

## Subject Description Form

<b>Subject Code</b>	APSS5690									
<b>Subject Title</b>	Violence in Intimate Relationships									
<b>Credit Value</b>	3									
<b>Level</b>	5									
<b>Pre-requisite / Co-requisite / Exclusion</b>	Nil									
<b>Assessment Methods</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">100% Continuous Assessment</th> <th style="width: 50%;">Individual Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Term paper</td> <td style="text-align: center;">50%</td> </tr> <tr> <td>2. Group presentation</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>3. Attendance and participation in class and presentation</td> <td style="text-align: center;">20%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>The grade is calculated according to the percentage assigned;</li> <li>The completion and submission of all component assignments are required for passing the subject;</li> <li>Student must pass the specific components if he/she is to pass the subject.</li> </ul>		100% Continuous Assessment	Individual Assessment	1. Term paper	50%	2. Group presentation	30%	3. Attendance and participation in class and presentation	20%
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<b>Objectives</b>	<p>The issue of violence in intimate relationships is examined through multiple lenses. An introduction to the history of family violence, theories and current research on the etiology of violence in intimate relationships, interventions and prevention models to addressing this worldwide problem will be discussed.</p> <p>The purpose of this course is for students to gain the knowledge and skills necessary to understand the dynamics of violence in intimate relationships, to conduct clinical assessments, and to identify appropriate intervention strategies.</p>									
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. articulate the dynamics of violence in intimate relationships at multiple perspectives (social, legal, medical, family, and individual) and from multiple theoretical foundations;</li> <li>b. understand the special needs of victims and offenders, including an understanding of the gender roles in producing violence in intimate relationships;</li> <li>c. assess the risk, and patterns of violence and control; identify appropriate individual, group, family, and societal interventions.</li> </ol>									
<b>Subject Synopsis / Indicative Syllabus</b>	<ol style="list-style-type: none"> <li><b>1. Violence in intimate relationships</b> <ol style="list-style-type: none"> <li>a. Terminology</li> <li>b. Global, Asian and Chinese perspectives</li> <li>c. Public health approach</li> </ol> </li> <li><b>2. Intimate partner violence</b> <ol style="list-style-type: none"> <li>a. Dating violence, violence against women, IPV</li> <li>b. Theories of and risk factors for Intimate Partner Violence</li> </ol> </li> </ol>									

	<p>c. Typology of IPV</p> <p><b>3. Child victimization</b></p> <p>a. Types of victimization b. Corporal punishment c. Child physical abuse d. Child sexual violence e. Neglect and psychological abuse f. Child polyvictimization</p> <p><b>4. Elder Abuse</b></p> <p>a. Types of elder abuse b. Risk factors of elder abuse</p> <p><b>5. Family polyvictimization</b></p> <p>a. Explaining Family Polyvictimization b. Asian culture specific violence prevention</p> <p><b>6. Screening, risk assessment and risk management</b></p> <p><b>7. Violence prevention</b></p> <p>a. Legal, social and health perspective b. Multi-disciplinary approach and multi-disciplinary case conference c. Services for victims and children d. Services for batterers</p>																												
<p><b>Teaching / Learning Methodology</b></p>	<p>The participation of students both in the lectures and presentations are crucial for learning in this subject. The subject lecturer will be responsible for providing students with the theoretical and knowledge inputs about family violence while students are expected to critically evaluate the knowledge and apply it to various selected presentation topics and case discussion.</p>																												
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p>	<table border="1" data-bbox="405 1263 1426 1836"> <thead> <tr> <th rowspan="2">Specific assessment methods / tasks</th> <th rowspan="2">% weighting</th> <th colspan="3">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> </tr> </thead> <tbody> <tr> <td>1. Term paper</td> <td>50%</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Group presentation</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Attendance and participation in class and presentation</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100%</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: Assessment will be based on presentation or a topic chosen by the students and on their participation in class. Students will be required to hand in a term paper to critically examine a topic of interest which reflect their individual efforts and understanding of the subject.</p>	Specific assessment methods / tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)			a	b	c	1. Term paper	50%	✓	✓	✓	2. Group presentation	30%	✓	✓	✓	3. Attendance and participation in class and presentation	20%	✓	✓	✓	Total	100%			
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<b>Student Study Effort Expected</b>	Class contact:	
	▪ Lecture and presentation	39Hrs.
	Other student study effort:	
	▪ Reading	56 Hrs.
	▪ Group discussion outside class	28 Hrs.
	Total student study effort	123 Hrs.
<b>Reading List and References</b>	<p><b><u>Essential</u></b></p> <p>Barnett, O.W., Miller-Perrin, C.L., &amp; Perrin, R.D. (2010). <i>Family violence across the lifespan : An introduction</i> (3<sup>rd</sup> ed.). Sage Publications.</p> <p>Chan, K. L. (Ed.) (2012). <i>Prevention of Family Violence: A Multidisciplinary Approach</i>. Hong Kong University Press.</p> <p>Wallace, H., &amp; Robertson, C. (2016). <i>Family Violence: Legal, Medical, and Social Perspectives</i> (8<sup>th</sup> ed.). Routledge.</p> <p><b><u>Supplementary</u></b></p> <p>Chan, K.L. (2012). Evaluating the risk of child abuse: The Child Abuse Risk Assessment Scale (CARAS). <i>Journal of Interpersonal Violence, 27</i>(5), 951-973.</p> <p>Chan, K.L. (2015). Association between intimate partner violence and child maltreatment in a representative student sample in Hong Kong. <i>Violence Against Women, 21</i>(4), 500-515.</p> <p>Chan, K.L. (2017). Family polyvictimization and elevated levels of addiction and psychopathology among parents in a Chinese household sample. <i>Journal of Interpersonal Violence, 32</i>(16), 2433-2452.</p> <p>Chan, K.L., Chen, Q., Chen, M., Lo, C.K.M., &amp; Yu, L. (2019). Screening for multiple types of family violence: Development and validation of the Family Polyvictimization Screen. <i>Frontiers in Public Health, 7</i>, 282. <a href="https://doi.org/10.3389/fpubh.2019.00282">https://doi.org/10.3389/fpubh.2019.00282</a></p> <p>Chan, K. L., Chen, Q., &amp; Chen, M. (2021). Prevalence and correlates of the co-occurrence of family violence: A meta-analysis on family polyvictimization. <i>Trauma, Violence, &amp; Abuse, 22</i>(2), 289-305.</p> <p>Chen, Q., Lo, C. K., Zhu, Y., Cheung, A., Chan, K. L., &amp; Ip, P. (2018). Family poly-victimization and cyberbullying among adolescents in a Chinese school sample. <i>Child Abuse &amp; Neglect, 77</i>, 180-187.</p> <p>Lo, C.K.M., Chan, K.L., &amp; Ip, P. (2019). Insecure adult attachment and child maltreatment: A meta-analysis. <i>Trauma, Violence &amp; Abuse. 20</i>(5), 706 – 719.</p> <p>Lo, C.K.M., Ho, F.K.W., Chan, K.L., Wong, W.H.S., Wong, R.S.M., Tsang, A.M.C., Tso, W.W.Y., &amp; Ip, P. (2018). Linking health care and social service database to study the epidemiology of child maltreatment and associated health problems: Hong Kong’s experience. <i>Journal of Pediatrics, 202</i>, 291 – 299.</p> <p>Yan, E., Chan, K.L., &amp; Tiwari, A. (2015). A systematic review of prevalence and risk factors for elder abuse in Asia. <i>Trauma, Violence &amp; Abuse, 16</i>(2), 199-219.</p>	

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Social Welfare Department. (2011). *Procedural Guide for Handling Intimate Partner Violence Cases (Revised 2011)*. Hong Kong: Social Welfare Department.

Social Welfare Department. (2021). *Procedural Guidelines for Handling Adult Sexual Violence Cases (Revised 2021)*. Hong Kong: Social Welfare Department.

Social Welfare Department. (2021). *Procedural Guidelines for Handling Elder Abuse Cases (Revised 2021)*. Hong Kong: Social Welfare Department.

World Health Organization. (2022). *WHO Violence Prevention Unit: Approach, Objectives and Activities, 2022-2026*. Retrieved from <https://www.who.int/publications/m/item/who-violence-prevention-unit--approach--objectives-and-activities--2022-2026>

**Journal**

*Trauma, Violence and Abuse (Review Journal)*  
*Aggression and Violent Behavior (Review Journal)*  
*Violence Against Women*  
*Journal of Interpersonal Violence*  
*Child Abuse and Neglect*  
*Child Maltreatment*  
*Violence and Victims*  
*Journal of Family Violence*  
*Journal of Aggression, Maltreatment & Trauma*