Semester/Year: Spring 2020  
Course Title: Intimate Partner Violence  
Course Prefix/Number/Section: SOCW 5314 (formerly SOCW 6343)-001/003/004/005  
Instructor Name: Karla Arenas-Itotia, LMSW, MSSW, MA, BA  
Faculty Position: Assistant Professor in Practice  
Faculty Profile: https://www.uta.edu/profiles/karla%20-arenas  
Office Number: n/a  
Phone Number: N/A  
Email Address: karla.arenas@uta.edu  
Office Hours: By appointment  
Day and Time of Class (if applicable): Online  
Location: Online  
Equipment: A laptop computer with webcam (including a microphone) and wireless capability or equivalent is required for all SSW classes.  
Blackboard: https://elearn.uta.edu; Canvas: https://uta.instructure.com/  

A. Description of Course Content  
This course covers theoretical frameworks for understanding and addressing intimate partner violence as well as culturally sensitive prevention and intervention practice models.  

B. Student Learning Outcomes  
The Council on Social Work Education requires that accredited social work programs follow the CSWE Educational Policy and Standards that comprises nine competencies as follows:  

1. Demonstrate Ethical and Professional Behavior  
2. Engage Diversity and Difference in Practice  
3. Advance Human Rights and Social, Economic, and Environmental Justice  
4. Engage in Practice-Informed Research and Research-Informed Practice  
5. Engage in Policy Practice  
6. Engage with Individuals, Families, Groups, Organizations, and Communities  
7. Assess Individuals, Families, Groups, Organizations, and Communities  
8. Intervene with Individuals, Families, Groups, Organizations, and Communities  
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities  

The emphasis in this course is on competencies 1, 2, 6, 7 and 8.
## Competency 1: Demonstrate Ethical and Professional Behavior

<table>
<thead>
<tr>
<th>Aging</th>
<th>Children &amp; Families</th>
<th>Mental Health &amp; Substance Abuse</th>
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</thead>
<tbody>
<tr>
<td>Demonstrate awareness of aging-related personal and professional values through self-reflection and self-regulation.</td>
<td>Practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding diverse family structures, families with compels family dynamics and families with multiple challenges and issues.</td>
<td>Practice active self-reflection and continue to address personal bias and affective responses to stereotypes to build knowledge, critical thinking skills and dispel myths regarding diverse mental health/substance abuse issues.</td>
<td>Strategically apply models for ethical decision-making, the NASW Code of Ethics, and relevant laws and regulations to critically recognize, analyze, and address ethical dilemmas in health care practices affecting individuals, organizations, and communities.</td>
</tr>
<tr>
<td>Select and incorporate ethical decision-making frameworks that integrate social work values.</td>
<td>Implement an effective decision-making strategy for deciphering ethical dilemmas specific to the multiple and diverse needs of families and children.</td>
<td>Develop an action plan for continued growth including use of continuing education, supervision, and consultation.</td>
<td>Exercise personal reflection and self-regulation to manage personal values, maintain professional demeanor in behavior and appearance, and oral, written, and electronic communication in direct and indirect connection to the delivery of services.</td>
</tr>
<tr>
<td>Practice in a culturally competent manner that demonstrates recognition of and ability to utilize the principles included in the NASW Code of Ethics, evidence-based knowledge, and relevant legal and policy-related information.</td>
<td>Recognize structural social inequities, advocate within the health and social service communities and as members of interprofessional teams on behalf of older adults and their families.</td>
<td>Implement an effective decision making strategy using cognitive and affective processes and judgment for deciphering ethical dilemmas in mental health/substance abuse treatment.</td>
<td>Recognize the role of other health professions when engaging in inter-professional teams from a systems perspective in health care service delivery.</td>
</tr>
</tbody>
</table>

## Competency 2: Engage Diversity and Difference in Practice

<table>
<thead>
<tr>
<th>Aging</th>
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</table>
Appraise their own values related to diversity in aging.

Analyze how diversity and oppression impact older adults and families.

Address the cultural and spiritual histories, values, and beliefs of older adults and their families.

Defend the impact of structural inequalities and the value of diversity among older adults as part of their roles on interprofessional teams and in organizations and communities.

Understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues to enhance the well-being of children and families from a strengths perspective.

Can analyze, using cognitive processes, the relevant cultural, class, gender, race, age, disability, and other diversity issues that influence the prognosis and treatment of populations treated by mental health/substance abuse social workers.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Establish and maintain strong relationships with older adults and their constituencies for the purpose of working toward mutually agreed on goals.</td>
<td>Use interpersonal skills to engage children and families in a collaborative therapeutic relationship.</td>
<td>Understand and apply the relevant organizational world views and culture that influence how families function, and can relate social work perspectives, the evidence base and related theories to practice with multiple and complex issues that face families.</td>
<td>Practice self-awareness and self-regulation to manage the influences of personal bias and values, including, but not limited to, age, class, color, culture, disability and ability, gender identity, religion, and immigration status, in working with diverse populations in connection with the delivery of health care services. Recognize and respect different values related to health and health care beliefs. Promote diversity and equity in health and health care service delivery, particularly amongst diverse populations, persons who are vulnerable, oppressed, or living in poverty.</td>
</tr>
</tbody>
</table>

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

<p>| Assess and engage with individuals, families, groups, organizations, and communities in health care settings, within the context of a culturally-informed, personal relationship and competent social work practice. | Value principles of relationship building and inter-professional collaboration to facilitate empathic engagement with clients, constituencies, and other social workers and health care professionals. | Incorporate legal and ethical guidelines when engaging with individuals, families, groups, organizations, and communities. |</p>
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<thead>
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<tbody>
<tr>
<td>Conduct assessments that incorporate a strengths-based perspective, person/family-centered focus, and resilience while recognizing aging-related risk.</td>
<td>Use multidimensional bio-psycho-social-spiritual assessment tools. Assess the quality of interactions between family members within their social environment. Compare and assess the various etiology and interventions relevant to children and families.</td>
<td>Describe the structure of the DSM-5 and conduct an assessment informed by cognitive and affective processes using the DSM-5 criteria and structure.</td>
<td>Understand theories of human behavior in the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies in health settings. Uphold legal and ethical guidelines in the assessment of diverse clients and constituencies, and value inter-professional collaboration. Use multidimensional bio-psycho-social-spiritual tools to conduct assessment of individuals, families, and groups in health practice settings, and utilize assessment data to inform appropriate intervention goals and strategies.</td>
</tr>
<tr>
<td>Develop, select, and adapt assessment methods and tools that optimize practice with older adults, their families, caregivers, and communities. Use and integrate multiple domains and sources of assessment information and communicate with other professionals to inform a comprehensive plan for intervention.</td>
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**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

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</table>
Promote older adults’ social support systems and engagement in families, groups, and communities.

Provide person-centered and family-directed interventions that take account of life course disparities and are targeted to diverse populations, groups, organizations, and communities.

Assess for quality and access a range of services, supports, and care options, including groups and technology, for older adults and families to assure optimal interdependence.

Monitor and modify interventions as needed to respond to individual, family, and environmental challenges.

Describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions for a variety of problems that affect children and families.

Develop intervention plans to accomplish systemic change that is sustainable.

Describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions treatments informed by cognitive and affective processes for a variety of disorders: mood, anxiety, cognitive, substance abuse, sexual, eating, psychotic.

Understand theories of human behavior and the social environment, critically evaluate and apply this knowledge to effectively intervene with clients and constituencies in health settings.

Deliver appropriate culturally relevant health specialty services through interaction of cultural systems between the social worker and the client, their setting and immediate community, and practice competently with individuals, families and groups.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

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<tbody>
<tr>
<td>Plan and conduct evaluations to continuously improve programs, policies, and practice impacting older adults and their caregivers.</td>
<td>Contribute to the theoretical knowledge base in the area of children and families through practice-based research, and use evaluation of the process and/or outcomes to develop best practices with children and families.</td>
<td>Contribute to the theoretical knowledge base in the area of mental health/substance abuse through practice-based research, and use evaluation of the process and/or outcomes to develop best practices informed by cognitive and affective processes.</td>
<td>Integrate sources of knowledge, including, but not limited to, public health, health disparities, inter-professional, and social work theories and research, input from constituencies, and broader societal trends, within evaluation processes.</td>
</tr>
<tr>
<td>Use and translate evaluation outcomes to enhance the effectiveness and sustainability of programs, policies, and practice for an aging society.</td>
<td></td>
<td></td>
<td>Plan and conduct evaluations to continuously improve programs, policies, and practice impacting health care consumers, families, groups, programs, organizations, and communities.</td>
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C. Required Textbooks and Other Course Materials


D. Additional Recommended Textbooks and Other Course Materials


Additional references are included in the course outline.

*Important websites to review:*

- **Relationship Violence and Sexual Assault Prevention Program:** [www.uta.edu/rvsp](http://www.uta.edu/rvsp)
- **Praxis International:** [http://praxisinternational.org/default.aspx](http://praxisinternational.org/default.aspx)
- **Battered Women Justice Project:** [http://www.bwp.org/ccr_webinar_recordings.aspx](http://www.bwp.org/ccr_webinar_recordings.aspx)
- **National Coalition Against Domestic Violence:** [http://www.ncadv.org/](http://www.ncadv.org/)
- **National Center of Domestic and Sexual Violence:** [http://www.ncdsv.org/](http://www.ncdsv.org/)
- **National Domestic Violence Hotline:** [http://www.ndvh.org/](http://www.ndvh.org/)

E. Descriptions of Major Assignments and Examinations

1. **Critical Reflection Paper I:** This paper is an exercise of critical self-reflection based on previous knowledge and/or personal and professional experiences with intimate partner violence (IPV). The paper will describe, summarize or narrate something lived, witnessed or learned. It will include a thoughtful critical analysis considering your personal ideas, perspectives, beliefs, values and practices (practices as expressions and behaviors) over time. *This assignment assesses competencies 1 & 2.*

2. **Critical Reflection Paper II:** This paper is an exercise of critical self-reflection of your personal ideas, perspectives, beliefs, values and attitudes towards IPV. You will specifically compare the ideas, perspectives, beliefs, values and attitudes you had before taking this course and after this educational experience. Consider ethical dilemmas that you may have to manage. Reflect and write a thoughtful critical analysis considering your first reflection paper, discussion board’s content, other course assignments, instructor’s feedback on assignments, personal and professional experiences throughout this semester readings. *This assignment assesses competencies 1 & 2.*

3. **Domestic Violence Simulation:** Students will be participating in a Domestic Violence Simulation ("In Her Shoes") and debriefing. There will be two versions available. Version 1) An in-person/live simulation, which is highly encouraged for those who can attend. Version 2) A online version will be available for students that cannot attend the live version. You must complete either the live or the online version for this course. A debriefing of the experience will occur after the simulation. After your debriefing you will receive a certificate of completion. You will submit this certificate for credit. A sign up will be distributed for the live version. The online version will be available via your course modules in Canvas. Once you complete the online version of the simulation you will then sign up for an online debriefing time with your instructor. The *In Her Shoes* series is designed for experiential learning about domestic violence. Participants move, act, think, and make choices as a person experiencing an abusive relationship. This assignment assesses competencies 1, 2, 6, 7, 8, & 9.

4. **Safety Plan:** To integrate the knowledge acquired on IPV during the course you will develop a safety plan (intervention plan) grounded on evidence based research and practices. You must consider the client’s/participant’s strengths, diversity and social justice. This assignment will lead you to critically analyze
theoretical models of practice in IPV cases. A case and guideline will be provided to complete this assignment. This assignment assesses competencies 6, 7, & 8.

5. Participation: Participation in the course includes active engagement in discussions posts by answering the prompts fully and responding to at least two classmates. This assignment assesses competencies 1, 2, 6, 7, & 8.

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Critical Reflection Paper 1</td>
<td>15</td>
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<tr>
<td>Critical Reflection Paper 2</td>
<td>15</td>
</tr>
<tr>
<td>Domestic Violence Simulation</td>
<td>10</td>
</tr>
<tr>
<td>Safety Plan</td>
<td>35</td>
</tr>
<tr>
<td>Participation- 5 Discussion Post (5 pts each)</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100 Points</strong></td>
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</table>

** All papers submitted for the course should adhere to the guidelines set forth by the Publication Manual of the American Psychological Association. Research ideas and study findings should be logically and coherently presented. Relevant citation of the literature must be evident in all written work. Grammar and APA style will be considered in grading.**

F. Attendance

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients. As the instructor of this section, it is the student’s responsibility, whether present or absent, to keep abreast of assignments. However, there are specific due dates for each assignment posted in the schedule on this syllabus. Students are expected to adhere to the due dates and complete the weekly assignments each week. Students are expected to complete all of the assignments for this course to receive a passing grade. Assignments not turned in will be recorded as "0" in grade center and may jeopardize the opportunity to receive a passing grade for the semester.

G. Grading

All papers must be grammatically correct using APA style. Papers with many grammatical errors and misspellings will not receive a satisfactory grade. If you need assistance with this UTA Resources are available, please email course faculty for more information.

Grading Scale: The following scale will be used in determining the letter grade for the course. A= 90-100,
B=80-89, C=70-79, D=60-69, F=Below 60

The following assignments will be utilized in order to determine the final grade for the course:

<table>
<thead>
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<tr>
<td>Critical Reflection Paper 1</td>
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<td>Participation- 5 Discussion Post (5 pts each)</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100 Points</strong></td>
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*Phone and video appointments may be held upon request.

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see "Student Support Services," below.

**H. Make-Up Exams**

Late assignments will not be accepted.

**I. Course Schedule**

**Required reading(s):** Manual: Little Eyes Little Ears: Children exposed to domestic violence (pp.1-40) Jaffe, Crooks, Wong. Parenting after domestic violence: Safety as a Priority in Judging Children’s Best Interest


<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Module</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignment with Due Dates</th>
</tr>
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<tbody>
<tr>
<td>1 1/21</td>
<td>1</td>
<td>Introduction and course overview; discussion of syllabus; and review of major assignments</td>
<td></td>
<td>1/28 DP1</td>
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</tbody>
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<thead>
<tr>
<th>Week/Date</th>
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<th>Topics</th>
<th>Readings</th>
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</tr>
</thead>
</table>
| 2/1/28    | 2      | Intimate partner violence: A social problem | **Required reading(s):**  
Dutton & Goodman. Coercion in Intimate Partner Violence: Toward a New Conceptualization  
Lockhart & Danis. Chapter 2: Understanding Domestic Violence: A Primer  
**Recommended reading(s):**  
Partner Abuse State of Knowledge Project Findings At-a-Glance  
The Facts on Reproductive Health and Violence Against Women  
Manual: Learning to listen, learning to help (p.1-7) | 2/4 Reflection Paper 1 |
| 2/2/4     | 3      | IPV, cultures and intersectionality | **Required reading(s):**  
Lockhart & Danis. Chapter 1: Cultural Competence and Intersectionality: Emerging Frameworks and Practical Approaches  
Esquivel-Santovena, Lambert & Hamel. (2013). Partner Abuse Worldwide  
**Recommended reading(s):**  
Manual: Learning to listen, learning to help (p.8-9) |
<table>
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<tr>
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<th>Assignment with Due Dates</th>
</tr>
</thead>
</table>
| 4 2/11    | 4      | National & state policies & community responses | **Required reading(s):**  
Reauthorization of Violence Against Women Act (VAWA), 2013 (Summary)  
VAWA (2013) Campus Summary  
Texas Domestic Violence Statutes  
http://www.womenslaw.org/statutes_root.php?state_code=TX  
Brochure: Community Action Model  
Ptacek & Frederick. Restorative Justice and Intimate Partner Violence  
**Recommended reading(s):**  
Reauthorization of Violence Against Women Act, 2013  
Brochure: A Guide to the Texas Criminal Justice System  
Brochure: Protective Orders in Texas  
Webinar: A National Portrait of Criminal DV Courts Research with Discussion on the Current Crises in the Courts. **June 7, 2012**  
http://www.bwjp.org/ccr_webinar_recordings.aspx  
| 5 2/18    | 5/6    | Victims/survivors interventions | **Required reading(s):**  
Policastro & Payne. The Blameworthy Victim: Domestic Violence Myths and the Criminalization of Victimhood.  
Tsui, V. Male Victims of Intimate Partner Abuse: Use and Helpfulness of Services  
**Recommended reading(s):**  
Manual: Learning to listen, learning to help (pp.10-23)  
Manual: Helping an abused woman: 101 things to know, say and do  
Manual: Helping abused women in shelters: 101 things to know, say and do  
Prospero, M. Mental Health Symptoms Among Male Victims of Partner Violence  
Tsui, V., Cheung M. & Leung, P. Help-seeking among male victims of partner abuse: men’s hard times  
Trauma-Informed Care Tool kit: http://www.nnadv.org/resources/670-2/ |
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<thead>
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<th>Topics</th>
<th>Readings</th>
<th>Assignment with Due Dates</th>
</tr>
</thead>
</table>
| 6 2/25    | 7/8    | Perpetrators intervention   | **Required reading(s):**  
Catherine A. Simmons & Peter Lehmann. An argument for integrating Strengths into work with batterers  
Michelle Carney, Fred Buttell & Don Dutton. Women who perpetrate intimate partner violence: A review of the literature with recommendations for treatment  
**Recommended reading(s):**  
Hart and Klein. Report: Practical Implications of Current Intimate Partner Violence Research for Advocates and Service Providers (pp.67-81, 86)  
Penny A. Leisring. Top 10 reasons why women’s perpetration of intimate partner violence is an important area of inquiry.  
Swan, S.C. & Snow, D.L. The Development of a Theory of Women’s Use of Violence in Intimate Relationships |   |
| 7 3/3     | 9      | Children exposed to domestic violence | **Required reading(s):**  
Manual: Little Eyes Little Ears: Children exposed to domestic violence (pp.1-40)  
Jaffe, Crooks, Wong. Parenting after domestic violence: Safety as a Priority in Judging Children’s Best Interest  
**Recommended reading(s):**  
Hart and Klein. Report: Practical Implications of Current Intimate Partner Violence Research for Advocates and Service Providers (pp.60-66)  
Manual: Learning to listen, learning to help (pp.24-27)  
Manual: Helping Children Thrive: Supporting women abuse survivors as mothers | 3/10 DP 3 |
| 8 3/10    | n/a    | SPRING BREAK                | n/a                                                                                                                                                                                                   |   |
| 9 3/17    | 10     | Dating violence             | **Required reading(s):**  
Cercone, J.J., Beach, S. R. H., Arias, I. Gender Symmetry in Dating Intimate Partner Violence: Does Similar Behavior Imply Similar Constructs?  
**Recommended reading(s):**  
PowerPoint Presentation: Teen Dating Violence Policy in Texas  
Video: Teen Dating violence.  
https://www.youtube.com/watch?v=Lp2eiJXWzgw |   |
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<thead>
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<th>Readings</th>
<th>Assignment with Due Dates</th>
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</table>
| 10 3/24   | 11     | Safety planning      | **Required reading(s):**
Domestic Violence and Social Work Education-Contextualized Assessment with Battered Women: Strategic Safety Planning to Cope with Multiple Harms (Special Section)
Brochure: Personal Safety Plan
Sheet: Create a Teen Safety Plan
Sheet: Safety Plan from Stalking
Video: Safety Plan while at work
https://www.youtube.com/watch?v=CqL61xeomd8&feature=youtu.be

**Recommended reading(s):**
Hart and Klein. Report: Practical Implications of Current Intimate Partner Violence Research for Advocates and Service Providers (pp.82-85)
Safety Planning. National Center on Domestic and Sexual Violence. Access:
http://www.ncdsv.org/publications_safetyplans.html | 3/31 DP 4 |
| 11 3/31   | 12     | IPV Advocacy         | **Required reading(s):**
Hart and Klein. Report: Practical Implications of Current Intimate Partner Violence Research for Advocates and Service Providers (pp.50-59, 96-118)
Pence. Advocacy on Behalf of Battered Women | |
| 12 4/7    | 13     | IPV in the military  | **Required阅读:**

**Recommended reading(s):**
Schaffer, B. J. Veterans’ Treatment Courts and the Criminal Justice System

Jones, A.D. Intimate partner violence in military couples: A review of the literature | |
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<th>Readings</th>
<th>Assignment with Due Dates</th>
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<tbody>
<tr>
<td>13</td>
<td>4/14</td>
<td>Animals and Domestic Violence Domestic Violence Simulation</td>
<td>Items in Module 15</td>
<td>4/21 DP 5</td>
</tr>
<tr>
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<td></td>
<td>(LIVE DOMESTIC VIOLENCE SIMULATION AVAILABLE at UTA on Saturday 4/18 from 9am-1pm for students who are local to the area. If not local or you cannot attend the live version than you will instead complete the online version available in the course for credit)</td>
</tr>
<tr>
<td>14</td>
<td>4/21</td>
<td>Vicarious trauma: taking care of yourself</td>
<td>Required reading: Guidebook on Vicarious Trauma: Recommended Solutions for Anti-violence Workers</td>
<td>4/28 Safety Plan</td>
</tr>
<tr>
<td>15</td>
<td>4/28</td>
<td>Review Class Resource Module and Additional Lectures Module</td>
<td></td>
<td>5/5 Reflection Paper 2</td>
</tr>
<tr>
<td>16</td>
<td>5/5</td>
<td></td>
<td></td>
<td>5/8 Submit Domestic Violence Simulation Certificates</td>
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</table>

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

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**J. Expectations for Out-of-Class Study**

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.
K. Grade Grievances


L. Student Support Services

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at http://www.uta.edu/universitycollege/resources/index.php.

The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming oneself or someone else, supportive services are available. For immediate, 24-hour help call MAVS Talk at 817-272-TALK (817-272-8255). For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit http://www.uta.edu/caps/index.php) or UT Arlington Psychiatric Services (817-272-2771 or visit https://www.uta.edu/caps/services/psychiatric.php) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

M. Librarian to Contact

The Social Sciences/Social Work Resource Librarian is Brooke Troutman. Her office is in the campus Central Library. She may also be contacted via E-mail: brooke.troutman@uta.edu or by phone: (817)272-5352 below are some commonly used resources needed by students in online or technology supported courses: http://www.uta.edu/library/services/distance.php

The following is a list, with links, of commonly used library resources:
Library Home Page...................... http://www.uta.edu/library
Subject Guides......................... http://libguides.uta.edu
Subject Librarians..................... http://library.uta.edu/subject-librarians
Course Reserves......................... http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Tutorials ....................... http://library.uta.edu/how-to
Connecting from Off-Campus....... http://libguides.uta.edu/offcampus
Ask a Librarian......................... http://ask.uta.edu

N. Drop Policy

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student’s responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (
O. Disability Accommodations

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

P. Non-Discrimination Policy

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

Q. Title IX Policy

The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or titleix@uta.edu.

R. Academic Integrity

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion.
from the University. Additional information is available at https://www.uta.edu/conduct/. Faculty are encouraged to discuss plagiarism and share the following library tutorials http://libguides.uta.edu/copyright/plagiarism and http://library.uta.edu/plagiarism/

S. Electronic Communication

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

T. Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/

U. Student Feedback Survey

At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

V. Final Review Week

For semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.