



THE UNIVERSITY OF TEXAS AT ARLINGTON

School of Social Work

Semester/Year: Spring 2017

Course Title: Intimate Partner Violence

Course Prefix/Number/Section: SOCW 5314 (formerly SOCW 6343)-005/006

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: By appointment

Day and Time of Class (if applicable): Online

Location: Online

Equipment: A laptop computer with wireless capability or equivalent is required for all SSW classes.
Blackboard: <https://elearn.uta.edu>

A. Description of Course Content

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

B. 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.

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 forms of social stratification and disenfranchisement influence the evaluation processes and outcomes.			1. Advanced social workers in aging understand social stigma and injustice with respect to older adults and advocate for clients' right to dignity and self-determination in their assessment and intervention strategies.
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: 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 Textbooks and Other Course Materials

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

D. Additional Recommended Textbooks and Other Course Materials

Davies, J. M. & Lyon, E. (2014). *Domestic Violence Advocacy: Complex Lives/Difficult Choices* (2nd edition). Los Angeles, CA: SAGE Publications

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

Walker, Lenore E. A. (2017) The Battered Woman Syndrome (4th edition). New York, NY: Springer Publishing Company, LLC.

Additional references are included in the course outline.

Important Websites to review:

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

Violence Against Women Online Resources: <http://vawnet.org/>

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

www.futureswithoutviolence.org

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. Descriptions of Major Assignments and Examinations

Assignments	Learning Outcomes, Core Competency & Practice Behaviors	Due Date	Value
<p>Blackboard Activities: Students will engage in Blackboard (BB) activities to include discussion boards, quizzes, social media engagement and videos. The objective of these forums is to analyze and discuss course content, share ideas based on readings and interact with peers and professor in the virtual classroom. These activities will help you reflect and think critically upon current knowledge for a more in-depth learning experience. During the 5 weeks, there will be approximately 10 BB activities. Each activity will be posted no later than each Monday by 9am. Instructions and due dates will be posted in the thread for that week.</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> <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>Ongoing</p>	<p>30</p>

Assignments	Learning Outcomes, Core Competency & Practice Behaviors	Due Date	Value
<p>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.</p>	<p>Learning Outcomes: 1, 2, 4, 6</p> <p>Core Competencies: <i>Health</i> 2.1.1.1 <i>Families and Children</i> 2.1.1.1 <i>MH & SA</i> 2.1.1.1 <i>Aging</i> 2.1.1.1</p>	03/26	10
<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, discussion board's content, other course assignments, instructor's feedback on assignments, personal and professional experiences throughout this semester readings.</p>	<p>Learning Outcomes: 1, 2, 4, 6</p> <p>Core Competencies: <i>Health</i> 2.1.1.1 2.1.2.1 <i>Families and Children</i> 2.1.1.1 2.1.2.1 <i>MH & SA</i> 2.1.1.1 2.1.2.1</p>	04/30	20

Assignments	Learning Outcomes, Core Competency & Practice Behaviors	Due Date	Value
<p>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.</p>	<p>Learning Outcomes, 1, 3, 5, 6 Core Competencies: <i>Health</i> 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 <i>Families and Children</i> 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 <i>MH & SA</i> 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 <i>Aging</i> 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>04/16</p>	<p>40</p>

F. Grading

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. The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of university students and severely limits the professor's ability to discuss grades over the internet or phone. Consequently, the professor discusses grades in person. Do not email professor about your grades from an email account other than MavMail.

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.

Point Range	Grade
90-100	A
80-89	B
70-79	C
60-69	D
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 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 used to assess your major assignments on Blackboard. This will help guide your work and understand your professor's expectations. It is recommended that you check the rubric 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 announcements, complete/submit assignments, monitor your threads and download course materials posted by the instructor.
2. Complete your readings; supplemental readings are noted in the course outline in this document and are available in the appropriate folder in the "IPV Readings" area on Blackboard.
3. Complete the assignments for each week. These are designated in the course outline in this document. Assignments will be submitted via Blackboard by 11:59 PM on the due date. Assignment links will be available in the "Assignments" tab in the main menu on Blackboard. **NO ASSIGNMENTS WILL BE ACCEPTED VIA EMAIL.**
4. Evaluate whether you understand the course. If you have questions about the course materials, then please email your questions to the professor (harperkiva@uta.edu) or the post on the "Ask the Instructor" tab 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. Class participation includes: regularly accessing 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, posting contents that are not supported by readings, not logging in at least twice weekly to Blackboard and not using critical thinking skills. In borderline grade situations, Blackboard access will count at the professor's discretion.

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see "Student Support Services," below.

G. Make-Up Exams

Examinations and assignments are not accepted past due dates unless arrangements are made with instructor PRIOR to the due date. In these cases, late assignments may be accepted under extreme circumstances and at the discretion of the instructor. Points may be deducted

YOU MAY NOT SUBMIT LATE ASSIGNMENTS FOR PARTIAL CREDIT without prior approval.

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

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. 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. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education

requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

As the instructor of this section, It is expected that you attend/engage in each class as scheduled. Missed classes/BB activities will adversely affect your grade. Additional requirements:

1. 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.
2. Meaningful class participation is one of the requirements of the university. In this online course participation includes: regularly accessing the course in Blackboard, meaningful contributions to discussions, thoughtful questions, class activities engagement, and constructive interaction with peers and instructor.
3. BB activities may not be made up as the purpose of the activity is to focus student engagement with peers/professor in the virtual classroom.

I. Course Schedule

Module/Week	Topics	Readings
1 (03/20)	Introduction and course overview; discussion of syllabus; and review of major assignments	
2 (03/20)	Intimate Partner Violence: A Social Problem	<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. Chapter 2: Understanding Domestic Violence: A Primer</p> <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>

Module/Week	Topics	Readings
3 (03/27)	IPV, Cultures and Intersectionality	<p>Required reading(s): Lockhart & Danis. Chapter 1: Cultural Competence and Intersectionality: Emerging Frameworks and Practical Approaches Esquivel-Santovena, Lambert & Hamel. (2013). Partner Abuse Worldwide</p> <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>
4 (03/27)	National & State Policies & Community Responses	<p>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</p> <p>Recommended reading(s): Hart and Klein. Report: Practical Implications of Current Intimate Partner Violence Research for Advocates and Service Providers (pp.124-179) 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 van Wormer. <u>Restorative Justice as Social Justice for Victims of Gendered Violence: A Standpoint Feminist Perspective.</u></p>
5 (04/03)	Victims/Survivors Interventions	<p>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</p> <p>Recommended reading(s): Klein. Report: Practical Implications of Current Intimate Partner Violence Research for Law Enforcement, Prosecutors and Judges. (pp.29-32) 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 Trauma-Informed Care Tool kit: http://www.nnadv.org/resources/670-2/</p>

Module/Week	Topics	Readings
6 (04/03)	Perpetrators Interventions	<p>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>
7 (04/10)	Safety Planning	<p>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</p> <p>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.html</p>
8 (04/10)	Children Exposed to Intimate Partner Violence	<p>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> <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>
9 (04/17)	Dating violence	<p>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=Lp2eIjXWzgw</p>

Module/Week	Topics	Readings
10 (04/17)	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 Recommended reading(s): Schaffer, B. J. Veterans' Treatment Courts and the Criminal Justice System http://www.socialworktoday.com/news/enews_1010_01.shtml Jones, A.D. Intimate partner violence in military couples: A review of the literature
11 (04/24)	IPV and the GLBTQ Community	Required reading (s): Lockhart & Danis. Chapter 9: Outing the Abuse: Considerations for Effective Practice with Lesbians, Gay, Bisexual and Transgender Survivors
12 (04/24)	Special Populations	Required reading(s): Lockhart & Danis. Chapter 5: Social Work Practice with Abused Persons with Disabilities. Lockhart & Danis. Chapter 7: Domestic Abuse in Later Life. Lockhart & Danis. Chapter 13: Appalachia: Addressing Domestic Violence in the Rural Environment
13 (04/30)	IPV 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
14 (04/30)	Vicarious trauma: taking care of yourself	Required reading: Guidebook on Vicarious Trauma: Recommended Solutions for Anti-violence Workers
15 (04/30)	Course wrap-up and assessment	

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.

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 Grievances

See BSW Program Manual at: <https://www.uta.edu/ssw/documents/bsw/bsw-program-manual.pdf>
Or MSW Program Manual at: <http://www.uta.edu/ssw/documents/msw/msw-program-manual.pdf>

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 the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

The IDEAS Center (2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

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 oneself or someone else, supportive services are available. For immediate, 24-hour help call MAVS Talk at 817-272-TALK (817-272-8255). For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit <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>) 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.uta.edu/library/help/subject-librarians.php>
Course Reserves..... <http://pulse.uta.edu/vwebv/enterCourseReserve.do>
Library Tutorials <http://www.uta.edu/library/help/tutorials.php>
Connecting from Off- Campus..... <http://libguides.uta.edu/offcampus>
Ask a Librarian..... <http://ask.uta.edu>

N. 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/>).

O. Disability Accommodations

UT 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)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. 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 disability. Students are responsible for providing the instructor with official notification in the form of a **letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364.

Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

P. Non-Discrimination Policy

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

Q. Title IX Policy

The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.*

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 in their courses by 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. Additional information is available at <https://www.uta.edu/conduct/>.

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. Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

U. Student Feedback Survey

At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are 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 via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

V. Final Review Week

For semester-long courses, 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.