



Social Services Worker's and Supervisors' Perceptions of Domestic Violence Training

Journal:	Professional Development: The International Journal of Continuing Social Work Education
Article Title:	<i>Social Services Worker's and Supervisors' Perceptions of Domestic Violence Training</i>
Author(s):	<i>Brian K. Payne, Dianne Cyr Carmody, Gina Repass, and Kara Hoofnagle</i>
Volume and Issue Number:	<i>Vol. 9 No. 1</i>
Manuscript ID:	<i>91004</i>
Page Number:	<i>4</i>
Year:	<i>2006</i>

Professional Development: The International Journal of Continuing Social Work Education is a refereed journal concerned with publishing scholarly and relevant articles on continuing education, professional development, and training in the field of social welfare. The aims of the journal are to advance the science of professional development and continuing social work education, to foster understanding among educators, practitioners, and researchers, and to promote discussion that represents a broad spectrum of interests in the field. The opinions expressed in this journal are solely those of the contributors and do not necessarily reflect the policy positions of The University of Texas at Austin's School of Social Work or its Center for Social Work Research.

Professional Development: The International Journal of Continuing Social Work Education is published three times a year (Spring, Summer, and Winter) by the Center for Social Work Research at 1 University Station, D3500 Austin, TX 78712. Journal subscriptions are \$110. Our website at www.profdevjournal.org contains additional information regarding submission of publications and subscriptions.

Copyright © by The University of Texas at Austin's School of Social Work's Center for Social Work Research. All rights reserved. Printed in the U.S.A.

ISSN: 1097-4911

URL: www.profdevjournal.org

Email: www.profdevjournal.org/contact

Social Services Workers' and Supervisors' Perceptions of Domestic Violence Training

By Brian K. Payne, PhD; Diane Cyr Carmody, PhD; Gina Respass, MA; Kara Hoofnagle, MA

Introduction

Research suggests that less than one percent of social work programs in colleges and universities across the United States offer courses in family violence (Danis & Lockhart, 2003). Despite this dearth of coursework, social services workers routinely encounter victims of various forms of violence, including family violence victims (Danis, 2003). Indeed, the dynamics of family violence cases are such that many domestic violence victims may encounter social services workers for at least three different reasons. First, domestic violence victims may encounter social services workers in their efforts to leave an abusive relationship. Shame and fear of future violence may keep victims from telling workers about the abuse (Payne & Gainey, 2005), but they may rely on the workers for various forms of assistance.

In addition, social services workers may encounter domestic violence cases by way of child abuse cases. Estimates suggest that 40–70 percent of child abuse cases involve co-occurring domestic violence (Appel & Kim-Appel, 2005). Cases reported to child protective services, particularly those which are substantiated, have a high likelihood of involving domestic violence.

Social services workers will also encounter domestic violence cases when battered women seek financial assistance. While it is true that domestic

violence occurs across all socio-economic classes, it is more common among the lower class.

Consider the following:

- Although intimate victimization occurs in all socio-economic groups, victims of intimate violence are more often poor, with family incomes under \$7,000 annually (Healey & Smith 1998; Rennison 2001).
- Women with an annual income of \$7,000 or less experienced intimate violence at a rate of 20 per 1,000 as compared to women with an annual income of \$15,000 to \$24,000 (10 per 1,000), or women with an annual income of \$35,000 to \$49,999 (6 per 1,000) (Greenfield, 1998).
- Domestic violence victims also have higher rates of unemployment and other social problems (Healey & Smith 1998).
- By some estimates, 50 to 80 percent of women receiving public assistance have been physically abused by an intimate partner at some point in their lifetime compared to only 22 percent of the general population (Lawrence, 2002; Lyon, 2000; Tolman & Raphael, 2000).

What these findings ultimately mean is that the problems that coincide with domestic violence are such that victims may often be forced to rely on social services workers for assistance.

Because social services workers may actually be the first responders in domestic violence cases, and

Brian K. Payne, PhD, is professor and chair of the Sociology and Criminal Justice department at Old Dominion University. He is the director of the ODU Center for Family Violence Education and Research.

Diane Carmody, PhD, is an associate professor in the Sociology and Criminal Justice department at Old Dominion University.

Gina Respass, MA, is a research assistant for the Center for Family Violence Education and Research and the Social Science Research Center at Old Dominion University.

Kara Hoofnagle, MA, is a research assistant for the Social Science Research Center at Old Dominion University.

Inquiries can be directed to: Brian K. Payne, PhD, Sociology and Criminal Justice, Old Dominion University, Norfolk, VA 23529, (757)683-3795, e-mail: bpayne@odu.edu

This research was supported by a sub-award from the Virginia Institute of Social Services Training Activities. Opinions expressed are those of the authors and not the funding agency.

there is reason to believe that they do not receive a great deal of exposure to family violence in college and university courses, it is imperative that worker training programs adequately prepare social services workers for dealing with domestic violence cases. Very little research has considered the training provided to these workers. Among the research that has been done specifically in this area, and generally in other areas, three patterns emerge. These patterns include the following:

- The effectiveness of training
- Innovations in training
- Difficulties training in certain areas

With regard to the effectiveness of training, exposure to training has been found to increase the ability of professionals to identify abuse and make referrals to community agencies (Hamberger et al., 2005). One study found that nearly three-fourths of 130 social workers who had participated in a recent training felt that the training positively improved their work performance and just over half viewed the training as reducing turnover (Kleinpeter et al., 2003). Another author team notes that effective domestic violence training "is necessary to equip professionals with the knowledge and skills they need to respond to domestic violence more effectively" (Bacchus et al., 2003: 10). When designed appropriately, research suggests that training designed to help social workers better serve dysfunctional families is well received and has enormous potential to influence workers' abilities to help (Bliss et al., 2004).

Regarding research on innovations in training, researchers have considered both training content and training design. The need for collaborative training in domestic violence has been addressed in prior studies and seems to be agreed upon widely among experts (Forgey and Colarossi, 2003; Jones et al., 2002; Packard et al., 2000). Among other things, the consistent finding that domestic violence occurs in families experiencing a number of other types of problems has driven the need for this collaborative training (Friend, 2000). In terms of training designs, researchers have considered

whether alternative forms of training such as online and related distance learning training practices are useful for social services workers (Miller, 1999). The use of online training for social workers has grown dramatically in recent years (Dezendorf et al., 2004). Both administrative and technological support for these efforts have also increased (Petracchi, 2003).

With regard to difficulties in training on certain topics, research suggests that various aspects of domestic violence are difficult to convey in training programs. The complex nature of domestic violence—its characteristics, causes, and consequences—results in difficulties generalizing about appropriate remedies. Among other things, it is extremely difficult to train about topics as important as safety plans (Friend, 2005) and risk assessments (Davidson & Levine, 2003).

While researchers have generally considered the effectiveness of training, the need for various innovations, and the difficulties that arise, a need exists to draw out comparisons between workers' experiences in domestic violence cases with their perceptions of domestic violence training. Building on this past research, the current study examines the following three questions:

- How do social services workers' and supervisors' experience DV cases?
- How do the workers and supervisors perceive different training strategies?
- What training needs are not being fulfilled in current training programs?

Addressing these questions will illustrate whether training innovations are needed in order to better prepare social services workers for domestic violence cases.

Methods

Five focus group interviews were also conducted at three different domestic violence trainings in the Commonwealth of Virginia. The trainings were offered by the Virginia Institute for Social Services Training Activities (VISSTA). In particular, VISS-TA requested that a needs assessment be conducted

focusing on what training strategies and materials in regards to domestic violence training. In all, approximately 25 social services workers participated in these interviews. All but two were females. In addition, telephone interviews were conducted with nine supervisors of social services units. This combination of methodologies allowed us to hear from individuals who were unable to attend a focus group. All of the supervisors were females. In addition, respondents' demographic information (race and age) and agency affiliations were not noted in order to encourage participation and protect the confidentiality of the participants.

The following questions served as a guide for the focus group and telephone interviews:

- Tell us about your experiences with domestic violence cases.
- What aspects of these cases do you or your workers have particular problems dealing with? Are there things your workers encounter that they just aren't prepared to deal with?
- What do you think about online learning technologies? What about other distance learning strategies?
- What training strategies do you find most useful? Why?
- Which specific content areas would you like to see covered in future classes?
- What can be done to make domestic violence training more useful for you and your workers?
- Are there things we should have asked you that we didn't?

The social services workers' and supervisors' responses to these questions were content analyzed using rules of manifest and latent content analysis (Berg, 2005). This entailed coding and counting both intended and implicit themes from the statements made by the workers and the supervisors. Because we did not ask each specific individual to answer specific questions, we are not able to calculate frequencies based on the sample size. Instead, we report general patterns uncovered across the focus groups and the phone interviews. Such a process is common in exploratory qualitative studies (Berg, 2005).

Findings

FOCUS GROUPS WITH WORKERS

The results of the focus groups were content analyzed and are presented below under the following categories:

- Experiences with Domestic Violence Cases
- Identified Training Needs
- Training Strategies

Experiences with Domestic Violence Cases

When asked to discuss their experiences with domestic violence cases, some workers noted that they felt somewhat frustrated by the lack of system wide knowledge about domestic violence. Specifically, they argued that social services workers should be required to receive basic domestic violence training. According to one worker, "Our TANF workers need to know how to screen for domestic violence." Others wanted more training on collaboration between agencies, and ways to maintain better records concerning services for victims. Finally, many discussed problems dealing with the victim of domestic violence, understanding why she might stay in the relationship, and how best to provide services.

Identified Training Needs

Focus group members were asked to identify specific areas where additional training was needed. Several noted that the training on worker safety did not meet their needs. The current safety course focuses on *workplace or office* safety and does not address the dangers faced by those working in the field conducting home visits, etc. Many felt unprepared as they entered potentially violent situations, and felt additional training in this area would be especially helpful. Two of them described potential volatile scenarios from their work experiences. One child protective services worker, for example, talked about a case in which the resident pointed a gun at the worker as the worker stood by herself on the front porch.

The relationship between domestic violence and substance abuse was another area of concern. Members wanted to gain a better understanding of addiction and the role it plays for both victims and perpetrators. As part of this training, the focus

Social Services Workers' and Supervisors' Perceptions of Domestic Violence Training

group members also requested more instruction on the identification of illegal drugs, and information on current street names or slang terms for these substances. As one person noted, "On home visits, I see things that may be illegal drugs, but I'm not really sure what I'm looking for."

Diversity and domestic violence was also discussed in the focus groups. Clearly, domestic violence occurs in all groups, and the workers who respond need to be sensitive to the belief systems and needs of different groups. When asked to identify the groups that they most frequently encounter, focus group members provided a rather long list, noting that the representation of many groups varies widely by region. Groups identified included: Filipino, Middle Eastern, Hispanic, African American, Asian, and Native American. The need for training on the cultural and religious differences between groups was emphasized. One participant noted, "Cultural sensitivity training is needed." In a related comment, one worker noted, "information is needed on immigration laws, child support and deportation issues." In addition, several focus group members requested training on domestic violence among same sex couples, the aged, and the disabled. Finally, some noted the need to expand the domestic violence courses to include male victimization as well as children abusing parents.

Training Strategies

Focus group members were also asked about various training strategies and technologies. Initially, they were asked how they felt about online courses, video trainings, and other individual training strategies that could be completed at their home or office. The consensus on these approaches was negative. Although some did note that this approach would allow them to receive training without having to travel to a training center, most felt that these approaches were ineffective. For some, the issue was time. If they attempted to take an online course, they would be frequently interrupted and distracted by others at the office. This would make it an ineffective learning experience and they would be less likely to complete the training. For others, the issue was the technology. They were not confi-

dent in their computer skills and felt uncomfortable with the technology.

The majority of the focus group participants felt that having to actually leave the office for training made it easier to focus on the training. In addition, the opportunity to step away from their daily responsibilities and get to know peers from different organizations was valued. For some, the best part of the training was the opportunity to meet and learn from other members of the class. One noted, "I learn so much from the group interaction and the personal experiences of others."

While face-to-face training was favored, focus group participants differed in terms of the type of learning tools utilized by the trainers. Most favored a mix of videos, lectures and group activities, but many commented that the videos used in some of the trainings appear to be of low quality and/or out of date. One participant said, "I was a theater major in college and I still hate those things. I don't learn anything from them." They also noted that the best trainers are well versed in the course content and enthusiastic about the courses.

When asked to discuss ways to improve the domestic violence courses, several group members felt that considerable overlap exists in the course materials. For example, some of the basic domestic violence information provided in one introductory domestic violence training course is repeated at the beginning of other domestic violence courses. One worker noted that if the courses were offered sequentially, or if the introductory course were a prerequisite for the others in the series, this repetition may be reduced or eliminated. Some workers also expressed that the two day courses present additional challenges for workers who already feel they have too much to do, and shorter courses may prove to be more popular. Some also felt that the trainings would be more effective if a "team" teaching approach were utilized. One said, "if a local expert or police officer could come and provide specifics, that would be great." Another wondered if domestic violence victims could be invited to speak. She stressed, "Hearing the voices of victims as guest speakers would be great."

TELEPHONE INTERVIEWS WITH SUPERVISORS

Using the questions from the focus group interviews as a guide, in-depth telephone interviews were conducted with nine social services supervisors representing different regions of the Commonwealth. These questions served as a guide and follow-up probes were asked as needed. The phone interviews were conducted with supervisors of different divisions of social services, serving different areas of Virginia. These subjects were randomly chosen within each region. Several common themes emerged from these interviews. These themes are discussed in the following categories:

- Experience with Domestic Violence Cases
- Problems Encountered in Domestic Violence Cases
- Views on Online Learning
- Training Strategies and Content

Experience with Domestic Violence Cases

Most of the interviewees had limited experience with domestic violence cases. Some only handled these cases when children were involved.

Comments such as "We only handle domestic violence cases when children are involved" and "I work on the child protective services part of working with domestic violence cases" displayed this level of involvement. Two of the social services workers described a great deal of experience with domestic violence cases.

Other workers indicated that their involvement in domestic violence cases was based on referrals for services or determinations of eligibility. Interestingly, some of these workers seemed to underestimate their involvement in these cases. For instance, when asked to describe her experiences with domestic violence cases, one worker responded, "Very few, as I mostly deal with the children. Therefore, I mostly encounter children who get stuck in the middle of the fighting." Echoing a similar response, another social services worker indicated that she had "very little experience, referrals only." Another worker also said that she had "very little experience, we refer them only for housing and shelter."

Problems Encountered in Domestic Violence Cases

In terms of the problematic areas they encountered, two themes arose—*problems based on the dynamics of domestic violence and collaboration problems*. With regard to the dynamics of domestic violence, the social services workers expressed problems dealing with patterns common in domestic violence situations. For instance, some indicated problems with "the struggles and unwillingness of the abused to leave the home." Another supervisor said, "My workers aren't prepared to deal with the financial burdens that victims face."

Several workers used the phrase "cycle," or its variation, to describe this pattern. One worker, for example, said that "understanding the abuse cycle" was problematic, while another said that "workers aren't always prepared to deal with the cycle."

Other workers made similar comments:

- The dynamics of the abused *cycling* back to the abuser is problematic.
- Workers aren't prepared to deal with how the abused stays in the situation and continues in the *cycle*.
- Workers get very frustrated because they expect the victims to change their lives, and they don't. They re-enter the *cycle*, and workers can't deal with this.
- I have a fairly new staff, so we have problems with the basic understanding and training of the domestic violence *cycle* and explaining personal knowledge to better help and understand domestic violence.

Workers also either directly or indirectly cited a problem with collaboration in these cases. One worker, for example, noted that problems arise in "cases that involve other facets of DSS." Other workers expressed problems finding resources to help victims. One worker described specific problems with law enforcement, stating, "We have problems with the police. They don't want to take care of domestic violence matters, when we feel that they should."

Views on Online Learning

In general, the workers expressed guarded optimism in terms of the use of online training strategies.

Social Services Workers' and Supervisors' Perceptions of Domestic Violence Training

Comments such as "They are cost efficient and practical," and "They are fine. I am open to it and think that they are cost efficient" are examples. Some workers expressed complete faith in online strategies. Here are a few of their comments:

- I am in support of these 100 percent. [This is] the only way to get training to everyone in a timely manner.
- They are wonderful and cost efficient.
- I am very open to both online and other distance learning strategies. They would save the agency money, as no travel expenses would have to be paid.

Of course, some workers were more guarded in their support of online learning technologies. One, for example, warned, "It takes a disciplined person to do online classes." Another worker who expressed some support for the strategies countered her support stating, "you miss out on the benefits of having group interactions." To be sure, other respondents also agreed, as one worker put it, that "face-to-face training is much better."

Training Strategies and Content

Elaborating on the theme of "face-to-face" training, the supervisors tended to describe off-site training as the type of training they found most useful. For example, one worker said, "Group interaction is useful with new information." The following comments from another worker support this view of group work: "Face-to-face training, and workers sharing personal experiences. Most useful because you get immediate feedback, you can ask questions and gain insight into how to handle specific issues."

Other supervisors indicated that the training strategies they found more useful were those that involve both general and specific content, which allow for immediate feedback. An interactive atmosphere is what these supervisors found to be most useful. These involve role-playing, lecture, workshops and experts speaking about specific cases. Two supervisors suggested "in-house" training that would allow them to focus specifically on their own cases.

Specific content areas they would like to see covered in future classes resulted in a variety of answers. Most common were further training about the counseling and the cycle of domestic violence. In addition, many would like more training dealing with the different facets of the system (such as CPS and law enforcement). Note that some of the respondents recommended content areas that are already addressed in different domestic violence courses offered by VISSTA (the Virginia Institute for Social Services Training Activities). For example, respondents said they would like to see the following areas covered in future classes:

- Legal aspects.
- Development of safety plans.
- Engaging victims in services available to them.
- Dealing with law enforcement.
- Preparing to work through domestic violence in crisis situations.
- Signs that tip you off that domestic violence is taking place.
- Court and advocacy. Training the staff on how to empower the victim to go to court.

The fact that the supervisors wanted areas already covered in some domestic violence courses confirms the need to either strengthen these areas or make workers aware of the fact that courses are available to meet their needs.

When asked what can be done to improve domestic violence training, some respondents indicated that domestic violence training can be more useful for them and their staff by making it available more often. Others recommended offering the trainings in a variety of ways, such as distance learning strategies, in addition to traditional face-to-face training. Here are a few comments from the supervisors recommending this change:

- Make it available either by teleconference, online, or CD. Have a method for immediate feedback.
- Offer online training
- Opportunity for distance learning technologies where all can participate without leaving the office.
- Ways for them to gain knowledge on their own.

According to the respondents, providing both specific and general knowledge pertaining to domestic violence would also make the training more useful. In particular, some recommended more information about the various subsystems involved in the response to domestic violence cases.

Discussion

The results of this study suggest interesting patterns in training needs as they relate to experiences with domestic violence cases. Workers cited concerns about their own safety, but also demonstrated inconsistent definitions of domestic violence while underestimating the extent of their involvement in domestic violence cases. While supervisors tended to be more supportive of online training strategies, they also tended to have less experience in these cases. These results have important implications for training social services workers about domestic violence.

With regard to worker safety, research shows that social services workers are approximately three times more likely to be victims of workplace violence than all other occupations (Payne & Sajko, 2005). This high rate of violence is understandable considering that social services workers must regularly deal with clients who may become irate and disagreeable, especially in cases involving domestic violence. A great deal of training is provided to social services workers so that they can help domestic violence victims develop safety plans. A similar sort of training should be provided for workers so they can develop their own safety plans. The need is demonstrated not just in the estimates provided in past research, but also in the comments made by the workers in the current study.

Second, in terms of inconsistent definitions of domestic violence, from the phone interviews it seems that while social services workers are encountering children as victims, it is clear that the workers do not define child abuse as a form of domestic violence; instead, it is defined as something different. Other researchers have also found inconsistent definitions of various forms of family violence among child protective services workers

(Kominkiewicz, 2004), and differences in the abilities of various types of professionals to identify family violence (Spath, 2003). When child protective and foster care workers state that they did not encounter very many domestic violence cases, it is reasonable to suggest that they are simply overlooking the possibility of domestic violence in their caseloads. Past research suggests that 40-80 percent of child abuse cases involve co-occurring domestic violence (Payne & Gainey, 2005). Surely, it is disconcerting that these workers suggested that they rarely encountered domestic violence cases. This suggests the need to increase domestic violence training for child protective service workers and foster care workers. Such training has been shown to be effective in helping workers intervene in co-occurring child abuse and domestic violence cases (Mills & Yoshihama, 2002).

Third, and on a related point, it is possible that underestimating their own role in these cases, rather than as referral agents or something else, that some domestic violence victims may go without services. If social services workers do not realize that they are encountering a domestic violence victim, then possible assistance for victims will not be available.

Fourth, because social services supervisors reported less experience in these cases, their knowledge about various aspects of domestic violence may be inherently limited. What this suggests is that supervisors should be encouraged to participate in domestic violence trainings offered to their line workers. By increasing their awareness about domestic violence, supervisors will be in a better position to make sure that their workers are serving domestic violence victims as effectively as possible.

Finally, it is necessary to address online training, which is increasing across the world (Dezendorf et al., 2004; Miller, 1999; Petracchi, 2003). The workers and supervisors appeared to have conflicting views about the appropriateness of the training. Differences between supervisors' and workers' perceptions about other aspects of training have been found in other studies as well (Mason et al., 2003). In our study, workers tended to discuss online

training in negative ways, while supervisors offered more favorable reviews of online learning. This could be a result of sampling bias in that we were interviewing workers who at the time were participating in face-to-face training sessions. These workers may be predisposed to this sort of training. In any event, efforts to better utilize online and distributive learning technologies will require "selling" the courses to line staff, who appear to be resistant to such strategies. At the same time, it is clear, not just from this research, but other studies as well, that there is no substitute for on-site training.

Implications

A number of questions surface for future research. First, research should consider whether different types of social workers experience and react to domestic violence in different ways. Second, research should consider whether training content influences experiences with domestic violence clients. Finally, researchers should consider whether training strategy (e.g., online versus onsite) is related to domestic violence case processing. Addressing these issues will ensure that social services workers are better prepared to help domestic violence victims.

References

- Appel, J. and Kim-Appel, D. (2005). Co-occurring child abuse and domestic violence: A human services perspective. *Journal of Health and Human Services Administration*. (In press)
- Bacchus, L., Mezey, G., & Bewley, S. (2003). Experiences of seeking help from health professionals in a sample of women who experienced domestic violence. *Health & Social Care in the Community*, 11, 10-18.
- Berg, B.L. (2005). *Qualitative research methods for the social sciences*. (5th ed.). Boston, MA: Allyn and Bacon.
- Bliss, D., Smith, C., Cohen-Callow, A., & Dia, D. (2004). Social workers' perceptions of how participation in continuing education activities leads to changes in knowledge, attitudes, and behaviors. *Professional Development: The International Journal of Continuing Social Work Education*, 7, 2, 27-35.
- Danis, F.S. (2003). The emerging field of crime victim assistance: Are social workers ready? *Professional Development: The International Journal of Continuing Social Work Education*, 6, 13-19.
- Danis, F.S. and Lockhardt, L. (2003). Guest Editorial: Domestic violence and social work education: What do we know, what do we need to know? *Journal of Social Work Education*, 39, 215-224.
- Davidson, J.C., & Levine, J. (2003). Protective services case-workers' understanding of the DSM: Improving risk assessment through professional development training. *Professional Development: The International Journal of Continuing Social Work Education*, 6, 3, 29-38.
- Dezendorf, P.K., Green, R.K., & Krul, R. (2004). Continuing education online: Use it or lose it. *Professional Development: The International Journal of Continuing Social Work*, 7, 1, 24-34.
- Forgey, M.A., & Colarossi, L. (2003). Interdisciplinary social work and law: A model domestic violence curriculum. *Journal of Social Work Education*, 39, 459-476
- Friend, C. (2005). Helping public child welfare workers learn interviewing skills. *Dissertation Abstracts International, A: The Humanities and Social Sciences*, 65, 2765-A.
- Friend, C. (2000). Aligning with the battered woman to protect both mother and child: Direct practice and policy implications. *Journal of Aggression, Maltreatment & Trauma*, 3, 253-267
- Greenfield, L. (1998). *Violence by intimates: Analysis of data on crimes by current or former spouses, boyfriends, and girlfriends*. Washington, DC: Bureau of Justice Statistics, U.S. Department of Justice.
- Hamberger, L., Guse, C., Boerger, J., Minsky, D., Pape, D., & Folsom, C. (2004). Evaluation of a health care provider training program to identify and help partner violence victims. *Journal of Family Violence*, 19, 1-11.
- Healey, K. M. & Smith, C. (1998). Batterer programs: What criminal justice agencies need to know. Washington, DC: National Institute of Justice: U.S. Department of Justice.
- Jones, L., Packard, T., & Nahrstedt, K. (2002). Evaluation of a training curriculum for inter-agency collaboration. *Journal of Community Practice*, 10, 23-40.
- Kleinpeter, C.B., Pasztor, E., Telles-Rogers, T. (2003). The impact of training on worker performance and retention: Perceptions of child welfare supervisors. *Professional Development: The International Journal of Continuing Social Work Education*, 6, 3, 39-49.
- Kominkiewicz, F. (2004). The relationship of child protection service caseworker discipline-specific education and definition of sibling abuse: An institutional hiring impact study. *Journal of Human Behavior in the Social Environment*, 9, 69-82.
- Lawrence, S. (2002). Domestic violence and welfare policy: Research findings that can inform policies on marriage and child well-being. Research Forum on Children, Families, and the New Federalism. National Center for Children in Poverty, Issue Brief.
- Lyon, E. (2000). Welfare, poverty and abused women: New research on welfare and domestic violence. Policy and practice paper #10. Harrisburg, PA: National Resource Center on Domestic Violence.
- Mason, S., LaPorte, H., & Frankel, A. (2003). The importance of including supervisors when evaluating child welfare workers' training. *Professional Development: The International Journal of Continuing Social Work Education*, 6, 20-28
- Miller, M. (1999). Distance learning in a rural environment: Strategies, opportunities, and barriers. *Professional Development: The International Journal of Continuing Social Work Education*, 2, 2, 19-25.
- Mills, L., & Yoshihama, M. (2002). Training children's services workers in domestic violence assessment and intervention: Research findings and implications. *Children and Youth Services Review*, 24, 561-581.
- Packard, T., Jones, L., Gross, E., Hohman, M., & Fong, T. (2000). Using focus groups to design an interagency training program for child welfare workers. *Professional Development: The International Journal of Continuing Social Work Education*, 3, 3, 18-26.
- Payne, B. & Respass, G. (2006). Violence against social workers: Trends, risk factors, and remedies. Unpublished manuscript.
- Payne, B., & Gainey, R. (2005). *Family violence and criminal justice: A life course approach* (2nd ed). Cincinnati, OH: Anderson.
- Petracchi, H.E. (2003). A survey of county public child welfare agencies: Implications for distance learning. *Professional Development: The International Journal of Continuing Social Work Education*, 5, 3, 29-36.
- Rennison, C. (2003). Intimate partner violence and age of victim, 1993-2001. Washington DC: Bureau of Statistics, U.S. Department of Justice.
- Rennison, C. (2001). Intimate partner violence and age of victim, 1993-1999: Special Report. Washington DC: Bureau of Justice Statistics, U.S. Department of Justice.
- Spath, R. (2003). Child protection professionals identifying domestic violence indicators: Implications for social work education. *Journal of Social Work Education*, 39, 497-518.
- Tjaden, P. and Thoennes (2000). Extent, nature, and consequences of intimate partner violence. Washington, DC: National Institute of Justice, U.S. Department of Justice.
- Tolman, R. and Raphael, J. (2000). A review of the research on welfare and domestic violence. *Journal of Social Issues*, 56, 655-682.