Family Violence and Criminal Justice - A Life-Course Approach 3rd edition Payne Test Bank

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Family Violence and Criminal Justice: A Life-Course Approach, 3rd ed.

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INSTRUCTOR'S GUIDE—Student Test bank (sans answers)
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Two files have been provided, one which has the <u>answers</u> of objective questions indicated in the file, and the other without for use in test creation.

NOTE: FULL REFERENCE INFORMATION FOR ALL PARENTHETICAL REFERENCES HEREIN CAN BE FOUND IN THE ACCOMPANYING TEXTBOOK.

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Chapter 1
Family Violence and The Life-Course Perspective

Chapter Summary

This chapter introduces the approach of viewing family violence from the life-course perspective. For researchers, criminal justice professionals, and the general public, family violence was "discovered" in the 1960s. Several reasons are presented that propose the need to be concerned with family violence: (1) high rates of family violence in this and other countries, (2) the costs of responding to family violence, (3) danger to police who respond, (4) court issues, and (5) the cost to victims and those indirectly involved, including greater society. Furthermore, this chapter defines family violence and provides a theoretical perspective—the life-course approach—that helps in the understanding of family violence. The life-course perspective is explored in terms of definition, themes, placed emphasis, historical perspective, relations to other fields of study, and the usefulness of this theory when examining family violence. Lastly, this chapter provides a brief, yet detailed introduction into the following chapters in the book.

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Chapter 2
Research Methodology and the Study of Family Violence and the Life Course

Chapter Summary

Critical to the study of family violence is exploring some of the important methodological issues that plague family violence research. This chapter provides an overview of some of the most important strategies for learning about family violence. Conceptually, this chapter's focus is on the importance of how family violence is defined, operationalized, and measured, and the impact that this has in affecting estimates of the prevalence, incidence, and correlates of these activities. Data-collection methods, statistical procedures, and research designs are thus discussed as ever-important elements in the study of family violence from a life-course perspective.

Key Terms and Concepts

Age, period, and cohort effect
Composite Abuse Scale (CAS)
Conflict Tactics Scale (CTS)
Convenience sample
Cross-sectional data
Direct observation
Experimental design
Geographic Information Systems (GIS)
Hierarchical linear models
Incidence
Informant reports
Life in Family Environments (LIFE)
Longitudinal data
Meta-analysis
Path analysis
Prevalence
Qualitative data
Quantitative data
Random sampling
Regression analysis
Sampling
Self-reports
Structural equation modeling
Survival and event history analyses

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Multiple-Choice Questions

1. Although there has been much learned about family violence, since the 1980s, there is still controversy surrounding critical issues in family violence, such as:
   a. prevalence and incidence
   b. correlation
   c. cause
   d. all of the above

2. The best data collection strategy for the study of family violence is:
   a. self- reports
   b. There is no one best strategy; rather, each has its own contributions and limitations.
   c. informant reports
   d. direct observation

3. The use of official records, such as Uniform Crime Reports and records from child protective services, to study family violence is/are that:
   a. They underestimate the extent of people with varying abilities and/or motivations to detect and report crimes within the family.
   b. They are biased.
   c. Only the very young and very old report family violence
   d. all of the above

4. Official records are important sources of data because they provide information relevant to the agencies that collect them, and because, quite often:
   a. They tell the truth, the whole truth, and nothing but the truth.
   b. The agencies that collect them require a sporadic collection of data.
   c. The agencies that collect them require systematic and regular collection of the data.
   d. The agencies that collect them alter the information, thus providing a more in-depth look into what society is concerned about.

5. The National Crime Victimization Survey was developed, in part, to:
   a. assess the degree to which the UCR data underreports certain types of criminal activity
   b. replace the UCR
   c. assess the degree to which the UCR data overreports certain types of criminal activity
   d. both a and b

6. Measurement issues are especially problematic for the social sciences, and for the study of family violence in particular, because:
   a. the private nature of the family can make it difficult for social scientists to gain access into this protective social institution

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b. the sensitive and deviant nature of violence in general, and violence in the family in particular, makes some scholars suspect the ability to study family violence at all
c. families tainted by violence are overeager to be studied
d. both a and b

7. According to the text, one of the greatest difficulties in studying family violence is:
a. finding violence
b. understanding what constitutes family violence
c. sampling
d. time

8. Which of the following is/are an advantage of sampling, as offered by Maltz and Zawitz (1998)?
a. Information can be collected at a fraction of the cost of interviewing everyone in a population.
b. The time to collect and process data is reduced.
c. The burden of being interviewed is placed on fewer people.
d. all of the above

9. Quantitative and qualitative data:
a. can only be cross-sectional
b. can only be longitudinal
c. can be either cross- sectional or longitudinal
d. cannot be cross-sectional or longitudinal

10. In general, regression analysis allows the researcher to see:
a. whether a particular independent variable has a significant direct effect on a dependent variable
b. the relative strength of a particular variable in comparison to others in the model
c. how much variance in the dependent variables is explained by all of the independent variables in terms of a proportion (from .00 to 1.00)
d. all of the above

11. According to the text, the three variables most important to life-course analyses are:
a. violence, age, and sex
b. sex, lifestyle, and religion
c. cohort, religion, and age
d. age, period, and cohort

12. The factor(s) that, if measured accurately over time, are more likely to be associated with family violence over the life course are:
a. alcohol or other drug use

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b. stressful life situations
c. an individual's feeling of self-worth, employment, and simply age
d. all of the above

13. Path analysis is an important technique for:
a. discerning causal processes
b. discerning effect processes
c. analyzing the physical path the offender took
d. all of the above

14. According to the text, how family violence is defined, operationalized, and measured will likely affect:
a. estimates of prevalence only
b. estimates of the prevalence, incidence, and correlates of violent behavior
c. estimates of the incidence and frequency of violent behavior
d both a and c

15. According to the text, the wide range of behaviors, types of actors, and _____ all make the study of family violence particularly difficult.
a. different motivations
b. locations
c. official records
d. courts

16. Child and elderly victims are _____ likely to report cases of abuse to authorities than are _____.
a. more; siblings
b. more; spouses
c. less; spouses
d. less; siblings

17. Because official records are collected over time, they can be especially important for studying family violence from a life-course perspective; thus there is a _____ benefit to analyzing official records.
a. historical
b. monetary
c. no
d. present

18. According to the text, the most common instrument to measure family violence is the:
a. the Conflict Tactics Scale
b. the National Crime Victimization Survey
c. the National Violence Against Women Survey

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d. spouse reports of violence

Discussion Questions/Class Activities

1. What constitutes official records? What are some of the pros and cons of using official records when studying family violence?

2. What are the limitations of using self-report measures of offending and victimization? Why are some researchers suspicious of using this approach, and what does empirical evidence tell us about this concern?

3. What is the difference between longitudinal and cross-sectional data? What are the benefits of using such data? What are the limitations?

4. Why is it important to use appropriate data-collection and statistical techniques when studying family violence?

5. What is the difference between prevalence and incidence? How do you distinguish between the two?

6. Create a family violence scenario. Divide the class into two or more groups. Give all groups a basic scenario, but change the independent variables. Ask the groups to determine the best method for collecting data, what statistical techniques are best, and why. Ask the groups to present their findings and discuss the pros and cons of choosing the methods that they used.

7. Refer to key concepts and terms. Have students come up with situations in which they would use the different data and statistical techniques. Discuss their suggestions.

8. Discuss which statistical procedures the class feels, after reading the chapter, are the most promising for the study of family violence from a life-course perspective.

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