

**PSYCHOLOGY 3120 (DSS)  
ABUSE, NEGLECT, AND THE  
PSYCHOLOGICAL DIMENSIONS OF INTIMATE VIOLENCE**

**FALL SEMESTER 2008  
BNR 102**

**Instructor: Frank R. Ascione, Ph.D., Rm 498 EDUC, Ext. 7-1464,  
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**Office hours: 3-4pm Thursdays or by appointment**

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**Mondays, 12-12:45pm or by appointment**

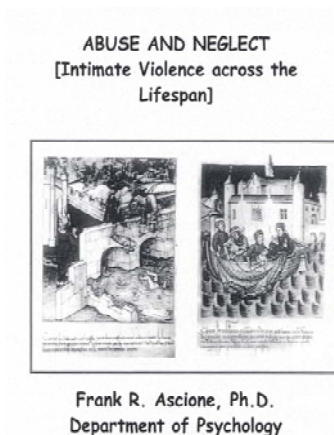
**Meeting Times: 3-4:15pm, Tuesdays and Thursdays**

**FINAL EXAM: THURSDAY DECEMBER 11, 2008 1:30-3:20pm**

**PLEASE NOTE THAT THE FINAL EXAM STARTS EARLIER THAN  
THE CLASS MEETING TIME**

**Required Texts: Custom Reader available at the USU bookstore  
[cost approx. \$30]**

**Ascione, F. R. (2005). *Children and animals: Exploring the roots of  
kindness and cruelty*. West Lafayette, IN: Purdue University Press.**



**Optional Readings: (on reserve and at bookstore) Lockwood, R. L.,  
& Ascione, F.R. (Eds.) (1998). *Cruelty to animals and interpersonal  
violence: Readings in research and application*. West Lafayette, IN:  
Purdue University Press; Ascione, F.R., & Arkow, P. (Eds.) (1999).**

***Child abuse, domestic violence, and animal abuse: Linking the circles of compassion for prevention and intervention.*** West Lafayette, IN: Purdue University Press.



**JAMA 1995**

**Course Objectives :** Psych 3120 has evolved from a child abuse and neglect course to a course covering all forms of intimate violence across the life span. During the semester, we will address issues related to child abuse and neglect (including physical, sexual, and emotional maltreatment), animal abuse, dating violence, domestic violence, and the abuse of elderly individuals. We will examine theory and research addressing various forms of maltreatment and will incorporate developmental, historical, and cross-cultural perspectives whenever possible.

Students completing this course will be able to define types of maltreatment, estimate their prevalence, describe the effects of abuse on victims, illustrate approaches to prevention and intervention, and suggest directions for future research and social services. Detailed course objectives are included in the attached study guides.

**Course Organization: Life-span intimate violence courses, at the undergraduate level, are just beginning to be added to curricula in the social sciences. This is an exciting development but also presents a challenge for the instructor when selecting a text. Over the course of teaching this class, I received feedback from students that the one self-contained life-span intimate violence text selected previously was not effective for this class. Therefore, I have assembled materials from a variety of governmental, nonprofit, and professional organizations that, I believe, will provide you with readable and accurate information on maltreatment issues.**

**During our class meetings, there will be lectures with handouts, illustrations of maltreatment issues through video material, and opportunities for discussion and dialogue. Please know that I am open to questions and comments at all times – your questions and contributions are essential for the vitality of this class. I only ask that personal issues related to maltreatment experiences be raised in private consultation (see statement about this on page 8).**

**Grading: Grades will be based on the number of points you have accumulated by the end of the semester. Points are earned for each of three exams comprised of primarily objective test items based on the learning objectives, PowerPoint presentations, and other material presented in class (minimum of 60 points possible for each exam). Extra credit is available via two, optional three-page papers (0-5 points possible per paper). Papers should be typed, double-spaced, and have margins no greater than 1” on each side. I will elaborate on the format and focus of these papers in class (see also page 9) but, briefly, they should be based on your reading of original research or theoretical papers (separate from those contained in the course reader) on a family violence topic. Each paper should include the bibliographic material, a short summary, and your evaluation, integration with class material, and commentary.**

**A =  $\geq$  171 points**

**A- =  $\geq$  162 < 171**

**C+ =  $\geq$  126 < 135**

**C =  $\geq$  117 < 126**

**B+ =  $\geq$  153 < 162**

**B =  $\geq$  144 < 153**

**B- =  $\geq$  135 < 144**

**C- =  $\geq$  108 < 117**

**D+ =  $\geq$  99 < 108**

**D =  $\geq$  90 < 99**

**F = < 90**

**Please note that incompletes are not given in this class except for medical or other emergencies. In addition, if you have a handicapping condition that may influence your performance in this class, please do not hesitate to bring it to my attention.**

**I sincerely hope that you will find exploration of this difficult topic a valuable experience, one that is personally, academically, and professionally informative.**

*Frank R. Ascione*

## COURSE OVERVIEW

Topics	Dates	Readings*	Ascione (2005)
History, definitions	8.26.2008	#1,2,3,4(19-21,25-32), 7(126-127)	Chapters 1- 5 and 8
Theory, methods		#4(32-37),5,7(128-135),8	
Overview of abuse And neglect	to	#6,15,18,19,20	
Child physical abuse	9.23.2008	#4(47-53),7(136-139),9,10, 16 #7(140-143), 11, 12, 13, 14, 17	
<b>**EXAM I 9.25.2008**</b>			
Child sexual abuse	9.30.2008	#7(144-145), 21, 22, 23, 24 #4(54-62), 25, 26	Chapters 6,7, and 9
Neglect,psychol. Maltreatment	to	#7(146-149), #7(150-151)	
Child exposure to Violence/ Animal Abuse	11.4.2008	#26.1	
<b>OCTOBER 16<sup>th</sup> – NO CLASS - ATTEND Friday Schedule</b>			
<b>**EXAM II 11.6.2008**</b>			
Dating violence	11.11.2008	#27	Chapters 10-11
Domestic violence		#4(39-46), 28, 29	
Batterers	to	#4(63-70)	
Elder abuse	12.4.2008	#4(79-92), 7(152-153), 30, 31	

### **\*\*EXAM III 12.11.2008\*\***

\*Numbers refer to index numbers in front of each title in Course Reader Table of Contents (see next page)

Psychology 3120 Course Reader (see Guide, next page)  
Table of Contents

<u>Page</u>	<u>Reading Title</u>
1	<sup>1</sup> Public Law 93-247, January 31, 1974
5	<sup>2</sup> Utah Criminal Code
12	<sup>3</sup> American Humane Association (AHA) Story of Mary Ellen
16	<sup>4</sup> American Psychological Association "Violence & the Family"
95	<sup>5</sup> Schene (1998) Child Protective Services
111	<sup>6</sup> English (1998) Child Maltreatment
126	<sup>7</sup> AHA Fact Sheets
154	<sup>8</sup> Third National Incidence Study (NIS-3) 1996
166	<sup>9</sup> Child Maltreatment 2003: Report from the States NCANDS
185	<sup>10</sup> A Nation's Shame: Fatal Child Abuse and Neglect 1995
256	<sup>11</sup> NCPCA Criminal intent (1998)
257	<sup>12</sup> NCPCA Death by pneumonia (1998)
260	<sup>13</sup> NIDA Child Abuse/Drug Use (1998)
265	<sup>14</sup> NIJ Widom (1992) Cycle of Violence
271	<sup>15</sup> OVC Victim Programs to Serve Native Americans (1992)
279	<sup>16</sup> HHS Adolescent Maltreatment (1997)
322	<sup>17</sup> UNICEF World Perspectives on Child Abuse (1996)
353	<sup>18</sup> Kamerman & Kahn (1993) Home Health Visiting in Europe
367	<sup>19</sup> Krugman (1993) Universal Home Visiting
375	<sup>20</sup> Lewit (1993) Foster Care
384	<sup>21</sup> Finkelhor (1994) Child Sexual Abuse
407	<sup>22</sup> Briere & Elliott (1994) Impacts of Child Sexual Abuse
423	<sup>23</sup> Widom (1995) Sexual Abuse/Later Criminal Consequences
431	<sup>24</sup> Myers (1994) Adjudication Child Sexual Abuse
449	<sup>25</sup> Beutler et al. (1994) Treatment Child Sexual Abuse
469	<sup>26</sup> Becker (1994) Offenders
490.1	<sup>26.1</sup> Children Exposed to Domestic Violence (collected readings)
491	<sup>27</sup> Dating Abuse (1999)
525	<sup>28</sup> NCJ (1998) Violence by Intimates
558	<sup>29</sup> Utah State Domestic Violence Master Plan 1999
569	<sup>30</sup> NCEA Elder Abuse in Domestic Settings 1998
581	<sup>31</sup> National Elder Abuse Incidence Study 1998
609	<sup>31</sup> APA Elder Abuse and Neglect 1999
622	<sup>32</sup> Elder Abuse in Residential Long-Term Care 2002

## GUIDE TO USING THE PSYCHOLOGY 3120 COURSE READER

When you examine your course reader, you'll notice that each of the articles uses its own page numbers. I have re-paginated the entire course reader to reduce confusion. The page numbers you should refer to are the page numbers that are handwritten at the top center of each page.

For example, looking at your course overview page in the syllabus, you'll note that the course reader assignments for the topics, "History, definitions" are as follows:

#1,2,3,4(19-21,25-32), 7(126-127)

The reading numbers refer to the smaller font numbers in front of each of the reading titles (see below). Readings 1, 2, and 3 are a copy of Public Law 93-247, a section of the Utah Criminal Code that defines child abuse, and an AHA article on a girl named Mary Ellen, respectively. Reading #4 is from an APA booklet on violence in the family. For the "History, definitions" section, you are only required to read pages 19-21 and pages 25-32 (these are the handwritten page numbers at the top center of the course reader pages) of reading #4. Likewise, for reading #7, the required pages are 126-127.

I hope this helps you navigate through the reading material!

### Psychology 3120 Course Reader Table of Contents

<u>Page</u>	<u>Reading Title</u>
2	<sup>1</sup> Public Law 93-247, January 31, 1974
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186	<sup>10</sup> A Nation's Shame: Fatal Child Abuse and Neglect 1995
258	<sup>11</sup> NCPCA Criminal intent (1998) .....

## *PERSONAL ISSUES RELATED TO ABUSE AND NEGLECT*

*In a group of students, it would not be uncommon for some of you to have direct experiences with abuse and violence in childhood, adolescence, or adulthood. Some of you may be currently facing difficult relationship issues that are highlighted by the topics covered in this class.*

*I am very supportive of your efforts to address these personal issues. However, I am not a clinical psychologist and class time would be inappropriate for examining personal circumstances related to abuse and neglect. Therefore, I have provided, on the sheets marked 8.1 and 8.2, a listing of on-campus and off-campus resources available in this community that can assist you.*

*Again, I affirm your exploration of these important personal challenges and direct you to trained professionals who can meet your needs.*

*Please feel free to speak with me after class or during office hours if you would like further elaboration about this issue.*

*Frank R. Ascione*

### *Guidelines for Papers in Psych 3120*

The optional paper assignments for this class are opportunities to examine in greater depth the topics we discuss in class. If you opt to complete either or both of these papers, select original research or theoretical papers that appear in **scholarly periodicals** such as *Child Abuse and Neglect: The International Journal*, *Child Maltreatment*, *Journal of Interpersonal Violence*, *Violence Against Women*, *Violence and Victims*, *Journal of Elder Abuse*. You may also select papers from Lockwood and Ascione (1998), Ascione and Arkow (1999), or chapters from Ascione (2005).

Use the first few paragraphs to provide an overview and summary of the article and then use the remaining space (of the three pages required) to comment, critique, and expand on the article content. Make certain that you include the author(s), title, and exact citation for the article. ***Papers must be submitted as hard copies - do not email or submit on disks.*** Each of the two three-page double spaced papers could earn you up to 5 additional points toward your point total.

The first paper will be due, **in class**, on October 30, 2008 and the second will be due, **in class**, on November 20, 2008. Be certain to proofread your papers before submitting them. Papers submitted late will be returned to you ungraded.

I hope you will consider taking advantage of this opportunity.

*HELPFUL HINTS FOR PREPARING FOR*  
**TEST I IN PSYCH 3120**

(relevant reading numbers are in parentheses following each question; "class" or "in class" or "videos" refers to PowerPoints and associated notes and video clips)

1. \*Be able to briefly define each of the major forms of child maltreatment and recent incidence data. (1,7, syllabus)
2. \*Describe the process by which child abuse reports are made and be familiar with Utah policy on this issue. (1, 7, syllabus, class)
3. \*Be familiar with the watershed medical publication in the US that heightened attention to child maltreatment. Was this the first medical paper to address child abuse? (class)
4. \*Familiarize yourself with the definitional standards used in NIS-3 (8)
5. \*What are the possible outcomes for a victim of SBS? (11, class)
6. \*Review the story about the Mary Ellen case and the process by which she was rescued. Does her story confirm the "cycle of violence" model? (3, 14)
7. The numbers of cases where abuse has occurred and abuse has been reported are widely discrepant. Why is this so? (7, 8)
8. Describe patterns of violence that have been found in cases of domestic violence. Do you judge that the Family Violence Prevention Fund PSA we watched in class was effective? Why or why not? (4, 14, class)
9. \*Be familiar with the provisions of the original CAPTA legislation. (1, 5, 6, class)
10. \*What are some of the challenges to providing CPS to Native Americans? (15)
11. \*Be familiar with the general provisions of the Utah code and DCFS definitions (e.g., what is "physical abuse", who is "a child", who qualifies as a "perpetrator"). (2, syllabus)
12. \*What is "home visiting" and how is it practiced in the US and England? (18, 19)
13. \*Differentiate between RETROSPECTIVE and PROSPECTIVE research on child maltreatment. (class)
14. \*What types of behavioral disorders may child abuse victims display? Do adolescents display a special set of potential problems? What is meant by *internalizing* and *externalizing* problems? (6, 16)
15. \*In class, a study by Miller et al. (1999) was described in which both domestic violence and child physical abuse were studied. What were the general methods and findings of this research? (class)
16. \*What are some of the obstacles to dealing effectively with fatal child abuse? What is the estimated number of abuse and neglect related fatalities, per year, in the U.S.? (7, 10)
17. Under what conditions are children likely to be assigned to foster placements? (20)
18. \*What might account for the effectiveness of Project 12 Ways? (class)
19. \*What factors help predict whether foster care will be beneficial or harmful? (20)

20. \*Be familiar with the major themes in the "UPDATE" articles included in your reader. (11, 12)
21. How have data and other abuse and neglect information been gathered about international issues in child maltreatment? (17)
22. Be able to discuss whether SIDS is an example of child abuse or some other phenomenon. (10, class)
23. \*Describe when major shifts have occurred in the US in casting CPS as "punishers" or "helpers" - who were the major figures associated with these shifts? (5, class)
24. \*Describe how abuse may affect others who are not directly victims. (4, 7, class)
25. \*Be familiar with arguments for and against the use of corporal punishment with children. Which US researcher is most active in this debate? (7, class)
26. \*Describe the research strategy and major findings of the study by Capaldi and Clark.(class)
27. \*Be familiar with the defining characteristics of bullying. (class)
28. \*Is "The Hospital of the Innocents" the name of the Emergency Room location in the video we viewed? (class)
29. In what way is the Mary Ellen case related to Widom's research? (3, 14, class)
30. Agencies often highlight cases of physical abuse rather than neglect. Why is this so? Did a prominent AHA director agree with this? (6, 7, class)
31. Do risk and protective factors help identify victims who are responsible for their own abuse? (4, class)
32. \*Describe the defining characteristics of Munchausen Syndrome By Proxy.(class)
33. What are some factors associated with the underreporting of family violence? (4, 8, class)
34. What kinds of economic costs are associated with family violence? (syllabus)
35. If one considers all types of child maltreatment together, what trend is evident in the incidence rate over the three NIS projects to date? (8)
36. \*Do incidence rates of different forms of abuse from the "Reports of the States..." study parallel or disconfirm the most recent NIS data? Describe the general relation between racial group and abuse incidence. (8, 9)
37. \*How might the relation between child abuse and drug abuse be related to Widom's "cycle of violence"? (13, 14)
38. \*Be familiar with the victim age trends associated with different forms of child maltreatment and the individuals who are most likely to be perpetrators. (9, 6, class)
39. \*Be familiar with the "Cycle of Violence" issue and the major findings from Widom's research.
40. \*What types of abuse sequelae might be specific to adolescent victims? (14)
41. \*What are international trends on the issue of mandatory reporting? (17)

42. \*Be familiar with recently (since 1992) passed legislation, discussed in class, that impacts child abuse and neglect policy and service practices. Would Richard Gelles be happy with all this legislative activity? (class)

HELPFUL HINTS FOR PREPARING FOR  
TEST II IN PSYCH 3120

1. \*What does Finkelhor describe as the defining characteristics of child sexual abuse (CSA)? (21, class)
2. \*Does Finkelhor present the most current data on CSA from the NIS studies? How do NIS-3 data on incidence compare with his figures? (21, 8)
3. \*What two forms of child maltreatment typically have higher incidence rates than CSA? (21, 8)
4. \*What form of parental behavior is *excluded* as an example of CSA? (21, class)
5. Three factors create an "abusive condition" in CSA - what are these? (21, class)
6. \*When CSA is "unsubstantiated" is it the best bet that CSA never actually occurred? (21, class)
7. \*Does the sex difference in CSA victimization disappear when adults are questioned about childhood sexual abuse experiences? (21)
8. The more questions an interviewer asks about a person's history of abuse, the lower the reported rates of abuse experiences. True or false? (21, class)
9. [you do not need to know the tables on pages 391-394]
10. \*Why is Linda Williams' research (p.395) so important regarding memorial issues in CSA? (21)
11. Does the severity of CSA vary depending on whether or not the abuse was reported? (21)
12. \*CSA reports may be fabricated. What is the best estimate of how often this occurs? (21, class)
13. \*Is "unsubstantiated" a good synonym for "fabricated" when referring to CSA reports? (21, class)
14. CSA incidents that are prosecuted rarely result in convictions. True or false? (21, class)
15. Are boys or girls more likely to experience CSA by a family member? (21)
16. \*Why are we likely to underestimate the prevalence of boys as CSA victims? (21, 4)
17. Describe family factors that may place children at greater risk for CSA. (21, 4)
18. \*All children who are CSA victims show clinical symptoms of psychological dysfunction. True or false? (21, 22, 4, class)
19. What do Briere and Elliott highlight as three stages related to the impact of CSA? (22)

20. \*What are the defining elements of PTSD? (22)
21. \*Give two examples for each of the following possible effects of CSA: cognitive distortions, emotional distress, impaired sense of self, avoidance, and interpersonal difficulties. (22)
22. \*Are reactions to a child's disclosure of CSA important? How? (22)
23. How does AHA define "sexual exploitation of a child"? Is sexual exploitation always a "nontouching" offense? (7, class)
24. What is one of the best ways parents can protect their children from CSA (p.145)? (7)
25. \*According to the AHA Fact Sheet, what are the four major types of neglect? (7, class)
26. \*Why does animal abuse have relevance in a course on human abuse and neglect (pp. 150-151 and in-class presentation)? (7, class)
27. What method did Widom use to study the "cycle of violence" and CSA? (23)
28. \*According to Widom, are the relations between abuse and later violence *always* the same for both CSA and physical abuse? (23)
29. \*Is committing a criminal offense after a history of abuse the exception or the rule? (23)
30. Allegations of CSA may surface in either criminal or civil court. In what ways? (24, class)
31. \*What is required before a child is allowed to testify in court? (24, class)
32. \*Children are no more suggestible than adults. True or false? (but what factor would you cite to qualify your answer?) (24, class)
33. \*Does Myers discount either Ceci's or Goodman's approach to understanding the effects of interviewing techniques? (24)
34. Describe variations related to "closing the courtroom" and "facing the defendant" in CSA cases. (24)
35. In what ways can children's experience of testifying in court be enhanced? (24)
36. What is "sex offender registration"? (25, 26)
37. Therapy for CSA victims is only mandated to be provided by Ph.D. - level psychologists or psychiatrists. True or false? (25, 26)
38. \*What are four therapeutic aims in treatment for CSA? (25, 26)
39. How accepted is the Sexually Abused Child Syndrome of symptoms? (25, 26)
40. \*What three theoretical approaches may account for some of the effects of CSA (p.454)? (25, 26)
41. \*If you were designing a treatment-efficacy study, what would be your research method of choice? Why? (25, 26)
42. What factors contribute to children's post-CSA adjustment? (25, 26)
43. \*CHILD MOLESTER = SEX OFFENDER True or false? (25, 26)

44. \*Provide examples that are included under the term "paraphilias".
45. \*Who are the victims of pedophiles? (25, 26)
46. Why are "certificates of confidentiality" potentially important in estimating the prevalence of CSA victimization by incarcerated offenders? (26)
47. \*Recidivism refers to reoffending within one year of completing treatment or a jail term. True or false? (26)
48. Is androgen treatment always effective in reducing recidivism? Surgical castration? (26)
49. Most treatment programs for sex offenders are in residential settings. True or false? (26)
50. \*The penile plethysmograph is virtually 98% accurate in identifying deviant sexual interests. True or false? (26)
51. What is the status of family therapy approaches to treating incest perpetrators? (26)
52. \*What are the components of cognitive-behavioral therapies? (26)
53. \*What are the elements of "relapse prevention" programs? (26)
54. \*What is meant by the term "sexually reactive"? (26)
55. \*Jeffrey Masson suggested that Freud knew about CSA but developed the Oedipal theory instead. Why? (class)
56. \*Provide two examples of the a)psychological distress and b)physiological stress that may follow CSA in girls, according to Trickett and Putnam. (class)
57. \*Why does the Corwin and Olafson study raise questions about videotapes of children who are CSA victims? (class)
58. \*According to Summit, what are some of the reasons a child may not reveal CSA or may recant their accusation? (class)
59. \*Organized, ritualized CSA is a myth perpetrated by the media. True or false? (class)
60. \*Friedrich and Ascione found that cruelty to animals was least likely among children who experienced both CSA and physical maltreatment. True or false? (class)
61. \*Touching animal's sex parts clearly differentiates 2-5 year-old sexually abused girls from non-abused girls of the same age. True or false? (class)
62. How might the parenting practices of women who are battered be compromised? (26.1, class)
63. \*Why is the Adoption and Safe Families Act (1997) relevant for families experiencing domestic violence? (26.1, class)
64. \*What is a commonly cited estimate of the number of U.S. children exposed to domestic violence each year? (26.1)
65. \*How might exposure to domestic violence affect infants and toddlers? School-aged children? Adolescents? (26.1, 4)

66. Describe at least one example of each of the three factors that Osofsky suggests contribute to resilience in the face of exposure to violence. (26.1)
67. How might parental exposure to violence or being a victim of violence affect attachment relations? (26.1)
68. \*How does Groves suggest we obtain information about children exposed to domestic violence but whose mothers have not gone to a shelter? (26.1)
69. Describe the four goals, listed by Groves, that should be included in mental health interventions for children exposed to domestic violence. (26.1)
70. \*How might a domestic violence perpetrator who is also a father be safely included in his children's therapy? (26.1)
71. \*What are the five theories regarding the roots of domestic violence, as outlined by Wolfe and Jaffe? (26.1)
72. In the public health model of domestic violence prevention described by Wolfe and Jaffe, what are examples of primary prevention strategies for each of the four life stages listed? (26.1)

#### HELPFUL HINTS FOR PREPARING FOR TEST III IN PSYCH 3120

#### READING #4 (you will not be tested on pp.79-92)

1. \*Is severity of domestic violence always correlated with the extent of physical injuries?
2. \*What factors may underlie battering when a woman is pregnant?
3. \*What are common phases that may recycle in a battering relationship?
4. \*How might a batterer attempt to exercise power and control over his partner?
5. \*Describe psychological symptoms that women who are battered may display.
6. \*Why don't researchers and clinicians use the more general term, "battered spouse syndrome" (as distinct from "battered woman syndrome")?
7. \*Has the passivity of women who are battered been supported by reports of their reactions to batterers' threats and attacks?
8. \*What percentage of women in battering relationships may be violence-prone and actually initiate (nondefensive) violence?
9. \*Which groups of women may have difficulty accessing domestic violence services?
10. \*Describe differences between types of male batterers (also see p. 65).
11. \*What factors place boys at heightened risk for becoming batterers as adults?
12. \*What role may alcohol play in battering relationships?

13. Why is there a heightened risk of violence when women leave their partner? Does this risk diminish within three months after separation occurs?
14. How are child custody disputes related to battering relationships?
15. \*How does concern for their children's welfare relate to women's decision making about staying with or leaving batterers?
16. Are anti-stalking laws longstanding safeguards for women escaping violence or a more recent phenomenon?
17. \*Who are the most common perpetrators of elder abuse? Is this still the case when we remove the category of "neglect" from the abuse statistics?
18. Describe four models proposed to account for elder abuse.
19. \*What is the primary function of conducting a batterer assessment?
20. What proportion of male batterers may have antisocial personality disorder?
21. What categories of females who use family violence have been proposed?
22. \*Is mandatory arrest for batterers always the best policy in cases of domestic violence?
23. \*Which therapeutic approach to domestic violence is the most controversial? Why?
24. What are some common characteristics of adolescents who perpetrate family violence?

#### READING #27

1. \*How is dating abuse defined? Does it always involve physical violence?
2. \*According to Makepeace (1981), how prevalent is dating violence?
3. \*How might victims of dating violence who are members of under-represented groups experience the perpetrators' power and control?
4. What are eight types of abuse encountered in violent dating experiences? Provide one example of each type relevant to college environments.
5. \*If institutions are indifferent to dating abuse, what are some potential consequences for victims and for perpetrators?
6. \*What are two critical components of an effective institutional program to address dating violence?
7. Are any strategies developed to address domestic violence relevant for dating violence programs?
8. Describe the forms that shelter and medical care for dating abuse victims may take on college campuses.
9. What characteristics should campus police possess in dealing with dating violence?
10. Why is "academic advocacy" important to incorporate in a campus dating violence program?

11. What civil measures can be taken to assist victims of dating abuse? Are there criminal sanctions that can also be used? How might these be incorporated into a college's "code of conduct"?
12. \*What are some college campus-specific sanctions that can be placed on perpetrators of dating abuse?
13. \*How is the concept of "primary prevention" of dating violence applied in campus settings?

#### READING #28

1. \*How do the NCVS, UCRP, and the NIBRS differ from one another?
2. According to the NCVS, in the past few years, approximately how many violent victimizations of girls and women by intimates occurred each year?
3. Are all violent victimizations by intimates perpetrated by males?
4. \*What are the trends for number of male and female intimate murder victims for the 20-year period 1976-1996? What factor(s) may account for the trend for male victims?
5. How are the trends in the last question related to race and gender?
6. Roughly what percentage of intimate murders involve use of a firearm?
7. Which racial group is at highest risk for non-lethal intimate violence victimization?
8. \*In what community location is a woman most likely to experience violence by an intimate?
9. Do women-victims' responses to perpetrators' attacks support the "learned helplessness" model of women who are battered?
10. If a woman is injured by an intimate's attack, what is the probability she will seek medical treatment?
11. Is it true that less than 5% of convicted inmates in jail for intimate violence were ever under a restraining or protection order?

#### READING #29 [you will not be tested on the content of this reading]

#### READING #30

1. The NCEA includes 7 types of elder abuse in its definition of maltreatment of elders. Be able to list and provide an example of each type.
2. What is the range of the best estimates we have, from 1996, of the number of abused elders in the U.S.?
3. \*What are the three most prevalent forms of elder abuse?
4. \*Who are the most common perpetrators of elder abuse?
5. Are professionals in every state mandated to report elder abuse?
6. \*What has been the overall trend in reports of elder abuse from 1986-1996?

7. \*Describe the design of the NCEA Elder Abuse Incidence Study? Are there parallels to the NIS that have been conducted on child maltreatment? What potential setting in which elder abuse could take place is not included in the NCEA Study?

### READING #31

1. \*Who mandated that a national study of elder abuse incidence (NEAIS) be conducted? What do you suspect the data from a national "prevalence" study would have yielded, in comparison to the NCEA's incidence results?
2. What was the estimate of the number of abused elders in 1996 that emerged from the NEAIS?
3. Approximately what percentage of elder abuse reports are substantiated?
4. \*Who are the most likely victims of elder abuse?
5. \*What is the second most common category of elder abuse perpetrators?
6. What is the "iceberg" theory of elder abuse incidence?

### Lecture-specific material

1. \*In what area of domestic violence legislation is Utah considered to be a pioneer?
2. \*What are some of the limitations of the Conflict Tactics Scale?
3. \*Are there special needs in providing domestic violence services to victims who are gay or lesbian?
4. \*What are some of the factors that may make entering a domestic violence shelter stressful for children?
5. \*On which group has most domestic violence research been conducted?
6. \*What factors may lead a woman to use lethal violence to deal with a batterer?
7. \*In what century did domestic violence legislation first go into effect in North America?
8. \*Who were the 1800s feminist leaders who attempted to address the needs of abandoned and abused women?
9. \*Is elder abuse related to actual mortality (Lachs, et al., 1998)?
10. \*What factors have been found to differentiate caregivers who only fear they will abuse elders from caregivers who have been violent to elders (Pillemer & Suitor, 1992)?