RELEVANT CHILD WELFARE OUTCOMES:

Safety
Children are, first and foremost, protected from abuse and neglect.

Well-being
Families have enhanced capacity to provide for their children’s needs.

LEARNING OBJECTIVES

Knowledge:

K1. The trainee will be able to recognize the existing interaction between intimate partner violence and:
   a. screening, emergency response and ongoing services;
   b. physical, sexual and emotional abuse of children;
   c. participatory planning and decision making;
   d. visitation.

K2. The trainee will be able to identify interventions for family members (parents, caregivers, youth, children) experiencing intimate partner violence (including violence in dating relationships) in the context of child welfare practice.

K3. The trainee will be able to recognize the interactions between culture, poverty, gender, sexual orientation, immigration status, and substance abuse in the dynamics of intimate partner violence.

K4. The trainee will be able to identify the need to provide referrals for mental health assessment and monitor provision of indicated treatment for children and adolescents who have been exposed to intimate partner violence.

K5. The trainee will be able to identify strategies, resource and services that the trainee will utilize to effectively assist families that experience intimate partner violence, including:
   a. strategies
      i. sample interview questions
      ii. the concept of lethality assessments
   b. resources
      i. possible criminal sanctions against the perpetrator,
      ii. protection orders, and
      iii. online resources
      iv. trauma-informed mental health treatment
   c. services
      i. batterer interventions,
      ii. the importance of partnerships with intimate partner violence treatment services providers to foster support services
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K6. The trainee will be able to identify the combinations in which intimate partner violence exists outside of the context of male-on-female violence, such as same-sex partners, mutual combatants, female-on-male violence, and teen violence.

K7. The trainee will be able to identify the effect of trauma on the decision-making of survivors of intimate partner violence.

Skills:
S1. Using a case example, the trainee will be able to describe factors relevant to an accurate assessment of safety and risk in families where there is intimate partner violence.

S2. Using a role play or case scenario, the trainee can effectively present the effects of intimate partner violence on children, adolescents, and families involved in child welfare services.

S3. Using a case example, the trainee will be able to use a completed safety assessment to develop and present strength-based safety plans and interventions that protect children, adolescents and parents affected by intimate partner violence.

Values:
V1. The trainee will value working in partnerships providing multi-disciplinary and cross-system interventions in order to protect and support children, adolescents, and families that experience intimate partner violence.

V2. The trainee will value understanding the challenges faced by families in effectively protecting their children and adolescents from exposure to intimate partner violence.

V3. The trainee will value balancing efforts to facilitate the autonomy of survivors of intimate partner violence with efforts to address critical safety concerns.

V4. The trainee will value using effective evidence-based and/or promising practice when working with families exposed to intimate partner violence.
Course Outline

1. Introduction
   A. Review of course and learning objectives
   B. Discussion of a few key selections from the SW Code of Ethics

2. Definition, prevalence
   A. Definition
      1. Social vs legal definitions
      2. Penal Code
      3. IPV in the context of child abuse, W and I Code 300 and Reporting Laws
      4. Identifying whether the IPV is ‘Mutual Combat’ versus ‘Primary Aggressor’
   B. Prevalence
      1. National/local statistics: IPV
      2. National/local Statistics: children exposed to IPV

3. History
   A. Social, political, historical review of problem
      1. Moving from ‘individual rights’ framework to ‘public health’ framework
      2. Evolution of LE response
      3. Evolution of CWS response
      4. Moving from parallel process to collaboration: IPV and child abuse grew from two sources, separated by constituency/time (feminist and child welfare)

4. Principal Dynamics
   A. Why a person batters, why someone stays in a battering relationship
   B. Power differential
   C. Cycle of Violence
   D. Intergenerational underpinnings
   E. Variables that contribute to battering
   F. Teen dating violence

5. Profile of Batterer
   A. Environmental Factors
      1. Intergenerational cycle
      2. Crosses ethnic/religious/cultural boundaries
      3. Family of origin attitudes about male/female roles
   B. Developmental/clinical Factors
      1. Diagnoses/mental illness
      2. Core issues
      3. Modal behaviors, attitudes, beliefs
   C. Interaction with Drugs/Alcohol
      1. Statistics re: co-occurrence
      2. Understanding the interplay
   D. Assessing Level of Danger
      1. How to assess level of danger
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2. Recidivism rates
3. Characteristics of extremely violent batterers

6. Profile of Victim
A. Discussion - variables that contribute to a battered woman remaining in a violent relationship (e.g. Learned helplessness, kids, fear, prior attempts to leave, money, love/hope, isolation, self esteem, etc. etc.)
B. Developmental/clinical factors
   1. PTSD/Depression as modal diagnoses
   2. Battered Women’s Syndrome
C. Discussion - variables that contribute to when she finally leaves

7. Cultural Considerations
A. Societal Influences
   1. Transformation of Women’s roles
   2. Role change/transfer of power and its effects on those in control
B. Acculturation – new immigrants
   1. Prevalence in CA
   2. Special challenges of: undocumented; alien marriages; language barriers, lack of contact with known reference group
   3. SW role as educator re: laws that protect women
C. Culture
   1. How one’s reference group’s informal and formal expectations are more powerful than the community’s legal guidelines
   2. How reference group would define IPV, how they’d intervene, their expectations re: calling LE in on a ‘family problem’ etc
D. Gender Orientation, Religious Culture, Country of Origin expectations of relationships

8. Effects on Children/Youth
A. Community influences that support violence
   1. Media violence
   2. Violence in the community, neighborhood, schools
B. Behavioral/attitudinal manifestations
   1. Infants and toddlers
   2. Latency-age children
   3. Adolescents
C. Clinical Issues
   1. Attachment disturbances
   2. Emotional flooding and its aftermath
D. Modal developmental delays
E. Trauma resolution
F. Importance of referring to mental health treatment/trauma-specific treatment
9. Worker Reactions
   A. Personal/professional issues and how they may affect risk assessment and case planning
   B. SW Code of Ethics
   C. Predicting dangerousness: perils of false positive versus false negative

10. Engaging the Family
    A. Engaging the victim
        1. Lines of questioning to pursue
        2. How interviewing battered women is different from interviewing parents on other types of CW cases
    B. Engaging children/youth
        1. Lines of questioning to pursue
        2. Guidelines
    C. Engaging the batterer
        1. Guidelines
        2. Importance of working with LE
        3. Lines of questioning to pursue
        4. Worker safety issues

11. Risk and Safety Planning for Victims and children/youth
    A. Guiding principles
        1. Best intervention: protect kids by helping mom to protect self
        2. Importance of victim’s readiness to leave
        3. Value of Safety planning
        4. The highest risk is when the victim plans to leave the batterer
    B. Discussion of Risk factors specific to IPV cases
    C. Lethality Assessment
    D. Putting it all together

12. Safety Planning
    A. Crisis Intervention versus safety planning
    B. Safety planning as an important piece of the case plan
        1. Elements of an effective safety plan
        2. Guidelines for safety planning
    C. Effective Interventions
        1. Victim
        2. Batterer
        3. Child
    D. Filing a petition
        1. W & I Codes are county specific
        2. What is evidence in a IPV petition and where do you get it
        3. Placement considerations
        4. Visitation considerations
        5. Obtaining a RO
        6. Inappropriate recommendations in IPV cases
7. When the child is an American Indian – ICWA /Tribe involvement

13. Case Management
   A. Treatment considerations
      1. Batterer
      2. Victim
      3. Children
   B. Community Resources
      1. Shelter care
      2. Advocacy programs
      3. Mandatory Batterer’s groups
      4. Using resources which ‘fit’, given the family’s culture, even if considered non-traditional by the dominant culture’s standards
   C. When substance abuse is also a problem
   D. Collaborating with community partners
      1. Schools
      2. CBO’s
      3. Probation
      4. LE
      5. SA providers

14. Closure