

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Applied Social Sciences  
with effect from Semester B 2017/ 2018**

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**Part I Course Overview**

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| <b>Course Title:</b>                                  | Domestic Violence: Prevention and Treatment  |
| <b>Course Code:</b>                                   | SS5824   |
| <b>Course Duration:</b>                               | One Semester   |
| <b>Credit Units:</b>                                  | 3  |
| <b>Level:</b>   | P5   |
| <b>Medium of Instruction:</b>                         | English, supplemented by Cantonese/Putonghua in live demonstration and role-play exercises as situation requires |
| <b>Medium of Assessment:</b>                          | English  |
| <b>Prerequisites:</b><br>(Course Code and Title)      | Nil  |
| <b>Precursors:</b><br>(Course Code and Title)         | Nil  |
| <b>Equivalent Courses:</b><br>(Course Code and Title) | Nil  |
| <b>Exclusive Courses:</b><br>(Course Code and Title)  | Nil  |

## Part II Course Details

### 1. Abstract

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.

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

| No. | CILOs  | Weighting<br>(if applicable) | Discovery-enriched curriculum related learning outcomes (please tick where appropriate) |    |    |
|-----|--|------------------------------|---|----|----|
|     |  |                              | A1  | A2 | A3 |
| 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 victims of domestic violence and examine values and ethics in their practice. | 40%                          |   |    | √  |
|     |  | 100%                         |   |    |    |

**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 self-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.*

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

| TLA                                      | Brief Description   | CILO No. |   |   |  |  |  | Hours/week<br>(if applicable) |
|--|---|----------|---|---|--|--|--|-------------------------------|
|  |   | 1        | 2 | 3 |  |  |  |                               |
| TLA1: Lecture                            | Introduction of different forms of domestic violence, theoretical concepts and skills.  | √        | √ | √ |  |  |  |                               |
| TLA2: Case analysis and group discussion | Study domestic violence cases and share front-line experiences in dealing with the cases in class by means of group discussion. | √        | √ | √ |  |  |  |                               |
| TLA3: Student Presentation               | Presentation on the application of theories in case analysis and intervention planning.   | √        | √ | √ |  |  |  |                               |

### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

| Assessment Tasks/Activities  | CILO No. |   |   |  |  |  | Weighting | Remarks |
|--|----------|---|---|--|--|--|-----------|---------|
|  | 1        | 2 | 3 |  |  |  |           |         |
| Continuous Assessment: 100 %   |          |   |   |  |  |  |           |         |
| AT1: Term paper<br><br>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 | √        | √ | √ |  |  |  | 40%       |         |
| AT2: Student presentation<br><br>Student Presentation is a group project based on work done in case analysis and design of intervention plan for the case.   |          | √ |   |  |  |  | 40%       |         |
| AT3: Case analysis and group discussion<br><br>Students' performance is assessed in term of contribution to peer learning in classroom exercise and discussion.  |          |   | √ |  |  |  | 20%       |         |
| Examination: 0% (duration: hours, if applicable)   |          |   |   |  |  |  |           |         |
|  |          |   |   |  |  |  | 100%      |         |

## 5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

| Assessment Task                                | Criterion  | Excellent<br>(A+, A, A-) | Good<br>(B+, B, B-) | Fair<br>(C+, C, C-) | Marginal<br>(D) | Failure<br>(F)                    |
|--|--|--------------------------|---------------------|---------------------|-----------------|-----------------------------------|
| 1. Term Paper<br>(40%)                         | <p>Ability to apply appropriate theories and concepts in analysing domestic violence issues;</p> <p>Ability to arise a depth analysis of the issues with support of relevant evidence;</p> <p>Ability to develop a logical and analytical level of the content;</p> <p>Ability to structure the paper systematically;</p> <p>Ability to cite appropriate references with proper referencing style.</p> | Outstanding              | High                | Moderate            | Basic           | Not even reaching marginal levels |
| 2. Case analysis and group discussion<br>(20%) | <p>Ability to contribute to class by offering ideas and asking questions;</p> <p>Ability to provide critical constructive feedback.</p>  | Outstanding              | High                | Moderate            | Basic           | Not even reaching marginal levels |
| 3. Student Presentation<br>(40%)               | <p>Ability to apply the appropriate theories and concepts in assessing domestic violence issues;</p> <p>Ability to demonstrate a logical and analytical case analysis;</p> <p>Ability to develop intervention strategies to deal with the case;</p> <p>Ability to deliver a clear and concise verbal presentation;</p> <p>Ability to show good responsibility in taking share in group tasks.</p>      | Outstanding              | High                | Moderate            | Basic           | Not even reaching marginal levels |

**Part III Other Information** (more details can be provided separately in the teaching plan)

**1. Keyword Syllabus**

(An indication of the key topics of the course.)

1.1 Perspectives and theories

Concepts of domestic violence; Different perspectives on domestic violence

1.2 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**

**2. Reading List**

**2.1 Compulsory Readings**

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

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| 1. | Humphreys, C., Laing, L. & Cavanagh, K. (2013). <i>Social work and domestic violence: developing critical and reflective practice</i> . London: Sage |
| 2. | McCue, M. (2008). <i>Domestic violence</i> , California: ABC-CLIO.   |
| 3. | Mullender, A. (1996). <i>Rethinking domestic violence: The social work and probation response</i> . London: Routledge.                               |

**2.2 Additional Readings**

(Additional references for students to learn to expand their knowledge about the subject.)

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| 1. | Babcock, J. and Taillade, J. (2000). Evaluating interventions for men who batter. In J. Vincent and E. Jouriles, <i>Domestic violence: Guidelines for research – Informed practice</i> . London: Jessica Kingsley Publishers. |
| 2. | Bennett, G. (1997). <i>The Dimensions of elder abuse: Perspective for practitioners</i> , Basingstoke: Macmillan.   |
| 3. | Biggs, S., Phillipson, C. and Kingston, P. (1995). <i>Elder Abuse in Perspective</i> , Bristol: Open University Press.  |
| 4. | Brandl, B. et.al. (2007). <i>Elder Abuse Detection and Intervention: A Collaborative Approach</i> , Springer Publishing Company: New York   |

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| 5.  | 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 |
| 6.  | Chan, K. L. E., & Hong Kong Family Welfare Society (2001). <i>An evaluation study of group therapy for male batterers cum intervention strategies</i> , Hong Kong: Department of Social Work and Social Administration, University of Hong Kong and Hong Kong Family Welfare Society.       |
| 7.  | Council of Europe. (2006) <i>Combating Violence against Women: Stocking study on the measures and actions taken in Council of Europe member States</i> . Directorate General of Human Rights Strasbourg. Council of Europe.   |
| 8.  | Gondolf, E. (2002). <i>Batterer intervention systems: Issues, outcomes, and commendations</i> , Thousand Oaks,CA: Sage. Ch. 1 & Ch.9  |
| 9.  | 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.   |
| 10. | Jaffe, P. & Baker L. L. (2004). <i>Protecting children from domestic violence: Strategies for community intervention</i> . NY: The Guilford Press.  |
| 11. | Lee, M. Y., Sebold, J. and Uken, A. (2003). <i>Solution-Focused Treatment of Domestic Violence Offenders: Accountability for Change</i> , NY: Oxford University Press.  |
| 12. | 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  |
| 13. | 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   |
| 14. | Leung, L. C. (2014). Confucian welfare: A barrier to gender mainstreaming domestic violence policy in Hong Kong. In Sirin Sung and Gillian Pascall (Eds.) <i>Gender in East Asian welfare states: Confucianism or gender equality?</i> Hampshire: Palgrave Macmillan, pp114-136.            |
| 15. | 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.  |
| 16. | 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.   |
| 17. | Liu, W. and Kendig, H. (Eds.). (2000). <i>Who should care for the elderly: An east-west value divide</i> , NJ: World Scientific.  |
| 18. | Mansley, E. (2009). <i>Intimate Partner Violence: Race, Social Class and Masculinity</i> . USA: LFB Scholarly Publishing LLC.   |

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| 19. | McCoy, M. & Keen, S. (2009). <i>Child Abuse and Neglect</i> , New York: Psychology Press<br>Doyle, C. (1997). <i>Working with Abused Children</i> , London: Macmillan.                |
| 20. | Mullings, J. L., Marquart, J. W., & Hartley, D. J. (2004). <i>The victimization of children: emerging issues</i> . NY: Haworth Press.   |
| 21. | Myers, J. et al. (Eds.) (2002). <i>The APSAC handbook on child maltreatment</i> , Thousand Oaks, CA: Sage.  |
| 22. | Peterson, K. & Liekerman, A. (Eds.). (2001). <i>Building on women's strengths: A social work agenda for the Twenty-first Century</i> , NY: Haworth Social Work Practice Press.        |
| 23. | Radford, J., Friedberg, M., Harne, L. (Eds.). (2000). <i>Women, violence and strategies for action: Feminist research, policy and practice</i> . Buckingham: Open University Press.   |
| 24. | 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.                               |
| 25. | Tiwari, A., Wong, M., & Ip, H. (2001). Ren and yuan: a cultural interpretation of Chinese women's responses to battering, <i>Canadian Journal of Nursing Research</i> , 33(3), 63-79. |
| 26. | World Health Organization(WHO) (2005). <i>Summary report of WHO Muti-country Study on Women's Health and Domestic Violence Against Women</i> . WHO Organization.                      |
| 27. | Working group on Battered Spouse Hong Kong (2004). <i>Multi-disciplinary Guidelines on the handling of battered spouse cases</i> . Hong Kong: Social Welfare Department.              |
| 28. | Women's Commission (2009). <i>Women's Safety in Hong Kong: Eliminating Domestic Violence</i> . Hong Kong: Women's Commission.   |