

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

Course Number: **393U23** Instructor: **Noël Busch-Armendariz, PhD, LMSW, MPA**
Unique Number: **61835** Office: **3.104A (if possible)**
Semester: **Fall 2021** Office Phone: **512-232-6388**
Meeting place/time: **SSW 1.212** Office Hours: **Fridays 5 PM**
Also available by schedule

Contemporary Issues and Practice in Sexual Assault

I. COURSE DESCRIPTION

This course will survey theories regarding the causation of sexual assault, the history of the contemporary movement to address sexual assault, 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 sexual assault survivors, power and control dynamics of sexual assault, legal and criminal justice issues, and services to special populations including women of color, lesbians and gay people, persons with disabilities, young and older victims, and victims who are recent immigrants. In addition, theory and practice of healthy relationships will be examined.

As social workers and other human service workers may encounter families experiencing sexual assault in a variety of settings, this course provides an overview of contemporary issues in sexual assault, 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:

- Define the various forms of sexual assault and identify at risk groups;
- Understand sexual assault and its relationship to other forms of violence and oppression using a variety of theoretical perspectives;
- Utilizing an ecological-systems perspective, understand the psychological, social, physical, and legal consequences of sexual assault on both survivors and the larger community;
- Identify and critique the individual, social, economic and political responses to sexual assault;
- In preparation for field practice, identify and evaluate prevention and intervention strategies to address sexual assault for at-risk groups, survivors, and perpetrators;
- Contextualize the experience of sexual assault for specific and/or at-risk populations, including women of color, individuals with disabilities, lesbians and gays, college students, children, women, incarcerated individuals, etc.;
- Identify and develop skills for addressing co-morbidity of sexual assault and other challenges faced by survivors and perpetrators such as substance abuse and mental illness.
- Explore personal values and biases as they relate to working with those affected by sexual assault and those that perpetrate sexual assault;
- Understand the ethical dilemmas social workers and other health and human service professionals face when addressing the needs of individuals and families experience sexual

assault and perpetrators of sexual assault. In particular, the issues of social control, self-determination, confidentiality, rape myths, and right to treatment 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 (in chat rooms), 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 course. 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.

The class is fully on-line, and uses a form of blended learning where students learn content independently by completing exercises, such as blog posts, chat rooms, and come to class ready to discuss those topics. During this time, the instructor is available and will drop in to the chat room. Communication and early communication between faculty and students is key. Canvas will be the main platform for communicating. I will also provide you with my cell phone and email address.

IV. REQUIRED TEXT AND MATERIALS

A list of assigned readings and other course materials is available on the course Canvas page, which is organized into modules for each class session. Additional readings and materials may be assigned as we go through the semester. These readings will also be available on-line in the course modules. If additional readings are assigned, I will notify the class so that students will have adequate time to read them before class.

Textbook required in course:

The textbook will vary based on one of the course assignments. See assignment #1: Fishbowl Book Club Assignment

V. COURSE REQUIREMENTS

Course requirements will consist of participation in class, weekly assignments, case exercises, assignments, and a final in class project. Given the accelerated pace of this course, regular class attendance is expected and students should come to class prepared to actively participate in the class discussions. Course requirements and their contribution to the final grade are summarized below. Due dates are listed in the Course Schedule.

- | | |
|------------------------------|-------------------|
| 1. Participation | 20 points |
| 2. Weekly assignments | 30 points (3 X10) |
| 3. Book club | 30 points |
| 4. Final in class assignment | 20 points |

VI. GRADES

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. CLASS POLICIES

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

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 notified the professor as soon as you know you will be missing class. In cases where a student misses a 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.

Incompletes: Students are expected to complete all course work by the last day of class and to complete all assignments by the dates due. Only in emergency situations will an incomplete grade be given for a course and only when, prior to the emergency, the student has been in attendance and has done satisfactory work. If an incomplete grade should be assigned, there will be a written agreement with the instructor about when and how the work will be completed.

The *Publication Manual of the American Psychological Association (APA)*, 6th 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.

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: <http://deanofstudents.utexas.edu/sjs/>.

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 <http://www.utexas.edu/its/policies/emailnotify.php>.

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 campus carry may be found here: <https://campuscarry.utexas.edu>.

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 and COVID-19 ADVICE LINE (BCCAL). 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 and COVID-19 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>. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

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. COURSE SCHEDULE

The course schedule below identifies reading assignments for each class session. The readings are either from the required text or are available online. All online readings can be found in Canvas.

As we go through the semester, I may add to the reading list. When I do so I will notify you either in class or via email. All reading assignments should be completed prior to the class for which they are assigned.

Class 1 Week 1 August 27	Introduction and Scope of the Problem
Class 2 Week 2 September 3	Looking at Most Vulnerable Groups
Week 3 Class 3 September 10	Intervention and Movements
Week 4 Class 4 September 17	Offenders
Week 5 Class 5 October 1	Final Assignment

X. BIBLIOGRAPHY

- √ Carter, C. (1995). The Other Side of Silence . Gilsum, NH: Avocus Publishing, Inc.
- √ Warshaw, R. (1988). I Never Called It Rape. New York, NY: Harper & Row.

Domestic Violence, Sexual Assault, Crime Victims and 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
 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
 Domestic Violence and Violence Related Research Resources:
www.growing.com/nonviolentresearch/dv/links/htm
 Domestic Violence, Family Violence, Child Abuse Page: www.famvi.com
 Elder Abuse Prevention: www.oaktrees.org/elder
 Elder Law Sites-Legal Assistance for the Elderly: www.aoa.dhhs.gov/aoa/webros/legal.htm
 Institute on Domestic Violence in the African-American Community: www.dvinstitute.org
 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 & 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/
 Rape, Abuse and Incest National Network: www.rainn.org

Resource 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.safersocietyv.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
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