SWK-S 300 Contemporary Issues in Domestic Violence (3 cr.)

Course Information

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<th>Spring 2017</th>
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Course Description

This course will explore contemporary issues related to domestic violence, also known as Intimate Partner Violence (IPV). Students will review the history of the movement to end domestic violence. Theories of the cause of domestic violence will be surveyed along with local, state, federal and international public policy issues. Prevention and intervention models relevant to social work and other helping professions will be explored, as well as community level practice and contemporary research issues.

In addition, students will examine the co-occurrence of domestic violence and racism, homophobia and other forms of oppression to explore the impact on survivors who are part of other at-risk groups. The relationship between poverty and domestic violence will be an area of focus. Theoretical and practical approaches to advocacy, including empowerment based interventions, will be presented and applied to select case scenarios. The criminal justice response to survivors and batterers will be surveyed. The course will analyze research related to the impact of violence on the lives of survivors and their children and how that affects psycho-social development across the lifespan.

Social workers and other helping professionals regularly interact with survivors of domestic violence and child witnesses in a variety of practice settings. This course will provide an overview of contemporary issues in domestic violence. It is designed to empower future advocates in the social work profession and beyond with conceptual frameworks and knowledge base for effective intervention.

Course Objectives

S300-01. Demonstrate understanding of definitions and of domestic violence, particularly those used in social work practice.

S300-02. Demonstrate understanding of the impact of domestic violence on survivors of IPV and their children, and how it serves as a risk factor through the lifespan.

S300-03. Demonstrate understanding of the impact of domestic violence on the psycho-social wellbeing of individuals, groups, families and communities.

S300-04. Analyze theories on the causes of domestic violence, and critically reflect on the usefulness and limitations of these theories to social work practice.

S300-05. Explore the connection between domestic violence and other forms of oppression, including racism, homophobia and classism.

S300-06. Assess for domestic violence in a variety of client settings.
S300-07. Evaluate the strengths and limitations of major domestic violence initiatives and policies, at both the micro and macro levels of intervention.

S300-08. Evaluate research on domestic violence in terms of its validity and usefulness for developing anti-domestic violence initiatives.

S300-09. Demonstrate emerging social work skills in working with clients experiencing domestic violence.

S300-10. Explore the history of the movement to end domestic violence and the major issues impacting the movement today.

S300-11. Apply advocacy and awareness raising skills to case scenario and group projects.

S300-12. Increase understanding of the link between domestic violence and other forms abuse, including child maltreatment.

Required Texts


Required Readings


**Course Outline**

**Module 1**

**Dates:**

**Overview**

A. Introduction to Course  
B. Grade Weight Exercise  
C. DV 101  
D. The Gender Box

**Assignments**

**Readings**

Module 2
Dates:

Overview
A. History of the Movement
B. In Her Shoes: The experience of domestic violence
C. Self Care

Assignments
1. Small Assignment 2-Turn in at class

Readings
1. Quindlen (1998)
2. Resko (2010)
3. Taylor, Magnussen & Amundson (2001)

Module 3
Dates:

Overview
A. Theories on the cause of DV
B. The impact of violence and the lifespan
C. Video: Duluth

Assignments
1. Small Assignment 2-Turn in at class.

Readings
1. Quindlen (1998)
2. Resko (2010)
3. Taylor, Magnussen & Amundson (2001)

Module 4
Dates:

Overview
A. Services for survivors of partner violence
B. Community responses
C. Empowerment
D. In class exercise on safety planning

Assignments
Readings
1. Finish Quindlen book
2. Sullivan (2011)
Module 5
Dates:

**Overview**
A. Child Survivors and Witnesses
B. Form Groups for project
C. In class exercise: CPS and Domestic Violence
D. Self Care

**Assignments**
1. Safety Plan assignment

**Readings**
1. Bancroft Chapter 10
2. Edelson (1999)

Module 6
Dates:

**Overview**
A. Teen Dating Violence
B. Violence Prevention
C. Guest Speaker

**Assignments**
1. Small assignment 3

**Readings**
2. Fredland (2005)

Module 7
Dates:

**Overview**
A. Criminal Justice Response
B. Legal Advocacy
C. In class exercise on Mandatory Arrest

**Assignments**

**Readings**
1. Bancroft Chapters 11 and 12
Module 8
Dates:

Overview
A. Batterers
B. Lethality Assessments
C. Mid semester evaluation

Assignments
1. Small assignment 4

Readings
1. Bancroft Chapters 5 and 14
2. Dowd (2005)

Module 9
Dates:

Overview
A. Another Closet: Violence in LGBT relationships
B. Male Survivors
C. Domestic Violence and Poverty

Assignment
Readings

Module 10
Dates:

Overview
A. Public Policy
B. Immigration
C. Global Issues

Assignment
1. Court Watch Paper

Readings
1. NNEDV site

Module 11
Dates:
Overview
   A. Direct Practices Issues-Empowerment revisited
   B. Diversity
   C. Faith Concerns

Assignment
   1. Small assignment 5

Readings

Module 12
Dates:

Overview
   A. Global Issues
   B. Faith and DV

Assignment
   Readings

Module 13
Dates:

Overview
   A. Advocate Panel
   B. Helping Friends and Family
   C. Self Care

Assignment
   1. Small Assignment 6

Readings
   1. Lehrner & Allen (2009)

Module 14
Dates:

Overview
   A. Presentations
Assignments and Grading

More specific instructions for each assignment will be posted on Canvas. Instructor also will discuss details or answer any questions related to assignment during the class and office hours.

All assignments should be produced on a word processor (or typed), double spaced, with one-inch margins on all sides, carefully edited and proofed, using no smaller than a 12 point font, and conforming to APA style (6th ed.)

Assignments

1. Small Assignments
   a. DUE: .......................................date
   b. Final Grade Percentage: ......%

2. Participation
   a. DUE: .......................................date
   b. Final Grade Percentage: ......%

3. Safety Planning Paper
   a. DUE: .......................................date
   b. Final Grade Percentage: ......%

4. Court Watch Observation Paper
   c. DUE: .......................................date
   d. Final Grade Percentage: ......%

5. Group Presentation on Underserved Populations
   a. DUE: .......................................date
   b. Final Grade Percentage: ......%

Assignment Details

100 total points are possible for the semester.

1. Small Assignments and Participation

   There will be six (6) small assignments throughout the semester designed to deepen your engagement with the course reading materials. My expectation is that you will read for class every week and come prepared to discuss the material. These small assignments should be turned in to me at the start of class on the date assigned. I will post the assignment the week before it is due via Oncourse. A percentage of points will also be given for in class participation.

2. Safety Planning Paper
Students will develop a safety plan for the main character, Fran, in the assigned book, *Black and Blue* by Anna Quindlen. Students will be encouraged to reflect upon their own feelings and reactions in developing the safety plan. This assignment will familiarize students with the critical elements of safety, confidentiality and empowerment that are key elements of practice with survivors of violence. We will discuss safety planning in class. I will provide information about the assignment in class and via Oncourse.

3. Court Watch Observation Paper

Students will attend one session of Domestic Violence court in Monroe County. Using at least three (3) peer reviewed academic references, students will write a reflection paper about their experiences attending court and the related policy and practice concerns with survivors of violence and the criminal justice system. Please see further information about this assignment, protocol for attending court, and information about days and location on Oncourse. Note: If the student cannot attend court, they must notify the instructor two (2) weeks before the assignment is due on November 7th (this means you must tell me by October 24th) and I will arrange an alternative assignment for you.

4. Group Presentation on Underserved Populations

Students will work in small groups to complete a 20 minute presentation about a group of domestic violence survivors that is traditionally underserved. Students must also prepare an annotated bibliography of at least five (5) readings that were used to prepare the presentation for their classmates. We will discuss this assignment further in class and I will give you some class time to work on the project. Presentation will replace a final examination on December 5th and December 12th.

Students will pick from the following groups:

- Women with disabilities
- African-American women
- Immigrants and refugees
- Native Americans
- Men
- LGBT people
- Asian Americans
- Older adults
- Military
- Latinas

Grading Standards

Papers are graded on the quality of the final product not on the effort you extended completing them. The grade of A is reserved for truly outstanding work that goes beyond basic requirements.

Grades of A reflect Excellence. Excellent scholarly products and academic or professional performances are substantially superior to the “good,” “the high quality,” “the competent,” or the “satisfactory.” They are unusual, exceptional, and extraordinary. Criteria for assignments are not only met, they are exceeded by a significant margin. Excellence is a rare phenomenon. As a result, relatively few BSW students earn A grades.
Grades of B signify good or high quality scholarly products and academic or professional performance. Grades in the B range reflect work expected of a conscientious student in a professional program. Criteria for assignments are met in a competent, thoughtful, and professional manner. However, the criteria are not exceeded and the quality is not substantially superior to other good quality products or performances. There is a clear distinction between the good and the excellent. We expect that most BSW students will earn grades in the B range—reflecting the good or high quality work expected of competent future helping professionals.

Grades of C and C+ signify work that is marginal in nature. The scholarly products or professional performances meet many but not all of the expected criteria. The work approaches but does not quite meet the standards of quality expected of a student in a professional school. Satisfactory in many respects, its quality is not consistently so and cannot be considered of good or high quality. We anticipate that a minority of BSW students will earn C and C+ grades.

Grades of C- and lower reflect work that is unsatisfactory. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a student and a future BSW-level professional. We anticipate that a small percentage of BSW students will earn unsatisfactory grades of C-, D, and F.

**Grading scale**
Grade minimums are as follows [Note: grades below a C are Unsatisfactory in the BSW Program]:

- A 93% Excellent, Exceptional Quality
- A- 90% Superior Quality
- B+ 87% Very Good, Slightly Higher Quality
- B 83% Good, High Quality (expected of most BSW students)
- B- 80% Satisfactory Quality
- C+ 77% Marginal, Modestly Acceptable Quality
- C 73% Marginal, Minimally Acceptable Quality
- C- 70% Unsatisfactory Quality

**Course Policies**

**Assignment**
Students are expected to submit all assignments on time. If you need to extend a deadline you MUST speak to me in advance of the due date to get an approval and an agreement will be reached. Late submission (except by prior agreement) will be marked down 5% per day late. IU has a subscription with the Turnitin plagiarism detection service, and faculty members have the right to submit student papers to the service to check for originality. Turnitin.com service will be used for all student papers in this course.

**Attendance and participation**
Students are expected to attend and participate in all class sessions. Students should complete readings and homework as assigned and come to class prepared for discussion and questions. Because of the nature of this
course and group assignments, regular attendance is required and extremely important. Class attendance and active participation in class activities are considered essential for the satisfactory completion of the course objectives. If you are absent, it is your responsibility to get notes from other students regarding materials covered during your absence. If you are absent on the day when an assignment is due, you need to submit your assignment before the beginning of the class. Missing more than 2 of the scheduled classes will result in a letter-grade deduction for the course. Late arrivals and early departures will also lead to course point deductions. It’s up to instructor’s discretion to decide the deduction points. If you miss five or more classes you will fail the course.