

<p style="text-align: center;"><b>The University of Texas at Austin</b>  <b>School of Social Work</b>  <b>Contemporary Issues in Domestic Violence</b>  <b>Margaret Bassett</b></p>			
Semester:	Fall 2014	Contact Information:	Cell 512.573.0163 <a href="mailto:margaret.bassett@utexas.edu">margaret.bassett@utexas.edu</a>
Meeting Place:	2.116	Unique Numbers: Course Numbers:	48015 63535 SW393U1 WGS393
Meeting Times:	Fridays: August 29 <sup>th</sup> – October 3 <sup>rd</sup> 1 – 8:30 pm	Office Hours:	Fridays 12 – 1pm and by appointment

## I. Course Description

This course will survey theories regarding the causation of domestic violence, the history of the contemporary battered women's movement, international, national, state, and local policy issues, prevention and intervention practice models, as well as administrative, community practice, and research issues in the field.

Specific topics to be addressed include: the bio-psycho-social needs of battered women, legal and criminal justice issues, types of domestic violence including physical, emotional, sexual, economic, and the use of children as weapons, batterers treatment program, school-based prevention programs targeting children and teens, and services to special populations including women of color, lesbians and gays, persons with disabilities, older women and women who are recent immigrants.

As social workers and other human service workers may encounter families experiencing domestic violence in a variety of settings, this course provides an overview of contemporary issues in domestic violence, designed to empower future social work practitioners with the conceptual frameworks and knowledge base necessary for effective intervention.

## II. Course Objectives

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

- Use a variety of theoretical perspectives to understand domestic violence and its relationship to other forms of violence against women (harassment, stalking, sexual assault, homicide) and family violence (child, elder, sibling abuse)
- Understand the psychological, social, physical, legal, and financial consequences of domestic violence on battered women, their children, batterers, the community, and society as a whole.
- Identify relevant social policies and its intended and unintended consequences for battered women and their families.
- Assess and identify appropriate individual, group, family, agency, community and societal interventions.
- Identify the complex social service delivery system that has developed around services for families that are experiencing domestic violence.
- Understand the different issues and service delivery strategies with regards to providing services to battered women of color, lesbian and gays, older women, and women with disabilities.
- Identify the ethical dilemmas that social workers and other health and human service professionals face when addressing the needs of families experiencing domestic violence. In particular, the issues of social control, self-determination, and confidentiality will be examined.

### **III. Teaching Methods**

The primary teaching approach in this course will be collaborative learning. Material in the course will be presented through a variety of teaching strategies. For example, case studies, discussions, videos, small group work, field trips, new articles, examinations, readings, and lectures will be considered. Videos will be used as tools for addressing key concepts in the course. The goal is to stimulate critical thinking, intellectual creativity, and sharing of knowledge and skills with and through the class. Students will be responsible for material presented through all these activities. Assigned readings are for the week in which they are listed and students should complete the readings prior to class and be prepared to discuss them. However, the instructor may not review all assigned readings in class.

#### **Simulation Exercise**

This teaching technique is designed to sensitize and train social work and human service practitioners for their future work with battered women. The unit has five sub-components; a simulation exercise, individual reflection period, a large group debriefing period, a lecture on empowerment practice, and a small group problem solving exercise. The simulation exercise puts the student in the role of a battered woman that involves daily struggles and challenges a battered woman may encounter. The individual and group debriefing periods serve as processing sessions about the simulation experience. The lecture component seeks to clarify the misconceptions and myths about battered women and domestic violence, investigates the affects of trauma on women, presents models for understanding battering, and addresses appropriate social work interventions. The focus of the lecture is empowerment practice theory and techniques. The small group

exercise provides the students with a problem solving opportunity to intervene on the behalf of battered women at individual and group, community, and theory building levels.

Students are expected to participate in the simulation exercise. However, students may choose to, for a period of time, suspend their “play,” but are expected to participate in the other sub-components. I will be available for individual processing and will lead the group debriefing and journaling exercises. Detailed information will be provided prior to the simulation exercise and on the day it is scheduled.

#### **IV. Required and Recommended Readings**

Students will be assigned a set of required readings for this course. Copies of the articles are located on Canvas.

- ❖ Quindlen, A. (1999). Black and Blue. Mass Market Media. This text can be purchased at any bookstore such as Co-Op, Borders, Barnes and Noble, or Amazon.com. IF YOU ORDER ON LINE BE SURE THAT THE SHIPPING WON’T BE DELAYED.
- ❖ Lockhart, L., & Danis, F. (Eds.) (2010). Domestic violence: Intersectionality and culturally competent practice. Columbia University Press: New York, NY.
- ❖ All other assigned readings are on library Ereserves.

The following text is recommended:

- Sokoloff, N. & Pratt, C. (Eds.) (2010). *Domestic violence at the margins: Readings on race, class, gender, and culture*.
- Gondolf, E. (2012). *The future of batterer programs: Reassessing evidence-based practice*. Northeastern University Press: Boston, MA.
- Whitaker, D. J., & Lutzker, J., R. (2009). *Preventing partner violence: Research and evidence based intervention strategies*. American Psychological Association. \$49.95. (Can purchase used copies for less on Amazon).

#### **V. Course Requirements**

Course requirements consist of four graded assignments; a safety planning in-class group assignment, a reaction paper to a field trip, assigned readings and individual presentation, a community-based group project and reaction paper. See Section of Description of Assignments for specific details.

Assignment 1	Safety Plan Assignment & Reaction Paper	20 points
Assignment 2	Court Observation & Reaction Paper	15 points
Assignment 3	Group Observation & Reaction Paper	15 points
Assignment 4	Assigned Readings & Presentation	10 points
Assignment 5	Group Project & or Paper	40 points
		100 points

## VI. School of Social Work Grading Scale

94.0 & above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

## VII. Course Policies

1. Students are expected to attend all class meetings, to read all the assigned readings, and to participate in class discussions.
2. Submit all assignments by email unless specified in class.
3. There are no “excused” absences. Students missing more than one (1) full day class session may receive a 10% reduction in their overall course grade. Students missing two or more class sessions may receive an “F” for the course. The instructor may use her discretion. Students should not register for this class if he/she has a conflict with the schedule, however emergencies are understandable. As soon as you know that you will not be attending class because of an emergency, please let me know by email. Coming to class late or leaving class early counts as an absence. **Students missing full class session will be required to complete an additional assignment.** See section on additional assignment for guidelines and see me for approval.
4. Assignments are to be submitted according to the schedule. All late assignments will receive a five (5) percent penalty per day (weekend days will be included). All assignments are due at the beginning of the class period—assignments turned in after the beginning of class will be considered late.

5. The Publication Manual of the American Psychological Association (APA) is the style manual to be used for all assignments. Incorrect APA style will result a deduction of points on assignments.
6. Appropriate referencing is required. Failure to use quotation marks for direct quotes or citation for indirect quotations and/or others ideas may result in a “0” for the paper and/or an “F” for the course.
7. All papers are to be word-processed or typewritten, double-spaced, 10 – 12 point font, and “normal” margins.
8. Any modifications, amendments, or changes to the syllabus and or assignments are the discretion of the instructor. Changes will be announced in class. It is the responsibility of the student to inquire about any changes that might have been made in his/her absence.
9. Issue of Safety--As part of professional social work education, student may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student’s responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should also notify instructors regarding any safety concerns.
10. Issue of Confidentiality and Personal Disclosure  
Personal disclosure is not an expectation or a requirement of this course. However, it might be appropriate for students to talk about personal information during class as it relates to *our learning* about a particular topic. Given the prevalence of domestic violence, there are undoubtedly survivors among us. As such, students are expected to adhere to all professional standards of confidentiality during the semester. Whether or not you are a survivor, you may experience unexpected reactions to course readings, videos, discussions, and assignments. Please be sure to take care of yourself emotionally. I am glad to talk with you about your reactions and/or provide community or university resources. The classroom is a learning environment and I strive for it to be a safe environment. Even so, the classroom is not designed to be a therapeutic support group. I encourage you to seek support from your own networks and/or seek additional outside assistance.
11. Please let me know if you have a learning and/or another disability and if you require special accommodations. I am interested in this class being a productive learning experience for everybody. See university policy below.

### **VIII. University & Social Work Policies**

1. **THE UNIVERSITY OF TEXAS HONOR CODE.** The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.
2. **PROFESSIONAL CONDUCT IN CLASS.** The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one

another's opinions. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

3. **CLASSROOM CIVILITY.** A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues.
4. **POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION.** Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.
5. Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image. Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.
6. Social work students should consider that they will be representing professional social work practice as well as the University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.
7. **POLICY ON SCHOLASTIC DISHONESTY.** Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since

such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://deanofstudents.utexas.edu/sjs/>).

8. **USE OF CLASS MATERIALS.** The materials used in this class, including, but not limited to, exams, quizzes, and homework assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students.
9. **DOCUMENTED DISABILITY STATEMENT.** Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.
10. **RELIGIOUS HOLIDAYS.** By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.
11. **USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS.** Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time- sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.
12. **SAFETY.** As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

13. **UNANTICIPATED DISTRESS.** Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the instructor. The instructor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students can contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at [www.utexas.edu/student/cmhc/](http://www.utexas.edu/student/cmhc/).
14. **BEHAVIOR CONCERNS ADVICE LINE (BCAL).** If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.
15. **EMERGENCY EVACUATION POLICY.** Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:
- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
  - If you require assistance to evacuate, inform the professor in writing during the first week of class.
  - In the event of an evacuation, follow the professor's instructions.
  - Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

### **University & Community Resources**

UT Counseling Center  
 512-471-3515  
 SSB 5th Floor  
 Hours: Monday - Friday, 8:00 a.m. - 5:00 p.m.  
 24 hours a day - 7 days a week - 365 days a year  
 512-471-CALL (2255) (*UT Students Only*)

SafePlace Austin, Texas	1.512.267.SAFE
National Domestic Violence Hotline	1.800.799.SAFE

### **IX. Assignment Descriptions**



Assignment 1, 2 & 3 are reflection papers. These papers are graded based on multiple factors including the evaluation of content, or how thoroughly and succinctly you have presented, developed, and substantiated your main ideas. Also, style and organization, such as grammar, spelling, editing, and cohesiveness are taken into account. I expect APA formatting (no need for a cover page) for the papers. These specific qualities in written work are assessed:

1. Relevant/ defined organizational structure with logical and clear transitions between ideas;
2. Clear articulation of your thinking/ideas;
3. Sound linkage of thoughts;
4. Interesting and creative ideas;
5. Well-supported arguments;
6. Writing style appropriate to the assignment; and
7. Salient and appropriate use of literature, citations and referencing.

(Adapted from Dr. Stephanie Wahab, Portland State University, School of Social Work.)

### **Assignment # 1: Developing a Safety Plan**

Students will develop a safety plan for the main character in the assigned book, Black and Blue by Anna Quindlen. Students will be encouraged to reflect upon their own feelings and reactions in developing the safety plan and work with their colleagues to determine the most appropriate next steps for the character in this book.

The assignment has two parts; an in-class group exercise and an individual reaction paper.

This assignment is intended to familiarize students with the experience of and issues related to developing safety plans with battered women. A safety plan is viewed as an outcome of a mutual process between clients and their social work advocates. In this exercise, the safety plan is defined by the battered woman and may not always involve her leaving her violent relationship. The use of women's narratives assists students in understanding battered women's stories and more closely evaluating the barriers that battered women face. This assignment challenges the myth that leaving an abusive relationship ensures a woman's safety by examining circumstances where leaving actually increases her risk of harm. In situations where battered women define leaving as a primary goal of their safety plans, leaving will be viewed as a process rather than a one-time event. The students are reminded that a woman may identify goals in her safety plan that does not involve leaving her abusive relationship. The outline has been developed for Fran the main character in *Black and Blue*.

### **Learning Objectives**

- To engage in creative problem solving and seek innovative solutions to increase safety for women and children living in domestic violence.
- To be able to conduct an analysis of the risks to a women's safety through a careful assessment process.

- To be able to develop a safety plan that addresses the woman’s unique risk factors, strengths and respects their individual choices and values.
- To better understand safety planning as a client-focused process that evolves over time with changes in the woman’s goals and situation.

### Assignment Readings

Davies, J. M. and E. Lyon (1998). Safety planning with battered women: Complex lives/ difficult choices. Thousand Oaks, Sage Publications. Chapters 5-7.

Quindlen, A. (1999). Black and Blue. Mass Market Media.

### Outline for Safety Planning Assignment

For the in class assignment, students will work in small groups to address I, II, and III below and will present on their discussion/decisions. Following the class discussion students will complete IV independently and submit a written reflection paper.

- I. Brief description of situation:
  - Describe the history of violence in Fran’s marriage (i.e. types, severity, and duration of the abuse).
  - Describe the circumstances under which the violence tends to occur.
  - Describe Fran’s goals in terms of how they increase her safety and safety of her son. How will the two of you prioritize these goals?
  - Explain the specific risks Bobby poses to Fran and her son. What is she most worried about?
  - Discuss any additional risks that may be associated with Fran’s life situation.
  
- II. Identify current safety plans (protective, staying, and leaving strategies) and develop and implement a safety plan:
  - Evaluate all the various safety planning options for Fran.
  - List potential consequences of pursuing or not pursuing each particular option (both positive and negative consequences).
  - Describe the internal and external resources needed to implement each option. What are the personal and public resources that are available to Fran?
  - Anticipate Bobby’s potential reaction to these strategies.
  - Of all the options listed, discuss the *best* safety plan for Fran and her son.

<u>Safety Plan Options</u>	<u>Potential Consequences</u>	<u>Bobby’s Reaction</u>	<u>Resources Needed and Available</u>
1.			
2.			

- III. Summarize the safety planning process experience:

- As a social worker how you would imagine Fran to be feeling throughout this process?
- In what ways is safety planning helpful? What are the shortcomings of this process (resources that needed to be available that were not, injustices, etc.)
- Did you ‘disagree’ with any of Fran’s decisions? Why or why not?
- How did your group do working through the safety planning process?

#### IV. Your Reaction—Individualized Response Paper (20 points)

- Describe what you learned from this process. How did you integrate theory and readings into this process? That is, ground your interactions/dialog/decisions. Did you use ‘gut’ reactions? Why, why not, how so?
- Describe professional reactions that you experienced in completing the safety planning assignment. What were your strengths, challenges/concerns about your competency?
- Describe your personal reactions. How was it for you personally to complete this assignment? What was comfortable, uncomfortable, confusing, clear, etc. for you?

#### **Assignment # 2 Reaction Paper to Court Visit (15 points)**

Each student is expected to write a response paper related to visiting court and hearing cases related to the IPV. The paper should address the following:

1. What were the three most compelling points for you and why?
2. What were the three most surprising issues for you and why?
3. What biases and judgments did you notice in yourself?
4. Identify issues of *difference* (for example, race, class, and gender) and dynamics in the court room.
5. Based on your experiences, learning or reading in this class, what three suggestions do you have for improving services for those experiencing IPV?
6. What role(s) should/do social workers/allied professionals fulfill in this system?

Students are expected to attend a half-day session (three to four hours) in court. You may attend any court that deals with family/domestic violence related cases anywhere in the country. Your reaction paper will be based on this experience. Students should integrate the information from the readings, class discussions, and lectures into your paper. I suggest you highlight the salient points of videos, speakers, etc. and connect those examples to the information you observed in court. Also, be sure to include your professional and personal reactions. Please note that although cases are scheduled they are very often postponed and set for another date for various legal reasons.

Reyna Wilson is the legal advocate with SafePlace and works at the Travis County DV court. Protective Orders are heard on Friday mornings. Her number is 512-854-4251.

**Please be sure to introduce yourself to Reyna or another advocate and if possible, the judge.** Often, Judge Denton will graciously ask you to his chambers and answer questions about the process. These are very busy people and court often keeps them from being able to return messages or emails. You will need to take initiative and action to complete this assignment. **Please call Renya and leave her a message before you plan to attend court and introduce yourself when you attend court. Please arrive by 8 am to the DV court on Fridays.** Please dress professionally.

You may also find the Travis County court docket at <https://publiccourts.co.travis.tx.us/dsa/>

This assignment is worth 15 points

### **Assignment # 3 Group Observation and Reaction Paper (15 points)**

Each student is expected to write a response paper related to observing Life Anew and the in-class presentation. The paper should address the following:

1. What were the three most compelling points for you and why?
2. What were the three most surprising issues for you and why?
3. Based on your experiences, learning or reading in this class, what three suggestions do you have for improving services to abusers, battered women and their children?
4. What role(s) should/do social workers/allied professionals fulfill in this system?

Students are expected to attend one group meeting. Your reaction paper will be based on this experience as well as the in-class presentation. Students should integrate the information from the readings, class discussions, and lectures into their paper. I suggest you highlight the salient points of videos, speakers, etc. and connect those examples to the information you observed in group. Also, be sure to include your professional and personal reactions.

Kim Conley-Patton, M.A. is the Executive Director of Life Anew. You will need to speak with her to arrange a time to observe the group. She can be reached at (512) 297-3183.

Evaluation criteria include your ability to integrate and synthesize information, formulate a thoughtful position for discussion, develop convincing, coherent, and well-supportive argument/points, and scholarly writing.

This assignment should be typed, doubled spaces, and APA style. Follow the outline above and use page numbers and titles as well as opening (introduction) and closing paragraphs (summary). This outline may be modified after our in-class discussions.

Grammar, spelling, and sentence structure, and organization are important and will be critiqued.

See Criteria above for evaluating this assignment. This assignment is worth 15 points.

#### **Assignment # 4 Assigned Readings and Presentation (10 points)**

Each student will be responsible for summarizing assigned readings. Directions: Summarize each article/chapter in about a paragraph. This summary should also include a list of 15 - 20 of the most salient points of the reading. These points may be written in bullet form, but should be complete sentences.

Your handout should be a maximum of 2 pages. Your handout should include full citations of all the articles/chapters at the beginning of each summary. Be sure to your include your name on the handout, too. You should bring enough copies to distribute to the class (20 copies) or I am glad to make copies for you and bring them to class for you. In this case, email or give me your summary handout.

Students will also be responsible for leading the class discussion for the day the chapter/article is assigned. To lead the discussion, students should give a brief summary of the discussion points. Please do not simply read your handout to the class. Rather, talk about the topics under discussion. To facilitate the discussion, start by offering several questions on the topic(s) and information that the literature has suggested. You might also highlight questions that have not been examined.

All students are expected have read the materials and be engaged in the in-class discussions. Presentations will be approximately 20 - 30 minutes per topic. Topics will be randomly selected.

Students will be evaluated by the instructors and by her/his peers. See Criteria for Criteria for Evaluating Chapter Summary and Presentations in sections XII and XIII, respectively. This assignment is worth 10 points of the overall grade. Peer evaluations will be averaged and account for 5 points and the instructor's evaluation will account for 5 points.

#### **Assignment #4 Small Group Project with a Local Agency (40 points)**

Students will be required to work collaboratively on an issue that is locally relevant to the Texas Council on Family Violence, SafePlace, Women's Advocacy, Travis County Task Force, Lifeworks, or research related to survivors of domestic and sexual assault. Details of this project will be addressed in class including tasks, responsibilities, and grading criteria. This assignment might involve the collect information through literature review, Internet searches, agency visits, in-person or telephone interviews, etc. where appropriate. Because of the cutting edge nature of this assignment, you might gather information from organizational information, experts, and the media.

Information for summer sessions only: Once the project is submitted and graded, final grades will be calculated and submitted to the registrar. Because of the structure of this accelerated course and this assignment, extensions for this project may be granted. If an extension is granted students will be assigned an “incomplete” until the final project is submitted. **However, for students that need a final grade (incomplete grades may not be given if you are graduating or for financial aide, etc.) an extension may not be possible.** Therefore, the project must be submitted by the original deadline.

Electronic copies should be submitted to me by the due date. This assignment is worth 40 points. Students may earn the same or different points on this assignment. Topics and due dates are to be determined.

Not all assignments require a paper. However, if a paper is assigned the paper should be organized in a logical sequence and subheadings should clearly delineate sub-topics. For all written work be sure to use introductory sentences with each paragraph and introductory and closing paragraphs in your paper. Grammar, spelling, organization, critical thinking, etc. all count. An example an outline for a paper may include:

1. Introduction to the issue/Nature and scope of the issue. Define the issue(s); number of people affected or institutions affected; economic and social consequences of the issue. What are the historical antecedents of the problem/issue? Who specifically is affected and how? What are they doing about it? (5 – 8 pages)
2. Literature Review. What does the academic, media, and the advocacy community tells us about the issue? Is there empirical research on the topic? Is there antidotal information? (5 – 8 pages)
3. Methodology. How was data collected? What were the research questions? Describe the participants and survey. Etc. (3 – 4 pages)
4. Findings or Analysis of Stakeholders. What did the data show? What were the results? Or, who are the major stakeholders involved in this issue—how are they involved? What do they say should happen to address the issue? Identify proponents and opponents, if appropriate. (2 –4 pages)
5. Conclusions and Recommendations. What are your recommendations regarding the issue? How would you suggest the community address the issue? How would you improve understanding, services, etc.? (2 – 4 pages)

### **Extra Assignment**

Students who miss one or more class meetings will be required to complete an extra assignment. The student must write a 20 page paper related to domestic violence, battered women, children in abusive homes, or perpetrators. The scholarly paper must be APA style, type written, and turned in the last class meeting. You should use references from scholarly journals, books, and periodicals other than our required course materials. The instructor must approve your topic in advance and the student must check in with the instructor about the absence before or in the case of emergencies as soon as possible.

## **X. Special Topics**

There are many other special topic areas that are of concern in studying about domestic violence (Native American women, men as victims, domestic violence in the military, etc.). However, given our time constraints, it is not possible to study all topic areas in-depth. However, it is likely that we will cover many of these topics during class discussions, during video presentations, with guest speakers, etc. I encourage students to seek out readings and resources specific to special topic areas of their interest.

## XI. Course Calendar

Friday August 29 <sup>th</sup>	Overview DV Theories, Concepts, History of the DV Movement (Cycle of Violence, Power and Control, etc.) Empowerment Practice & Advocacy	On Canvas: Hotlines and Other Resources; Prevalence of DV in TX; Lockhart & Danis Introduction and Chapters 1, 2	Introduction Video Simulation Exercise in Class* Syllabus Discussion
Friday September 5 <sup>th</sup>	Safety Planning and Intervention	Black and Blue  Davies Chapters 5, 6, & 7	<i>(tour Planet Safe)</i> Book Discussion on <i>Black and Blue</i>  Simulation exercise in class  Reading Presentations
Friday September 12 <sup>th</sup>	African American Women Asian Women Women with Disabilities Same Sex Abuse  Family Violence Law and Legal Responses	Lockhart & Danis Chapters 3, 4, 5, & 9  On Canvas TX Family Violence Laws; Family Law for Legal Advocates; Instruments for DV TIPS Series	<i>(possible presenter)</i> Reading Presentations  <b>(Safety Plan paper due)</b>
Friday September 19 <sup>th</sup>	Islam and Abuse Religion Immigrants and Refugees Women in Later Life Military Responses Latina Women	Lockhart & Danis Introduction and Chapters 6, 7, 8, 10, 12  On Canvas: TCFV report on Hispanic Texans	Guest speaker  Reading Presentations
Friday September 26 <sup>th</sup>	Offenders  Appalachia Native American Women Teen Dating Abuse Impact on Children	On Canvas: Bancroft (2002) Chapters 1, 2, 3, 4, & 14; Lockhart & Danis Chapters 11, 13 & 14  On Canvas: Bancroft (2004) Chapters 4, 5 & 16	Guest Speakers: Kim Conley Life Anew: Batterer Intervention  Reading Presentations
Friday October 3 <sup>rd</sup>  <b><u>Monday Dec 3<sup>rd</sup></u></b>	Supporting Friends and Family Ending IPV	Wilson Chapter 8 When Someone You Know	<b><u>(Court Visit Paper Due)</u></b>  <b><u>(Group assignment due)</u></b> <b><u>(LifeAnew Paper due)</u></b>



**XII. Criteria for Evaluating In-Class Reading & Presentation Assignment by Instructor**

**Name** \_\_\_\_\_

	<b>Inadequate Or Poor</b>	<b>Adequate</b>	<b>Good</b>	<b>Excellent</b>
Broad understanding of readings				
Recapitulation readings without reading summary points				
Relevance of summary points				
Ability to lead discussion				
Creativity of discussion questions/activity				
Follow syllabus instructions				
Overall presentation				

Strengths of the Presentation:

- 1.
- 2.
- 3.

Suggestions for Improvement:

- 1.
- 2.
- 3.

Total Points: \_\_\_\_ of 10

Comments:

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**XIII. Criteria for Evaluating In-Class Reading & Presentation Assignment by Self & Peers**

**Presenter's Name**

\_\_\_\_\_

\_\_\_\_\_ **check here for self evaluation**

	<b>Inadequate Or Poor</b>	<b>Adequate</b>	<b>Good</b>	<b>Excellent</b>
Broad understanding of literature				
Recapitulation readings without reading summary points				
Relevance of summary points on handout				
Ability to lead discussion				
Creativity of discussion questions				
Added to my learning of this topic				
Overall presentation				

Strengths of the Presentation:

- 1.
- 2.
- 3.

Suggestions for Improvement:

- 1.
- 2.
- 3.

**Total Points: \_\_\_\_\_ (1 – 10; where 10 is high)**

Other Comments:

\_\_\_\_\_

\_\_\_\_\_

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