

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

Contemporary Issues and Practice in Sexual Assault

Course Number:	SW 393U 23 WGS F393	Instructor:	Noël Busch-Armendariz
Unique Number:	87675 82289	Email:	nbusch@austin.utexas.edu
Semester:	Summer 2024	Office:	1.116 JHH
Meeting Time/Place:	Fridays 9 AM – 6 PM	Office Phone:	512-232-6388
	JHH Second Floor	Office Hours:	Fridays, 12 noon Available by appointment

I. STANDARDIZED 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, the theory and practice of healthy relationships will be examined.

As social workers and other human service workers may encounter families experiencing sexual assault in various 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. STANDARDIZED COURSE OBJECTIVES

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

1. Define the various forms of sexual assault and identify at-risk groups;
2. Understand sexual assault and its relationship to other forms of violence and oppression using a variety of theoretical perspectives;
3. Utilizing an ecological-systems perspective, understand the psychological, social, physical, and legal consequences of sexual assault on survivors and the larger community;
4. Identify and critique the individual, social, economic, and political responses to sexual assault;
5. In preparation for field practice, identify and evaluate prevention and intervention strategies to address sexual assault for at-risk groups, survivors, and perpetrators;
6. 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, and incarcerated individuals;

7. Identify and develop skills for addressing the co-morbidity of sexual assault and other challenges survivors and offenders face, such as substance abuse and mental illness.
8. Explore personal values and biases as they relate to working with those affected by sexual assault and those that perpetrate sexual assault;
9. Understand the ethical dilemmas social workers and other health and human service professionals face when addressing the needs of individuals and families experiencing sexual assault and perpetrators of sexual assault. In particular, the issues of social control, self-determination, confidentiality, rape myths, and the right to treatment will be examined.

III. TEACHING METHODS

The primary teaching approach in this course will be collaborative learning. The 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 the material presented through all these activities. Assigned readings are for the week they are listed, and students should complete the readings before class and be prepared to discuss them. However, the instructor may not review all assigned readings in class.

The class uses blended learning, where students learn content independently by completing exercises, such as watching assigned videos, listening to podcasts, participating in discussion boards, and attending class prepared to discuss. Communication between faculty and students is critical. Canvas will be the central platform for communicating. I will also provide my cell phone number.

IV. REQUIRED TEXT AND MATERIALS

Two textbooks are required for this course.

1. *Truth and Repair: How Trauma Survivors Envision Justice* (2023) by Judith L. Herman Basic Books.
2. *Know My Name* (2019) by Chanel Miller ISBN: 9788418187766 (paperback)
The Austin Public Library has several copies available if you are a member.

All online readings can be found in Canvas, organized by class session. Additional readings and materials may be assigned as we go through the semester. These readings will also be available online in the course modules. If additional readings are assigned, I will notify the class so that students have adequate time to read them before class.

V. COURSE REQUIREMENTS

Course requirements will consist of participation in class, weekly assignments, case exercises, assignments related to the two assigned book. Assignment prompts with details will be uploaded to Canvas. Given the accelerated pace of this course, regular class

attendance is expected, and students should come to class prepared to participate in class discussions actively. Course requirements and their contribution to the final grade are summarized below. Detailed assignment prompts and due dates are provided on Canvas.

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| 1. Participation | 10 points |
| 2. Lessons from Judith Herman | 30 points |
| 3. Lessons from Chanel Miller | 30 points |
| 4. Reaction Papers | 30 points (2 X15) |

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 only with prior permission from the professor, late assignments will not be accepted without penalty. Students will lose five (5) points each day an assignment is late.

Classroom Practices/Attendance: Students are expected to attend *all* class sessions and to participate in an interactive framework between students and the professor. Students are expected to complete the readings before class and be well-prepared to participate in discussions and learning assignments. Failure to regularly attend class and demonstrate through discussion and class forums that one has comprehended the readings will be considered in assigning the final grade. Given the class pace there are ***no allowable absences***. Please notify the professor by email or text as soon as you know you will miss 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. At her discretion, the professor may also require a student to complete a research assignment or paper as a make-up assignment for missed classes or for being chronically late. Students are responsible for any material missed due to their absence.

Incompletes: Students are expected to complete all coursework by the last day of class and complete all assignments by the due date. Only in emergencies 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

Grading Scale

[No A+] 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- <i>*minimum to pass course</i>	67.0 to 69.999 D+ 64.0 to 66.999 D 60.0 to 63.999 D- Below 60.0 F
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Attendance and Academic Behavior. At the University of Texas at Austin, regular attendance at all class meetings is expected. Instructors are responsible for implementing an attendance policy and must notify students of any special attendance requirements. See more information at <https://catalog.utexas.edu/general-information/academic-policies-and-procedures/attendance/>. Furthermore, students are expected to abide by the Standards for Social Work Education (available at <https://socialwork.utexas.edu/student-resources/bsw/policies-and-procedures/>).

The student shows potential for responsible and accountable behavior by being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, and keeping appointments or making appropriate arrangements.

Religious Holy Days. A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the Center for Access and Restorative Engagement at <https://community.utexas.edu/care/>. The University does not maintain a list of religious holy days.

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.

Policy on Academic Integrity. Students who violate University rules on academic 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 academic dishonesty will be strictly enforced. For further information, please visit the Student

Conduct and Academic Integrity website at:
<http://deanofstudents.utexas.edu/conduct>.

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.

University Electronic Mail Student Notification. Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner. 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>.

Steve Hicks School of Social Work Policies

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.

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.

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 and Mental Health 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.

Resources, Prevention of Discrimination, and Safety

Disability Accommodation Statement. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). You may refer to D&A's website for contact and more information: <https://community.utexas.edu/disability/>. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and how they apply in my class.

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.

Covid-19 Related Information. The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

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/>.

Title IX Accommodations for Those Pregnant, Nursing and Parenting. Pregnant, nursing and parenting students, faculty, and staff are eligible for accommodations through the Title IX Office that support equal access to education and work and prevent discrimination. Students may reach out to the Title IX Office for help with accommodations to make up missed classes, complete missed coursework, keep them safe in the classroom, apply for leaves of absence, receive priority registration and other related support. Faculty and staff, including undergraduate students who work on campus and graduate student employees, may reach out for assistance with job or schedule restructuring and obtaining modified or additional work equipment. Visit the **Title IX pregnancy and parenting resource page** for more information or contact the **Title IX Support and Resources team** connect with a Case Manager.

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.

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

See Canvas for a detailed course calendar.

Week 1	Introduction and Scope of the Problem
Week 2	Understanding Sexual Assault
Week 3	Intervention and Movements
Week 4	Understanding Accountability and Offenders
Week 5	Rehabilitation and Prevention

X. BIBLIOGRAPHY

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.saferociety.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.htm