

## Class Proposal Pro-Forma

<b>Class title</b>	Understanding and Responding to Domestic Abuse
<b>Course(s) this class is associated with</b>	BA Social Work Honours
<b>Compulsory or Option</b>	Elective
<b>Class level</b>	SCQF level 7
<b>Year of study (UG only)</b>	1 <sup>st</sup> year
<b>Class credit value</b>	20 credits
<b>Class contact hours</b>	26
<b>Class co-ordinator</b>	Roisin McGoldrick
<b>Start Date</b>	
<b>Semester</b>	2 <sup>nd</sup> semester

### Rationale for the course

This module represents an innovative addition to the undergraduate curriculum and the investment in Interdisciplinary Study (IDS) and is aligned to the University of Strathclyde's strategic plan *Useful Learning (2011-15)*, in taking a multidisciplinary approach, in which: 'we take it as our responsibility to research, teach and be of benefit to society – to reach outside the University to make the world better educated, prosperous, healthy, fair and secure'. While the study of domestic abuse will likely generate interest from students across the University, it should be of particular interest for students within HASS and for those undertaking professional qualifications in social work, health and education, as well as those engaging in studies with legal and public policy contexts.

Social work and related professions work with victims and perpetrators is currently being shaped by a legislative and policy framework in Scotland which has expanded substantially over the last decade. This framework recommends multi-agency working as the most effective way to coordinate community-based service responses to both the victims and perpetrators of domestic abuse. The role of HEIs in shaping and delivering professional training to meet the changing knowledge, skills and practice needs of professionals is crucial to the Scottish Government's strategic vision.

In acknowledgement of this changing practice environment this introductory module will examine the nature, extent and impact of domestic abuse as it occurs between partners or former partners including those in same sex relationships. The module will study domestic abuse within a social and historical context. Although the module is not designed to examine child abuse, it will examine the effects of domestic violence on children. The legislative and policy context in shaping understanding and good practice interventions will also be examined.

## **Academic Issues**

### **Content & Curriculum**

#### *Module Content*

Definitions and terms of reference  
Historical and social context of domestic abuse in the UK and Scotland  
Theoretical frameworks: taking an ecological perspective  
Gender, gender inequality and domestic abuse  
Perpetrator characteristics  
Impact of domestic abuse on victims/survivors  
Impact of domestic abuse on children and young people including those looked after and accommodated  
Risk assessment and risk management  
Principle of safe and effective practice with victims/survivors.  
Domestic abuse and the criminal justice response  
The Scottish legal and policy context

#### *Learning Outcomes*

On successful completion of the module students will be able to demonstrate, at the appropriate SCQF level their understanding of:

- definitions of domestic abuse
- gender-based violence and the links between different forms of violence against partners or former partners including those in same sex relationships
- perpetrator characteristics
- why domestic abuse occurs
- the impact of domestic abuse on victims and survivors of domestic abuse
- factors increasing victims'/survivors' vulnerability to domestic abuse
- the impact of domestic abuse on children and young people in families where there is domestic abuse
- specific issues relating to men, women, children and young people who experience additional difficulties and discriminations
- good practice in social work and related professions within coordinated community service responses to domestic abuse
- criminal justice responses to domestic abuse
- legal options available to survivors of domestic abuse
- risk assessment, risk management and safety planning
- multi-agency working
- the current policy and strategic context

#### *Transferable Skills*

- Good oral communication skills, developed through participation in PBL groups and paper presentations
- Continued development of written skills
- Enhanced computer literacy encouraged by use of VLE platforms
- An ability to meet deadlines under pressure, and to manage time effectively
- The ability to take part, from an informed position, in wider social public debates involving the complex ethical and social issues that arise from the study of domestic abuse

### *Academic Standards*

This class has a credit rating of 7, which is compatible with the *Scottish Credit and Qualifications Framework*.

This module aligns with the University's benchmarking statements highlighted in the strategic plan *Useful Learning (2011-15)*, in taking a multidisciplinary approach; it aims to deliver on our responsibilities to engage in research, teaching and knowledge exchange which is of benefit to society.

In addition, as part of the Standards in Social Work Education (SiSWE), there is a requirement that social work students in their preparation for work with individuals, families and carers, groups and communities develop critical understanding of the range of need expressed within society, the factors which define need and the sources of inequality within the social processes that give rise to need.

### *Modes of Delivery*

A blended approach to learning and teaching will be used in this module. This includes:

- Lectures
- Small Group Work
- Workshops/Seminars/PBL groups
- Agency contributions

The module combines lectures, seminars and practice learning contributions with a problem-based approach to learning. In other words, rather than an exclusively topic or subject-based approach, in this module, you'll learn about the subject areas not solely by attending a series of lectures and seminars, but by also working with an authentic case or human situation using web based multi-media material. Working in PBL groups you will be required to provide responses to four PBL tasks. Your objective will be to study the case situations and, drawing on lectures, seminars, directed readings from the subject areas and your own research, apply the particular aspects of the case situation to the PBL task to develop a set of hypotheses about what might be going on in the case scenarios.

This approach has been informed by the students' need to be able to apply underpinning and overarching knowledge in the development of their professional and communication skills. All sessions will draw in some degree on the practical reality of working with domestic abuse, even if the main focus of that session is on theory and policy. The small groups, workshops, and seminars/PBL groups provide a space for the development of both intellectual understanding and practical skills with academic support and guidance. In addition the provision of agency visits provides a context where the students are able to critically evaluate the practice of criminal justice agencies and penal institutions.

The use of case study material within the seminars related to the lecture content anchors theoretical and policy debate in the reality of service users lives. It promotes the development of critical understanding and assists students in developing their ability to critically assess the impact of policy and practice interventions on people's lives, and can help identify obstacles to both good practice and legitimate ideals

All lecture materials will be available in print format and through the universities web based learning sites.

### *Student Assessment*

Formative – on completion of the PBL component of the module all students will provide an anonymous peer group evaluation of the members of their respective groups.

Summative – An essay of 3000 words in relation to any of the topics covered in the module.

### *Resubmissions*

Students are permitted to resubmit the assignment if graded **fail** (below 40%) at the first attempt but must achieve **Pass** on the resubmission.

### *Supplementary Information (pattern of delivery)*

The module is delivered as follows:

Lectures 8 x 1 Hour

Seminar/Skills Group 4 X 2 Hours

PBL groups 6 x2 Hours

### *Course Evaluation*

This class will be reviewed annually by the Curriculum Development Group. This review will take account of feedback from staff and students, including student class evaluation questionnaires and comments raised at Staff-Student Committees and Service User groups.

### *Course Materials*

Alexander, H., Macdonald, E. and Paton, S. (2005) 'Raising the issue of domestic abuse in school.' *Children and Society* 19, 3, 187–198.

Barnett, O.W., Miller-Perrin, C.L. and Perrin, R.D. (2011) *Family violence across the lifespan, An Introduction*. CA: Sage.

Burman, E., Smailes, S.L. and Chantler, K. (2004) 'Culture as a barrier to service provision and delivery: Domestic violence services for minoritized women', *Critical Social Policy*, 24, 332-357.

Cavanagh, K. (2003) 'Understanding Women's Responses to Domestic Violence', *Qualitative Social Work*, 2, 229-249.

Cleaver, H., Unell, I. and Aldgate, J. (1999) *Children's needs, Parenting capacity: The Impact of parental mental illness, problem alcohol and drug use and domestic violence on children's development*, Department of Health: The Stationary Office.

Cleaver, H., Unell, I. and Aldgate, J. (2010) *Children's Needs - Parenting Capacity. Child abuse: Parental mental illness, learning disability, substance misuse and domestic violence*, Department of Education: Crown Copyright.

Harne, L. and Radford, J. (2008) *Tackling Domestic Violence: Theories, Policies and Practice*, Maidenhead: Open University Press.

Humphreys, C., Houghton, C. and Ellis, J. (2008) *Literature Review: Better Outcomes for Children and Young People Experiencing Domestic Abuse – Directions for Good Practice*, Scottish Government

<http://www.scotland.gov.uk/Resource/Doc/234221/0064117.pdf>

McDonald, R., Jouriles, E.N., Tart, C.D. and Minze, L.C. (2009) 'Children's adjustment problems in families characterized by men's severe violence toward women: Does other family violence matter?' *Child Abuse & Neglect* 33, 2, 94–101.

Mullender, A. (2004) *Tackling Domestic Violence: Providing Support for Children who have Witnessed Domestic Violence*. London: Home Office.

Radford, L. and Hester, M. (2006) *Mothering Through Domestic Violence*. London: Jessica Kingsley Publishers.

Scottish Government (2008) *National Domestic Abuse Delivery Plan for Children and Young People*

<http://www.scotland.gov.uk/Publications/2008/06/17115558/0>

Scottish Government (2009) *The Caledonian System Theory Manual, An integrated approach to address men's domestic abuse and to improve the lives of women, children and men*

[http://issuu.com/stirling/docs/caledonian\\_system\\_theory\\_manual\\_25\\_may\\_2010-1-](http://issuu.com/stirling/docs/caledonian_system_theory_manual_25_may_2010-1-)

Scottish Government (2009) *Safer Lives: Changed Lives – A Shared Approach to Tackling Violence Against Women in Scotland*

<http://www.scotland.gov.uk/Resource/Doc/274212/0082013.pdf>

Sharp, C. and Jones, J. (2011) *We Thought They Didn't See: Children and Mothers Experiencing Domestic Abuse Recovery*, Evaluation Report. Cedar Project

<http://www.scottishwomensaid.org.uk/assets/files/publications/general/Evaluation%20Report%20DOWNLOAD.pdf>

Stafford, A., Stead, J., Grimes, M. (2007) *The Support Needs of Children and Young People Having to Move Home Because of Domestic Abuse*. Edinburgh: Women's Aid.

Stanley, N., Cleaver, H. and Hart, D. (2009) 'The impact of domestic violence, parental mental health problems, substance misuse and learning disability on parenting capacity' in Horwath, J. (ed.) *The Child's World: The Comprehensive Guide to Assessing Children in Need*. 2nd edition. London: Jessica Kingsley Publishers.

Stein, M., Rees, G., Hicks, L. and Gorin, S. (2009) *Neglected Adolescents: Literature Review*. London: Department for Children, Schools and Families.

Tunnard, J. (2004) *Parental Mental Health Problems: Key Messages from Research, Policy and Practice*. Dartington: Research in Practice.

United Nations (1993) *Declaration on the Elimination of Violence against Women*

<http://www.un.org/documents/ga/res/48/a48r104.htm>

Wood M., Barter C., and Berridge D. (2011) *Standing on my own two feet: Disadvantaged Teenagers, Intimate Partner Violence and Coercive Control*, NSSPCC

[http://www.nspcc.org.uk/inform/research/findings/standing\\_own\\_two\\_feet\\_pdf\\_wdf84557.pdf](http://www.nspcc.org.uk/inform/research/findings/standing_own_two_feet_pdf_wdf84557.pdf)

*Course Cohesion (and distinctiveness)*

A stand alone module dedicated to the study of domestic abuse is unique within Scottish HE undergraduate courses. Within the BA Social Work it will serve to underpin knowledge about

domestic abuse as students progress through the degree modules. It will provide similar benefits in addressing the expectations of those students undertaking degree programmes in related disciplines. The centrality of HEIs, in preparing students and sustaining key workers across public and voluntary sectors, to the Scottish Government's strategic vision is unambiguous, and include the following recommendations:

- Each sector develop a plan and timetable for filling the current gaps in provision of education and training on related domestic abuse/violence against women issues
- That support for capacity building may come through identifying key experts in education and training on violence against women
- A differentiated approach to working with each public sector be taken into account for the different levels of awareness of violence against women issues, culture and training
- Each public sector should be convinced that introducing new course content will fit with existing curricular demands and enhance the training they provide
- Training in domestic abuse/violence against women should become pre-requisites for entry into the key professions

(Scottish Government 2007, *Mapping of Education and Training Addressing Violence against Women*, Social Justice Research: research findings No. 35/2007, Edinburgh: Scottish Government).

## External Influences

In addition to the involvement of External Examiners in quality assurance processes, the multi-disciplinary vision underpinning the module will include consultation with the range of agencies specialising in the area of domestic abuse including service user groups.

## Resources

- On line materials. The case materials for this module use the Moodle multi-media platform;
- PBL group discussion forums;
- face-to-face and on-line access to tutors;
- The learning environment also uses an online discussion area where students can ask questions of students and tutors and discuss ideas generated from the case materials;
- The purchase of new texts and / or additional copies of texts currently held by the library may be necessary;
- Lecture room and PBL rooms with audiovisual equipment and wi-fi access;
- In addition, the class outline and core material will be made available through a VLE (My Place). The use of electronic data and information retrieval systems will be required. On-line working will be developed to facilitate group learning activities. Students will be encouraged to use the discussion board on My Place as part of the learning environment associated with this module.

### Staff

Roisin McGoldrick/Anni Donaldson will have responsibility for coordinating the module.  
[r.mcgoldrick@strath.ac.uk](mailto:r.mcgoldrick@strath.ac.uk) and [anni.donaldson@strath.ac.uk](mailto:anni.donaldson@strath.ac.uk)

### Other

The module will draw on staff within the GSSW and external contributors from the field.

### Student Placements/Fieldwork

## **Additional Information**