

<p style="text-align: center;">The University of Texas at Austin School of Social Work Contemporary Issues in Domestic Violence</p>			
Semester:	Summer 2013	Contact Information:	SSW 3.212.EA 512.471.3198 512.751.8337 nbusch@austin.utexas.edu
Meeting Place:	2.132	Unique Numbers:	94705& 94555
Meeting Times:	Fridays: June 7, 14, 21, & 28 1:30 - 8:30 pm Saturdays: June 8 & 22 9:00 - 5:00 pm	Office Hours:	Fridays 12:30 - 1:30 pm 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 experience 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.

IV. Required and Recommended Readings

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

- ❖ 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. You can access the book using this link: <http://UTXA.eplib.com/patron/FullRecord.aspx?p=895119>
<http://UTXA.eplib.com/patron/FullRecord.aspx?p=895119>
- ❖ 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. (1998). Assessing woman battering in mental health services. Thousand Oaks, CA: Sage.
- Gondolf, E. (2012). The future of batterer programs: Reassessing evidence-based practice. Northeastern University Press: Boston, MA.

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	15 points
Assignment 2	Individual Field Trip & Reaction Paper	20 points
Assignment 3	Assigned Readings & Presentation	20 points
Assignment 4	Group Project & or Paper	45 points
Total Points		100 points

VI. Grading Scale

100 - 94 = A	76 - 74 = C
93 - 90 = A-	73 - 70 = C-
89 - 87 = B+	69 - 67 = D+
86 - 84 = B	66 - 64 = D
83 - 80 = B-	63 - 60 = D-
79 - 77 = C+	59 and below = F

VII. Class 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 one (1) 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 day 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. University policies governing scholastic dishonesty, as presented in the General Information Bulletin and the brochure prepared by Student for Academic Integrity apply in this course. Scholastic dishonesty may result in a report to the Graduate Program Director, the Dean of the School of Social Work, and/or the Dean of the Graduate School. Students may receive an "F" for the course and other sanctions in accordance with University policies.
9. 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.
10. 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.

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.

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

VIII. **Students with Special Learning Needs and Disabilities**

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.

The University of Texas at Austin provides, upon request, appropriate academic accommodations for qualified students with disabilities. Any student with a documented disability (physical or cognitive) who requires academic accommodations should contact the Services for Students with Disabilities area of the Office of the Dean of Students at 471-6259 (voice) or 471-4641 (TTY for users who are deaf or hard of hearing) as soon as possible to request an official letter outlining authorized accommodations.

IX. **Assignment Descriptions**

Assignment # 1: Developing a Safety Plan (15 points)

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.

- I. Brief description of situation:
 - Describe the history of violence in Fran's marriage (i.e. types, severity, 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.			
3.			

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 (15 points)

- Described 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?

This paper should be typed, doubled spaces, and APA style. Grammar, spelling, and sentence structure, and organization are important and will be critiqued. See Criteria above for evaluating this assignment. This assignment is worth 10 points.

Assignment # 2 Reaction Paper to Court Visit (20 points)

Each student is expected to write a response paper related visiting court and hearing cases related to the family. 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 battered women and their children?
4. 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.

Reyna Wilson is the legal advocate with SafePlace and works at the Travis County DV court. Protective Orders are usually 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 Reyna 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/>

Please note that although cases are scheduled they are very often postponed and set for another date for various legal reasons.

Evaluation criterion includes 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 20 points.

Assignment # 3 Assigned Readings and Presentation (20 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 20 points of the overall grade. Peer evaluations will be averaged and account for 5 points and the instructor's evaluation will account for 15 points.

Assignment #4 Small Group Project with a Local Agency (45 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, etc. all agencies serving survivors of domestic and sexual assault. Details of this project will be addressed in class including tasks, responsibilities, and grading criteria.

This assignment is worth 45 points. Students may earn the same or different points on this assignment. Topics and due dates are to be determined.

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.

Hard copies of the project should be submitted to the student services desk with my name on it and an email with the attachment should also be submitted.

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. The underlined phrases above should be identified as your paper's subheadings. Grammar, spelling, organization, critical thinking, etc. all count. For more grading information see the Criteria for Grading Written Work later in this syllabus. An example an outline for a paper includes:

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. How widespread is the problem? What are the historical antecedents of the problem/issue? Who specifically is affected and how? What are the known or suspected causes of the issues/problem? Are other localities, communities, states, countries facing a similar issue? 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)

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.

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 solve opportunity to intervene on the behalf of battered women at a 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.

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

Day & Date & Time	Topic/Focus	Reading Assignments	Written & Other Assignments
Friday June 7	Overview DV Theories, Concepts, History of the DV Movement (Cycle of Violence, Power and Control, etc.)		Introduction Video Syllabus Discussion
Saturday June 8	Empowerment Practice and Advocacy Islam and Abuse	Lockhart & Danis Introduction, Chapters 1 & 2 On Blackboard: Hotlines and Other Resources; Prevalence of DV in TX;	Simulation Exercise in Class*
Friday June 14	Religion Latina Women Immigrants and Refugees	Lockhart & Danis Chapter 6, 8 & 12 On Blackboard: TCFV report on Hispanic Texans	Reading Presentations Field Trip to <u>SafePlace Meet at 1:55 pm.</u> SAFEPLACE 1515 Grove Blvd. Austin, Texas Return to Campus Guest Speaker: Alfredo Gonzalez, American Gateways
Friday June 21	Family Violence Law and Legal Responses African American Women Asian Women Women with Disabilities Same Sex Abuse	Lockhart & Danis Chapters 3, 4, & 9 On Blackboard TX Family Violence Laws; Family Law for Legal Advocates; Instruments for DV TIPS Series. Protective Orders in Texas.	Reading Presentations Possible Field Trip: Travis County Court 4 Guest Speaker: Margaret Bassett, Travis Co. District Attorney's Office
Saturday June 22	Safety Planning and Intervention Women in Later Life Military Responses Appalachia Native American Women Teen Dating Abuse Impact on Children	Black and Blue Lockhart & Danis Chapters 7, 10, 11, 13 & 14 On Blackboard: Davies Chapters 5, 6, & 7 On Blackboard: Bancroft (2004) Chapters 4, 5 & 16	Book Discussion on Black and Blue Reading Presentations
Friday June 28	Batterers Batterers continue Supporting Friends and Family Ending DV	On Blackboard: Bancroft (2002) Chapters 1, 2, 3, 4, & 14; Wilson Chapter 8 When Someone You Know	Reading Presentations Pending Guest Speakers: Kim Conley Life Anew: Batterer Intervention Reading Presentations Reaction Papers
TBA			Final Projects Due

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

Name _____

	Inadequate Or Poor	Adequate	Good	Excellent
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 15

Comments:

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

Presenter's Name

_____ **check here for self evaluation**

	Inadequate Or Poor	Adequate	Good	Excellent
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 - 5; where 5 is high)

Other Comments:

Criteria for Evaluation of Written Work

1. Completeness and thoroughness
How fully has the issue been addressed? When appropriate, has the issue been sufficiently researched using library resources, interview, and other means in order to gain differing perspectives and full knowledge of the issue? Has the theoretical and empirical literature on the subject been incorporated in the paper? Does the paper leave the reader with the impression that major questions have been considered, or are important issues left unaddressed? Has the paper been carefully proofread?
2. Organization and clarity
Is the paper well written and organized in a logical manner? Are there appropriate transitions between sentences, paragraphs, and sections? Are the sentence structure, syntax, and grammar of appropriate quality? Have headings and subheading been used to improve organization? Has the student addressed issues in a way that can be understood by someone unfamiliar with the issues as well as by someone knowledgeable about the issues?
3. Referencing
Are there a sufficient number of appropriate references? Has referencing been done appropriately and according to the style of the American Psychological Association? Are the references well integrated in the text? Were the references obtained from various sources (scholarly, Internet, interviews, etc.)? Are short direct quotations noted in quotation marks; are longer direct quotations indented, and are page numbers indicated for all direct quotations? Are indirect quotes paraphrased sufficiently? Were interviews of those who are involved with the creation or setting of policy and those impacted by the policy included in the analytical discussion of the policy?
4. Originality and Creativity
Have different viewpoints been compared and contrasted in a way that shows that the writer has a thorough understanding of the issues? Has the writer used his or her analytical skills in a way that suggests more than a restatement of what others have said about this issue? Has the student suggested points that have not been addressed by others?

Criteria for Evaluation of Written Work

I. Completeness and thoroughness (some criteria not applicable to this assignment)

Consistent throughout paper (Yes)	Consistent throughout most of paper (Mostly)	Not consistent throughout the paper--needs work (Not enough)	
			Issue fully addressed
			Sufficiently researched*
			Theoretical & empirical literature incorporated*
			Major questions have been addressed
			Carefully proofread

2. Organization and Clarity (some criteria not applicable to this assignment)

Consistent throughout paper (Yes)	Consistent throughout most of paper (Mostly)	Not consistent throughout the paper-- needs work (Not Enough)	
			Well written & organized
			Appropriate transitions
			Sentence structure, syntax, and grammar
			Headings and subheadings
			Understandable to unfamiliar reader
			Understandable to familiar reader

3. Referencing (some criteria not applicable to this assignment)

Consistent throughout paper (Yes)	Consistent throughout most of paper (Mostly)	Not consistent throughout the paper-- needs work (Not Enough)	
			Sufficient Number of References *
			APA style utilized

			References well integrated
			References from various sources *
			Correct use of quotations
			Indirect quotes paraphrased sufficiently
			Interviews included in analysis *

4. Originality and Creativity (some criteria not applicable to this assignment)

Consistent throughout paper (Yes)	Consistent throughout most of paper (Mostly)	Not consistent throughout the paper--needs work (Not Enough)	
			Different viewpoints compared and contrasted
			Use of own analytical skills not just restatement
			Suggested points not been addressed by others

Assignment Outline Points Covered

_____ yes _____ no _____ points need more depth, explanation, or discussion

References

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- Barnett, O., Miller-Perrin, C. & Perrin, R. (2005). Family violence across the lifespan: An introduction, second edition. Thousand Oaks, CA: Sage Publications.
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- Brandwein, R. (1999). (Ed.). Battered women, children, and welfare reform: The ties that bind. Thousand Oaks, CA: Sage Publications.
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- Buchanan, B. (2003). Family violence laws (ed. McLendon, B.) Texas Council on Family Violence
- Buel, S. (1999). Fifty obstacles to leaving, aka, why abuse victims stay. The Colorado Lawyer, 28, (10/19), 19 - 28.
- Burman, S. (2003). Battered women: Stages of change and other treatment models that instigate and sustain leaving. *Brief Treatment and Crisis Intervention*, 3 (1), 83 - 98.

Child Abuse and Domestic Violence: Creating Community Partnerships for Safe Families .Suggested Components of an Effective Child Welfare Response to Domestic Violence by Janet Carter and Susan Schecter of the Family Violence Prevention Fund. (November, 1997);

"Child Abuse and Domestic Violence: Legal Connections and Controversies" by Howard A. Davidson from *Family Law Quarterly*, Vol. 29, No. 2, Summer 1995;

"Child Protective Workers and Battered Women's Advocates: A Strategy for Family Violence Intervention" by Nina Cummings and Andrea Mooney from the *Journal Response*, Vol. 11, No.2, 1998;

Cover copy and table of contents *Child Maltreatment Journal* of the American Professional Society on the Abuse of Children;

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**Domestic Violence, Sexual Assault,
Crime Victims, Child Abuse Websites**

American Bar Association Commission on Domestic Violence:
www.aba.net/org/domviol/home.html

Advocates for Abused and Battered Lesbians: www.aabl.org

Asian Against Domestic Abuse (AADA): www.aadainc.org/about.htm

Asian & Pacific Islander Institute on Domestic Violence (AAPI)
www.apiahf.org/apidvinstitute/default.htm

Asian Task Force Against Domestic Violence www.atask.org

Aid to Victims of Domestic Abuse www.avda-tx.org

Center for Disease Control and Prevention: www.cdc.gov

Center for the Prevention of Sexual Assault & Domestic Violence:
www.cpsdv.org

Child Sexual Assault Info: www.prevent-abuse-now.com

Children's Rights Council: www.vix.com/crc

Daya www.dayahouston.org/index_daya.htm

Domestic Violence and Violence Related Research Resources:
www.growing.com/nonviolentresearch/dv/links/htm

Domestic Violence Coordinating Council
www.dvcc.state.de.us/immigrationdir.html

Domestic Violence, Family Violence, Child Abuse Page: www.famvi.com

Domestic Violence in Lesbian Relationships:
Elder Abuse Prevention: <http://www.oaktrees.org/elder>

Elder Law Sites-Legal Assistance for the
Elderly: www.aoa.dhhs.gov/aoa/webros/legal.htm

Family Violence Prevention Fund (FVPPF) endabuse.org/

Institute on Domestic Violence in the African-American Community:
www.dvinstitute.org

Jennifer Hope <http://www.jennifershope.org/news.php>

Minnesota Center Against Violence and Abuse (MINCAVA)
www.mincava.umn.edu/

Men Stopping Violence: www.athens.net/~rblum/msvindex.html

Narika (Referral for South Asian Women):
www.umiacs.umd.edu/users/sawweb/sunnet/narika.html

National Center for Victims of Crime: www.nvc.org

National Center on Elder Abuse: www.gwjapan.com/NCEA

National Children's Alliance: www.nncac.org

National Clearinghouse on Child Abuse/Neglect:
www.calib.com/nccanch/index.htm

National Clearinghouse for Defense of Battered Women:
www.feminist.org

National Coalition Against Domestic Violence: www.ncadv.org

National Council of Juvenile & Family Court Judges:
www.ncjfcj.unr.edu

National Electronic Network on Violence Against Women (VAWnet)
www.vawnet.org

National & International Domestic Violence Organizations:
www.ilj.org/dv/national.html

National Organization of Victim Assistance: www.try-nova.org

National Partnership for Women & Families:
www.nationalpartnership.org

National Women's Health Information Center: www.4woman.gov

Parents & Loved Ones of Abuse & Rape Survivors:
www.geocities.com/HotSprings/2656/

Pennsylvania Coalition Against Domestic Violence www.pcadv.org

Rape, Abuse and Incest National Network: www.rainn.org
Resource (National) Center on Child Custody: www.ncifci.unr.edu
Sacred Circle (National Center to End Abuse Against Native Women):
www.scircle@sacred-circle.com
Safer Society Foundation: www.saferociety.org
Saheli for Asian Families www.saheli-austin.org
South Asian Women's NETwork (SAWNET) sawnet.org
South Carolina Coalition Against Domestic Violence and Sexual
Assault: www.sccadvasa.org
South Carolina Family Violence Intervention Agencies:
www.familypreservation.com
Stalking: www.antistalking.com
Stalking Victims Sanctuary: www.stalkingvictims.com
Stop Violence Against Women (STOPVAW) www.stopvaw.org
Texas Council on Family Violence (TCFV) www.tcfv.org
Toolkit to End Violence Against Women toolkit.ncjrs.org
Victim Services Worldwide Domestic Violence Resource page:
www.dvshelter.org/links.html
Violence Against Women Act of 1994: www.usdoj.gov/vawo/vawa.hlm
Violence Policy Center: www.vpc.org