

# SS2200: DOMESTIC VIOLENCE: THEORIES AND PRACTICES FOR SOCIAL WORKERS

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## 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

2200

### 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

Nil

### Exclusive Courses

Nil

## Part II Course Details

### Abstract

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 survivors and abusers of domestic violence. Develop professional competence in designing and promoting preventive programmes related to domestic violence.

### Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Develop a new perspective in the understanding of domestic violence in Chinese communities.	30	x	x	
2	Analyse the impact of policy, legal and service provision on combating domestic violence.	30		x	x
3	Describe selected theories, concepts and skills in working with victims of domestic violence.	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 and skills 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	3	Student Presentation: Student presentations to apply different theories to the case analysis and the intervention plan.	1, 2, 3	
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**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 Attendance and 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.

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**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.

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**Assessment Task**

3. Discussions and Group presentations

**Criterion**

Attendance in class

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

#### **Excellent (A+, A, A-)**

Full attendance in class  
Strong evidence of contribution in class learning and discussion

#### **Good (B+, B, B-)**

- 90% attendance in class  
- Evidence of contribution in class learning and discussion

#### **Fair (C+, C, C-)**

- 80% attendance in class  
- Adequate contribution in class learning and discussion

#### **Marginal (D)**

- 70% attendance in class  
- Not sufficient contribution in class learning and discussion

#### **Failure (F)**

- Less than 70% attendance in class  
- Little evidence of contribution in class learning and discussion

## **Part III Other Information**

### **Keyword Syllabus**

Different perspectives on domestic violence; Types of domestic violence; Woman abuse; Child abuse; Elder abuse; Same-sex partner abuse. 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**

<b>Title</b>	
1	Mullender, A. (1996). Rethinking domestic violence: The social work and probation response. London: Routledge.
2	Harne, L., & Radford, J. (2008). Tackling domestic violence: Theories, policies and practice. Maidenhead: Open University Press.
3	Leung, L. C. (2016). Understanding intimate partner violence from a gender perspective, 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**

<b>Title</b>	
1	Dobash, R. Dobash, E. Wilson, M. and Daly, M. (1992). The myth of sexual symmetry in marital violence, Social Problems, Vo. 39, No. 1, pp.71-91.
2	Chan, K.L. (Ed.) (2012). Preventing Family violence: A multidisciplinary approach, HongKong: Hong Kong University Press.
3	Donovan, C. and Hester, M. (2014). Domestic violence and sexuality: What's love got to do with it? Bristol: Policy Press.
4	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. British Journal of Social Work. DOI: 10.1093/bjsw/bcv019

5	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.
6	Lockhart, L. (Ed.) (2010). <i>Domestic violence: intersectionality and culturally competent practice</i> , New York: Columbia University Press.
7	Ristock, J. L. (2002). <i>No more secrets: Violence in lesbian relationships</i> . New York: Routledge.
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	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.
10	Laing, L. (2013). <i>Social work and domestic violence: developing critical and reflective practice</i> , London: Sage.
11	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.
12	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.
13	Gondolf, E. (2002). <i>Batterer intervention systems: Issues, outcomes, and commendations</i> , Thousand Oaks, CA: Sage.
14	Mansley, E.A. (2009). <i>Intimate partner violence: Race, social class and masculinity</i> , El Paso: LFB Scholarly Publishing LLC.
15	Chan Ko Ling & Hong Kong Family Welfare Society (2001). <i>An evaluative study of group therapy for male batterers cum intervention strategies</i> . Hong Kong: Hong Kong University, Department of Social Work and Social Administration, and Hong Kong Family Welfare Society.
16	McCoy, M. & Keen, S. (2009). <i>Child Abuse and Neglect</i> , New York: Psychology Press
17	Colton, M., Sanders, R., & Williams, M. (2001). <i>An introduction to working with children: A guide for social workers</i> . NY: Palgrave.
18	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
19	Doyle, C. (2006). <i>Working with Abused Children: From theory to practice</i> (3rd ed.), Basingstoke: Palgrave Macmillan.
20	Dubowitz, H., & DePanfilis, D. (Eds.). (2000). <i>Handbook for child protection practice</i> . Thousand Oaks, CA: Sage.
21	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.
22	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.
23	Bennett, G. (1997). <i>The Dimensions of elder abuse: Perspective for practitioners</i> , Basingstoke: Macmillan.
24	Kosber, J. L., & Garcia, J. L. (eds.) (1995). <i>Elder abuse: International and cross-cultural perspectives</i> , NY: Haworth Press.
25	Liu, W. and Kendig, H. (Eds.). (2000). <i>Who should care for the elderly: An east-west value divide</i> , NJ: World Scientific.
26	Brandl, B. et al. (2007). <i>Elder Abuse Detection and Intervention: A Collaborative Approach</i> , Springer Publishing Company: New York
27	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.
28	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.
29	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.

30	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.
31	Women' s Commission (2009). Women' s Safety in Hong Kong: Eliminating Domestic Violence. Hong Kong: Women' s Commission.
32	World Health Organization(WHO) (2005). Summary report of WHO Multi-country Study on Women' s Health and Domestic Violence Against Women. WHO Organization.