

# **SPPH 411 - Violence Across the Lifespan**

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Instructor: Dr. Svetlana Kishchenko

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Date Offered:

Jan. 4 – Apr. 8, 2016

Credits: 3

Term 2 On-line/distance

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## **Course Description**

SPPH 411 distance-education course provides a topic-focused overview of violence and abuse across the lifespan, with particular attention to building knowledge around epidemiology, dynamics, health effects, and an introduction to programs targeted to both intervention and prevention. The socio-ecological model will be used to examine social factors that contribute to violence and abuse, and that can be utilized in crafting prevention-focused interventions. Learners will progress through the course in collaborative teams that model the coordinated community response to violence and abuse.

## **Intended Students**

This is a very demanding course, designed for upper-level undergraduate students, health and human service graduate students, and practicing health service professionals. Violence is a topic of relevance to all health and human service professionals, educators, and those who may come in contact with survivors, perpetrators, and intermediaries. Given the demonstrated importance of forging a coordinated community response to violence and abuse, a collaborative, interprofessional approach to learning and practice is emphasized throughout the course. Particular attention will be paid throughout the learning process and in the assignment of marks to active and engaged participation by students in on-line team discussions and case analyses, and to respectful group process.

## **Course Objectives**

Students who complete this course will be able to:

1. Articulate social and behavioural factors that contribute to violence and abuse across the lifespan;
2. Describe the prevalence and characteristics of violence and abuse across the lifespan;
3. Identify ways in which both survivors and perpetrators of violence and abuse across the lifespan present, or fail to present, to the health care system;
4. Explain the main features of viable interprofessional coordinated community responses to violence and abuse;
5. Describe and critique existing Canadian and international initiatives in the intervention and prevention of violence and abuse across the lifespan;
6. Articulate social and behavioural factors that contribute to resilience and recovery;
7. Identify and access local, regional and national resources for prevention and intervention;
8. Apply knowledge of your own discipline (or area of expertise) and demonstrate knowledge of others' disciplines (or areas of expertise) in order to work effectively as a member of an interprofessional team dedicated to addressing violence across the lifespan;
9. Apply concepts of confidentiality and professional boundaries to interprofessional work; and
10. Describe how those interested in ongoing work in the field can craft a path to specialized expertise and leadership in addressing violence and abuse.

## Week-by-Week Course Outline

Week	Dates	Topics Covered	Assignment (Due Date)
<b>Week 1</b>	Jan 4-10	Introduction to Course The Social-Ecological Model The Human Rights Approach Cultural Awareness Boundaries and Self Care	Introduction to Course
<b>Week 2</b>	Jan 11 - 17	Overview: Violence Across the Lifespan	Moderator Schedule (Jan 17)
<b>Week 3</b>	Jan 18 - 24	The Adverse Childhood Experiences Study	Team Ground Rules Summary (Jan 24)
<b>Week 4</b>	Jan 25 – 31	Adult Intimate Partner Violence Adolescent Relationship Violence	Case Analysis 1 – Jasmine

		Elder Intimate Partner Violence	
<b>Week 5</b>	Feb 1-7	Child Abuse and Neglect Child Exposure to Family Violence	Case 1 Individual Participation
<b>Week 6</b>	Feb 8-14	Sexual Violence	Case Analysis 2 – Bhindi
<b>MIDTERM BREAK (Feb 15-21)</b>			
<b>Week 7</b>	Feb 22-28	Abuse by Those in Positions of Trust	Case 2 Individual Participation
<b>Week 8</b>	Feb 29- Mar 6	Human Trafficking	Case Analysis 3 – Caitlyn
<b>Week 9</b>	Mar 7-13	Sexual Violence in the Military, during War, and in Post-Conflict Settings	Case 3 Individual Participation
<b>Week 10</b>	Mar 14- 20	News and Entertainment Media – Friend, Foe or Ally?	Case Analysis 4 – Crystal, Monique or Enrique
<b>Week 11</b>	Mar 21- 27	Men as Allies	Case 4 Individual Participation  Field Interview Report
<b>Week 12</b>	Mar 28- Apr 3	Coordinated Community Response to Violence and Abuse Across the Lifespan	Peer Evaluation 2 Culminating Reflection Club 750 Induction

### **Required Materials:**

- Reliable and frequent access to UBC Connect is an **absolute necessity** as this is an online course that requires organization, multiple logins each week, and close and effective teamwork on weekly discussions.
- Required and recommended readings and videos will be available via web-links provided by the Course Instructor.

## Course Work and Assignments:

Assignments along with their requirements and point values are summarized below.  
Total possible marks = 100

Item	Points	Graded as	Description
Case Analyses	60 (four cases, 15 points each)	10 points per case graded as a Team (40 points); 5 points per case graded as an Individual (20 points) - grade determined by other team members	Students, working within their interprofessional teams, will analyze and submit summary analyses for each of 4 cases.
Field Interview  (Capstone Project)	30	Individual or Pair	Each student (or pair of students) will submit a professional quality summary report of a field interview of someone whose life or work interfaces with some aspect of violence across the lifespan. A tailored Resource List will accompany the Field Interview Report as an Appendix, which also will be provided to the interview subject.
Peer Evaluation	10 (two peer evaluations, 5 points each)	Individual	Students will assign performance points with accompanying narrative comments for the other members of their interprofessional team, based on overall participation in and contributions to weekly team discussions and other team activities.
Culminating Reflection	N/A	Individual	Each student will submit a final reflection about individual and team performance, challenges, and future

			plans.
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## IMPORTANT NOTE ON GRADING

Except for factual items, such as provisions of specific laws, there are very few, if any, absolutely “right” or “wrong” answers in this field, or in life in general, for that matter. Your grade in this course, therefore, will be based primarily on the timeliness, quality, analytical depth, critical thinking and team product (for team assignments) of your work, assessed to the best of your instructors’ and team-mates’ ability. Since this is an online course, the best way a fair and unbiased assessment of your abilities can be made is by a combination of:

- Instructor assessments (70 points): Review and critique of assignments compiled individually or in pairs (field interview) as well as those compiled and submitted by teams (case analysis reports); and
- Peer assessment of individual contributions to team efforts (30 points): Five points for each of four case analyses and 5 points for each of two overall team contribution assessments.

For all course requirements (including team discussion posts), both your instructors and your team-mates will be looking at the degree to which your submissions illustrate the following traits:

- originality of thought;
- depth and quality of critical analysis;
- utilization of course and additional resources;
- sensitivity in responses to other team members' posts and contributions;
- the degree to which your posts and assignments reflect opportunities and challenges of interprofessional practice; and
- proper spelling and grammar.

The instructions for each assignment indicate whether it is to be completed individually (Culminating Reflection), individually with the option to complete the assignment in partnership with one other student (Field Interview, respectively), or as a team (each of four Cases). For pair and team assignments, each pair or team will be responsible for deciding how the work will be divided, and how a cohesive final product will be constructed, reviewed, and submitted. For individual assignments, each student is expected to work independently and submit a unique work product.

**Grades for assignments that are handed in late will be reduced by 10% per day for each day the assignment is late, unless there is a valid reason that**

**is discussed with and approved by the Instructor or team prior to the due date for the assignment. Issues related to personal time management (including outside employment, applications or other preparations for graduate school, holidays and vacations), workload, or requirements for other courses are not considered valid reasons to justify extensions in due dates.**

**Please note:** If English is not your first language, please let your team members and Associate Instructor know so we can take this into account when reviewing your written work.

**Additional Information:** To find out more about this course or to contact the Course Instructor, please email: [Svetlana.kishchenko@ubc.ca](mailto:Svetlana.kishchenko@ubc.ca)

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