Course Dates, Time, and Location

Summer Session I 2019: June 3, 2019 through July 3, 2019
Online Course

Instructor Contact Information

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Office Hours: M and W from 9am to 11am, virtual hours upon request.

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 thinking to those frameworks in practice, research, and policy arenas. Social workers recognize
(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
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 engaging in class activities—partner presentations, discussion posts, emailing instructor/peers, asking questions, etc— including frequency and quality; professional presentation; and so forth. You must complete all discussion posts and answer one peer’s post. Please be sure to be respectful when writing to your peers and to the instructor. My expectation of you is that you will be present in all aspects of this course: discussions, presentations, exams, 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 with other students to present (as if to a professional audience, symposium, or advocacy group) regarding an aspect of domestic violence. This 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 (The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
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/peers. 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 Group Presentations will be uploaded into blackboard via TurnitIn on June 24 by 11:59pm and through the discussion posts for feedback from peers. The rubric will be uploaded on the first week of class.

Discussions Posts and Peer Feedback 15%

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 one peers posts with substantive feedback (longer than a four 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 grading you on the frequency with which you are answering the discussion post (did you do the post on the date required and give feedback to peer on required day), initial assignment post (did you answer the question in its entirety, do you have references to support your answer), follow up postings (good feedback to at least one other peer that is longer than four sentences), content contribution (did you add your own thoughts and/or other information not just copied exactly from the textbook and contributed to the information already researched), 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). If all these sections are met then you get a 40 for the discussion post.

Use Good "Netiquette":

- Check the discussion frequently and respond appropriately and on subject.
- Focus on one subject per message and use pertinent subject titles. (especially when responding to a peers post, use the peers name)
- Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
- Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms./Mr. Jones unless invited by faculty to use a less formal approach.
- Cite all quotes, references, and sources.
- When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
- It is extremely rude to forward someone else's messages without their permission.

Examinations 40%

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

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ACADEMIC HONESTY

Academic honesty is expected on all work. Students are expected to maintain complete honesty and integrity in their online experiences. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The Department of Psychology, Sociology, and Social Work adheres to the academic honesty statement as set forth in the Angelo State University Student Handbook (2011-2012) http://www.angelo.edu/content/files/17358-university-honor-code. The University "faculty expects all students to engage in all academic pursuits in a manner that is above reproach and to maintain complete honesty and integrity in the academic experience both in and out of the classroom setting and may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials."

PLAGIARISM

Plagiarism at ASU is a serious topic. The Angelo State University’s Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word for word without quotation marks and the source of the quotation. We use the APA Style Manual of the American Psychological Association as a guide for all writing assignments. Quotes should be used sparingly. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to be evaluated for originality via Bb Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center http://www.angelo.edu/dept/writing_center/academic_honesty.php.

STUDENTS WITH DISABILITIES

1. “Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation.”

2. The Office of Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by contacting the Office of Student Affairs, University Center, Room 112 at (325) 942-2047 or (325) 942-2211 (TDD/FAX) or by e-mail at studentservices@angelo.edu to begin the process. The Office of Student Affairs will establish the particular documentation requirements necessary for the various types of disabilities.

Reasonable accommodations will be made for students determined to be disabled or who have documented disabilities.

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## Course Schedule

<table>
<thead>
<tr>
<th>Week/Dates</th>
<th>Lecture Topics/Readings/Assignments</th>
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| Week 1            | **Welcome! Module 1 Introduction to Course**
| June 3-June 7     | **DUE June 4th by 11:59 PM**
|                   | ● Review START HERE page
|                   | ● Review Course Syllabus and ASU Honor Code. Select “Mark Reviewed” to agree to terms of the course and ASU’s policies and access course content.
|                   | **Post:** Self-Introduction in the discussion board
|                   | **Reading:** Chapters 1 to 5 (Wilson) and review power point lectures for chapters.
|                   | **Discussion Topics:** the dynamics of abusive relationships, the effects of family violence on children, teen dating violence, intimate relationships between substance abuse and DV, and battered women and the legal system.
|                   | **Due:** Discussion Post due for Module 1 by 6/7 for original post and 6/9 for peer feedback both at 11:59 pm.
|                   | **Due:** Pick Topic for Group Presentations by June 7th at 11:59 pm through the group discussion posts, pick a group leader and add that to the discussion post.
|                   | **Due:** Exam 1: Chapters 1-5 from 6/7 to 6/9 at 11:59 pm.

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

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<table>
<thead>
<tr>
<th>Week 2</th>
<th>Module 2</th>
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<tr>
<td>Jun 10-14</td>
<td>Reading: Chapters 6 to 10</td>
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Discussion Topics: Living underground, the oppression that binds, and for friends, family and loved ones, domestic violence and the workplace, and battered women’s health.
Review power point Lectures on Chapters 6-10

Due: Original Discussion Post due on 6/14 and peer response due by 6/16 both at 11:59 pm.

Due: Exam 2: Chapters 6-10 from 6/14 to 6/16 by 11:59 pm.

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<thead>
<tr>
<th>Week 3</th>
<th>Module 3</th>
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<td>June 17-21</td>
<td>Reading: Chapters 11 to 14</td>
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Discussion Topics: Battered women and communities of faith, domestic violence and the military, creating a community response to domestic violence, and intervention strategies.
Review power point Lectures on Chapters 11-14

Due: Original Discussion Post due on 6/21 and peer responses due on 6/23 both by 11:59 pm.

Due: Exam 3: Chapters 11-14 from 6/21 to 6/23 at 11:59 pm.

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<tr>
<th>Week 4/5</th>
<th>Module 4/5</th>
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<td>June 24-28 July 1-3</td>
<td>Reading: Chapters 15 to 18</td>
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Discussion Topics: Advocacy/empowerment for battered women, Intervention and Prevention programs, loving ourselves, the national domestic violence hotline.
Review Lectures on Chapters 15-18

Due: Original Discussion Post by 6/28 and peer response by 6/30 both at 11:59 pm.

Due: Term Group Presentations for Groups 1, 3, 5, 7 on July 1st at 11:59 pm.
  • Term Group Presentations for Groups 2, 4, 6, 8 on July 2nd at 11:59 pm.

Due: Final Exam 4: Chapters 15-18 from 7/1 to 7/3 by noon. (All students who have a 90 or higher on Exams 1-3 will be exempt from the final).

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