

**The University of Texas at Arlington
School of Social Work**

SOCW 6343:001 INTIMATE PARTNER VIOLENCE
This is an online course accessible at: <https://elearn.uta.edu>

Spring 2012 (24335)

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Council on Social Work Educational Policy, Section 4.5 Social Work Practice:

Social work practice is anchored in the purposes of the social work profession and focuses on strengths, capacities, and resources of client systems in relation to their broader environments. Students learn practice content that encompasses knowledge and skills to work with individuals, families, groups, organizations, and communities. This content includes engaging clients in an appropriate working relationship, identifying issues, problems, needs, resources, and assets; collecting and assessing information; and planning for service delivery. It includes using communication skills, supervision, and consultation. Practice content also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals; applying empirically based interventions designed to achieve client goals; applying empirical knowledge and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

UTA-School of Social Work: Definition of Evidence-Informed Practice:

Evidence-informed practice (EIP) is a guiding principle 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).

UTA-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.

Graduate Catalog Course Description:

This course covers theoretical frameworks for understanding and addressing intimate partner violence as well as culturally sensitive prevention and intervention practice models. Prerequisite: SOCW 6325; Co-requisite: SOCW 6326 or SOCW 6336.

Purpose of the Course:

Intimate partner violence continues to be a persistent social problem, tragically affecting large segments of our population. In the past 30 years, awareness of this problem has been raised in academia, the empirical field, through front line workers in shelters for battered women, mental health, and from the feminist and men's treatment movement. The assessment, treatment, and prevention of intimate partner violence continues to make incremental and important changes.

The focus of this course will be on models of service delivery to address the impact of intimate partner violence across the lifespan including children exposed to IPV, dating violence, and older women. Because women are disproportionately affected by intimate partner violence, there will be an emphasis on the special needs of this population. The course will provide an overview of conceptual models of violence, consider risk factors and trauma affects of victimization, and suggest some clinical interventions. Theories for abusive behavior including socio-cultural theories, psychological theories, and ecological frameworks will be reviewed. The intersectionality of culture, ethnicity, place, age, sexual orientation, immigration status as well as global issues will be addressed.

Assessing and treating the impact of intimate partner violence cannot occur in isolation. Therefore, a special consideration will be given towards the impact that a coordinated community response among professionals and agencies has on individual social work practice. Students will have the opportunity to explore their own attitudes about intimate partner violence and learn basic skills for identifying, assessing and intervening with clients. Students will be expected to demonstrate understanding of the dynamics of violence and also be asked to critically evaluate models of assessment, delivery, theories, and interventions.

Educational Objectives Addressed: SOCW6336 addresses the following MSSW educational objectives:

1. Demonstrate knowledge and skill in direct practice with an area of specialization: child and family services.
2. Complete multidimensional, biopsychosocial assessments 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.

Student Learning Outcomes:

By the end of the semester, students should be able to demonstrate the following knowledge areas in their class assignments, class discussion, papers, examinations, and group projects:

- 1) Understand the scope of the problem of intimate partner violence, the risk factors, and treatment interventions. Included here is understanding the absolute importance of culture and its importance in understanding this serious social problem.
- 2) Understand the special needs of victims and offenders.
- 3) Understand various conceptual models aimed at explaining intimate partner violence.
- 4) Demonstrate one's personal awareness of this issue and some intervention skills.

Note: Course Syllabus Changes – The course instructor reserves the option to modify the course syllabus throughout the course offering by adding audiovisual media, instructional technology, or supplemental materials and/or modify assignments or make substitutions so long as course objectives are met and the overall grading criteria are maintained.

Requirements:

Students are expected to participate actively in the teaching/learning process by asking questions, participating in discussions and actively voicing their views and opinions through the various online tools available.

Required Texts and Other Course Materials:

Davies, J., Lyon E. & Monti-Catania, D. (1998). Safety planning with battered women: Complex lives/difficult choices. Thousand Oaks, CA: Sage.

Lockhart, L. & Danis, F. (Eds.) (2010). Domestic violence: Intersectionality and culturally competent practice. NY: Columbia University Press.

Journal articles as assigned. Available online

Important Websites to review:

Minnesota Higher Education Center Against Violence and Abuse (MINCAVA):
www.mincava.umn.edu

Violence Against Women Online Resources: www.vaw.umn.edu

Futures without Violence (Family Violence Prevention Fund): www.endabuse.org or
www.futureswithoutviolence.org

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

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

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

V. Course Outline/Topics and Readings.

1/17 – 1/22: Week 1 Topic: Introduction to Course/Expectations and Intimate Partner Violence

Definitions of Intimate Partner Violence
 Prevalence of Intimate Partner Violence
 History of the Battered Women's Movement
 Dynamics of Abusive Relationships

Theoretical Explanations of Intimate Partner Violence: Macro theories including: socio-cultural influences, social-structural variables, feminist theory, social exchange/deterrence theory, and ecological influences. Micro theories including: Socialization and learning theories, biological, psychopathology, interpersonal interaction theories.

Davies et al., Chapter 2, Creating the Image of Battered Women
 Renzetti, C.M. (1994). On dancing with a bear: Reflections on some of the current debates among domestic violence theorists. *Violence and Victims*, 9(2). 195-200. Available online

1/23 – 1/29: Week 2 Topic: Understanding Intimate Partner Violence, Battered Women and Culturally Competent Practice

Lockhart and Danis, Chapter 1 Cultural Competence & Intersectionality: Emerging Frameworks and Practice Approaches
 Lockhart and Danis, Chapter 2, Understanding Domestic Violence: A Primer
 Sokoloff, N. J. & Dupont, I. (2005). Intimate Partner violence at the intersections of race, class, and gender: Challenges and contributions to understanding violence against marginalized women in diverse communities. *Violence Against Women*, 11,(1), 38-64. Available online
 Landenburger, K. (1989). A process of entrapment in and recovery from an abusive relationship. *Issues in Mental Health Nursing* 10 (3/4) 209-227. Available online

1/30 – 2/5: Week 3 Topic: Intervention Options: Creating A Coordinated Community Approach to Intimate Partner Violence

Justice System Responses: Criminal & Civil; Domestic Violence Shelters

Lockhart & Danis, Chapter 4, Our Survival, Our Strengths: Understanding the Experience of African-American Women in Abusive Relationships

Danis (2003). The Criminalization of Domestic Violence: What Social Workers Need to Know. *Social Work*, 48 (2), 237-246. Available Online

2/6 – 2/12: Week 4 Topic: Policy Context for Practice: Global and National issues

Lockhart & Danis, Chapter 7, Domestic Abuse Advocacy with Immigrants and Refugees

Lockhart & Danis, Chapter 9, Culturally Competent Practice with Latinas

Lockhart & Danis, Chapter 5, A Lily Out of the Mud: Intimate Partner Violence in Asian & Pacific Islander Communities.

Lockhart & Danis, Chapter 11, Weaving the Past into the Present: Understanding the Context of Domestic Violence against Native American Women

Garcia-Moreno, C., et al. (2006). Prevalence of intimate partner violence: findings from the WHO multi-country study on women's health and Intimate Partner violence. *Lancet*, 368, 1260-1269. Available online

2/13 – 2/19: Week 5 Topic: Children Exposed to IPV

Honor Our Voices: Children's Perspectives on Domestic Violence Online Module developed by Minnesota Center Against Violence and Abuse (MINCAVA) and Center for Advanced Studies in Child Welfare (CASCW) available at: <http://www.honourourvoices.org/>

Margolin, G. (2005). Children's exposure to violence: Exploring developmental pathways to diverse outcomes. *Journal of Interpersonal Violence*, 20, 1, 72-81. Available online

Anderson, K.M. & Danis, F.S. (2006). Adult daughters of battered women: Resistance and resiliency in the face of danger. *Affilia: Journal of Women and Social Work*. 21 (4), 419-432. Available online

Anderson, K.M., Danis, F.S, Havig, K. (2011). Adult Daughters of Battered Women: Recovery and Posttraumatic Growth Following Childhood Adversity. *Families in Society*, 92 (2), 154-160. Available online

Imbrogno & Imbrogno (2000). Mediation in court cases of domestic violence. *Families in Society: The Journal of Contemporary Human Services*, 81(4). Available online

Lichter, E.L., & McCloskey, L.A. (2004). The effects of childhood exposure to marital violence on adolescent gender-role beliefs and dating violence. *Psychology of Women Quarterly*, 28, 344-357. Available online

2/10 – 2/26: Week 6 Topic: Understanding Teen Dating Violence and Sexual Assault: Consequences, Prevention, Assessment, Intervention

Lockhart & Danis, Chapter 15 Where Teens Live: Taking an Ecological Approach to Dating Violence Prevention

Black, B. M., Tolman, R.M., Callahan, M., Saunders, D.G., & Weisz, A.N. (2008). When will adolescents tell someone about dating violence victimization? *Violence Against Women*, 14, 741-758. Available online

- Black, B. M., & Weisz, A.N. (2004). Dating violence: A qualitative analysis of Mexican-American youths' views. *Journal of Ethnic and Cultural Diversity in Social Work, 13*, 69–90. [Available](#)
- Foubert, J.D., & Perry, B.C. (2007). Creating lasting attitude and behavior change in fraternity members and male student athletes: The qualitative impact of an empathy-based rape prevention program. *Violence Against Women, 13* (1), 70–86. [Available online](#)
- Freedner, N., Freed, L. H., Yang, Y. W. & Austin, S. B. (2002). Dating violence among gay, lesbian, and bisexual adolescents: Results from a community survey. *Journal of Adolescent Health, 31*, 469-474. [Available online](#)

2/27 –3/4: Week 7 Topic: Sexual Harassment, Stalking, CyberStalking
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- Davis, K.E., Swan, S.C & Gambone, L.J. (2010). Why Doesn't He Just Leave Me Alone? Persistent Pursuit: A Critical Review of Theories and Evidence. *Sex Roles. Available Online*
- Welsh, S. Carr, J., MacQuarrie, B., Huntley, A. (2006). "I'm Not Thinking of It as Sexual Harassment" Understanding harassment across race and citizenship. *Gender & Society, 20* (1), 87-107. [Available online](#)
- Fineran, S., & Bennett, L. (1999). Gender and power issues of peer sexual harassment among teenagers. *Journal of Interpersonal Violence, 14*, 626–641. [Available online](#)
- Logan, T.K., Shannon, Lisa; Cole, Jennifer (2007). Stalking victimization in the context of intimate partner violence. [Violence and Victims](#), 22(6), 669-683. [Available online](#)
- Logan, T.K., Shannon, Lisa; Cole, J., Walker, R. (2006). The impact of differential patterns of physical violence and stalking on mental health and help-seeking among women with protective orders. *Violence Against Women, 12*(9), 866-886. [Available online](#)

3/5 – 3/11: Week 8 Topic: Abusive Partners: Who are Batterers? Becoming a Batterer; Remaining a Batterer, The Role of Men in IPV Prevention
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- Hines, D.A. & Saudino, K.J. (2002). Intergenerational transmission of intimate partner violence: A behavioral genetic perspective. *Trauma, Violence & Abuse. 3* 210-225 [Available online](#).
- Simmons, C. A. & Lehmann, P. (2008). Linking male use of the sex industry to controlling behaviors in violent relationships: An exploratory analysis. *Violence Against Women, 14*, 406-417. [Available online](#).
- Gondolf, E. (2000). How batterer program participants avoid reassault. *Violence Against Women, 16*, 1204-1222. [Available online](#)
- Williams, O. J. ,& Becker, L. (1999). Focus groups of African-American men: Perspectives on addressing Intimate Partner violence. *Violence Against Women Online Resources*.
<http://www.vaw.umn.edu/documents/2oliver/2oliver.html>
- Jaffe, P. G., Baker, L.L., & Cunningham, A.J. (2004). Group intervention with abusive male adolescents. In P. G. Jaffe, L. L. Baker, and A. J. Cunningham (Eds.). *Protecting Children from Intimate Partner Violence: Strategies for Community Intervention* (pp. 49–67). New York: Guilford. [Available online](#)
- O'Leary, K., Woodin, E.M., & Fritz, P.A.T. (2006). Can we prevent the hitting? Recommendations for preventing intimate partner violence between young adults. *Journal of Aggression, Maltreatment and Trauma, 13*, 121–178. [Available online](#)
- Berkowitz (2004). Working with men to prevent violence against women, Part 1 & 2. VAWnet available online

March 12 – March 18: SPRING BREAK
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3/19 – 3/25: Week 9 Topic: High Risk Issues: The Impact of Substance Abuse, Aging, Pregnancy, Disability

Lockhart & Danis, Chapter 6, Social Work Practice with Abused Persons with Disabilities
 Lockhart & Danis, Chapter 8, Intimate Partner Abuse in Later Life.
 Certain, H., Mueller, M., Jagodzinski, T., & Fleming, M. (2008). Intimate Partner violence during the previous year in a sample of postpartum women. *JOGNN*, 37, 35-50. [Available online](#)
 Casanueva, C., & Martin, S. (2007). Intimate partner violence during pregnancy and mothers' child abuse potential. *Journal of Interpersonal Violence*, 22, 603-622. [Available online](#)
 Center for Substance Abuse Prevention's Prevention Pathways: Silence Hurts: Alcohol Abuse and Violence Against Women. Available at: <http://pathwayscourses.samhsa.gov/>

3/26 – 4/1: Week 10 Topic: High Risk Issues: Poverty, Workplace, Economic Empowerment

Lockhart & Danis, Chapter 13, Intimate Partner Violence in the Rural Environment
 Lockhart and Danis, Chapter 10, In Service to Our Country: Military Responses to Intimate Partner Violence
 Lyon (2002). Welfare and Domestic Violence Against Women: Lessons from Research VAWNet. [Available online](#)
 U.S. Department of the Treasury, the Social Security Administration, and the UW-Madison Center for Financial Security: Exploring the Intersection between Financial Capability and Domestic Violence (May, 2011): http://cfs.wisc.edu/events/DV_Workshop.aspx
 Fox, G. L., Benson, M. L., DeMaris, A. A. and Van Wyk, J. (2002), Economic distress and intimate violence: Testing family stress and resources theories. *Journal of Marriage and Family*, 64: 793-807 [Available online](#)

Allstate Economic Empowerment Curriculum

4/2 – 4/8: Week 11 Topic: Direct Practice Issues: Universal Screening & Ethical Issues

Davies et al., Chapter 3, Batterer-Generating Risks
 Davies et al., Chapter 4, Life-Generated Risks
 Davies et al., Chapter 5, Battered Women's Decision Making and Safety Plans
 Lockhart & Danis, Chapter 12, A Commentary on Religion and Intimate Partner Violence
 Liang, B., Goodman, L., Tummala-Narra, P., & Weintraub, S. (2005). A theoretical framework for understanding help-seeking processes among survivors of intimate partner violence. *American Journal of Community Psychology*, 36, 1/2, 71-84. [Available online](#)
 Busch, N.B. & Valentine, D. (2000). Empowerment Practice: A Focus on battered women, *Affilia* 15 (1). 82-95 [Available online](#)
 Peled E.; Eisikovits Z.; Enosh G.; Winstok Z.(2000). Choice and empowerment for battered women who stay: Toward a constructivist model. *Social Work* (45), 1, 9-25. [Available online](#)

4/9 – 4/15: Week 12 Topic: Risk Assessment for Violence

- Davies et al. Part II. Building Partnerships with Battered Women
 Davies et al. Chapter 6. Risk Analysis
 Davies et al. Chapter 7. Safety Planning
 Campbell, J. (2004). Helping women understand their risk in situations of intimate partner violence. *Journal of Interpersonal Violence*, 19(12), 1464-1477. Available online
 Brown, J. (1997). Working toward freedom from violence: The process of change in battered women. *Violence Against Women*, 3, 5-26. Available online

4/16 – 4/22: Week 13 Topic: Safety Planning

- Lockhart & Danis, Chapter 10, Outing the Abuse: Considerations for Effective Practice with Lesbian, Gay, Bisexual and Transgender Survivors of Intimate Partner Violence.
 Goodkind, Sullivan, & Bybee (2004). A contextual analysis of battered women's safety planning. *Violence Against Women*, 10(5), 514-533. Available Online
 Potoczniak, M. J., Mourot, J. E., Crosbie-Burnett, M., Potoczniak, D. J. (2003). Legal and psychological perspectives on same-sex intimate partner violence: A multisystemic approach. *Journal of Family Psychology* 17, 252-259. Available online.

4/23 – 4/29: Week 14 Topic: Secondary Trauma Issues: Taking Care of Yourself

- Bell, H. (2003). Strengths & Secondary Trauma in Family Violence Work. *Social Work* 48(4), 513-522
 Way, I., VanDeusen, K.M., Martin, G., Applegate, B., & Jandle, D. (2004). Vicarious trauma: A comparison of clinicians who treat survivors of sexual abuse and sexual offenders. *Journal of Interpersonal Violence*, 19, 49-71. Available online

4/30 – 5/4: Week 15 Topic: Future Directions in Prevention/What Can I Do to Help?

Course Wrap up

- Davies et al., Chapter 8, Toward a Woman-Defined Advocacy Environment
 Davies et al., Chapter 9, Woman-Defined Policy Advocacy.

DESCRIPTIONS OF MAJOR ASSIGNMENTS

1) Court Watch Paper. All students will be expected to attend court (in the county of their choice) to see how protective orders are granted. Attending court is a powerful learning experience that gives students an opportunity to observe real life situations. Students write an observation paper synthesizing what they observed and learned at the court session. Students are responsible for researching which county courts hear protective order requests and the date and time when protective order hearings are on the court docket. A document with further details is posted in the Assignment Folder. (50 points). Due February 26.

2) Individualized Safety Plan. Each student is expected to develop a safety plan for one other person. This requires students to interview a woman of their choice (a friend, neighbor, member of their own family) and create an individualized safety plan for that person. The completed plan

should respect the confidentiality of the person for whom it is developed. Students should also include 6-8 page summary of the process of developing the safety plan, the issues it brought up, and the emotions attached to the exercise by both the student and their safety plan recipient. See assignment document with further details. **(100 points). Due April 22nd.**

3) Case Study. You will complete an assessment (discussing various theoretical perspectives including human behavior and practice theories) and interventions on a case of an adult victim of intimate partner violence. See assignment document with further details. **(100 points) Due May 4th**

4) Online Quizzes: There will be five timed online quizzes during the course of the semester. Each quiz will cover assigned readings and other activities assigned for a particular set of weeks. Quizzes will be open for a specific period and due at 10:00 PM on the due date. Each quiz is worth 20 points toward your final grade for a total of 100 points. There will be no make-up quizzes. If you fail to take a quiz during the times the quiz is open, you will not be given any credit for that quiz. Quizzes will close after one hour and scores posted in the grade book.

Please see the document: General Guidelines for Online Quizzes for additional information about the Quizzes. **(100 pts).**

	Class Sessions Covered	Due Date
Quiz 1	1, 2, 3	February 5th
Quiz 2	4, 5, 6, 7	March 4th
Quiz 3	8, 9, 10	April 1
Quiz 4	11, 12, 13	April 22nd
Quiz 5	14, 15	May 5th

5) Class Participation via Discussion Board (150 pts.)

Participation is important for effective learning. This means that students should be prepared to actively participate in class discussions. A discussion board has been established for this class. In order to facilitate discussions on more than one topic, students may be assigned specific questions to respond to each session. In addition to responding to the question assigned, you must post responses to at least two postings of your classmates. You may earn up to 10 points each session by participating in the discussion board. There will be 15 discussion boards, corresponding with 15 course sessions of the semester.

In order to earn the full 10 points in any given session, you must meet the following criteria:

1. Respond to at least one new discussion board question and comment on two postings from your classmates,
2. Demonstrate thoughtfulness and effort in your responses. Responses such as “me, too” or “I like this” are not enough to earn points. Responses should be posted in full grammatically correct English.

Discussions will end on Sundays at 10:00 PM and new discussions will begin on Mondays at 6:00 AM.

Extra Credit Policy: Online courses depend on a student’s responsibility for their own learning. There will be no extra credit assignments available.

VII. Grading Policy

<u>Points toward Grade</u>	<u>Points</u>
Court Watch	50
Safety Plan	100
Case Study	100
5 Online Quizzes	100
15 Discussion Boards	150
Total	500

The following **grade scale** will apply for all students:

430- 500 = A

400 – 449 = B

350 – 399 = C

300 – 349 = D

Below 300 = F

VIII. Attendance and Class Responsibility Policy

As this is an online class, there is no physical requirement to attend class. However, there is a requirement for your virtual attendance through each week's discussion boards. Students are expected to attend to all activities listed in each week's folder. This includes PowerPoint presentations with lecture, videos, online modules at other websites, and assigned readings.

IX. Late Paper Policy

Late papers will not be accepted. All papers are due by 10:00 PM on Sunday and should be submitted electronically via the Safe Assignment portal. If a paper has not been submitted by its due date, no credit will be given for the assignment.

X. Drop Policy:

March 30th is the last day for all students to drop the class. If you choose to drop the class, it is your responsibility to drop the class and complete the paperwork according to the University's schedule. Not doing so may result in a failing grade.

XI. Americans With Disabilities Act:

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled *Americans with Disabilities Act (ADA)*, pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability. Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

XII. Academic Integrity:

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Series 50101, Section 2.2)

Any work submitted in this course is expected to be free of academic dishonesty in all its forms. Students who are found guilty of academic dishonesty by the Office of Student Conduct will not be permitted to revise their work. Any student found guilty of academic dishonesty for any assignment irrespective of total points earned for other assignments will fail the course. It is up to you to be aware of what plagiarism is. "Accidental" plagiarism is still plagiarism. Consult your "SafeAssignment" feedback to make sure you have not plagiarized.

XIII. Student Support Services Available:

The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

XIV. Librarian to Contact:

The Social Sciences / Social Work Resource Librarian is John Dillard. His office is in the Social Work Electronic Library (SWEL) located in Building A: Suite 111 of the UTA Social Work Complex at 211 South Cooper Street, Arlington, Texas. He may also be contacted via E-mail: dillard@uta.edu or by Cell phone: (817) 675-8962, or through the SWEL phone: (817) 272-7518. His SWEL office hours are usually: 10:00 am to 6:00 pm, Monday through Thursday. The SWEL web page is linked to the School of Social Work Main Page and through the Central Library web page. The SWEL library contains a number of computer work stations and printing facilities, and resource guides for conducting research.

XV. E-Culture Policy:

The University of Texas at Arlington has adopted the University email address as an official means of communication with students. Through the use of email, UT-Arlington is able to provide students with relevant and timely information, designed to facilitate student success. In

particular, important information concerning registration, financial aid, payment of bills, and graduation may be sent to students through email.

The course will use Blackboard. Course materials will be available on Blackboard. All students are assigned an email account and information about activating and using it is available at www.uta.edu/email. New students (first semester at UTA) are able to activate their email account 24 hours after registering for courses. There is no additional charge to students for using this account, and it remains active as long as a student is enrolled at UT-Arlington. Students are responsible for checking their email and BlackBoard regularly.

PRINTING POLICY:

Assignments are to be turned-in for evaluation and grade electronically through the BlackBoard site. Printing of online course materials including the course syllabus are the responsibility of the student.

XVII. Grade Grievance Policy:

See Graduate Catalogue and MSSW Handbook.

Selected Bibliography

- Adams, C. J. (1995). Woman-battering and harm to animals. In C. J. Adams, J. Donovan, & S. Kappelar (Eds.). *Animals and women: Feminist theoretical explorations*. Duke University Press.
- Anderson, C. (2006). Training efforts to reduce reports of workplace violence in a community health care facility. *Journal of Professional Nursing*, 22, 289-296.
- Anderson, C. (2003). Evolving out of violence: An application of the Transtheoretical Model of Behavioral Change. *Research and Theory for Nursing Practice*, 17, 225-241.
- Anderson, K.M. & Danis, F.S. (2007). Collegiate sororities & dating violence: An exploratory study of informal and formal helping strategies, *Violence Against Women*. 13 (1), 87-100.
- Anderson, K.M. & Danis, F.S. (2006). Adult daughters of battered women: Resistance and resiliency in the face of danger. *Affilia: Journal of Women and Social Work*. 21 (4), 419-432.
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- Ammerman, R.T. & Hersen, M. (Eds.). (2000). *Case studies in family violence, 2nd. Ed.* New York: Plenum.
- Baker, R., & Sommers, M.S. (2008). Relationship of genital injuries and age in adolescent and young adult rape survivors. *JOGNN*, 37, 282-290.
- Bennett, L. W. (1995). Substance abuse and the domestic assault of women. *Social Work*, 40, 760-771.
- Bennett, L. & Lawson, M. (1994) Barriers to cooperation between domestic violence and substance abuse programs, *Families in Society*, 277-286.
- Bergen, R. K. (1995). *Wife rape: Understanding responses of survivors and service providers*. Thousand Oaks, CA: Sage.
- Berliner, L. (1998). Battered women and abused children: The question of responsibility. *Journal of Interpersonal Violence* 13, (2) 287-288.
- Bhandari, S., Levitch, A., Ellis, K., Ball, K., Everett, K., Genden, E., et al. (2008). Comparative analyses of stressors experienced by rural low income pregnant women experiencing intimate partner violence and those who are not. *JOGNN*, 37, 492-502.
- Boat, B. W. (1995). The relationship between violence to children and violence to animals: An ignored link? *Journal of Interpersonal Violence*, 10 (2), 229-235).
- Bograd, M. (1999). Strengthening domestic violence theories: Intersections of race, class, sexual orientation, and gender. *Journal of Marital and Family Therapy*, 25 (3), 275-289.

- Brandwein, R. A. (1998). *Battered women, children, and welfare reform: The ties that bind*. Thousand Oaks, CA: Sage.
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Novels and autobiographies

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- Atwood, M. *Handmaid's tale*.
- Connor, P. *The prince of tides*. or *The great Santini*.
- Fetters, C. *Shattered lives*. (autobiography)
- Morrison, T. *Beloved*.
- Walker, A. *The color purple*.
- Walker, A. *Possessing the secret of joy*.