Course Dates, Time, and Location

Summer Session I 2018: June 4th through July 3rd
Online Course

Instructor Contact Information

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Clinical Assistant Professor
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Office Hours: Please email to schedule office hours, I will be in the office every Tuesday from 11am to 12pm but I want to remain flexible for everyone.

Course Description: This course is a general introduction to domestic violence. Course participants will be exposed to various models of defining domestic violence; the effects of domestic violence; intervention and treatment methods of domestic violence; as well as community response models.

Course Introduction: This course is designed to provide the student with a broad knowledge of issues and methods relevant to domestic violence (spousal violence; intimate partner violence). The course content is designed to provide the participant with a foundation of understanding of domestic violence dynamics and a knowledge base for working with those affected by domestic violence on a micro, mezzo, and macro level as a generalist social worker.

Student Learning Outcomes/Course Competencies: Social Work Knowledge, Values, Skills, and Cognitive/Affective Processes

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 (The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
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.

**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.

**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.

**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.

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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.

Course Materials

Required Text:


Grading Information

Grading Scale:

- 90 – 100 = A
- 80 – 89 = B
- 70 – 79 = C
- 60 – 69 = D
- 59 or Below = F

*Point Values, Description of Assignments and Examinations, and Associated Practice Behaviors:*

**Professional Performance** 10%

This is relevant to completing discussion posts in a timely manner, behavior when responding to others posts, and uploading drafts due; engaging in blackboard class activities, including frequency and quality; professional presentation; and so forth. An expectation of a professional social worker is that they are present in their practice setting. The expectation for students in a social work program is that they are motivated to learn and have a sense of dedication to their studies. Thus, my expectation of you is that you will be present in all aspects of this course, discussions, presentations, group activities, etc. For example if you miss two discussion posts you will see a big decrease in overall grade.

**Group Presentation** 35%

Students will be grouped together with other students to present (as if to a professional audience, symposium, or advocacy group) regarding an aspect of domestic violence. This (The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
project will be a group project. “Teams” will consist of 2-4 members, which will be picked by the instructor. The students will conduct research on a specific Domestic Violence issue and develop a presentation on the issue. All the presenters must participate in order to receive the same grade, if someone in your group does not participate then that person will receive a 0 for the presentation but the only way I would know is if someone in the group tells me (if someone is not participating email me right away). All students must adhere to the academic conduct/honesty/integrity code set forth by Angelo State University and the NASW Code of Ethics. The presentation needs to include a PowerPoint presentation, APA outline, and any other pertinent resources that students feel will help them get their point across to the professor. The presentation should be no longer than 40 minutes in length and all group members must present a section of the information (each group member must speak for at least 10 minutes). The Presentation will be uploaded into blackboard on June 18th and June 19th and will also be uploaded into the discussion posts for feedback from peers. The due dates for the presentations will be on the course schedule and rubric will be uploaded on the first week of class.

Discussions Posts and Peer Feedback

Students answer the discussion posts that is open for each week, the due dates for the discussion posts are on the course schedule, you must also answer two peers posts with substantive feedback (longer than a two sentences). The discussion posts will either be regarding something we learned from the weeks lecture, a case study, journal and/or news article or other media outlet, etc. The grading for the discussion posts are as follows: I am looking at your original post (did you answer the question in its entirety, do you have references to support your answer), follow up postings (good feedback that is longer than two sentences), content contribution (did you add any of your thoughts or other information not just copied exactly from the textbook), did you add two peer reviewed works as your citations this is your references and support for your post, and lastly your clarity and mechanics (are there misspellings, grammar issues, apa issues, etc).

Examinations

There will be four (4) take home examinations in this course. Each of these examinations is worth 10% of your total course grade.

Persons with Disabilities

Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to their being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made. Additional information can be found at:

http://www.angelo.edu/services/student_life/disability.html

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
## Course Schedule

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<th>Week/Dates</th>
<th>Lecture Topics/Readings/Assignments</th>
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<tr>
<td><strong>Week 1</strong></td>
<td><strong>June 4-June 8</strong> &lt;br&gt;Reading-Textbook Chapters 1, 2, 3, 4 &lt;br&gt;Review Module Module 1 and Lecture on Chapters 1-4—3 discussion are due this week**** &lt;br&gt;• Introductions due through the self-introduction discussion post.  &lt;br&gt;• Discussion Post due by June 6th at 11:59pm and peer responses due by 11:59 pm.  &lt;br&gt;• Pick Topic for Group Presentations by June 8th at 11:59 pm through the group discussion posts, pick a group leader and add that to the discussion post.  &lt;br&gt;• Exam 1: Due June 8th, Chapters 1-4, upload on blackboard by 11:59pm.</td>
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<td><strong>Week 2</strong></td>
<td><strong>Jun 11-15</strong>  &lt;br&gt;Reading: Textbook Chapters 5, 6, 7, 8 &lt;br&gt;Review Module 2 and Lectures on Chapters 5-8 &lt;br&gt;• Discussion Post due by June 13th at 11:59pm and peer response due by Friday the 15th at 11:59pm.  &lt;br&gt;• Exam 2: Due June 15th —Chapters 5-8, upload on blackboard by 11:59pm.</td>
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<td><strong>Week 3</strong></td>
<td><strong>June 18-22</strong> &lt;br&gt;Reading: Textbook Chapters 9, 10, 11, 12 &lt;br&gt;Review Module 3 and Lectures on Chapters 9-12 &lt;br&gt;• Discussion Post due on June 20th by 11:59pm and peer responses due on Friday the 22nd by 11:59pm.  &lt;br&gt;• Exam 3: Due on June 22nd —Chapters 9-12, upload on blackboard by 11:59pm.</td>
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<th>Week 4/5</th>
<th>Reading Textbook Chapters 13, 14, 15, 16, 17, 18, 19, 20</th>
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<td>June 25-29</td>
<td>Review Module 4/5 and Lectures on Chapters 13-20</td>
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<td>July 2-3</td>
<td>• Discussion Post Due on Wednesday 27th by 11:59 pm, peer response due by Friday the 29th 11:59pm.</td>
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<td>• June 25—Group Presentation—Groups 1, 3, 5, 7, 9</td>
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<td>• June 26—Group Presentation—Group 2, 4, 6, 8</td>
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<td>• Final Exam 4: Final Due on July 3rd —chapters 13-20, upload on blackboard by noon. (All students who have a 90 or higher on Exams 1-3 will be exempt from the final).</td>
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