

# Innovative University Programs for Teaching about Domestic Violence

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Universities and colleges across the country offer courses on domestic violence. A few programs have developed such academic opportunities even further, offering specializations, graduate certificates, and degrees concentrated on domestic violence. This paper introduces two innovative academic programs: the undergraduate Domestic Violence Prevention and Services Concentration and Minor at the University of Delaware and the graduate Program on Domestic Violence at the University of Colorado Denver. The authors review the structure, content, benefits, and challenges of these programs with a view to informing and inspiring others who might be interested in establishing similar curricula at their own institutions.

This paper provides an opportunity to share information about the academic study of domestic violence on university campuses. Teaching about domestic violence on university campuses developed alongside the feminist movement. When Ruth Gottstein proposed publishing the first book about domestic violence in the USA in the 1970s, her colleagues “were astonished. ‘That’s not really a subject on which to publish,’ they said” (Gottstein, 2011, p. 46). It is difficult to imagine this scenario today. Informal conversations about domestic violence have grown into a vibrant interdisciplinary field of study. Beth Richie cataloged the increasing institutionalization of the field more than a decade ago,

Services and support at the individual level have been matched with an array of academic and public policy initiatives designed to address violence against women. There are several journals dedicated to presenting new research and intervention discussions related to gender violence, and at least four university-based research centers focus on violence against women. Each year witnesses a growing number of national conferences on issues related to gender violence, which attract a range of audiences, some with more activist goals and others with more professional and bureaucratic interests. (2000, p. 1,133)

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Many universities now offer stand-alone courses on domestic violence and violence against women. Other universities include domestic violence as a section in courses on homicide, social work, issues in the family, violence and gender, criminal justice, human rights, and victimology. A Google search for “domestic violence syllabus” unearths 1,620 results.

Many domestic violence programs on university campuses are located in law schools. The American Bar Association Commission on Domestic Violence (ABACDV) spearheaded efforts in the late 1990s to promote the teaching of domestic violence in law schools in the USA. The ABACDV report “When will they ever learn? Educating to end domestic violence” (Goelman & Valente, 1997) made the case for the expansion of domestic violence education in law schools. The report identified Nancy Lemon’s 1988 domestic violence seminar at the Boalt Hall School of Law as the first in the country. Goelman and Valente provided suggestions about where domestic violence subject matter could be taught in law schools, what areas should be covered, and resources for teaching. The follow-up report, “Teach your students well: Incorporating domestic violence into law school curricula” (ABACDV, 2003), reviewed programs across the country. The report cataloged the places where domestic violence was being addressed in law school curricula, provided sample syllabi, resources, and a list of domestic violence clinics and programs.

While there has been no such concerted effort to promote university-based domestic violence education beyond law school environments, a few universities offer innovative specialized domestic violence undergraduate and graduate specialization and certificate programs. This article introduces two of these programs: the undergraduate Domestic Violence Prevention and Services Concentration and Minor (DVPS) at the University of Delaware, and the graduate Program on Domestic Violence (PDV) at the University of Colorado Denver. Both of these programs emphasize praxis through the integration of community work on domestic violence with university level education. In this article, we review these programs with a view to informing and inspiring others who might be interested in promoting in-depth integration of domestic violence into university curricula. In addition to summarizing information about the programs based on university publications and accounts from the founders, we present reflections about the challenges and benefits of these programs from the perspectives of administrators and instructors involved with the programs.

### The Domestic Violence Prevention and Services Concentration and Minor at the University of Delaware

The domestic violence program at the University of Delaware offers a unique undergraduate concentration and minor.<sup>1</sup> The program was conceived in early

1. The University of Minnesota School of Social Work offers a five course undergraduate minor in Family Violence Prevention. See <https://webapps-prd.oit.umn.edu/pcas/viewCatalogProgram.do?programID=503&strm=1129&campus=UMNTC>.

2010, when a representative from the Verizon Foundation, Inc. approached Carol Post, Executive Director of the Delaware Coalition Against Domestic Violence (DCADV), to discuss the feasibility of a university-based domestic violence program. Post contacted her long-time colleague Jessica Schiffman, who was then Assistant Professor and Associate Chair of the Department of Women's Studies at the University of Delaware. Schiffman and Post collaboratively crafted a grant proposal which was subsequently funded by the Verizon Foundation, Inc. The grant financed administrative start-up costs and funding for the first eighteen students to complete the required practicum. After the grant was awarded in September 2010, faculty members from across the university convened to determine the shape, content, and requirements for the program. The group developed the DVPS Program, housed in the Department of Women's Studies.

The undergraduate program was rooted in feminist principles and designed to focus on the needs of women affected by abuse and the community organizations that assist them. The program was designed to provide practical career skills for after graduation while nurturing the next generation of anti-violence advocates. The program was intentionally coordinated with the DCADV program for Domestic Violence Specialist Certification. DCADV's certification is

a voluntary program designed to recognize the skills of advocates and service providers working in the field of domestic violence prevention. The certification process helps ensure uniformity in domestic violence services throughout the State of Delaware through the use of consistent standards of training and service that can be applied in work with both victims and perpetrators. (DCADV, n.d.)

DCADV's certification program requires 70 hours of approved education or training on specified topics, 2,000 hours of direct service, and 12 hours of field experience supervised by a Certified Domestic Violence Specialist. After the initial certification, the program requires 24 hours of continuing education every two years. Specialists reapply biennially for certification (DCADV, n.d.). Students who complete the DVPS concentration or minor at the University of Delaware fulfill a significant portion of the education and direct service requirements for certification.

The DVPS program is interdisciplinary and draws its five core teaching faculty from Women's Studies, Criminal Justice, Sociology, and Human Development and Family Studies. The DVPS faculty developed core course requirements in coordination with DCADV's certification criteria. In some cases, faculty members who teach in the program modified existing courses to comply with the training and educational requirements of the DCADV certification program. As a result, the curriculum is mutually informed by current scholarship and advocacy in the field.

### DVPS Program Requirements

The DVPS concentration is a competitive program open to Women’s Studies majors at the University of Delaware. The program currently accepts six concentration students per year, and students receive a stipend to fund a required ten week summer practicum. The stipend is essential because it allows students who would otherwise have to work for pay over the summer to participate. Table 1 summarizes the requirements for the DVPS concentration and minor. Students in the DVPS concentration complete the required courses for the Women’s Studies major, four specific domestic violence courses, one course chosen from a list of approved domestic violence-related courses, and two additional electives. Concentration students also complete a ten week summer practicum which involves 300 hours of direct service provision at an approved program or organization.

The summer practicum is a key feature of the DVPS concentration. The practicum provides an opportunity for students to apply what they have learned in their coursework to direct service. The program defines direct service as responding to the needs of victims, perpetrators, children, and/or other family members specific to their domestic violence experience, for example via such activities as: case management, counseling, intake and assessment, safety planning, and advocacy. Practicum students are hosted by participating agencies across the state. DVPS concentration students generally graduate with 500 hours of direct service experience, which is a significant

**Table 1** University of Delaware DVPS program requirements

Requirements	DVPS concentration	DVPS minor
Introduction to women’s studies	X	X
Women’s studies in global context	X	
Introduction to feminist theory	X	
The study of women’s studies (capstone)	X	
Women and violence	X	X
Domestic violence policy and prevention	X	X
Domestic violence services	X	X
Internship in women’s studies (115 h)	X	
Domestic violence related courses:	X one of these	X two of these
Gender and criminal justice		
Sex crimes and punishments		
Crime victims and victims’ rights		
Internship in women’s studies (115 h)		
Ten week summer practicum (300 h of direct service)	X	
Women’s studies elective	X	

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portion of the 2,000 service hours required to apply to be a Certified Domestic Violence Specialist.

The DVPS program offers a minor in addition to the domestic violence concentration. Unlike the concentration which is a competitive program, all students from the university have the opportunity to enroll in the minor. The minor requires the completion of Introduction to Women's Studies, three specific domestic violence courses, and two courses chosen from a list of approved domestic violence-related courses. DVPS minor students generally graduate with approximately 200 hours of direct service experience via internship courses.

### The Program on Domestic Violence at the University of Colorado Denver

The PDV at the University of Colorado Denver is a unique graduate level academic program in the USA.<sup>2</sup> The first cohort of students began in 2000. Similar to the DVPS program, the PDV had its beginnings in foundation support for anti-violence work. The PDV grew out of two primary concerns about the future of domestic violence work in the USA: (1) issues arose when direct service workers were promoted to management positions without possessing management-level skills and (2) the problems associated with hiring management-level staff that does not possess anti-violence backgrounds.

Many talented and passionate advocates who are skilled at direct service find themselves promoted to management positions within domestic violence organizations. Service providers and advocates are sometimes promoted to management roles after working for the organization for a relatively short period of time. In these cases, advocates may not possess specialized management skills or training. This pattern of promotion can pose challenges for the individual and the organization. The PDV program at the University of Colorado Denver recognizes that it is critical for the leader of an organization to have the opportunity to learn the necessary skills to run the business side of an organization such as managing people, developing budgets, reading financial statements, and raising thousands of dollars year after year. Without these key management skills, programs and organizations are threatened by issues such as staff turnover, discord among board members, or loss of funds.

2. The University of Central Florida offers a two course graduate specialization track in Domestic Violence as part of the Applied Sociology MA program. See <http://www.graduatecatalog.ucf.edu/Programs/program.aspx?id=1052&tid=148&track=Domestic%20Violence>. The Rutgers University School of Social Work offers a four course Violence Against Women and Children Certificate for MSW students through the Center on Violence Against Women and Children. See <http://social-work.rutgers.edu/CentersandPrograms/VAWC/msweduction/certificate.aspx>. In the UK, London Metropolitan University offers a nine course MA in Woman and Child abuse, a six course Postgraduate Diploma in Woman and Child Abuse, and three course postgraduate certificates in Woman and Child Abuse, Violence Against Women, and Child Abuse. See <http://www.londonmet.ac.uk/pgprospectus/courses/woman-and-child-abuse.cfm>

The second concern that promoted the development of the PDV at the University of Colorado Denver was almost the opposite of the situation described above. As domestic violence organizations across the country became increasingly mainstream and institutionalized, some of the larger flagship programs developed large budgets, including some upwards of \$5 million. In these organizations, departing executive directors have often been replaced by people with strong administrative backgrounds but no experience with domestic violence issues. In this situation, it is easy for the historical concerns with social change for violence prevention, including activism, revolutionary cultural change, attention to diversity, and social justice, to get lost in a service delivery model.

In the late 1990s, The Sunshine Lady Foundation, Inc. was interested in providing funding for efforts to end domestic violence against women and children. The foundation president, Doris Buffett, had worked with a number of domestic violence programs and witnessed their administrative and financial struggles. At a meeting with the foundation trustees in North Carolina, Barbara Paradiso, who at the time was working for the Foundation and Rita Smith, Director of the National Coalition Against Domestic Violence, developed the idea of investing in local communities by building a pool of skilled leaders and managers to run organizations focused on social change. The trustees for the Foundation supported the concept and plans for the PDV at the University of Colorado Denver were underway. Planning committee members determined that a program which combined academic work on domestic violence, management, and leadership education would make a valuable contribution to the production of a strong pool of future leaders for the domestic violence movement. They designed an academic graduate program since an advanced degree would give practitioners an advantage in the workplace over a collection of continuing education credits or trainings.

Working with the Sunshine Lady Foundation, Paradiso reviewed existing academic programs and found that few universities were addressing the issue of violence against women in a concerted way despite the relevance of domestic violence to many areas of professional practice. After surveying the directors of domestic violence organizations and coalitions to refine program goals, the foundation identified the University of Colorado system as a likely partner. In 1998, the University of Colorado convened a committee to explore the feasibility of a program in domestic violence. Domestic violence advocates and administrators from across the university system participated on the committee. The School of Public Affairs approved and implemented the program, and the Sunshine Lady Foundation, Inc. funded the start-up costs.

The first degree available to students was a concentration in domestic violence organizational management and policy development within the Masters of Public Administration program. The first cohort entered the program in the fall of 2000. Today, students can complete a concentration in the PDV Management and Policy Development in the Master of Public Administration degree (MPA PDV) or the Master of Criminal Justice degree (MCJ PDV). The PDV also

offers two stand-alone certificates: the Certificate in Interpersonal Violence and Health Care and the Certificate in Domestic Violence Studies.

### *PDV Requirements*

Students seeking a graduate degree in public administration or criminal justice are required to take four domestic violence courses: (1) Women and Violence: A Sociological Perspective; (2) Psychology of Violence Against Women; (3) Battered Women and the Legal System; and (4) Domestic Violence Advocacy and Social Change. As the cohort format of the domestic violence intensive courses is a distinguishing feature of the program, these domestic violence courses are completed during intensive sessions at the University of Colorado Denver. Students in the PDV are admitted annually and move through the program as a cohort. On-campus intensive sessions are completed as a cohort, promoting skill and leadership development explicitly focused on domestic violence. These sessions make up ten to fifteen hours of training per semester over the two year program of study. The domestic violence intensive courses are taught by the one university faculty member assigned to the program or outside instructors and practitioners. Outside experts selected with input from the cohort visit the program and participate in the intensive sessions.

In addition to the four required domestic violence courses, PDV students in the MPA program complete six core courses in public administration and PDV students in the MCJ program complete five core courses in criminal justice. MPA students take one additional elective and MCJ students complete two additional electives. Students in both programs complete an internship unless the requirement is waived due to professional experience. They also complete a capstone project or thesis. The capstone can be an individual or group undertaking. The core courses required for the MPA and MCJ programs are offered online as well as on campus. The capstone course and electives in public administration and criminal justice are also available in online or on campus formats. Table 2 summarizes the requirements for the MPA and MCJ degrees.

Students can also elect to take the four intensive domestic violence concentration courses as a standalone Certificate in Domestic Violence Studies. The latest offering is a Certificate in Interpersonal Violence and Health Care which is comprised of three of the domestic violence intensive courses and two intensive health studies courses. Table 3 summarizes the certificate requirements.

In each area, the program maintains a focus on leadership development. While the specific skills in different fields differ, the goal remains the same: to increase the sensitivity, knowledge, and capacity of systems and communities to effectively prevent and respond to domestic violence.

**Table 2** University of Colorado Denver PDV masters degree requirements

Requirements	MPA PDV	MCJ PDV
Introduction to public administration and public service	X	
Organizational management and behavior	X	
Research and analytic methods	X	
Economics and public finance	X	
Policy process and democracy	X	
Leadership and ethics	X	
<sup>1</sup> Women and violence: a sociological perspective	X	X
<sup>1</sup> Psychology of violence against women	X	X
<sup>1</sup> Battered women and the legal system	X	X
<sup>1</sup> Domestic violence advocacy and social change	X	X
Law & society		X
Criminal justice systems, policies, & practices		X
Criminological theory		X
Research methods		X
Statistics		X
Approved elective	X one of these	X two of these
Capstone experience: Capstone project	X one of these	X one of these
Masters thesis		
Internship requirement (300 h)	Unless waived	Unless waived

<sup>1</sup>Domestic violence intensive courses (cohort format).

**Table 3** University of Colorado Denver PDV certificate program requirements

Requirements	Certificate in domestic violence studies	Certificate in interpersonal violence & health care
<sup>1</sup> Women and violence: a sociological perspective	X	X
<sup>1</sup> Psychology of violence against women	X	X
<sup>1</sup> Battered women and the legal system	X	X
<sup>1</sup> Domestic violence advocacy and social change	X	
<sup>2</sup> Interpersonal violence and health		X
<sup>2</sup> Interpersonal violence, health advocacy and systems change		X

<sup>1</sup>Domestic violence intensive courses (cohort format).

<sup>2</sup>Health studies intensive courses (cohort format).



## Benefits of University-Based Domestic Violence Programs

We surveyed instructors and administrators associated with the PDV and DVPS in order to learn about their perceptions of the programs. We received feedback from four tenured faculty members, three instructors, and five administrators. The administrators and instructors involved with these programs described a variety of benefits for teachers, students, the university, and the community. Instructors in both programs enjoyed teaching highly engaged students.

Students in the program are very motivated and interested in the topics in the concentration and it is exciting to think of these young, passionate advocates doing domestic violence advocacy in their communities. (Delaware program director)

By having the PDV we are attracting the most academically qualified students in the fields of public affairs and criminal justice for graduate studies. Offering the PDV allows us to actively train and educate current and future leaders in the field. So there are definite benefits to being such a unique, national program. (Colorado instructor A)

I feel very strongly about the issues we are discussing and what I find gratifying is that once students start to engage with the material and the dynamics involved they also become passionate about it and really involved with the materials. (Delaware instructor A)

It has been a true joy to teach in the DV Program. The students are incredibly smart, passionate and innovative professionals. They truly are the ones who will be taking this work to other levels. Knowing that I play a part in helping the next generation of leaders emerge in this field is exciting! (Colorado Instructor B)

Faculty also enjoyed teaching and learning from the diverse group of students attracted to the domestic violence courses.

I especially enjoy teaching students seeking a concentration in domestic violence because our cohort/hybrid structured classes allow students living across the country to participate in the program. So, the PDV's student body is not only limited to people living in the Denver/Colorado area. Providing educational opportunities of this kind promotes diversity in the program ... I very much enjoy all of the rich life experiences brought to the classroom by so many amazing students. (Colorado instructor A)

Meeting the future leadership of the movements against domestic and sexual violence [is a benefit of the program]. I also consider it a privilege that I get to be in communication with that future leadership. They have an enormous amount to teach me. (Colorado instructor C)

Those involved in the programs appreciated the opportunity to connect course content with real world needs.

This program has created a wonderful partnership with the Delaware State Domestic Violence Coalition and direct service providers in the community. It has also brought professors teaching in the program together to look at course content and identify areas of overlap and areas that complement one another. It has also led to conversations about what advocates need to know in the real world and how to best help students learn that information/gain that experience. (Delaware program director)

The classes are intense, insightful, and informative, offering thought-provocative and at times emotional challenges for the students. The "intensive" and "cohort" formats of the classes offer an additional benefit as it encourages group work, engaging discussions, and individual attention. All of the different classes offered during the program complement each other and expand students' knowledge of domestic violence and women's issues as a whole. At the completion of the program, students report that they feel empowered, educated, and ready to take on erasing domestic violence, whether through advocacy, direct service, teaching, research, etc. (Colorado instructor A)

So many students have no idea how courses or even majors translate into "real" jobs upon graduation. This program gives students the opportunity to try on a career while they are still in college, which better prepares them for the workplace later. It also puts them at an advantage when they want to get a job-they have practical experience, and know how to dress and carry themselves on job interviews and in professional situations. Plus, I think the students have a real passion about the material, and are excited that they might be able to use it. (Delaware instructor C)

It seems to me profoundly important that a graduate school that is focused on public policy and public administration invests in issues of violence against women and other historically oppressed people. Democracy cannot exist unless we collectively ensure a full and robust public response to such violence. (Colorado Instructor C)

Instructors remarked that making the connection between course content and anti-violence practices explicitly transformed student learning.

Having the program makes teaching about these issues real to students, both those in and not in the program. I was teaching this particular class before the DV program was implemented, and having students who are focused on this area and have additional background has led to more student discussion and student-generated examples. It isn't just hypothetical anymore-for many of the students, being an advocate is a real experience. (Delaware instructor B)

I love the enthusiasm the students bring to the courses. They are so enthusiastic about the subject, and supportive with each other about learning and stretching their comfort zones. Since they will use the material with "real" people and situations away from the classroom, they are more attentive and

inquisitive. They seem to want to understand nuances better, given the complexity of the issues. (Delaware instructor C)

Student response to the programs reinforces these perceptions.

[Students] reported that the experience they gained during their internships was invaluable as they were able to apply knowledge gained in the classroom to the real world. (Delaware instructor D)

We just graduated our first class of students who have been through the certification process and a significant number of them will be entering fields or advanced study that bring them into direct work in DV. I think that speaks volumes about the impact. The most specific example I can give is that students talk about how it changed their lives. (Delaware instructor A)

I do know of one student who postponed her graduation for an entire year so that she could complete not just a Women's Studies degree but the DV concentration; she was originally scheduled to graduate right before the program began. In general, students in the program have seemed eager to share their community experiences and information from other classes with students not in the concentration. (Delaware instructor B)

Instructors and administrators described program benefits to the university and department including: increased visibility on campus and in the community; enhanced communication and collaboration across programs; and strengthened relationships with community organizations. These benefits align with common university mandates around enrolment, town and gown relations, publicity, student employment rates, professional skills acquisition, interdisciplinary research, and collaboration with external funders.

Two key benefits are derived from participation in this program. First, it provides our students with an opportunity to acquire training and field experience that addresses an enduring problem-domestic violence. Second, faculty involvement in this program provides us an opportunity to build interdisciplinary strengths both in our department and in the college. Since a number of our faculty have research interests in domestic violence, myself included, the program provides a venue for research partnerships to develop. (Delaware chair of affiliated department)

There are strong benefits from housing the Center on Domestic Violence in the School of Public Affairs. As I understand it, most other university-based programs focused on domestic violence have been located in Social Work schools or something similar. By linking DV with the criminal justice programs that we have, as well as policy and public administration, we are able to view DV with broader lenses, both in terms of defining it as a public health type issue and also in terms of the criminal aspects of individual behavior. It also recognizes that DV programs have commonalities with other public and non-profit entities-fundraising, contracts, client services, and financial and HR management, topics in which we have broader expertise, and appropriate coursework. (Colorado dean of host school)

It provides our students with a concrete application of their interests; they are able to put in actual hours toward the certificate which will help them in the job market, and also to explore a variety of avenues within the field. It also provides our department with connections in the community. (Delaware instructor A)

The DVPS program has benefited our department. We have fostered ties with many local activists and experts in the field. The DVPS has program has attracted a number of majors to our department, students who are interested in violence policy and prevention but who might not have otherwise considered a major in women's studies. The DVPS program has increased our departmental visibility both within and outside of the university. Faculty from departments across the university have expressed their interest in getting involved with the program. (Delaware program director)

Those involved in the DV programs also noted the ways that the programs build community connections, on campus and off. In Delaware, students provide over 3,200 h of direct service per year, and have collected more than 2,700 cell phones for emergency use, raising nearly \$5,000 for the DCADV. In Colorado, many graduate students complete capstone projects that fulfill a research need for a community program or agency. For example, one cohort of students identified a need for address confidentiality for domestic violence victims in Colorado. They identified legislative sponsors, studied other states' provisions, drafted language for a bill, and testified before the legislature. The bill passed, and Colorado now has one of the most comprehensive address confidentiality programs in the country. Instructors and administrators appreciated such connections to the community.

I am extremely enthusiastic about our DV program and see multiple benefits to our Women's Studies students and the community, both our local community and the community at large. In fact, the DV program is creating a new community since it brings together survivors, students, advocates as well as different organizations and institutions. I do see the DV program as a model of a highly successful partnership between academia and the public sector offering students the unique opportunity to apply academic, theoretical knowledge to advocate on behalf of survivors of domestic violence. (Delaware chair of host department)

UCD is in a great, centralized location, which makes the program accessible to people from all over the country. There is some really important national domestic violence work happening in Colorado, so it's exciting to be close and connected to it. UCD has an excellent reputation and is academically challenging. Graduates have a degree they can be proud of. (Colorado instructor B)

I am a member of the DCADV and I regularly hear praise about the program at events and gratitude about the resources we are creating through our students' efforts. (Delaware instructor A)

Overall, the instructors in the domestic violence programs enjoyed teaching highly engaged students and saw intellectual and professional benefits from

student involvement in the programs. For students at Delaware, the benefits extended beyond the students enrolled in the program to their classmates and into the community. Students in Colorado seemed to thrive on the flexible yet intensive format of the PDV. Both programs fostered connections between the university classroom and the real world, to the benefit of the university and the students.

### Challenges for University-Based Domestic Violence Programs

Alongside the many benefits of these programs, there are some challenges. The same diversity of experience that makes courses on domestic violence rewarding for students and faculty can make teaching and learning around the issue tricky. Course content on violence and abuse connects with student experiences in ways that may be difficult. Faculty members in these courses are called upon to address the classroom climate in ways not necessarily required in other types of courses.

It isn't a secret that many folks working in the domestic violence movement, as researchers, advocates, practitioners, public health professionals, service providers, etc. have been personally touched by domestic violence in some way, whether directly or indirectly ... So, one challenge associated with teaching the domestic violence courses is the need for student survivors to be at a point in their own recovery where they can be as objective as possible about the academic subject matter of their domestic violence classes. (Colorado instructor A)

The biggest challenge is the fact that we have students that have firsthand experiences with intimate partner violence and then we have students that have never experienced it. That means I need to create a safe space for those who have had experience and yet also push (gently) those who have not to get outside their own perceptions and listen to the voices of others. (Delaware instructor A)

Diversity among students can be enriching yet challenging.

There's a wide variety of backgrounds and levels of experience with intimate partner violence and/or feminist theory. I have students with virtually no background in the area along with students who have completed multiple placements in DV-related agencies ... While this can also be a strength, it can be challenging to explain to the future therapist why s/he should care about the law while explaining to future police officers why they should care about the difference between anger management and batterer intervention. (Delaware instructor B)

Integrating the CJ students has been a challenge, as they are often coming with a different philosophical grounding than the students who are coming from advocacy backgrounds. This is an exciting challenge, however, and one that I think feeds the diversity of thought and opinion in each cohort. (Colorado instructor C)

Myths and misconceptions about the problem persist in the face of decades of consciousness-raising about domestic violence.

Since my course attracts many different students, there are always a number of them who come to the class knowing very little about DV and they are often very accepting of myths heard in the news (such as, "females are just as violent as males", or, "why doesn't a battered woman just leave if it's so bad?"). My teaching style is non-judgmental and I unpack myths and assumptions in class-often with the help of the students who have more information and experience, such as the ones in the DV program. (Delaware instructor C)

One challenge identified by a Program Director was resources and funding.

Our greatest challenge is funding. We were launched and exclusively funded by the Verizon grant. Our grant extends until August 2013 ... One area of funding needs that will remain constant is the six annual stipends to fund the student summer practicums. These stipends are essential for students to provide ten weeks of summer direct service. They also function to attract potential students to the program ... This is a continual problem and securing future funding is a necessity if we are to survive. (Delaware program director)

There are also academic challenges. Even in the context of a series of specialized courses, domestic violence is a complicated issue to cover in a limited time. There are also gaps in the research literature that can be challenging for students and instructors alike.

I teach Domestic Violence and Social Change, which is a big topic. It's sometimes a challenge to quantify such a large issue. It can be hard to find academic literature to support the topic that we teach as well as the topics our students are writing about. In this course, we're also linking DV to other forms of oppression, which is critical, but can be overwhelming at times. (Colorado instructor B)

In addition, the emphasis on praxis that students and instructors find so rewarding is controversial. Some scholars believe that science and advocacy do not mix. Program Directors are aware of a:

clash in values between the goals of the school and/or University and the program. Those things that help to define excellence in an academic setting (e.g. high GPA, high GREs) may prevent access to the program for the very students the program was designed to serve and represent strong potential for future leadership in the domestic violence movement (e.g. committed and passionate survivors, women of color, etc.). (Colorado Program Director)

This concern is articulated by an administrator in the school that houses the program.

I would highlight two challenges. One is the advocacy element of the program-while we have many students who study environmental policy, for example,

and I imagine that most of them are fairly pro-environmental protection (in possible trade-offs with economic development, for example), that isn't an explicit part of what we teach. In the DV program, there is more of an advocacy element-and while few people, if any, are in favor of domestic violence, it does create some challenges, in terms of boundaries. Second, the daily work in DV is likely to be more emotion-laden than in many areas of public policy-thus, as might be more true in a social work or clinical psychology type program, the reactions of the students to the course materials and potential clients are more important in DV than in other areas of public affairs that we teach, and that adds a new dimension. (Colorado dean of host school)

Teaching about domestic violence is pedagogically challenging for the same reasons it is rewarding. The issue brings together powerful experiences and academic content in a way that is unusual in academia. Additional challenges arise from the lack of financial support for domestic violence programs. For example, Delaware's program depends on an external grant for its survival, and a replacement is proving difficult to secure. Colorado relies on adjunct faculty to teach the majority of the courses in the DVP. Only one tenured faculty member is currently assigned to the program. These structural factors present sustainability issues that may necessitate changes in the future.

### Future Directions for University-Based Domestic Violence Education

The directors of these programs have some recommendations for others thinking of developing a university-based PDV:

- Develop and formalize a collaborative relationship with community organizations to ensure that the content and values of the program are coherent with community needs.
- Work with a team of practitioners and academics to develop and implement the program.
- Identify and put in writing the program's key values, concepts, structural needs before any negotiations, or planning begin.
- Engage and seek administrative buy-in at all levels of the university.
- Recognize that the program will not likely attract large numbers of students, at least at first, and plan accordingly.
- Build and maintain a broad base of practitioners, professors, and administrators internal and external to the university to ensure a supportive and knowledgeable advisory board for program.

Program Directors emphasized that without a foundation grounded in the feminist values of the battered women's movement, it is too easy for programs to stray from social justice priorities, especially within a larger corporate environment that does not always recognize or understand this kind of work.

This review of two innovative university-based domestic violence programs raises numerous questions for further study. It would be useful for future

research on university-based domestic violence education to provide a comprehensive overview of available programs, similar to the legal education initiatives by the ABA described above. Other studies could assess the academic rigor and curricular content of domestic violence courses and programs. Additional research could track graduates' career paths using alumni surveys and assess their perceptions of the value of the programs over time. Likewise, scholars could survey domestic violence organizations who have worked with graduates in order to measure the impact of academic programs on the practice community.

On a more theoretical level, this article is descriptive, and does not engage with intense debates among anti-violence advocates and scholars about the increasing assimilation of anti-violence organizations into the machinery of the neoliberal state (Beres, Crow, & Gotell, 2008; Markowitz & Tice, 2002; Reinelt, 1995; Richie, 2000; Schmitt & Martin, 1999; Wies, 2008). Indeed, Colorado and Delaware have different approaches to certification and training for domestic violence advocates based on local perspectives about the best way to address anti-violence work within their particular contexts. As the domestic violence movement has developed into an institutionalized sector for research and practice, there has been much reflection about the consequences of the political choices made by organizations and individuals doing anti-violence work. Both of these programs attempt to address race and class through course content and funding schemes. However, the work to examine the contradictions between revolutionary models for social change to end violence and oppression and service provision in the non-profit sector is just beginning (INCITE! Women of Color Against Violence, 2009).

Nonetheless, these university-based programs offer a privileged location for education and a valuable experience for those involved. As DCADV director Carol Post put it, "we hope this program continues to grow and becomes a model for programs based on academic/community partnerships at the undergraduate level around the country." As the quotations from those involved in both programs show, university-based domestic violence programs have the potential to be a life-changing opportunity for students, as well as a rewarding experience for faculty, university staff, and community organizations. The graduates of these programs acquire specialized information and skills that bridge theory and practice. They can apply this knowledge to future leadership in the anti-violence movement or carry it with them to their other endeavors.

### Notes on Contributors

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