

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

Contemporary Issues in Domestic Violence

Course Number:	SW 393U22	Instructor:	Noël Busch-Armendariz
Unique Number:	61245	Email:	nbusch@austin.utexas.edu
Semester:	Spring 2025	Office:	WWH 226
Meeting Time/Place:	Fridays	Office Phone:	512-232-6388
	9 AM – 6 PM JHH 2.104	Office Hours:	Fridays before class, at lunch, and by appointment

1. 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, and 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.

2. STANDARDIZED COURSE OBJECTIVES

Upon completion of this course, students 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, and sibling abuse).
- ✓ Understand the psychological, social, physical, legal, and financial consequences of domestic violence on victims, children, people who abuse, the community, and society.

- ✓ 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 battered women of color, lesbian and gays, older women, and women with disabilities.
- ✓ Identify the ethical dilemmas that social workers and other health and human service professionals face when addressing the needs of families experiencing domestic violence. In particular, the issues of social control, self-determination, and confidentiality are examined.

3. 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 to address key concepts in the course. We aim to stimulate critical thinking and intellectual creativity and share knowledge and skills with and throughout the course. Students will be responsible for the material presented through all these activities. Readings are assigned weekly and are due before 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.

We may need to occasionally meet online. In that case, we will use the University's Zoom platform for asynchronous learning.

4. Required Text and Materials

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. Franklin, D. M. (2023). *Domestic and intimate partner violence: A holistic perspective*. Cognella.
2. Snyder, R. L. (2019). *No visible bruises: What we don't know about domestic violence can kill us*. Bloomsbury Publishing.
3. Steiner, Leslie (2009). *Crazy love*.

Optional Books

4. 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

5. Course Requirements

Course requirements consist of four assignments: participation and attendance, response assignments, case exercises, and assignments related to the two assigned books. Assignment prompts with details will be uploaded to Canvas. Given the accelerated pace of this course, regular class attendance is expected. Students should come to class prepared to participate actively in class discussions. 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 & Attendance | 15 points |
| 2. Lessons from Reading | 30 points |
| 3. Safety Planning <i>Crazy Love</i> | 25 points |
| 4. Reflection Assignments | 30 points (2 X 15) |
| | 100 points |

6. Grading Scale

[No A+]	87.0 to 89.999 B+	77.0 to 79.999 C+	67.0 to 69.999 D+
94.0 and Above A	84.0 to 86.999 B	74.0 to 76.999 C*	64.0 to 66.999 D
90.0 to 93.999 A-	80.0 to 83.999 B-	70.0 to 73.999 C-	60.0 to 63.999 D-
		<i>*minimum to pass course</i>	Below 60.0 F

7. Class Policies

Course policies are at the discretion of the instructor.

1. Late Assignment Policies: Late assignments will not be accepted without penalty except in extreme emergencies and only with prior permission from the professor. Students will lose five (5) points each day an assignment is late.
2. Classroom Practices. Students are expected to participate in an interactive framework between students and the professor. Students must complete the readings before class and be well-prepared for discussions and learning assignments. Failure to regularly attend class and demonstrate comprehension of the readings through discussion and class forums will be considered when assigning the final grade.
3. Incompletes. Students are expected to complete all coursework by the last day of class and all assignments by the due date. Only in emergencies will an incomplete grade be given for a course, and only when the student has been in attendance and has done satisfactory work prior to the emergency. 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.
4. Citations and References. This course uses the Publication Manual of the American Psychological Association (APA), 7th edition, as the style manual. Written assignments should use appropriate APA referencing, 12-point font, one-inch margins, and double-spaced.
5. 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 they have a conflict with the schedule. However, emergencies are understandable. Please email or text me as soon as you know that you will not be attending a class session and schedule office hours for a follow-up chat with me.
6. Tardiness and Extra Assignments. Coming to class late or leaving class early may count as an absence, particularly if it is chronic. Students being penalized for missing a class or being tardy may be required to complete an additional assignment. See the section on additional assignments for guidelines. Prior approval is needed for the extra assignment.
 7. Written Assignments. Unless otherwise stated, the Publication Manual of the American Psychological Association (APA), 7th edition, is the style manual to be used by all students in this course. Therefore, appropriate APA referencing is required on all written assignments, including 12-point font, one-inch margins, and double spacing. Submit all assignments by Canvas unless specified in class.
 8. Amendments to Syllabus. The instructor may modify, amend, or change the syllabus and/or assignments at her discretion during the semester. Changes will be announced in class and may be posted in Canvas. Students are responsible for inquiring about any changes that may have occurred in their absence.
 9. Student Learning. Please let me know if you have a learning and/or other disability and if you require special accommodations. I want this class to be a productive learning experience for everybody. See the university policies related to student support services.
 10. 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 a relevant or related experience during class if it enhances *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. You may experience unexpected reactions to course readings, guest speakers, field trips, videos, discussions, and assignments. Please be sure to take care of yourself emotionally. I will gladly discuss your reactions and/or provide community or university resources. The classroom is a learning environment, and I strive for it to be psychologically safe. Even so, the classroom is not a therapeutic support group. I encourage you to seek support from your friends, networks, a therapist, support groups, and other outside assistance during and after this course ends. By doing so, you are practicing maturely and professionally. It is also important to remind you that I am mandated to report any issue protected under Title IX.

8. University Policies

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>.

9. 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 respect one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by race, ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations. 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 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 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. Additionally, students must critically evaluate any material 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 and 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://disability.utexas.edu/>. 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 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>.

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, 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 contact 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 on campus and graduate student employees, may contact 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 to 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. The student must 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 must 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 the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office give you instructions.

10. Course Policies

University Resources

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

Community Resources

SafePlace Austin, Texas	1.512.267.SAFE
National Domestic Violence Hotline	1.800.799.SAFE
National Human Trafficking Hotline	1.888.3737.888

11. Assignment Descriptions

Assignments and papers are graded based on multiple factors, including content evaluation or the thoroughness and succinctness presented, developed, and substantiated the main ideas. Style and organization are important, as well as grammar, spelling, editing, and cohesion. I expect APA formatting (no need for a cover page). 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.

Detailed assignment prompts will be uploaded to Canvas.

12. Course Calendar

This is a general and brief course calendar. Canvas has an uploaded detailed calendar.

Friday, January 17	Overview DV and theories	Introduction & Structure Video Syllabus Questions & Expectations
Friday, January 24	DV Special Topics	Readings Assigned Small Group Application/Presentations Guest Speaker/Field Trip/Video
Friday, February 31	Safety Planning and Intervention	Readings Assigned Small Group Application/Presentations Guest Speaker/Field Trip/Video
Friday, February 4	DV Special Topics	Readings Assigned Small Group Application/Presentations Guest Speaker/Field Trip/Video

Friday, February 14	DV Special Topics	Readings Assigned Small Group Application/Presentations Guest Speaker/Field Trip/Video
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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.hlm