Women's Health and Domestic Violence Against Women*. WHO Organization.

Working group on Battered Spouse Hong Kong (2004). *Multi-disciplinary Guidelines on the handling of battered spouse cases*. Hong Kong: Social Welfare Department.

Women's Commission (2009). *Women's Safety in Hong Kong: Eliminating Domestic Violence*. Hong Kong: Women's Commission.