

## Subject Description Form

<b>Subject Code</b>	APSS515														
<b>Subject Title</b>	Family Violence														
<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: 33%;">100% Continuous Assessment</th> <th style="width: 33%;">Individual Assessment</th> <th style="width: 33%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Term paper</td> <td style="text-align: center;">70%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>2. Seminar presentation</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">10%</td> </tr> <tr> <td>3. Participation in class and seminar</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">0%</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Term paper	70%	0%	2. Seminar presentation	10%	10%	3. Participation in class and seminar	10%	0%
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<ul style="list-style-type: none"> <li>• The grade is calculated according to the percentage assigned;</li> <li>• Student must pass all the components if he/she is to pass the subject.</li> </ul>															
<b>Objectives</b>															
<p>Students will be equipped with the essential perspectives that will enable them to tackle different forms of family violence at different levels of intervention. Apart from examining different types and forms of family violence, students will be sensitized to different contextual dimensions that are believed to have significant bearings on the ways different forms of family violence are understood and managed. Upon completion of the subject, it is expected that students would be able to critically appraise the nature of their professional activities and be able to devise and choose appropriate intervention strategies amidst a wide array of intervention possibilities in relation to family violence.</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. Evaluate the major perspectives on family violence;</li> <li>b. Reflect on the cultural, moral, social and legal dimensions of different forms of family violence;</li> <li>c. Appraise the social and legal responses to different forms of family violence as they are used aboard and in the local context;</li> <li>d. Recognize the scope and nature of their professional activities in dealing with problems of family violence in the local context;</li> <li>e. Identify the issues and dilemmas involved in family violence.</li> </ol>															

<p><b>Subject Synopsis / Indicative Syllabus</b></p>	<ol style="list-style-type: none"> <li><b>1. Nature of the Family Violence</b> <ul style="list-style-type: none"> <li>- Individual pathology</li> <li>- Social problem</li> <li>- Public health problem</li> </ul> </li>   <li><b>2. Family Violence: the State of Current Theories</b> <ul style="list-style-type: none"> <li>- Myths that hinder understanding of family violence</li> <li>- Range of family violence theories</li> <li>- The Family Conflict, Feminist, and Public Health Perspectives</li> </ul> </li>   <li><b>3. Child Abuse</b> <ul style="list-style-type: none"> <li>- Changing conception of children and childhood</li> <li>- The ‘discovery’ of child abuse</li> <li>- Perspectives on child abuse</li> <li>- Nature and scope of the child abuse problem</li> <li>- Social and legal responses to child abuse</li> <li>- The multi-disciplinary approach and the child abuse case conference</li> <li>- Children exposed to domestic violence</li> </ul> </li>   <li><b>4. Wife Abuse</b> <ul style="list-style-type: none"> <li>- Realities of violence against women in intimate relationship</li> <li>- Historical context of wife abuse</li> <li>- The battered wives movement</li> <li>- Perspectives on wife abuse</li> <li>- Feminist discourse on battered wives</li> <li>- Battered women and the criminal justice system</li> <li>- Social and legal responses to battered women</li> <li>- Examining men’s services in the local context</li> </ul> </li>   <li><b>5. Elder Abuse</b> <ul style="list-style-type: none"> <li>- Nature and natural history of elder abuse</li> <li>- Orientation in defining elder abuse and neglect</li> <li>- Types of elder abuse</li> <li>- Causes of elder abuse</li> <li>- Repertoire of intervention in elder abuse and neglect</li> <li>- The challenge of elder abuse to social workers</li> </ul> </li>   <li><b>6. Rethinking Professional Roles in Family Violence</b></li> </ol>
<p><b>Teaching / Learning Methodology</b></p>	<p>The participation of students both in the lectures and seminars 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 share on topics and case discussion guided by the lecturer as the subject is delivered.</p>

<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	Specific assessment methods / tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
			a	b	c	d	e
	1. Term paper	70%	✓	✓	✓	✓	✓
	2. Seminar presentation	20%	✓	✓	✓	✓	✓
	3. Participation in class and seminar	10%	✓	✓	✓	✓	✓
Total	100%						
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Assessment will be based on seminar 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>							
<b>Student Study Effort Expected</b>	Class contact:						
	▪ Lecture		27 Hrs.				
	▪ Seminar		12 Hrs.				
	Other student study effort:						
	▪ Reading		56 Hrs.				
	▪ Group discussion outside class		28 Hrs.				
	Total student study effort		123 Hrs.				
<b>Medium of Instruction</b>	English						
<b>Medium of Assessment</b>	English						
<b>Reading List and References</b>	<p><b><u>Essential</u></b></p> <p>McClennen, J. (2010). <i>Social Work and Family Violence: Theories, Assessment, and Intervention</i>. N.Y. : Springer Publishing Company.</p> <p>Wallace, H., &amp; Robertson, C. (2013). <i>Family Violence: Legal, Medical, and Social Perspectives</i>. 7<sup>th</sup> Edition. Allyn and Bacon.</p>						

### Supplementary

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- Cooper, D.M. (1993). *Child abuse revisited: Children, society and social work*. Open University Press.
- Corby, B. (2006). *Child abuse: Towards a knowledge base* 3<sup>rd</sup> Edition. Open University Press.
- Decalmer, P., & Glendenning, F. (Eds.). (1993). *The mistreatment of elderly people*. London: Sage.
- Dobash, R.E. & Dobash, R. (1979). *Violence against wives: A case against patriarchy*. The Free Press.
- Dobash, R.E. & Dobash, R. (1992). *Women, violence and social change*. London: Routledge.
- Gelles, Richard J., Cornell, & Claire Pedrick. (1997). *Intimate violence in families* (3<sup>rd</sup> ed.). Newbury Park, Cali: Sage.
- Gibbons, J., Conroy, S., & Bell, C. (1995). *Operating the child protection system*. London: HMSO.
- Hague, G., & Malos, E. (1993). *Domestic violence: Action for change*. Cheltenham: New Clarion Press.
- Hansen, Marsali., & Harway, Michele (Eds.). (1993). *Battering and family therapy*. Newbury Park: Sage.
- Hilton, N. Zoe (Ed.) (1993). *Legal responses to wife assault*. Sage.
- Kalichman, S.C. (1990). *Mandated reporting of suspected child abuse: Ethics, law and policy* 2<sup>nd</sup> Edition. Washington, DC: American Psychological Association.
- Kingston, P., & Penhale, B. (Eds.). (1995). *Family violence and the caring professions*. London: MacMillan.
- Knudsen, D.D., & Miller, J.L. (Eds.). (1991). *Abuse and battered: Social and legal responses to family violence*. New York: Aldine de Gruyter.
- Loseke, D. R., Gelles, R.J., Cavanaugh, M. M. (Eds) (2005). *Current Controversies on Family violence*. Sage.
- O'Brian, C., Cheng, C.Y.L., & Rhind, N. (Eds.). (1997). *Responding to child abuse: Procedures and practice for child protection in Hong Kong*. Hong Kong University Press.

	<p>Pahl, J. (Ed.). (1985). <i>Private violence and public policy: The needs of battered women and the response of the public services</i>. London: Routledge and Kegan Paul.</p> <p>Rubington, E., &amp; Weinbery, M.S. (1995). <i>The study of social problems: seven perspectives (4th ed.)</i>. New York: Oxford Press.</p> <p>Social Welfare Department. (2006). <i>Procedural Guidelines for Handling Elder Abuse Cases (Revised August 2006)</i>. Hong Kong: Social Welfare Department.</p> <p>Social Welfare Department. (2011). <i>Procedural Guide for Handling Child Abuse Cases (Revised 2007)</i>. Hong Kong: Social Welfare Department.</p> <p>Social Welfare Department. (2011). <i>Procedural Guide for Handling Intimate Partner Violence Cases (Revised 2011)</i>. Hong Kong: Social Welfare Department.</p> <p>Social Welfare Department. (2011). <i>Procedural Guidelines for Handling Adult Sexual Violence Cases (revised 2007)</i>. Hong Kong: Social Welfare Department.</p> <p>Van Hasselt, V.B.(Ed). (1988). <i>Handbook of family violence</i>. NY: Plenum Press.</p> <p>Walker, Gillian A. (1990). <i>Family violence and the women's movement: The conceptual politics of struggle</i>. Toronto: University of Toronto Press.</p> <p>Yllo, K. &amp; Bograd, M. (1988). <i>Feminist perspectives on wife abuse</i>. Sage.</p>
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