



UNIVERSITY OF TEXAS AT ARLINGTON
School of Social Work

SOCW 6343-003/004: Intimate Partner Violence
Spring 2015

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Office Hours	: Tuesdays, 2:00-3:30pm and by appointment (face-to-face or Blackboard IM)
Section Information:	SOCW 6343-003 (Online)
Time and Location:	Classes are online at your convenience. You should login to the class website at least twice a week and devote at least 6 hours a week to the class. This course will be administered on UTA's Blackboard website.
Blackboard	: https://elearn.uta.edu/webapps/login/

A. Catalog Course Description/Special Requirements (Prerequisites)

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

Expanded course content:

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 continue 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 effects 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.

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

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.
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.

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.
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.
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			1. Advanced social workers in aging understand social stigma and injustice with respect to older adults and advocate for clients' right to

forms of social stratification and disenfranchisement influence the evaluation processes and outcomes.			dignity and self-determination in their assessment and intervention strategies.
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.
	2. 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.		

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.
2. Advanced social workers in health use socio-epidemiological and life course theory to identify factors affecting health and disease.	2. 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.	2. 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.
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.

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.
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: health, children and families, mental health/substance abuse and aging.
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.

C. Required Text and Other Course Materials

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

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

Other required and recommended readings, websites and videos are taken from different sources. These readings are in the course outline in this syllabus; materials indicated in the outline are available for download through the course Blackboard site.

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/>

E. Major Course Assignments & Examinations

Much of what students learn in the classroom is affected by two sources: the level of effort contributed by the individual, and the learning community that is created through the shared ownership and contributions of the collective whole. Everyone is asked to participate to her/his fullest extent in the virtual learning environment, and to facilitate others’ ability to participate at the same time. This means that we come prepared to join in the virtual classroom learning experience by having our readings and other work completed in a competent and timely manner. But much more than this, it also means that we each take a shared responsibility for the growth and professional development of each of the individuals in our learning community.

Assignments & Examinations	Learning Outcomes, Core Competency & Practice Behaviors	Value	Due Date*
Complete and post the “Self ID” Form on Bb	-	5	1/25
Take the Syllabus Quiz on Bb	-	15	1/25
Complete the UTA’s Library tutorial: Acknowledging Sources (Plagiarism) and take the quiz on Bb. Access: http://library.uta.edu/plagiarism/index.php Note: Make sure you take the quiz on Bb.	-	10	1/25
Critical Reflection Paper I: This paper is an exercise of critical self-reflection based on previous knowledge	Learning Outcomes: 1, 2, 4, 6	25	1/25

Assignments & Examinations	Learning Outcomes, Core Competency & Practice Behaviors	Value	Due Date*
<p>and/or personal and professional experiences with intimate partner violence (IPV). The paper will describe, summarize or narrate something lived, witnessed or learned in relation to the subject of analysis. It will include a thoughtful analysis considering your personal ideas, perspectives, beliefs, values and practices (practices as expressions and behaviors) over time. Being self-aware will assist you in overcoming obstacles when differences in values and norms may arise while working with this population. Your perspectives, ideas, values and practices are essential in this assignment. For a general description of a critical reflection paper access: http://writingcenter.tamu.edu/2010/types-communication/academic-writing/critical-reflection-journals-opinions-and-reactions/ Submit this assignment on or before due date.</p>	<p>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</p>		
<p>Course Content Quizzes (10 x 10 points each): You will take 10 quizzes on Blackboard. Each quiz will consist of 5 multiple choice items of the assigned textbook and units readings. Each quiz has a value of 10 points each. Content to be assessed in each quiz is indicated in the Course Outline. Note: If you missed the due date (Sundays) you will not be able to make up the quiz.</p>	<p>Learning outcome: 1,5 Core Competencies: Health 2.1.1.1, 2.1.3.1, 2.1.5.1, 2.1.6.1, 2.1.7.1, 2.1.9.1 Families and Children 2.1.1.1, 2.1.3.1, 2.1.4.1, 2.1.6.1, 2.1.6.2, 2.1.7.1, 2.1.7.2, 2.1.9.1 MH & SA 2.1.1.1, 2.1.9.1 Aging 2.1.1.1, 2.1.3.1, 2.1.4.1, 2.1.5.1, 2.1.6.1, 2.1.9.1</p>	90	See Course Outline
<p>Discussion Boards (8 forums x 15 points each): You will participate in 8 Blackboard discussion boards. The main objective of these forums is to analyze and discuss course content, share ideas and learn from your team peers. These threaded discussions will help you reflect and think critically upon current knowledge for a more in-depth learning experience. Besides you post you must respond to at least two peers (total of 3 posts per forum). Note that you will</p>	<p>Learning outcome: 1,4,5,6 Core Competencies: Health 2.1.1.1, 2.1.2.1, 2.1.3.1, 2.1.5.1, 2.1.6.1, 2.1.7.1, 2.1.9.1</p>	105	See Course Outline

Assignments & Examinations	Learning Outcomes, Core Competency & Practice Behaviors	Value	Due Date*
<p>only be able to read and respond to peers' postings after you submit your post. I highly encourage you to read, reflect and post your first entry in the forum no later than mid-week. This will give you time to read and respond to peers' posts, as well for them to respond to yours. This will generally enhance your understanding of the material as well as your overall experience in the course. In order to earn the full points in each forum, you must meet the following criteria:</p> <ul style="list-style-type: none"> ✓ Respond to main prompt ✓ Refer to unit's content and concepts ✓ Post reactions to peers' postings ✓ Write at least a total of 150 words for each entry ✓ Demonstrate thoughtfulness and effort in your posts, presenting your perspective and critical thinking on readings and peers' posts <p>Note: If you post past the due date (Sundays) you will not receive points for that particular entry.</p>	<p>Families and Children 2.1.1.1, 2.1.2.1, 2.1.3.1, 2.1.4.1, 2.1.6.1, 2.1.6.2, 2.1.7.1, 2.1.7.2, 2.1.9.1</p> <p>MH & SA 2.1.1.1, 2.1.2.1, 2.1.9.1</p> <p>Aging 2.1.1.1, 2.1.2.1, 2.1.3.1, 2.1.4.1, 2.1.5.1, 2.1.9.1</p>		
<p>IPV Worldwide-Presentation/Video- The problem of violence against women as we have seen is worldwide. Prepare and share a PowerPoint/Presi or video presentation on the problem of IPV on an assigned country. As you become better informed about the world wide impact and responses you will be able to learn and respond in a culturally sensitive manner to diverse victims/survivors. You will also learn different policy and community responses to IPV and advocacy efforts in different parts of the world. In addition, this assignment will help you reflect and think critically for a more in-depth learning experience. Submit this assignment on or before due date.</p>	<p>Learning Outcomes: 1, 2, 6</p> <p>Core Competencies: Health 2.1.1.1, 2.1.3.1, 2.1.4.1</p> <p>Families and Children 2.1.1.1, 2.1.3.1, 2.1.4.1, 2.1.7.2</p> <p>MH & SA 2.1.1.1, 2.1.3.1, 2.1.4.1</p> <p>Aging 2.1.1.1, 2.1.3.1, 2.1.4.1</p>	50	2/22
<p>Biopsychosocial Assessment (BPS): Complete a BPS assessment using evidence-based research and practices; taking into account client/participants strengths, diversity, social work ethical principles, and social justice. In this assignment you will explain the problem and the origin of the problem using relevant theories of human behavior; and identify and make use of evidence-based sources to develop a comprehensive assessment. A case will be provided to complete this assignment. Submit this assignment</p>	<p>Learning Outcomes: 1, 2, 3, 4, 5, 6</p> <p>Core Competencies: Health 2.1.2.1, 2.1.3.1, 2.1.4.1, 2.1.6.1, 2.1.5.1, 2.1.7.1, 2.1.7.2, 2.1.9.1, 2.1.10(b).1</p>	100	3/22

Assignments & Examinations	Learning Outcomes, Core Competency & Practice Behaviors	Value	Due Date*
on Bb SafeAssign on or before due date.	<p>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, 2.1.7.2, 2.1.9.1, 2.1.10(b).1</p> <p>MH & SA 2.1.2.1, 2.1.3.1, 2.1.4.1, 2.1.6.1, 2.1.7.1, 2.1.7.2, 2.1.9.1</p> <p>Aging 2.1.2.1, 2.1.3.1, 2.1.4.1, 2.1.6.1, 2.1.5.1, 2.1.7.1, 2.1.7.2, 2.1.9.1, 2.1.10(b).1</p>		
<p>Extra Credit: Pinterest Pins You may earn up to 10 extra credit points (2 point per pin) pinning on Pinterest. Upload your pins to the pin board titled IPV (SOCW6343_Spring 2015) under Dr. Marta A. Mercado-Sierra. In order to earn the full points on each pin you must meet the following criteria:</p> <ul style="list-style-type: none"> ✓ Pin must be on Intimate Partner Violence ✓ Write a three sentence reflection on the pin ✓ Demonstrate thoughtfulness and effort integrating course content in the selection of pin ✓ Do not repeat the pin. Make sure to review the board before pinning. <p>If you are interested in pinning open a Pinterest account, if you do not already have one. Then, send your name or email address registered in your Pinterest account to martam@uta.edu. Since the pin board is private, I will need to invite you to participate. You may post the pins any time during the semester up until the due date.</p>	<p>Learning Outcomes: 5</p> <p>Core Competencies: Health 2.1.3.1, 2.1.4.1</p> <p>Families and Children 2.1.3.1, 2.1.4.1</p> <p>MH & SA 2.1.3.1, 2.1.4.1</p> <p>Aging 2.1.3.1, 2.1.4.1</p>	(10)	4/12
<p>Safety Plan: Develop a Safety Plan integrating the knowledge acquired on IPV. You will be able to develop a safety plan based on evidence based research and practices taking into account, intervention models, client/participants strengths, diversity and social justice. This assignment will also lead you to analyze critically personal conditions; family dynamics; social, political and economic environment; and challenge societal oppression and</p>	<p>Learning Outcomes, 1, 3, 5, 6</p> <p>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</p>	100	5/3

Assignments & Examinations	Learning Outcomes, Core Competency & Practice Behaviors	Value	Due Date*
<p>discrimination of different groups experiencing IPV. A case will be provided to complete this assignment. Submit this assignment on Bb SafeAssign on or before due date.</p>	<p>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</p> <p>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</p> <p>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</p>		
<p>Critical Reflection Paper II: This paper is an exercise of critical self-reflection of your personal ideas, perspectives, beliefs, values and attitudes towards IPV. You will specifically compare the ideas, perspectives, beliefs, values and attitudes you had before taking this course and after this educational experience. Consider ethical dilemmas that you may have to manage. Reflect and write a thoughtful critical analysis considering your first reflection paper, readings, discussion board discussions, course assignments, personal and professional experiences throughout this semester. Submit this assignment on or before due date.</p>	<p>Learning Outcomes: 1, 2, 4, 6</p> <p>Core Competencies:</p> <p>Health 2.1.1.1, 2.1.2.1</p> <p>Families and Children 2.1.1.1, 2.1.2.1</p> <p>MH & SA 2.1.1.1, 2.1.2.1</p> <p>Aging 2.1.1.1, 2.1.2.1</p>	25	5/10
<p>Extra Credit: End of term Course Assessment You will have the opportunity to offer feedback on course content and assignments, as well as offer recommendations for future sessions. The main goal is to gather your opinion and learning experiences to develop the content and assignments for future sections of this course. <i>Note: This activity is not to evaluate my performance as an instructor.</i> Submit this assessment on Bb at the end of the semester before due date.</p>	-	(10)	5/10

*All due dates end at 11:59pm.

F. Grading Policy

General grading criteria for written work include: logical development of concepts, thoroughness, and clarity of written expression, application of course content and independent research, and appropriateness of the product to the assignment given. Students are advised to maintain back-up copies of all assignments kept on computer disks, networks or hard drives.

In most cases, expect the professor to **grade assignments** within 3 weeks of the due date. If you have questions about your grade, check the grade book on Blackboard. Please, do not ask when grades will be assigned before the 3 week period. FERPA, a federal law that provides privacy to university students, severely limits the professor's ability to discuss grades over the internet or phone. Consequently, the professor discusses grades in person. Do not email about your grades from an email account other than MavMail.

There are 10 quizzes and 8 discussion boards in this course and the lowest grade for each category (**total of 2**) will be **dropped** at the end of the semester. **Calculating your grade** after ALL assignments have been graded: Find the "Total" (**max. points=525**) column in Blackboard Grade Center and see where that number falls in the following grading scale below.

Point Range	%	Grade
470 - 525	90 - 100	A
418 - 469	80 - 89	B
365 - 417	70 - 79	C
313 - 364	60 - 69	D
512 and below	59 >	F

Suggestions for earning a good grade:

The professor welcomes questions regarding course materials. Here is how to get the most out of asking questions:

- First, read and view the assigned material.
- Second, ask your question regarding the course materials through an email to the professor or the Q&A session on Blackboard.
- Remember, it is much better to ask your question about course materials before you turn in your assignment, rather than ask your question about your low grade after the return of your assignment.

Invariably, students who communicate with the professor regarding course materials, e.g., "I understand concept *ABC* to mean *DEF*, is this correct? ... Does *TUV* relate to *WXY* in such and such a manner? ... *etc.*," earn much higher grades than do students who only communicate to the professor regarding procedure and policy, e.g., "When will you grade my assignment? ... Do we have to answer all the questions in this assignment? ... Why did I get a low grade? ... Do we need to buy the book? ... *etc.*."

The course materials, assigned readings, powerpoints and this syllabus are all you require to earn a higher grade in this class. Read all these materials carefully, including the Online Course Management document posted on Blackboard. The syllabus provides you with directions for completing the assignments and a calendar in the course outline showing you when each assignment is due.

Additionally, you will find the **grading rubrics** that will be use to assess your major assignments on Blackboard. This will help you guide your work and understand your professor's expectations. **It is recommended that you check the rubrics before turning in your assignments to ensure you have covered all areas.** It is also recommended that students seek guidance and editorial assistance from their peers, the SSW Writing Resource Coordinator, Chris Kilgore, and/or UTA's English Writing Center.

Each week, you should:

1. Check Blackboard at least twice a week to read the To Do announcements, take quizzes, complete/submit assignments and download course materials posted by the instructor.
2. Complete your readings in the required textbook; supplemental readings are noted in the course outline in this document and are available in the appropriate folder in the "Course Materials" area on Blackboard.
3. Complete the assignments for each unit. These are designated in the course outline in this document. Quizzes and assignments will be submitted via Blackboard. Assignment links will be available in the Assignment tab in the main menu and the quizzes are located in the corresponding folder in the "Course Materials" area on Blackboard.
4. Evaluate whether you understand the course materials. If you have questions about the course materials, then please email your questions to the professor (martam@uta.edu) or the post on the Q&A session on Blackboard.

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; see "Student Support Services," below.

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. **Note:** The following Web Sites not only define plagiarism, but provide examples of the different types of plagiarism:

- **Tutorial on Plagiarism** (UT-Arlington)
<http://library.uta.edu/plagiarism/index.php>
- **Plagiarism Examples** (Rob Toreki, University of Kentucky Department of Chemistry)
<http://www.chem.uky.edu/courses/common/plagiarism.html#Examples>
- **Avoiding Plagiarism** (UC-Davis)
<http://sja.ucdavis.edu/files/plagiarism.pdf>
- **Unacceptable Paraphrases** (Indiana University Writing Tutorial Services)
<http://www.indiana.edu/~wts/pamphlets.shtml>

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.*

G. Make-Up Exam or Assignment Policy

Examinations and assignments are not accepted past due dates. Note: In an online class, web outages due to weather and other foreseeable circumstances severely impede your ability to complete assignments. **In planning your time online to complete assignments, check the forecast for inclement weather and plan accordingly.** Most weather events that compromise your web access are foreseeable and should be planned for accordingly.

H. Attendance Policy

This course is online; however the following is UTA's 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 institutional authorized absences please refer to the latest academic regulation: http://www.uta.edu/catalog/content/general/academic_regulations.aspx#9.

Additional requirements:

- ✓ A respectful and inclusive online environment is expected. Any disruption of the course learning environment will result in the identified student(s) being required to leave the course session, without the possibility of being readmitted, and the cancellation of course scores, with a recorded failing semester grade.
- ✓ Meaningful class participation is one of the requirements of university education. In this online course participation includes: regularly access the course in Blackboard, contributions to discussions, thoughtful questions, class activities engagement, and constructive interaction with peers and instructor. Actions that undermine your class participation and compromise the sense of intellectual and practice community negatively affect your grade. Actions that undermine your class participation include, but are not limited to: failure to submit assignments in a timely manner, and not logging in at least twice weekly to Blackboard. In borderline grade situations, Blackboard access will count at the professor's discretion.

I. Course Outline and 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. Modifications to assignments and the class schedule will be made after consultation with students.

Unit	Topics & Readings	Assignments & Examination	Due Dates*
1	INTRODUCTION AND COURSE OVERVIEW; DISCUSSION OF SYLLABUS; REVIEW OF MAJOR ASSIGNMENTS AND COURSE MANAGEMENT Required reading(s): Syllabus Welcome!: Online Course Management Sheet "Self ID" Form UTA's Library Tutorial: Acknowledging Sources http://library.uta.edu/plagiarism/index.php	✚ Complete "Self ID" Form	1/25
		✚ Quiz on Syllabus & Course Management	1/25
		✚ Plagiarism Tutorial and Quiz on Bb	1/25
		✚ Critical Reflection Paper I	1/25

Unit	Topics & Readings	Assignments & Examination	Due Dates*
2	<p>INTIMATE PARTNER VIOLENCE: A SOCIAL PROBLEM</p> <p>Required reading(s): Dutton & Goodman. Coercion in Intimate Partner Violence: Toward a New Conceptualization Hart and Klein. Report: Practical Implications of Current Intimate Partner Violence Research for Advocates and Service Providers (pp.11-25) Lockhart & Danis. <i>Chapter 2: Understanding Domestic Violence: A Primer</i></p>	<p>✚ Team Members Presentation Forum</p>	2/1
	<p>Recommended reading(s): Intimate Partner Violence (general information) http://www.nij.gov/topics/crime/intimate-partner-violence/pages/welcome.aspx Hart and Klein. Report: Practical Implications of Current Intimate Partner Violence Research for Advocates and Service Providers (pp.26-59) Partner Abuse State of Knowledge Project Findings At-a-Glance The Facts on Reproductive Health and Violence Against Women Manual: Learning to listen, learning to help (p.1-7)</p>	<p>✚ Discussion Board 1</p>	2/1
3	<p>IPV, CULTURES AND INTERSECTIONALITY</p> <p>Required reading(s): Film: <i>With Impunity: Men and gender violence.</i> http://justicewomen.com/news/impunity-men-and-gender-violence Lockhart & Danis. Chapter 1: <i>Cultural Competence and Intersectionality: Emerging Frameworks and Practical Approaches</i> Esquivel-Santovena, Lambert & Hamel. (2013). Partner Abuse Worldwide</p>	<p>✚ Quiz 1: Chapter 1 Lockhart & Danis. Cultural Competence and Intersectionality: Emerging Frameworks and Practical Approaches</p>	2/8
	<p>Recommended reading(s): Fortune, Abugideiri & Dratch. (2010) A Commentary on Religion and Domestic Violence Hart and Klein. Report: Practical Implications of Current Intimate Partner Violence Research for Advocates and Service Providers (pp.26-49) Manual: Learning to listen, learning to help (p.8-9)</p>	<p>✚ Discussion Board 2</p>	2/8
4	<p>NATIONAL & STATE POLICIES & COMMUNITY RESPONSES</p> <p>Required reading(s): Reauthorization of Violence Against Women Act (VAWA), 2013 (Summary) VAWA (2013) Campus Summary</p>	<p>✚ Quiz 2: Chapter 3 Lockhart & Danis. Our Survival, Our Strengths: Understanding the Experiences</p>	2/15

Unit	Topics & Readings	Assignments & Examination	Due Dates*
	<p>Texas Domestic Violence Statutes http://www.womenslaw.org/statutes_root.php?state_code=TX</p> <p>Brochure: Community Action Model</p> <p>Ptacek & Frederick. Restorative Justice and Intimate Partner Violence</p> <p>Recommended reading(s):</p> <p>Hart and Klein. Report: Practical Implications of Current Intimate Partner Violence Research for Advocates and Service Providers (pp.124-179)</p> <p>Reauthorization of Violence Against Women Act, 2013</p> <p>Brochure: A Guide to the Texas Criminal Justice System</p> <p>Brochure: Protective Orders in Texas</p> <p>Webinar: A National Portrait of Criminal DV Courts Research with Discussion on the Current Crises in the Courts. June 7, 2012 http://www.bwjp.org/ccr_webinar_recordings.aspx</p> <p>van Wormer. Restorative Justice as Social Justice for Victims of Gendered Violence: A Standpoint Feminist Perspective.</p>	<p>of African American Women in Abusive Relationships</p> <p> Discussion Board 3</p>	<p></p> <p>2/15</p>
5	<p>VICTIMS/SURVIVORS INTERVENTIONS</p> <p>Required reading(s):</p> <p>Policastro & Payne. The Blameworthy Victim: Domestic Violence Myths and the Criminalization of Victimhood.</p> <p>Tsui, V. Male Victims of Intimate Partner Abuse: Use and Helpfulness of Services</p> <p>Video: https://www.youtube.com/watch?v=BozFxbHx6vM</p> <p>Recommended reading(s):</p> <p>Klein. Report: Practical Implications of Current Intimate Partner Violence Research for Law Enforcement, Prosecutors and Judges. (pp.29-32)</p> <p>Manual: Learning to listen, learning to help (pp.10-23)</p> <p>Manual: Helping an abused women: 101 things to know, say and do</p> <p>Manual: Helping abused women in shelters: 101 things to know, say and do</p> <p>Prospero, M. Mental Health Symptoms Among Male Victims of Partner Violence</p> <p>Tsui, V., Cheung M. & Leung, P. Help-seeking among male victims of partner abuse: men's hard times</p> <p>Trauma-Informed Care Tool kit: http://www.nnadv.org/resources/670-2/</p>	<p> Discussion Board 4</p> <p> IPV Worldwide-Video or Presentation</p>	<p>2/22</p> <p>2/22</p>

Unit	Topics & Readings	Assignments & Examination	Due Dates*
6	<p>PERPETRATORS INTERVENTION Required reading(s): Klein. Report: Practical Implications of Current Intimate Partner Violence Research for Law Enforcement, Prosecutors and Judges. (pp.15-26) Catherine A. Simmons & Peter Lehmann. An argument for integrating Strengths into work with batterers Michelle Carney, Fred Buttell & Don Dutton. Women who perpetrate intimate partner violence: A review of the literature with recommendations for treatment</p> <p>Recommended reading(s): Hart and Klein. Report: Practical Implications of Current Intimate Partner Violence Research for Advocates and Service Providers (pp.67-81, 86) Jeffrey J. Edleson. Group work with men who batter: What the Research Literature Indicates. Penny A. Leisring. Top 10 reasons why women’s perpetration of intimate partner violence is an important area of inquiry. Swan, S.C. & Snow, D.L. The Development of a Theory of Women’s Use of Violence in Intimate Relationships</p>	 Quiz 3: Chapter 7 Lockhart & Danis. Domestic Abuse in Later Life	3/1
		 Discussion Board 5	3/1
7	<p>DATING VIOLENCE Required reading(s): Lockhart & Danis. Chapter 14: Where teens live: Taking and Ecological Approach to Dating Violence Prevention Cercone, J.J., Beach, S. R. H., Arias, I. Gender Symmetry in Dating Intimate Partner Violence: Does Similar Behavior Imply Similar Constructs?</p> <p>Recommended reading(s): PowerPoint Presentation: Teen Dating Violence Policy in Texas Video: Teen Dating violence. https://www.youtube.com/watch?v=Lp2eljXWzgw</p>	 Quiz 4: Chapter 14 Lockhart & Danis. Where teens live: Taking and Ecological Approach to Dating Violence Prevention	3/8
3/9-15	SPRING BREAK		
8	<p>CHILDREN EXPOSED TO DOMESTIC VIOLENCE Required reading(s): Manual: Little Eyes Little Ears: Children exposed to domestic violence (pp.1-40) Jaffe, Crooks, Wong. Parenting after domestic violence: Safety as a Priority in Judging Children’s Best Interest</p>	 Quiz 5: on unit’s required readings	3/22

Unit	Topics & Readings	Assignments & Examination	Due Dates*
	<p>Recommended reading(s): Hart and Klein. Report: Practical Implications of Current Intimate Partner Violence Research for Advocates and Service Providers (pp.60-66) Manual: Learning to listen, learning to help (pp.24-27) Manual: Helping Children Thrive: Supporting women abuse survivors as mothers</p>	 BPS Assessment	3/22
9	<p>SAFETY PLANNING Required reading(s): Domestic Violence and Social Work Education- Contextualized Assessment with Battered Women: Strategic Safety Planning to Cope with Multiple Harms (Special Section) Brochure: Personal Safety Plan Sheet: Create a Teen Safety Plan Sheet: Safety Plan from Stalking Video: Safety Plan while at work https://www.youtube.com/watch?v=CqL61xeomd8&feature=youtu.be Recommended reading(s): Hart and Klein. Report: Practical Implications of Current Intimate Partner Violence Research for Advocates and Service Providers (pp.82-85) Safety Planning. National Center on Domestic and Sexual Violence. Access: http://www.ncdsv.org/publications_safetyplans.htm !</p>	 Quiz 6: Chapter 8 Lockhart & Danis. Culturally Competent Practice with Latinas	3/29
		 Discussion Board 6	3/29
10	<p>ADVOCACY Required reading(s): Hart and Klein. Report: Practical Implications of Current Intimate Partner Violence Research for Advocates and Service Providers (pp.50-59, 96-118) Pence. Advocacy on Behalf of Battered Women Recommended reading(s): Hahn, S.A. and Postmus J.L. Economic Empowerment of Impoverished IPV Survivors: A Review of Best Practice Literature and Implications for Policy Wathen, C.N., MacGregor, J.C.D. Research Brief: The Impacts of Intimate Partner Violence on Workers and Workplaces.</p>	 Quiz 7: Chapter 5 Lockhart & Danis. Social Work Practice with Abused Persons with Disabilities	4/5
		 Discussion Board 7	4/5
11	<p>IPV IN THE MILITARY Required reading: Lockhart & Danis. Chapter 10: In Service to Our Community: Military Response to domestic Violence Klostermann, K. et al. Intimate partner violence in the military: Treatment considerations</p>	 Quiz 8: Chapter 10 Lockhart & Danis. In Service to Our Community: Military Response to	4/12

Unit	Topics & Readings	Assignments & Examination	Due Dates*
	Recommended reading(s): Schaffer, B. J. Veterans' Treatment Courts and the Criminal Justice System http://www.socialworktoday.com/news/enews_10_10_01.shtml Jones, A.D. Intimate partner violence in military couples: A review of the literature	domestic Violence ✚ Extra Credit: Pinterest Pins	 4/12
12	IPV IN LGBT RELATIONSHIPS Required reading: Lockhart & Danis. <i>Chapter 9: Outing the Abuse: Considerations for Effective Practice with LGBT Survivors of Intimate Partner Abuse</i> Turell S., Herrmann M., Hollander G. & Galletly C. <i>Lesbian, Gay, Bisexual, and Transgender Communities' Readiness for Intimate Partner Violence Prevention</i> Recommended reading(s): Baker, N L., Buick J.D., Kim S.R., Moniz, S. & Nava, K.L. <i>Lessons from Examining Same-Sex Intimate Partner Violence</i> Ortega, D. and Busch-Armendariz, N. <i>In the Name of VAWA</i>	✚ Quiz 9: Chapter 9 Lockhart & Danis. Outing the Abuse: Considerations for Effective Practice with LGBT Survivors of Intimate Partner Abuse	4/19
		✚ Discussion Board 8	4/19
13	IPV IN NATIVE AMERICANS, IMMIGRANTS AND REFUGEES COMMUNITIES Required reading: Lockhart & Danis. <i>Chapter 6: Domestic Violence Advocacy with Immigrants and Refugees</i> Lockhart & Danis. <i>Chapter 11: Understanding the Context of Domestic Violence Against Native American Women</i>	✚ Quiz 10: Lockhart & Danis. Chapters 6 & 11	4/26
14	TIME TO WORK ON THE SAFETY PLAN	✚ Safety Plan	5/3
15	VICARIOUS TRAUMA: TAKING CARE OF YOURSELF Recommended reading(s): Guidebook on Vicarious Trauma: Recommended Solutions for Anti-violence Workers	✚ Critical Reflection Paper II	5/10
		✚ Extra Credit: End of term Course Assessment	5/10

*All due dates end at 11:59pm.

J. Expectations for Out-of-Class Study

Since this is an online course students should expect to spend at least 6 hours in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

K. Grade Grievance Policy

Any **appeal of a grade** in this course must follow the procedures and deadlines for grade-related grievances as published in the current catalog. For undergraduate courses, access <http://catalog.uta.edu/academicregulations/grades/#undergraduatetext>; for graduate courses, see <http://catalog.uta.edu/academicregulations/grades/#graduatetext>. You can also see the 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, or view the information at www.uta.edu/resources.

M. Library Support and Writing Resources

The Social Sciences/Social Work Resource Librarian is John Dillard. His office is in the campus Central Library. He may also be contacted via email: dillard@uta.edu. Below 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 Off- Campus	http://libguides.uta.edu/offcampus
Ask a Librarian.....	http://ask.uta.edu

The **School of Social Work has a Writing Resource Coordinator, Dr. Chris Kilgore**. You can contact him at via email: chriskilgore@uta.edu, kilgorec@uta.edu or his office in Building A, Room 319C. You can also access resources at the English Writing Center located at the Central Library Room 411 (Tel. 817-272-2601). Writing online sites:

Perdue Online Writing Lab: <https://owl.english.purdue.edu/owl/>
APA Style: <http://www.apastyle.org/>

N. Emergency Exit Procedures

Does not apply to online courses

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://www.uta.edu/ao/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 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.

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. 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.