

**THE UNIVERSITY OF TEXAS AT AUSTIN  
STEVE HICKS SCHOOL OF SOCIAL WORK**

**Course Number:** 393U      Noël Busch-Armendariz, PhD, LMSW, MPA  
**Unique Number:** 61380      **Email:** [nbusch@austin.utexas.edu](mailto:nbusch@austin.utexas.edu)  
**Semester:** Spring 2021      **Cell Phone:** 512.751.8337  
**Meeting Time:** Fridays      **Office:** SSW 1.218HA  
 January 22, 29  
 February 5, 12, 19  
 9 AM– 6:00 PM  
**Meeting Place:** Online      **Office Hours:** By appointment via Zoom.

**Contemporary Issues in Domestic Violence**

**I. STANDARDIZED 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, legal and criminal justice issues, types of domestic violence including physical, emotional, sexual, economic, and the use of children as weapons, treatment programs, 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. STANDARDIZED 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, particularly 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 victims, children, people who abuse, the community, and society as a whole.
- ✓ Identify relevant social policies and its intended and unintended consequences for survivors/victims 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 women of color, lesbian and gays, older women, women with disabilities, and immigrant women.
- ✓ 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 are examined.

### **III. Teaching Methods**

The primary teaching approach is 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 are planned. Videos are used as tools for addressing key concepts in the course. Our goal is to stimulate critical thinking, intellectual creativity, and to share knowledge and skills with and throughout the course. Students will be responsible for material presented through all these activities. Readings are assigned weekly and due prior to our scheduled meeting. Students should come to class prepared to discuss the reading. However, given the limited course time, every reading may not be discussed during class.

The course is online using the University's Zoom platform and learning is asynchronous and synchronous.

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

Students will be assigned a set of required readings for this course. Articles can be downloaded from the Texas library database or are posted on Canvas.

Several required books will guide our learning:

1. Davidson, R. (2018). *The beast I loved*. Wildblue Press: Denver, CO. Available online for about \$15

2. Snyder, R. L. (2019). *No visible bruises: What we don't know about domestic violence can kill us*. Bloomsbury Publishing: New York, NY. Available online for about \$15
3. Bancroft, L. (2002). *Why does he do that? Inside the minds of angry and controlling men*. Berkley: New York, NY. Available online for about \$18

Students may also find these texts helpful:

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 five graded assignments; a safety planning in-class group assignment, a reaction paper, assigned readings and individual presentations, end of the semester project, and participation. Assignment prompts provide specific guidance.

Assignment 1	Safety Plan Assignment & Reaction Paper two sub-parts	20 points
Assignment 2	Special Topics Discussion & Integrative Reaction	25 points
Assignment 3	Assigned Readings & Presentation	15 points
Assignment 4	Simulation Project	30 points
Assignment 5	Participation and Contributions to Learning	10 points
Total Points		100 points

## VI. Grades

### GRADING SCALE

94.0 and 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. Attendance

Students are expected to attend all class meetings, to read all the assigned readings, and to participate in class discussions. For this course, 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 regarding absences. Given the accelerated learning, students should not register for this class if he/she has a conflict with the schedule, however emergencies are understandable. Please contact me by email and or text soon as you know that you will not be attending a class session and schedule office hours for a follow up chat with me. 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. Prior approval is needed for the extra assignment.

### 2. **Late Assignment Policies**

Except in the case of extreme emergencies, and then only with prior permission from the professor, late assignments are not be accepted without penalty. Students will lose five (5) points for each day that an assignment is late.

### 3. **Classroom Practices/Attendance**

Students are expected to attend class sessions regularly and to participate in an interactive framework between students and the professor. Students are expected to complete the readings prior to class, and should be well prepared to participate in discussions and

learning assignments. Failure to regularly attend the class and demonstrate through discussion and class forums that one has comprehended the readings will be considered in assigning the final grade. There are no allowed absences. Please notify the professor and TA by email as soon as you know you will be missing class or soon after you have missed class. In cases where a student misses class, the professor reserves the right to lower that student's final grade by a letter grade, if the circumstances were extenuating. Students are responsible for any material missed due to the absence.

4. **Incompletes**

Student course work and assignments are expected by the last day of class and all assignments complete by the due dates. Incomplete grades may be given to students in good standing, in the event of an emergency, prior to the emergency. If an incomplete grade is considered, there will be a written agreement with the instructor about when and how the work is complete. Assignments are to be submitted according to the schedule. All late assignments will receive will receive a five (5) percent penalty per day (weekend days are included).

5. **Written Assignments**

Unless otherwise stated, the Publication Manual of the American Psychological Association (APA), 6 th Edition, is the style manual to be used by all students in this course. Therefore, appropriate APA referencing is required on all written assignments 12-point font, one-inch margins, and double-spaced. Submit all assignments by Canvas unless specified in class.

6. **Amendments to Syllabus**

The instructor may modify, amend, or change the syllabus and or assignments and use her discretion as needed during the semester. Changes will be announced in class and may be posted in Canvas. Students are responsible to inquire about any changes that may have occurred in his/her absence.

7. **Calendars**

Spring Classes begin on Tuesday, January 19, 2020. The complete spring 2021 calendar is available here:

<https://registrar.utexas.edu/calendars/20-21>

8. **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.

#### 9. **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.

#### 10. **Student Learning**

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 posted on Canvas.

### **VIII. University Policies**

**COVID-19 RELATED INFORMATION.** The University's policies and practices related to the pandemic may be accessed at:

<https://protect.utexas.edu/>

**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.

**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). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

**PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM.** 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. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as race, 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. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. Social Work also 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. In this environment, we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

**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 professor. The professor 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 may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

**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.

Social work students who use social media (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) 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.

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.

**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: <https://deanofstudents.utexas.edu/conduct/academicintegrity.php>.

**USE OF COURSE MATERIALS.** The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor 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 sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.



**CLASSROOM CONFIDENTIALITY.** Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

**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 for keeping the university informed about a change of 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 <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

**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, examination, work assignment, or 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.

**TITLE IX REPORTING.** In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University’s Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

**CAMPUS CARRY POLICY.** The University’s policy on concealed firearms may be found here: <https://campuscarry.utexas.edu>. You also may find

this information by accessing the Quick Links menu on the School's website.

**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.

**BEHAVIOR CONCERNS ADVICE LINE (BCAL).** If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns Advice Line to discuss by phone their concerns. This service is provided through a partnership between 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 <https://safety.utexas.edu/behavior-concerns-advice-line>.

**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 in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering 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.

## **IX. Assignment Descriptions**

Assignments and 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. Style and organization, such as grammar, spelling, editing, and cohesiveness are important. 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.

### **Brief Description of Assignments**

#### **Assignment # 1: Developing and Reflecting on Safety Planning**

Two sub-assignments, 10 of 20 points each

Students will develop a safety plan for a survivor in *The Beast I Loved* in the assigned book. 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 June and her children.

The assignment has two parts; an in-class group exercise and an individual reaction paper. See assignment prompts uploaded to Canvas.

#### **Assignment #2 Special Topics Apply and Integrative Application**

25 points

There are many special topic areas that are of concern in studying about domestic violence (Native American women, men as victims, domestic violence in the military, trauma informed intervention, and many others). Although time constraints limit covering all these topics, it is likely that we will cover many of these topics during class discussions, video presentations, through guest speakers, and etc. I encourage students to seek out readings and resources specific to special topic areas of their interest.

During the course we will list special topics and develop a series of questions for student's responses.

#### **Assignment #3: Assigned Readings and Leading Class Discussion**

15 points

Each student will be responsible for summarizing assigned readings. Students will be evaluated by the instructors and by her/his peers. See the assignment prompt that is uploaded. Peer evaluations will be averaged and be incorporated with the instructor's final evaluation. See

the assignment prompt and rubric for evaluating peers that are uploaded to Canvas.

#### **Assignment #4: Simulation Project and Assignments**

30 points

On the final class day, students will work with together in a simulated experience to apply theory, research, and practice techniques.

#### **Assignment #5 Participation**

10 points

Participation and contributing to others' learning. Please see assignment rubric uploaded to Canvas.

#### **Extra Assignment (for anyone missing a course session)**

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, abused 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. Course Calendar**

**This is a general and brief course calendar. Please see the uploaded detailed calendar on Canvas.**

Friday January 22	Overview DV Theories, Concepts, Research History of the DV Movement (Cycle of Violence, Power and Control, etc.)	On Canvas: Hotlines and Other Resources; Prevalence of DV in TX;  Snyder Text Part I The End pp. 1 – 50	Introduction & Structure Video  Syllabus Questions & Expectations
Friday January 29	Empowerment Practice & Advocacy Special Topics Islam and Abuse Religion & Faith Disabilities	Snyder Text Part I The End pp. 50 – 98  Davidson Part II The Abusive	Presentations  Reading Assigned  Videos

	Same Sex Abuse Older Adults Teens	Marriage pp. 85 - 172	
Friday February 5	Safety Planning and Intervention  Family Violence Law and Legal Responses	Snyder Text Part II The Beginning pp. 107-200  Davidson Text Part II The Abusive Marriage  On Canvas: Davies Chapters 5, 6, & 7	Safety Planning Discussion <i>The Beast I Loved</i>  Presentations  Reading Assigned  Videos
	Children Offenders	On Canvas : Bancroft (2004) Chapters 4, 5 & 16  On Canvas: Bancroft (2002) Chapters 1, 2, 3, 4, & 14;	Presentations  Presentations  Reading Assigned  Videos
Friday February 12		Snyder Text Part III The Middle	Presentations  Simulation Exercise in Class*
Friday February 19	One Billion Rising & Discussion Questions	Asynchronous Learning	All class project due by Canvas  Discussion Qs Participation Evaluation Safety Planning