Semester/Year: Fall 2015  
Course Title: Intimate Partner Violence  
Course Prefix/Number/Section: SOCW 6343-007  
Instructor Name: Kiva Harper, MSSW, LCSW  
Faculty Position: Assistant Professor in Practice  
Faculty Profile: http://www.uta.edu/profiles/kiva-harper  
Office Number: GACB Room 115  
Phone Number: (682) 238-0730  
Email Address: harperkiva@uta.edu  
Office Hours: Mondays 1:00pm-3:00pm, Thursdays 3:00pm-5:00pm or by appoint  
Day and Time of Class (if applicable): Thursdays 5:30pm-8:20pm  
Location: Preston Hall, Room 300  
Equipment: A laptop computer with wireless capability or equivalent is required for all SSW classes.  
Blackboard: 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:

| 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.**

<table>
<thead>
<tr>
<th>Health</th>
<th>Children and Families</th>
<th>Mental Health/Substance Abuse</th>
<th>Aging</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>1. Advanced social workers in children &amp; families implement an effective decision-making strategy for deciphering ethical dilemmas specific to the multiple and diverse needs of families and children.</td>
<td>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.</td>
<td>1. Advanced social workers in aging implement an effective decision-making strategy for deciphering ethical dilemmas on behalf of all older clients.</td>
</tr>
</tbody>
</table>

**Educational Policy 2.1.3 - Apply critical thinking to inform and communicate professional judgments.**

<table>
<thead>
<tr>
<th>Health</th>
<th>Children and Families</th>
<th>Mental Health/Substance Abuse</th>
<th>Aging</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>
### Educational Policy 2.1.4 - Engage diversity and difference in practice.

<table>
<thead>
<tr>
<th>Health</th>
<th>Children and Families</th>
<th>Mental Health/ Substance Abuse</th>
<th>Aging</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

### Educational Policy 2.1.5 - Advance human rights and social and economic justice.

<table>
<thead>
<tr>
<th>Health</th>
<th>Children and Families</th>
<th>Mental Health/ Substance Abuse</th>
<th>Aging</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

### Educational Policy 2.1.6 - Engage in research-informed practice and practice-informed research.

<table>
<thead>
<tr>
<th>Health</th>
<th>Children and Families</th>
<th>Mental Health/ Substance Abuse</th>
<th>Aging</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>
### Educational Policy 2.1.7 - Apply knowledge of human behavior and the social environment.

<table>
<thead>
<tr>
<th>Health</th>
<th>Children and Families</th>
<th>Mental Health/Substance Abuse</th>
<th>Aging</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>1. Advanced social workers in children &amp; 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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

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.

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.

<table>
<thead>
<tr>
<th>Educational Policy 2.1.9 - Respond to contexts that shape practice.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Health</strong></td>
</tr>
<tr>
<td>1. Advanced social workers in health assess the quality of family members’ interactions within their social contexts.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Educational Policy 2.1.10(b) - Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Health</strong></td>
</tr>
</tbody>
</table>
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 & 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:**


**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


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:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Learning Outcomes, Core Competency &amp; Practice Behaviors</th>
<th>Due Date</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Reflection Paper I: This paper is an exercise of critical self-reflection based on previous knowledge and/or personal and professional experiences with intimate partner violence (IPV). The paper will describe, summarize or narrate something lived, witnessed or learned. It will include a thoughtful critical analysis considering your personal ideas, perspectives, beliefs, values and practices (practices as expressions and behaviors) over time.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Outcomes: 1, 2, 4, 6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Competencies: Health 2.1.1.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Families and Children 2.1.1.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MH &amp; SA 2.1.1.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aging 2.1.1.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09/10</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignments</td>
<td>Learning Outcomes, Core Competency &amp; Practice Behaviors</td>
<td>Due Date</td>
<td>Value</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>--------------------------------------------------------</td>
<td>----------</td>
<td>-------</td>
</tr>
<tr>
<td><strong>Critical Reflection Paper II:</strong> 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, discussion board’s content, other course assignments, instructor’s feedback on assignments, personal and professional experiences throughout this semester readings.</td>
<td>Learning Outcomes: 1, 2, 4, 6</td>
<td>12/03</td>
<td>25</td>
</tr>
<tr>
<td>Core Competencies: Health 2.1.1.1 2.1.2.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Families and Children 2.1.1.1 2.1.2.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MH &amp; SA 2.1.1.1 2.1.2.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aging 2.1.1.1 2.1.2.1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assignments

<table>
<thead>
<tr>
<th>Learning Outcomes, Core Competency &amp; Practice Behaviors</th>
<th>Due Date</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety Plan: To integrate the knowledge acquired on IPV during the course you will develop a safety plan (intervention plan) grounded on evidence based research and practices. You must consider the client’s/participant’s strengths, diversity and social justice. This assignment will lead you to critically analyze theoretical models of practice in IPV cases. A case and guideline will be provided to complete this assignment.</td>
<td>10/29</td>
<td>30</td>
</tr>
</tbody>
</table>

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
**Assignments**

<table>
<thead>
<tr>
<th>Learning Outcomes, Core Competency &amp; Practice Behaviors</th>
<th>Due Date</th>
<th>Value</th>
</tr>
</thead>
</table>
| **Discussion Boards (4 forums x 5 points each):** You will participate in 4 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 your post you must respond to at least two peers (total of 3 posts per forum). Note that you will 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:  
- Respond to main prompt  
- Refer to unit’s content and concepts  
- Post reactions to peers’ postings  
- Answer any questions on your DB thread  
- 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  
Note: If you post past the due date you will not receive points for that particular entry. | Wednesday of the assigned week by 1159pm | 20 |

| 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 
| Families and Children 2.1.1.1 2.1.2.1 2.1.3.1 2.1.4.1 2.1.6.1 2.1.9.1 2.1.7.2 2.1.9.1 
| MH & SA 2.1.1.1 2.1.2.1 2.1.9.1 
| 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 |

**F. Grading Policy**

General grading criteria for written work include: logical development of concepts, thoroughness, critical thinking 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 2 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 2 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 4 discussion boards in this course. Calculating your grade after ALL assignments have been graded: Find the “Total” (max. points=100) column in Blackboard Grade Center and see where that number falls in the following grading scale below.

<table>
<thead>
<tr>
<th>Point Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-90</td>
<td>A</td>
</tr>
<tr>
<td>89-80</td>
<td>B</td>
</tr>
<tr>
<td>79-70</td>
<td>C</td>
</tr>
<tr>
<td>69-60</td>
<td>D</td>
</tr>
<tr>
<td>Below 59</td>
<td>F</td>
</tr>
</tbody>
</table>

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 Ask the Instructor Link 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. 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. 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.

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 unless arrangements are made with the instructor PRIOR to the due date. Late assignments may be accepted under extreme circumstances and at the discretion of the instructor. DB posts may not be made up.

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. As the instructor of this section:

Attendance and participation are considered crucial aspects of learning course material. Each student is expected to attend each scheduled class. Missing more than three (3) classes will likely cause the student to fail this course. Participation in class should reflect an understanding of, or questions about, assigned reading, the integration of such with personal and professional experiences, and the desire to broaden one’s professional knowledge base. Please become familiar with the NASW Code of Ethics. It establishes the foundation for respect of each other and the evolving perspectives we might share throughout the semester.

Your grade in this area will be a response to punctuality; respecting and encouraging the opinions of peers, even if they do not represent your own; demonstrating the ability to read carefully and think critically; demonstrating the ability to speak up when you have a point to make, a question to pose, or an alternative perspective to present; being prepared to give and accept feedback; and being prepared to work with colleagues. Please respect the instructor and your colleagues - ringers on cell phones, pagers, etc., before class begins.

I. Course Schedule:

<table>
<thead>
<tr>
<th>Unit &amp; Date</th>
<th>Topics</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 08/27</td>
<td>Introduction and course overview; discussion of syllabus; and review of major assignments</td>
<td></td>
</tr>
<tr>
<td>Unit &amp; Date</td>
<td>Topics</td>
<td>Readings</td>
</tr>
<tr>
<td>------------</td>
<td>--------</td>
<td>----------</td>
</tr>
</tbody>
</table>
| **2 09/03** | Intimate partner violence: A social problem | **Required reading(s):**  
Dutton & Goodman. Coercion in Intimate Partner Violence: Toward a New Conceptualization  
Lockhart & Danis. *Chapter 2: Understanding Domestic Violence: A Primer*  
**Recommended reading(s):**  
Intimate Partner Violence (general information)  
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) |
| **3 09/10** | IPV, cultures and intersectionality **CRITICAL REFLECTION PAPER I DUE 09/10** | **Required reading(s):**  
Film: *With Impunity: Men and gender violence.*  
http://www.mnvideovault.org/index.php?id=23801&select_index=0&popup=yes  
Lockhart & Danis. *Chapter 1: Cultural Competence and Intersectionality: Emerging Frameworks and Practical Approaches*  
Esquivel-Santovena, Lambert & Hamel. (2013). Partner Abuse Worldwide  
**Recommended reading(s):**  
Manual: Learning to listen, learning to help (p.8-9) |
| **4 09/17** | National & state policies & community responses **BB CLASS** | **Required reading(s):**  
Reauthorization of Violence Against Women Act (VAWA), 2013 (Summary)  
VAWA (2013) Campus Summary  
Texas Domestic Violence Statutes  
http://www.womenslaw.org/statutes_root.php?state_code=TX  
Brochure: Community Action Model  
Ptacek & Frederick. Restorative Justice and Intimate Partner Violence  
**Recommended reading(s):**  
Reauthorization of Violence Against Women Act, 2013  
Brochure: A Guide to the Texas Criminal Justice System  
Brochure: Protective Orders in Texas  
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  
<table>
<thead>
<tr>
<th>Unit &amp; Date</th>
<th>Topics</th>
<th>Readings</th>
</tr>
</thead>
</table>
| 5 09/24 | Victims/survivors interventions | **Required reading(s):**  
Policastro & Payne. The Blameworthy Victim: Domestic Violence Myths and the Criminalization of Victimhood.  
Tsui, V. Male Victims of Intimate Partner Abuse: Use and Helpfulness of Services  
**Recommended reading(s):**  
Manual: Learning to listen, learning to help (pp.10-23)  
Manual: Helping an abused women: 101 things to know, say and do  
Manual: Helping abused women in shelters: 101 things to know, say and do  
Prospero, M. Mental Health Symptoms Among Male Victims of Partner Violence  
Tsui, V., Cheung M. & Leung, P. Help-seeking among male victims of partner abuse: men's hard times  
| 6 10/01 | cont. Victims/survivors interventions | |
| 7 10/08 | 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  
**Recommended reading(s):**  
Hart and Klein. Report: Practical Implications of Current Intimate Partner Violence Research for Advocates and Service Providers (pp.82-85)  
| 8 10/15 | Perpetrators intervention BB CLASS | **Required reading(s):**  
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  
**Recommended reading(s):**  
Hart and Klein. Report: Practical Implications of Current Intimate Partner Violence Research for Advocates and Service Providers (pp.67-81, 86)  
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 |
<table>
<thead>
<tr>
<th>Unit &amp; Date</th>
<th>Topics</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 11/26</td>
<td>THANKSGIVING HOLIDAY/NO CLASS</td>
<td></td>
</tr>
<tr>
<td>Unit &amp; Date</td>
<td>Topics</td>
<td>Readings</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>15 12/03</td>
<td><strong>Vicarious trauma: taking care of yourself</strong> CRITICAL REFLECTION PAPER II DUE 12/03</td>
<td><strong>Required reading:</strong> Guidebook on Vicarious Trauma: Recommended Solutions for Anti-violence Workers</td>
</tr>
</tbody>
</table>

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.

**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:**


**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 and writing support, students may visit the Office of Advising and Student Success located on the third floor of Building A of the School of Social Work Complex or contact the Administrative Assistant at 817-272-3647. 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](http://www.uta.edu/resources).

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming self or someone else, supportive services are available. For immediate, 24-hour help call 1-800-273-TALK or visit [http://www.suicidepreventionlifeline.org/](http://www.suicidepreventionlifeline.org/) for a live chat. For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit [http://www.uta.edu/caps/index.php](http://www.uta.edu/caps/index.php)) or UT Arlington Psychiatric Services (817-272-2771 or visit [https://www.uta.edu/caps/services/psychiatric.php](https://www.uta.edu/caps/services/psychiatric.php)) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

**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 or by Cell phone: (817) 675-8962. 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
- 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 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,

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](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](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.