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 (EPAS) 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

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws
and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experience; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients,
constituencies, and other professionals as appropriate.

Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.

Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

C. Required Textbooks and Other Course Materials

D. Additional Recommended Textbooks and Other Course Materials

THIS COURSE INCLUDES WEEKLY SYNCHRONOUS SESSIONS TUESDAYS from 6-9 pm. TEAMS will be used for these sessions, and additional instruction and materials will be provided on the course CANVAS site.


**Important websites to review:**

Texas Council on Family Violence: http://www.tcfv.org/

Women of Color Network: https://wocninc.org/

Casa de Esperanza: https://casadeesperanza.org/

Praxis International: http://praxisinternational.org/default.aspx


National Coalition Against Domestic Violence: http://www.ncadv.org/

National Center of Domestic and Sexual Violence: http://www.ncdsv.org/

National Domestic Violence Hotline: http://www.ndvh.org/

E. Descriptions of Major Assignments and Examinations

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<td>Domestic Violence 101 Online Training</td>
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<tr>
<td>Critical Reflection Paper</td>
<td>20</td>
</tr>
<tr>
<td>Advocacy Assignment</td>
<td>20</td>
</tr>
<tr>
<td>Healthy Relationships Online Training</td>
<td>5</td>
</tr>
<tr>
<td>Final Safety Plan Paper</td>
<td>30</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
</tr>
<tr>
<td>Group Discussion Leading</td>
<td>10</td>
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<tr>
<td><strong>100 Total Points</strong></td>
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**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.**

1. Domestic Violence 101 Online Training: This assignment demonstrates an initial understanding of underlying theories and facts related to intervention and assessment for helping professionals. It assesses
competencies 2, 6, 7, & 8.

2. Critical Reflection Paper: This paper is an exercise of critical self-reflection based on the In Her Shoes inter-professional education experience. It will include a thoughtful critical analysis considering your personal ideas, perspectives, beliefs, and values, as well as your reaction to the In Her Shoes experience. This assignment assesses competencies 1 & 2. More information is available in the CANVAS assignments tab.

3. Advocacy Assignment: This assignment will require developing an understanding of how state or federal policies impact individual survivors of intimate partner violence and their families. The student will write a short (1 page) overview of the policy and its potential impact on survivors, and then create an advocacy product (flier, meme, social media post, etc.) that could be used to raise awareness of the link between policy and individual outcomes. This assignment assesses competencies 7 & 8.

4. Healthy Relationships Online Training: This assignment demonstrates competencies related to educating children and youth about healthy relationships and interpersonal violence prevention. It assesses competencies 6 & 8.

5. Final Safety Plan Paper: To integrate the knowledge acquired on IPV during the course you will develop a safety plan (intervention plan) grounded in evidence-based research and practices based on the inter-professional education safety planning simulation you completed in class. 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. Guidelines are provided in the CANVAS assignments tab. This assignment assesses competencies 1, 2, 6, 7, & 8.

6. Participation: Participation in the course includes active and generative engagement in class discussions, either via chat or video, and assesses competencies 1, 2, 6, 7, & 8.

7. Group Discussion Leading: This assignment will involve working with a small group of peers to lead a portion of one class period, providing an overview of assigned readings and leading the class in an interactive experience related to the day’s topic. More information will be provided in class. This assignment assesses competencies 1 & 2.

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 engagement online via Canvas. This data is reported to the Department of Education for federal financial aid recipients.

Information specific to modality and meeting times for this course are provided in the section below.

As the instructor for this course, I expect students to complete all readings and other assigned learning tasks (videos, podcasts, online trainings), and raise questions or concerns with me as they arise. Attendance is primarily tracked via weekly synchronous course sessions and CANVAS course engagement. Participation in synchronous sessions is the primary evaluative measure for participation points.

G. Grading

General grading criteria for work include: logical development of concepts, thoroughness, critical thinking and clarity of written and/or verbal expression, application of course content and independent research, and appropriateness of the product to the assignment given. Students are advised to maintain back-up copies of all assignments kept on computer disks, networks or hard drives. In most cases, expect the professor to grade
assignments within 10 days of the due date. If you have questions about your grade, check the online gradebook. The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of university students and severely limits the professor’s ability to discuss grades over the internet or phone. Do not email the professor about your grades from an email account other than MavMail.

Point Range / Letter Grade

90-100 A
80-89 B
70-79 C
60-69 D
59 and below, F

Finally, a word about grades in general: Grades are not a reflection of your value as a person. They are a reflection of the reality of balancing school with other responsibilities, as well as your level of effort. Grades also reflect the extent to which the content of a course fits with your existing knowledge and skills, which will vary from course to course. What is most important is that you are challenged and that you learn. 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.

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**H. Make-Up Exams**

No exams are included in this course. Late work will be accepted on exceptional circumstances. If you think you may miss an assignment deadline, please communicate with the instructor as soon as possible!

**I. Course Schedule**

<table>
<thead>
<tr>
<th>Module</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments with Due Dates</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction and Overview</td>
<td>Order Textbook (Lockhart &amp; Danis)</td>
<td>DV 101 Online Training Due 1/26</td>
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<tr>
<td>1/19</td>
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<td>Online DV Training from Simmons College (<a href="https://sites.google.com/a/simmons.edu/dv-training/home">https://sites.google.com/a/simmons.edu/dv-training/home</a>)</td>
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<td>1/26</td>
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| 3/2/2 | IPV Theories and Perspectives | Required Reading:  
Dutton & Goodman. Coercion in Intimate Partner Violence: Toward a New Conceptualization  
Kelly & Johnson (2008). Differentiation among types of intimate partner violence: Research update and implications for interventions  
Recommended Readings:  
| 4/2/9 | IPV & Intersectionality | Required Reading:  
Lockhart & Danis. Chapter 1: Cultural Competence and Intersectionality: Emerging Frameworks and Practical Approaches  
At least three additional chapters from Lockhart and Danis (feel free to read more!)  
Chapter 4: A Lily Out of the Mud: Domestic Violence in Asian and Pacific Islander Communities.  
Chapter 5: Social Work Practice with Abused Persons with Disabilities  
Chapter 6: Domestic Violence Advocacy with Immigrants and Refugees  
Chapter 7: Domestic Abuse in Later Life Chapter 8: Culturally Competent Practice withLatinas.  
Chapter 9: Outing the Abuse: Considerations for effective practice with LGBT survivors of intimate partner violence Chapter 11: Weaving the Past into the Present: Understanding the Context of Domestic Violence Against Native American Women.  
Chapter 12: A Commentary on Religion and Domestic Violence |
| 5/2/16 | In Their Shoes IPE EVENT WEEK (EVENT IS LIVE 2/14-2/19) NO SYNCHRONOUS CLASS THIS WEEK- ONLINE OFFICE HOUR 2/16 at 6-7. | Required Reading:  
THE CRITICAL REFLECTION PAPER BASED ON THIS ACTIVITY IS DUE 3/2 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
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<tbody>
<tr>
<td>3/16</td>
<td>SPRING BREAK - NO CLASS</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Required Reading</td>
</tr>
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</tr>
<tr>
<td>13/4/20</td>
<td>Children Exposed to IPV &amp; Teen Dating Violence</td>
<td>Complete the online interprofessional education safety planning simulation this week.</td>
</tr>
</tbody>
</table>
I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

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.

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. 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.

The following is a list of commonly used library resources:

- Library Home Page
- Library Services
- Subject Guides
- Subject Librarians
- Course Reserves
- Library Tutorials
- Connecting from Off-Campus
- Ask a Librarian

L. Grade Grievances

For more information on the grade grievance process please see the BSW Program Manual or the MSW Program Manual. Grade grievance can be submitted through the BSW Grade Grievance form or the MSW Grade Grievance form located on the Forms and Resources website.

M. Institutional Policies

UTA students are encouraged to review these institutional policies and informational sections and reach out to the specific office with any questions. The following policies can be found on the UTA Syllabus Institutional Policies page:

- Drop Policy
- Observance of Religious Holy Days
N. Mandatory Face Covering Policy

All students and instructional staff are required to wear facial coverings while they are on campus, inside buildings, and in classrooms. Students that fail to comply with the facial covering requirement will be asked to leave the class session. If students need masks, they may obtain them at the Central Library, the E.H. Hereford University Center's front desk, or in their department. Students who refuse to wear a facial covering in class will be asked to leave the session by the instructor, and, if the student refuses to leave, they may be reported to UTA's Office of Student Conduct.