

**UNIVERSITY OF TEXAS AT ARLINGTON**

**School of Social Work**

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| **Semester/Year: Spring** **2016**  **Course Title: Intimate Partner Violence**  **Course Prefix/Number/Section: SOCW 6343**  **Instructor Name: Peter Lehmann**  **Office Number: 101B SOCW Bldg A**  **Phone Number:**  **Email Address: plehmann@uta.edu**  **Office Hours: Thursday 11-1 pm**  **Day and Time (if applicable):**  **Location (Building/Classroom Number): SOCW Bldg A 115**  **Equipment: A laptop computer with wireless capability or equivalent is required for all SSW classes.**  **Blackboard:** [**https://elearn.uta.edu/webapps/login/**](https://elearn.uta.edu/webapps/login/) |

**A. Catalog Course Description/Special Requirements (Prerequisites/Out of Class Meetings):**

This course covers theoretical frameworks for understanding and addressing intimate partner violence as well as culturally sensitive prevention and intervention practice models.

**B**. **Measurable Student Learning Outcomes - CORE/Advanced Practice Behaviors:**

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| **Educational Policy 2.1.1 - Identify as a professional social worker and conduct oneself accordingly.** | | | |
| **Health** | **Children and Families** | **Mental Health/**  **Substance Abuse** | **Aging** |
| 1. Advanced social workers in health practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding health and health care services. | 1. Advanced social workers in children and families practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding diverse family structures, families with complex family dynamics and families with multiple challenges and issues. | 1. Advanced social workers in mental health/substance abuse practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding mental health/substance abuse and mental illness. | 1. Advanced social workers in aging practice active self- reflection and continue to address personal bias and stereotypes to build knowledge to dispel myths regarding aging and stereotypes of older persons. |

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| **Educational Policy 2.1.2 - Apply social work ethical principles to guide professional practice.** | | | |
| **Health** | **Children and Families** | **Mental Health/**  **Substance Abuse** | **Aging** |
| 1. Advanced social workers in health implement an effective decision-making strategy for deciphering ethical dilemmas specific to the multiple and diverse needs in health care interventions and settings. | 1. Advanced social workers in children & families implement an effective decision-making strategy for deciphering ethical dilemmas specific to the multiple and diverse needs of families and children. | 1. Advanced social workers in mental health/substance abuse implement an effective decision-making strategy for deciphering ethical dilemmas in mental health/substance abuse treatment. | 1. Advanced social workers in aging implement an effective decision-making strategy for deciphering ethical dilemmas on behalf of all older clients. |

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| **Educational Policy 2.1.3 - Apply critical thinking to inform and communicate professional judgments.** | | | |
| **Health** | **Children and Families** | **Mental Health/**  **Substance Abuse** | **Aging** |
| 1. Advanced social workers in health evaluate, select, and implement appropriate assessment, intervention, and evaluation tools for use with diverse groups of clients in health settings. | 1. Advanced social workers in children and families evaluate, select, and implement appropriate assessment intervention and evaluation tools for use with diverse groups of families and children. | 1. Advanced social workers in mental health/substance abuse evaluate, select and implement appropriate assessment and treatment approaches to the unique characteristics and needs of diverse clients. | 1. Advanced social workers in aging evaluate, select and implement appropriate assessment, intervention, and evaluation tools for use with the unique characteristics and needs of diverse older clients. |

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| **Educational Policy 2.1.4 - Engage diversity and difference in practice.** | | | |
| **Health** | **Children and Families** | **Mental Health/**  **Substance Abuse** | **Aging** |
| 1. Advanced social workers in health can understand the distribution of health and disease in populations by race/ethnicity, socioeconomic status, gender, gender identity, sexual orientation, religion, disability status, and other diversity issues. | 1. Advanced social workers in children and families understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues to enhance the well-being of children and families from a strengths perspective. | 1. Advanced social workers in mental health/substance abuse understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues that influence the prognosis and treatment of persons with severe and persistent mental illness and substance use disorders, persons with other mental health/substance abuse issues, and persons with psychiatric disabilities, and their families and communities. | 1. Advanced social workers in aging understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues to enhance the well-being of older adult clients from a strengths perspective. |

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| **Educational Policy 2.1.5 - Advance human rights and social and economic justice.** | | | |
| **Health** | **Children and Families** | **Mental Health/**  **Substance Abuse** | **Aging** |
| 1. Advanced social workers in health can identify ways in which power, privilege, gender, race, ethnicity, social class, age and other forms of social stratification and disenfranchisement influence the evaluation processes and outcomes. |  |  | 1. Advanced social workers in aging understand social stigma and injustice with respect to older adults and advocate for clients’ right to dignity and self-determination in their assessment and intervention strategies. |

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| **Educational Policy 2.1.6 - Engage in research-informed practice and practice-informed research.** | | | |
| **Health** | **Children and Families** | **Mental Health/**  **Substance Abuse** | **Aging** |
| 1. Advanced social workers in health synthesize and apply advanced strategies to search, appraise, select, and implement the most up to date evidence and implement practice guidelines in the assessment and interventions within health settings and clients with health issues. | 1. Advanced social workers in children & families use advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with children and families. | 1. Advanced social workers in mental health/substance abuse use advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and intervention with influence persons with severe and persistent mental illness and substance use disorders, persons with other mental health/substance abuse issues, and persons with psychiatric disabilities, and their families and communities. | 1. Advanced social workers in aging synthesize and apply advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with older adults. |
|  | 1. Advanced social workers in children and families develop effective models, programs, policies and interventions and assess their effectiveness using valid and reliable assessments for identifying family problems, risks and protective factors, vulnerability and resilience factors and consequences for different family groups and family members. |  |  |

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| **Educational Policy 2.1.7 - Apply knowledge of human behavior and the social environment.** | | | |
| **Health** | **Children and Families** | **Mental Health/**  **Substance Abuse** | **Aging** |
| 1. Advanced social workers in health describe the role of age, developmental processes, health disparities, and cultural diversity in the development and implementation of health interventions. | 1. Advanced social workers in children and families will be able to compare the various etiology and interventions relevant to children and families. | 1. Advanced social workers in mental health/substance abuse distinguish mental health/substance abuse, mental illness, and mental well-being across the life span. | 1. Advanced social workers in aging apply conceptual frameworks and related theories consistent with social work perspectives and values to practice with older adults. |
| 1. Advanced social workers in health use socio-epidemiological and life course theory to identify factors affecting health and disease. | 1. Advanced social workers in children and families understand the relevant organizational world-views and culture that influence how families function, and can relate social work perspectives, the evidence base, and related theories to practice with the multiple and complex issues that face families. | 1. Advanced social workers in mental health/substance abuse compare the various etiology and treatments for substance abuse and addiction. | 2. Advanced social workers in aging understand the heterogeneity of aging populations and distinguish the various influences and social constructions of aging well. |

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| **Educational Policy 2.1.9 - Respond to contexts that shape practice.** | | | |
| **Health** | **Children and Families** | **Mental Health/**  **Substance Abuse** | **Aging** |
| 1. Advanced social workers in health assess the quality of family members’ interactions within their social contexts. | 1. Advanced social workers in children and families assess the quality of family member’s interactions within their social contexts. | 1. Advanced social workers in mental health/substance abuse assess the quality of client’s interactions within their social contexts. | 1. Advanced social workers in aging assess the quality of older adult and family member interactions within their social contexts. |

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| **Educational Policy 2.1.10(b) - Assessment** | | | |
| **Health** | **Children and Families** | **Mental Health/**  **Substance Abuse** | **Aging** |
| 1. Advanced social workers in health demonstrate understanding of the bio-psycho-social-spiritual model of human development and conduct multiple domain assessments within health settings and the community. | 1. Advanced Practitioners in Children and Families use multidimensional bio-psycho-social-spiritual assessment tools. |  | 1. Advanced social workers in aging conduct bio-psycho-social-spiritual assessments using standardized measures appropriate for use with older adults. |

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| **Educational Policy 2.1.10(c) - Intervention** | | | |
| **Health** | **Children and Families** | **Mental Health/**  **Substance Abuse** | **Aging** |
| 1. Advanced social workers in health will be able to describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions treatments for a variety of problems that affect health. | 1. Advanced social workers in children and families will be able to describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions treatments for a variety of problems that effect children and families. | 1. Advanced social workers in mental health/substance abuse describe empirically validated and theoretical causes, advanced assessment methods, and the most effective treatments for a variety of disorders: mood, anxiety, cognitive, substance abuse, sexual, eating, psychotic disorders for adolescents, adults, and older adults. | 1. Advanced social workers in aging describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions for a variety of problems which effect older adults. |

Upon completion of this course, students will be able to:

1. Demonstrate knowledge and skill in direct practice with an area of specialization: families and children, health, aging & mental health and substance abuse.
2. Complete safety plans with client systems and groups in their area of specialization, taking into account client strengths, diversity and social justice.
3. Develop and apply appropriate, evidence-informed, empowerment-based intervention plans within their area of specialization.
4. Critically analyze theoretical models of micro practice to challenge societal oppression and discrimination, as well as for decision-making in practice.
5. Demonstrate an understanding of race, gender, sexual orientation, ability, culture, and other client characteristics, in conducting culturally sensitive, competent, and ethical social work practice.
6. Demonstrate the ability to evaluate practice activities by use of outcome and process techniques, using the results to modify practice.

The course relates to and advances the program objectives by demonstrating direct practice skills for intimate partner violence clients. The course describes multidimensional, biosocial assessments tools for individuals and groups.

Students are taught to critically analyze theoretical models and evaluate their effectiveness. Also, the course emphasizes the role of gender, race, sexual orientation, and other personal and social factors in the acceptance and utilization of assessment and treatment skills. These objectives are reflected below in student learning outcomes.

**C. *Required* Text(s) and Other Course Materials:**

There are No texts for this course. We will be using open source. See the syllabus below

**D. Additional *Recommended* Text(s) and Other Course Materials:**

Additional references are included in the course outline.

*Important Websites to review:*

Texas Council on Family Violence: http://www.tcfv.org/

Praxis International: http://praxisinternational.org/default.aspx

Battered Women Justice Project: http://www.bwjp.org/ccr\_webinar\_recordings.aspx

National Coalition Against Domestic Violence: <http://www.ncadv.org/>

National Center of Domestic and Sexual Violence: <http://www.ncdsv.org/>

National Domestic Violence Hotline: <http://www.ndvh.org/>

Important Vimeo videos we may want to review

Dr. Donald Dutton <https://vimeo.com/11113971>

Dr. Murray Straus <https://vimeo.com/11115135>

Dr. Jacqueline Campbell [**https://vimeo.com/10908465**](https://vimeo.com/10908465)

Dr. Ed Gondolf <https://vimeo.com/21019464>

Dr. Evan Stark <https://vimeo.com/11114721>

Sara Buel <https://vimeo.com/10992348>

Erin Pizzey <https://vimeo.com/11109609>

Ellen Pence <https://vimeo.com/21019098>

Dr. Peter Jaffe et al <https://www.youtube.com/watch?v=Ta88vnHe_jM>

Dr. Jeff Edleson <https://www.youtube.com/watch?v=6_xXGppJb0s>

Dr. Linda Mills <https://www.youtube.com/watch?v=0qiIoZpGr8M>

Michael Paymar <https://www.youtube.com/watch?v=4Q_Q4InwM14>

Debra Holbrook <https://vimeo.com/10908213>

**E. Major Course Assignments & Examinations:**

| **Assignments and Value** | **Potential Learning Outcomes,**  **Core Competency &**  **Practice Behaviors** | **Due Date** |
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| **1) Personal View 10%**  A) Each of us have personal views of violence against women and children means. Your assignment is to construct a visual representation of your personal view on how violence impacts women and/or children and how we can work together to end violence. You may choose a collage, some art work, or something you might construct. You will be graded on your presentation that will include a 150 word abstract outlining your position. Here is your chance to be creative and to make a difference.  B)  2)**Survey Instruments 10%**  Each of you will be responsible for locating 2 strength-based survey instruments from the literature you might use with a client. To do this you will need to download the paper that highlights the testing of this instrument. If there is no ‘clean’ copy in the article it is your job to contact the author and ask for a sample copy for your studies.  In a one page summary you will highlight how the instruments you chose will help an offender or survivor of interpersonal violence. Your mark will be evaluated on the basis of your critical thinking about the instrument and how it could improve your or anyone’s work with our population.  **3)Finding the best scholar assignment 15%**  Pair up with someone you don’t know. Each of you will choose an interpersonal violence researcher/practitioner scholar in the field that you believe will push our understanding and practice of these issues further. Here’s what you do:  1. choose a scholar in the field who you think can have an impact on our practice (which should include practice).  2. each scholar should have a minimum of 5 published articles in scientific journals. Make sure the scholarly work includes a good combination of practice/research.  3. you’ll have a title page with the author’s name, her/his specialty, then your names  4. your task will be to summarize each article into 150 words. This will include the author (s) name, title of article, journal, pages and summary  5. your second page will include a 1 page overview that is both a critical analysis and rationale for including your chosen scholar to change the field. You will want to show how this work should have a lasting impact on the field.  6. Sent to me in a word document  7. To avoid overlap, your name will be due week 3 (2/4/16). The final product is due week 6 (2/25)  4) **Mid Term: Managing Evan and his family 20% Given Week 7**  Together you will have a class to watch a 25 minute documentary of Evan and his family.  Pair up with someone you don’t know. With respect to Evan, answer the following questions; if you were to do a psychological assessment of Karen, a)what would you assess for and based on what rationale, c)based on what the literature says, what recommendations would you make? With respect to Karen include the long term prognosis of Karen as a survivor. With respect to Evan, a)discuss the impact of exposure to Mike’s violence might have, and b)what are your treatment recommendations. To answer each question, go to the literature and base your answer on what you are reading. **The assignments are due Week 10 . You’ll need 3 solid literature references for each person (Mike, Karen, and Evan). No more than 5 pages.** | **Learning Outcomes:**  1, 2, 4, 6  **Core Competencies:**  ***Health***  2.1.1.1  ***Families and Children***  2.1.1.1  ***MH & SA***  2.1.1.1  ***Aging***  2.1.1.1 | Week 10  Week 4  Names Due Week 3  Final Due Week 6  Week 10 |
| **5)Self reflection assignments due second to last day of this course**- **10%**  In our short time together, you will have 2 self reflection papers. These papers sent to me via email in a word document will be your response and reaction to what you are learning after one of our classes? I must assume that each of you will have questions or thoughts about what we talk over. I would like you write it out examining these issues in a critical way; ITS NOT ABOUT LETTING ME KNOW WHAT YOU THINK I WANT TO KNOW; it’s about you. I want you to be critical if necessary; you don’t have to and should not agree with everything I say. In that case use your own voice via narrative to express yourself. Each self reflection paper is due before the following morning of the last class. I hope one of these reflections will articulate how you are personally processing what you are hearing, seeing, and/or learning. | **Learning Outcomes:**  1, 2, 4, 6  **Core Competencies:**  ***Health***  2.1.1.1  2.1.2.1  ***Families and Children***  2.1.1.1  2.1.2.1  ***MH & SA***  2.1.1.1  2.1.2.1  ***Aging***  2.1.1.1  2.1.2.1 | Both assignments due second last day of the semester |
| 6. Final assignment/Final exam-35%  On the last day of class, May 5, 2016 we will watch a documentary “Romance with a rapist”. You will pair up with someone you don’t know.  At the end of this documentary you will be given an assignment which will be due on the following week, May 12. This assignment will include a number of questions that be applied to your case. Your assignment will be sent to me via word NOT Blackboard.  We will also be meeting on 5/12 to debrief our experiences of having spent a semester together tackling a serious social issue. | **Learning Outcomes,**  1, 3, 5, 6  **Core Competencies:**  ***Health***  2.1.2.1  2.1.3.1  2.1.4.1  2.1.6.1  2.1.7.2  2.1.9.1  2.1.10(c).1  ***Families and Children***  2.1.2.1  2.1.3.1  2.1.4.1  2.1.6.1  2.1.6.2  2.1.7.1  2.1.9.1  2.1.10(c).1  ***MH & SA***  2.1.2.1  2.1.3.1  2.1.4.1  2.1.6.1  2.1.7.2  2.1.9.1  2.1.10(c).1  ***Aging***  2.1.2.1  2.1.3.1  2.1.4.1  2.1.6.1  2.1.9.1  2.1.10(c).1 |  |

*Note to instructor: You can include other assignments and examinations (i.e. reactions to readings, brief papers, critical reflection papers, professional presentations, discussion forums on blackboard, journaling on blackboard, video presentations, and quizzes). All assignments and examinations should specify the corresponding learning outcomes, core competencies & practice behaviors, general descriptions, value and due dates. It is suggested that all papers should be submitted through SafeAssign on Blackboard to prevent plagiarism.*

**F. Grading Policy:**

All papers must be grammatically correct using APA style. Papers with many grammatical errors and misspellings will not receive a satisfactory grade.

Students are expected to keep track of their performance throughout the semester and seek guidance from available resources (including the instructor) if their performance drops below satisfactory levels.

An **Incomplete** (“I”) grade may be assigned only in relation to (1) an emergency and/or hardship situation, and (2) when the completed portion of the student’s work in the course is passing quality. A request, for an “I”, must be discussed with the instructor prior to the final week of classes. If approved, a specific date for completion of the work will be determined by the instructor. The completion date will be dependent upon the individual situation and may be less than the maximum time permitted by University rules regarding incomplete grades.

The instructor reserves the right to give a grade of “F” for the course as whole to any student found guilty of **plagiarism** of any assignment by the Office of Student Conduct.

**G. Make-Up Exam or Assignment Policy**:

There is no make up exam.

**H. Attendance Policy:**

At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. For this course, here is the attendance policy:

I have no attendance policy, however the more you miss class the more you are likely to miss critical learning opportunities for yourself.

**I. Course Schedule:**

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Should technical problems arise with course delivery, alternate but equivalent assignments may be given so long as the overall learning objectives, general time frame and grading structure for the course are sustained.

| **Unit &**  **Date** | **Topics** | **Readings** |
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| **1**  **1/21/16** | **The BASICS I**  [**https://www.youtube.com/watch?v=wMEOiXR523U**](https://www.youtube.com/watch?v=wMEOiXR523U)  **Introduction and course overview; discussion of syllabus; and review of major assignments**  **Our well being**  [**http://www.ecu.edu/cs-dhs/rehb/upload/Wellness\_Assessment.pdf**](http://www.ecu.edu/cs-dhs/rehb/upload/Wellness_Assessment.pdf)  **Safety, Safety, and more safety** | [**http://www.huffingtonpost.com/2014/10/23/domestic-violence-statistics\_n\_5959776.html**](http://www.huffingtonpost.com/2014/10/23/domestic-violence-statistics_n_5959776.html)  [**http://www.unwomen.org/en/what-we-do/ending-violence-against-women/facts-and-figures**](http://www.unwomen.org/en/what-we-do/ending-violence-against-women/facts-and-figures)  [**http://www.ncdsv.org/images/NCDSV\_DVSafetyPlan\_updated2013.pdf**](http://www.ncdsv.org/images/NCDSV_DVSafetyPlan_updated2013.pdf)  [**http://www.ncdsv.org/images/FVPF\_CreateATeenSafetyPlan.pdf**](http://www.ncdsv.org/images/FVPF_CreateATeenSafetyPlan.pdf)  Intimate partner abuse LGBT  <https://vimeo.com/136306839>  Power and Control Video  <https://vimeo.com/10064171>  The Strengths and Competency Approach/Focused Forward Approach  [**http://www.progressfocused.com/2010/11/assumptions-in-solution-focused-change\_21.html#more**](http://www.progressfocused.com/2010/11/assumptions-in-solution-focused-change_21.html#more)  [**http://www.progressfocused.com/2011/07/21-solution-focused-techniques.html#more**](http://www.progressfocused.com/2011/07/21-solution-focused-techniques.html#more)  **http://www.managementsite.com/503/Strategy-and-administration---Moving-FORWARD-with-solution-focused-change.aspx** |
| **2**  **1/28/16** | **The BASICS II**  **The law as it applies to Texas** | Guest speaker  Mental health and interpersonal violence  Depression and Violence  Dutton  <https://uit.no/Content/418448/The%20effect%20of%20CBT%20is%20falling.pdf>  So now What?  <http://scottdmiller.com/wp-content/uploads/The%20Road%20to%20Mastery.PDF>  The Strengths and Competency Approach/Focused Forward Approach |
| **3**  **2/4/16** | **The BASICS III**  **Finding your best scholar name due**  Ace studies  Coercive control  Attachment/violence  Empathy | **ACE studies** [**http://www.cdc.gov/violenceprevention/acestudy/index.html**](http://www.cdc.gov/violenceprevention/acestudy/index.html)  [**http://www.acestudy.org/yahoo\_site\_admin/assets/docs/ACE\_Calculator-English.127143712.pdf**](http://www.acestudy.org/yahoo_site_admin/assets/docs/ACE_Calculator-English.127143712.pdf)  **Ace Study Victimization/Perpetration**  [**https://vimeo.com/10908465**](https://vimeo.com/10908465)  **J Campbell injury**  **Coercive Control**  **-Dutton/Goodman Article**  **-Myhill**  **-Lehmann et al. (instrumentation)**  **Attachment and Violence**  **-Dutton**  **Empathy**  **http://empathetics.com/**  **Required reading(s):**  Film: *With Impunity: Men and gender violence.* http://www.mnvideovault.org/index.php?id=23801&select\_index=0&popup=yes  Advocates and Service Providers (pp.26-49) |
| **4**  **2/11/16** | ***The BASICS IV***  Gender violence or not?  The problem of Stalking  Survey Instrument assignment Due | **Dutton and gender violence**  **Johnson Gender feminism and DV**  [**http://www.nij.gov/topics/crime/intimate-partner-violence/stalking/pages/stalkers-nonstalkers.aspx**](http://www.nij.gov/topics/crime/intimate-partner-violence/stalking/pages/stalkers-nonstalkers.aspx)  [**http://www.victimsofcrime.org/our-programs/stalking-resource-center**](http://www.victimsofcrime.org/our-programs/stalking-resource-center)  **Statistics**  **http://nij.gov/pages/statistics.aspx?tags=Domestic Violence/Intimate Partner violence/Family, Stalking, Risk Factors**  **The Strengths Approach**  **Partnership vs Paternalism** |
| **5**  **2/18/16** | **Victims/survivors interventions**  Women  <http://dangerassessment.org>  RADAR  http://www.nnadv.org/wp-content/uploads/2013/01/RADAR-Cards.pdf  <http://www.calgarywomensshelter.com/images/pdf/cwesResistancebookletfinalweb.pdf>  <http://www.ncadv.org/learn/statistics> | Helping abuse women in shelters  Helping abused women  Perpetrator Accountability in child protection practice  **Trauma informed care**  [**http://promising.futureswithoutviolence.org/advancing-the-field/researc-informed-strategies/trauma-informed-care/**](http://promising.futureswithoutviolence.org/advancing-the-field/researc-informed-strategies/trauma-informed-care/)  Brain Science |
| **6**  **2/25/16** | **Women Victims/survivors**  **Women as mothers** | Helping abuse women in shelters  Helping abused women  Perpetrator Accountability in child protection practice  [**http://www.learningtoendabuse.ca/sites/default/files/Parenting%20arrangements%20after%20DV%20Jaffe%2CCrooks%2CWong.pdf**](http://www.learningtoendabuse.ca/sites/default/files/Parenting%20arrangements%20after%20DV%20Jaffe%2CCrooks%2CWong.pdf) |
| **7**  3/3/16 | **Women as offenders**  **Finding the best scholar assignment due**  [**https://vimeo.com/142755876**](https://vimeo.com/142755876)  **Let’s watch Evan** | [**http://www.biscmi.org/aquila/contextual-research-regarding-womens-use-of-force/**](http://www.biscmi.org/aquila/contextual-research-regarding-womens-use-of-force/) |
| **8**  **3/10/16** | **Men as Offenders Men as Fathers**  -characteristics  -fathering | <http://jcsafefamily.org/wp-content/uploads/2009/02/Domestic-Violence-and-Childhood-Exposure.pdf>  [**http://endingviolence.com/**](http://endingviolence.com/)  [**https://www.ncjrs.gov/pdffiles1/nij/225722.pdf**](https://www.ncjrs.gov/pdffiles1/nij/225722.pdf) |
| **9**  3/24/31 | **Men as Offenders** | **Simmons/Lehmann article**  [**http://www.vawnet.org/Assoc\_Files\_VAWnet/AR\_GroupworkMenWhoBatter.pdf**](http://www.vawnet.org/Assoc_Files_VAWnet/AR_GroupworkMenWhoBatter.pdf) |
| **10**  **3/31/16** | **Children exposed to violence**  **Mid Term on Evan Due** | [**https://safestartcenter.wordpress.com/**](https://safestartcenter.wordpress.com/)  **Little eyes little ears**  **What about me**  **Three Houses/Wizards & Fairies**  **Safety House**  **Art and Play Therapy** |
| **11**  **4/7/16** | **Children exposed to violence** | **Little eyes little ears**  **What about me**  **Three Houses/Wizards & Fairies**  **Safety House**  **Art and Play Therapy** |
| **12**  **4/14/16** | **Adolescent Violence in the family**  **Dating violence** | **Teen dating violence**  <http://vetoviolence.cdc.gov/apps/datingmatters/?s_cid=fb_vv1044> |
| **13**  **4/21/16** | **Elder Abuse** | [**http://www.vawnet.org/special-collections/DVLaterLife.php**](http://www.vawnet.org/special-collections/DVLaterLife.php) |
| **14**  4/28/16 | **TBD** |  |
| **15**  **5/5/16** | **Romance with a rapist** |  |

***“As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.”*** – Peter Lehmann

### Note*: Grades will be posted to the campus MyMav system at course completion and made available on the University Schedule for posting of grades. Grades cannot be given by email or individually by the instructor, per University Policy.*

**J. Expectations for Out-of-Class Study**:

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

**K. Grade Grievance Policy**:

See BSW/MSW Program Manual.

**L. Student Support Services:**

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit or contact Ms. Jennifer Malone, Coordinator of the Office of Student Success and Academic Advising located on the third floor of Building A of the School of Social Work Complex. Dr. Chris Kilgore serves as a writing coach and resource as well and has posted an online writing clinic. Also, the Maverick Resource Hotline may be contacted at 817-272-6107, or send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**M. Librarian to Contact:**

The Social Sciences/Social Work Resource Librarian is John Dillard. His office is in the campus Central Library. He may also be contacted via E-mail: [dillard@uta.edu](mailto:dillard@uta.edu) or by Cell phone: **(817) 675-8962 B**elow are some commonly used resources needed by students in online or technology supported courses:

<http://www.uta.edu/library/services/distance.php>

The following is a list, with links, of commonly used library resources:

Library Home Page <http://www.uta.edu/library>

Subject Guides <http://libguides.uta.edu>

Subject Librarians <http://www-test.uta.edu/library/help/subject-librarians.php>

Database List <http://www-test.uta.edu/library/databases/index.php>

Course Reserves <http://pulse.uta.edu/vwebv/enterCourseReserve.do>

Library Catalog <http://discover.uta.edu/>

E-Journals <http://utalink.uta.edu:9003/UTAlink/az>

Library Tutorials <http://www.uta.edu/library/help/tutorials.php>

Connecting from Off- Campus <http://libguides.uta.edu/offcampus>

Ask a Librarian <http://ask.uta.edu>

**N. Emergency Exit Procedures:**

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are the stairwells located at either end of the adjacent hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

**O. Drop Policy:**

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships

(<http://wweb.uta.edu/aao/fao/>).

**P. Americans with Disabilities Act:**

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Q. Title IX:**

The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**R. Academic Integrity:**

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of University’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**S. Electronic Communication:**

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**T. Student Feedback Survey:**

At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**U. Final Review Week**:

This ONLY applies to courses administering a major or final examination scheduled in the week and locations designated for final examinations following last classes. A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**V. School of Social Work - Definition of Evidence-Informed Practice:**

Evidence-informed practice (EIP) is a guiding principal for the UTA-SSW. This approach is guided by the philosophy espoused by Gambrill (2006) and others who discuss evidence-based practice (EBP). Though many definitions of EIP/EBP saturate the literature, we offer two definitions that most closely define our understanding of the concept and serve to explicate our vision of EIP for the UTA-SSW:

The use of the best available scientific knowledge derived from randomized, controlled outcome studies, and meta-analyses of existing outcome studies, as one basis for guiding professional interventions and effective therapies, combined with professional ethical standards, clinical judgment, and practice wisdom (Barker, 2003, p. 149). ...the integration of the best research evidence with our clinical expertise and our patient’s unique values and circumstances (Strauss, et al., 2005).

The University of Texas at Arlington School of Social Work vision statement states that the “School’s vision is to promote social and economic justice in a diverse Environment.”  Empowerment connects with the vision statement because, as Rees (1991) has pointed out, the very objective of empowerment is social justice.  Empowerment is a seminal vehicle by which social justice can be realized.  It could well be argued that true social justice cannot be realized without empowerment. Empowerment, anchored with a generalist base, directs social workers to address root causes at all levels and in all contexts, not simply “symptoms”.  This is not a static process but an ongoing, dynamic process, a process leading to a greater degree of social justice and equality.

University of Texas at Arlington-School of Social Work: Definition of Empowerment

Empowerment is defined by Barker (2003:142) as follows: In social work practice, the process of helping individuals, families, groups, and communities increase their personal, interpersonal, socioeconomic, and political strength and develop influence toward improving their circumstances.

*Note: Please also consider conserving paper by formatting and two-sided printing of syllabi with ½ inch margins. Please help our fragile environment by recycling all paper when finished, as well as plastic bottles, cans, etc., in the many recycling stations available in the Social Work Complex. Thank you.*