SWG 6XX: Intimate Partner Violence Risk Assessment

<table>
<thead>
<tr>
<th>Course Instructors:</th>
<th>Jill Messing, PhD, MSW (Lead instructor)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office:</td>
<td>UCENT 813</td>
</tr>
<tr>
<td>Phone:</td>
<td>602-496-1193</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:Jill.Messing@asu.edu">Jill.Messing@asu.edu</a></td>
</tr>
<tr>
<td>Office hours:</td>
<td>TBD</td>
</tr>
</tbody>
</table>

I. **NAME AND NUMBER OF COURSE:** SWG 6XX: Intimate Partner Violence Risk Assessment

II. **PROGRAM LEVEL:** MSW 600 (Advanced Direct Practice)

III. **COURSE REQUIREMENTS**
- Credits: 3 credits
- Elective or Required: ADP Approved Elective
- Prerequisites: none

IV. **COURSE DESCRIPTION:** This course will examine the use of intimate partner violence (IPV, aka. domestic violence) risk assessment in social work practice with survivors of IPV. We will examine theories and research that explain, define, and describe IPV risk assessment; the intended uses and predictive value of the various available IPV risk assessment instruments; and the use of IPV risk assessment instruments in social work practice interventions, including within risk informed collaborative interventions (e.g., the Lethality Assessment Program). The course will present an evidence based practice framework for the use of risk assessment in social work practice, and students will be encouraged to think critically about the use of risk assessment across social work practice settings.

V. **COURSE RATIONALE:** Intimate partner violence impacts approximately 1 in 3 women during their lifetime. IPV is defined as a pattern of coercive control that includes emotional abuse, physical violence, sexual violence, controlling behavior, financial abuse, and other abusive tactics. Available evidence indicates that the majority of IPV incidents are perpetrated by approximately 25% of repeat IPV perpetrators. Further, approximately 40-50% of murdered women are killed by an intimate partner or ex-intimate partner. Two-thirds to three-quarters of women murdered by an intimate partner or ex-partner are abused by that partner before being killed, making IPV the most salient risk factor for homicide. Given the size of the problem and the impact on survivors and their families, it is important that social work practitioners across a range of settings (e.g.,
domestic violence, clinical practice, child welfare) understand how to assess risk for repeat IPV re-assault and intimate partner homicide in domestic violence cases. Skill in working with IPV survivors, perpetrators, and their families requires social workers to differentiate among IPV perpetrators that are likely to re-assault or kill their intimate partners, and to tailor interventions appropriately. In this way, social workers can implement and evaluate evidence-based intervention strategies that support survivors and their families. Students will engage in class activities and assignments designed to build skills using IPV risk assessment within an evidence based practice framework and collaborate with other agencies and practitioners that intervene in IPV (e.g., healthcare, law enforcement) cases.

VI. COURSE COMPETENCIES

SWG 6XX is an elective designed to provide specific practice skills in the implementation of intimate partner violence risk assessment within an evidence based practice framework. Through the course materials and associated learning activities, students will gain skills and knowledge in the following areas:

<table>
<thead>
<tr>
<th>EPAS Competency</th>
<th>EPAS Practice Behaviors</th>
<th>Measures – Assignments, tasks, or activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Demonstrate Ethical and Professional Behavior</td>
<td>Social workers…&lt;br&gt;• 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; and&lt;br&gt;• use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</td>
<td>Describe and understand the ethical dilemmas that face social workers as they are assessing risk and intervening based on these assessments. In class learning &amp; activities unit 2, risk informed safety planning activity &amp; group role play.</td>
</tr>
<tr>
<td>(2) Engage Diversity and Difference in Practice</td>
<td>• Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;&lt;br&gt;• present themselves as learners and engage clients and constituencies as experts of their own experiences; and&lt;br&gt;• apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</td>
<td>Describe and understand the ways in which the intersection of gender, culture, and difference may affect survivors’ experiences of abuse, assessments of risk, and help seeking. Describe ways to account for limitations in risk assessment for diverse survivors and perpetrators (unit 3). Consider the diversity</td>
</tr>
<tr>
<td>(3) Advance Human Rights and Social, Economic, &amp; Environmental Justice</td>
<td>• apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and • engage in practices that advance social, economic, and environmental justice.</td>
<td>Describe and understand the ways in which women’s position throughout the world affects survivors’ experiences of abuse, risk and help seeking. Consider mechanisms of oppression and discrimination in the class assignments.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>(4) Engage in Research-informed Practice</td>
<td>• user practice experience and theory to inform scientific inquiry; • apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and • use and translate research evidence to inform and improve practice, policy, and service delivery.</td>
<td>Describe and understand how to integrate research evidence, clinical expertise and client self-determination in the use of risk assessment with survivors and perpetrators of abuse (unit 1). Understand the limitations of current research and the evidence based practice approach. Integrate this into course assignments.</td>
</tr>
<tr>
<td>(5) Engage in Policy Practice</td>
<td>• apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</td>
<td>Describe and understand the policy contexts that shape the use of risk assessment in practice (unit 4). Provide a policy recommendation in the final role play presentation.</td>
</tr>
<tr>
<td>(6) Engage with Individuals, Families, Groups, Organizations, and Communities</td>
<td>• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; • use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</td>
<td>Be able to articulate the micro, mezzo, and macro risk and protective factors for perpetrating and experiencing repeat and lethal violence within an intimate relationship. Describe the process by which healthy and abusive relationships</td>
</tr>
</tbody>
</table>
develop over time and the myriad of factors that might influence these processes. Apply an ecological perspective to risk informed assessment and treatment with survivors and perpetrators of abuse.

| (7) Assess Individuals, Families, Groups, Organizations, and Communities | - 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.  

Understand and articulate the ways in which to establish rapport, maintain a positive therapeutic alliance, and develop a treatment plan in collaboration with the client for both survivors and perpetrators of intimate partner violence in the context of risk assessment and risk informed interventions. Collect, organize, and interpret client data on risk. Assess client strengths and limitations. Develop mutually agreed-on intervention goals and objectives. Select appropriate intervention strategies. Integrated into assignments 2 & 3. |
|---|---|
| (8) Intervene with Individuals, Families, Groups, Organizations, and Communities | - 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;  

Design a comprehensive risk informed intervention safety plan (unit 4, assignment 2). Articulate the ability to administer empirically supported risk assessment tools and interviewing skills for diverse survivor populations. Implement risk assessments and risk informed interventions |
| • 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. | that enhance client capabilities. Help clients resolve problems and develop strategies to mitigate risk. Negotiate, mediate, and advocate for clients. Facilitate transitions and endings (assignment 3). |

(9) Evaluate Practice with Individuals, Families, Groups, Organizations and Communities

| • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical framework in the evaluation of outcomes. | Link the outcomes of risk assessment and risk informed intervention to an empirically supported treatment plan for survivors and / or perpetrators of intimate partner violence. Understand the many areas of practice that involve the need to negotiate, mediate and advocate for clients, and indicate this learning throughout assignments. Critically analyze, monitor, and evaluate interventions. |

VII. COURSE UNITS

- Introduction
- Risk
- Intimate Partner Violence Risk Assessment Instruments
- Evidence Based Interventions

VIII. KEY COURSE CONCEPTS

<table>
<thead>
<tr>
<th>Evidence Based Practice Framework</th>
<th>Predictive Validity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Evidence</td>
<td>Sensitivity</td>
</tr>
<tr>
<td>Practitioner Expertise</td>
<td>Specificity</td>
</tr>
<tr>
<td>Self Determination</td>
<td>Positive Predictive Value</td>
</tr>
<tr>
<td>Re-Assault</td>
<td>Negative Predictive Value</td>
</tr>
<tr>
<td>Homicide / Femicide</td>
<td>Relative &amp; Absolute Risk</td>
</tr>
<tr>
<td>Homicide-Suicide</td>
<td>Danger Assessment</td>
</tr>
<tr>
<td>Famicilde</td>
<td>Gender</td>
</tr>
<tr>
<td>Risk Factors</td>
<td>Feminist Perspective</td>
</tr>
</tbody>
</table>
IX. ASU AND RELATED PROFESSIONAL POLICIES

Students are responsible for reviewing and complying with all ASU policies, including the following:

**Academic Integrity Policy**: [http://provost.asu.edu/academicintegrity/policy](http://provost.asu.edu/academicintegrity/policy)

**Student Code of Conduct**: [http://students.asu.edu/srr/code](http://students.asu.edu/srr/code) (click on ABOR Student Code of Conduct)

**Computer, Internet, and Electronic Communications Policy**: [http://www.asu.edu/aad/manuals/acd/acd125.html](http://www.asu.edu/aad/manuals/acd/acd125.html)

**Missed Classes Due to University Sanctioned Activities**: [http://www.asu.edu/aad/manuals/acd/acd304-02.html](http://www.asu.edu/aad/manuals/acd/acd304-02.html)


**Commercial Note Taking Services**: [http://www.asu.edu/aad/manuals/acd/acd304-06.html](http://www.asu.edu/aad/manuals/acd/acd304-06.html)

**Handling Disruptive, Threatening, or Violent Individuals on Campus**: [http://www.asu.edu/aad/manuals/ssm/ssm104-02.html](http://www.asu.edu/aad/manuals/ssm/ssm104-02.html)

---

1 The ASU student [academic integrity policy](http://provost.asu.edu/academicintegrity/policy) lists violations in detail. These violations fall into five broad areas that include but are not limited to: (1) Cheating on an academic evaluation or assignment; (2) Plagiarizing; (3) Academic deceit, such as fabricating data or information; (4) Aiding academic integrity policy violations and inappropriately collaborating; (5) Falsifying academic records.
School of Social Work Student Academic Integrity Policy:  
http://ssw.asu.edu/filelib/students/AcademicIntegrityPolicy.pdf/view

Social work students are responsible for reviewing and complying with the National Association of Social Workers Code of Ethics:  
http://www.socialworkers.org/pubs/code/code.asp

Title IX
Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at http://sexualviolenceprevention.asu.edu/faqs/students.

Faculty, instructors and university employees are mandated to report allegations of unwelcome sexual conduct (defined here: http://www.asu.edu/aad/manuals/acd/acd401.html). If you tell your instructor about unwelcome sexual conduct that involves an ASU student or employee, they are required to report this information to university authorities. It is your right to choose who, when and where you disclose information about unwelcome sexual conduct; it is also your right to understand the responsibilities of anyone that you disclose to. Before disclosing information about unwanted sexual conduct to anyone, you can ask them whether they can keep the information confidential. For confidential reporting options, see: https://sexualviolenceprevention.asu.edu/sites/default/files/sexualassault_flowchart_april_2015_ver2.pdf).

X. ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES
If you are a student with a disability and have need of assistance or special accommodations, please review the following policy: http://www.asu.edu/aad/manuals/ssm/index.html#700 and contact the ASU Disability Resource Center (DRC). Students requesting accommodations for a disability must be registered with the DRC, and must submit appropriate documentation to the instructor from the DRC. Students enrolled with the School of Social Work Downtown Phoenix Campus and Tucson Component locations may contact the DRC at the Downtown Phoenix Campus: http://campus.asu.edu/downtown/DRC
XI. **HIPAA STATEMENT**
Students are subject to HIPAA regulations that protect client health information. To comply with these regulations, any client information you present from your internship or work must be de-identified. Any information that would allow someone to determine the client’s identity must be changed or eliminated. This includes obvious information like names and birthdates. Other information so unique to the person that it will allow for identification may include such variables as diagnosis, race/ethnicity, gender, sexual orientation, and place of residence.

XII. **REQUIRED TEXTS, READINGS, AND CLASS RESOURCES**
Required readings (text and articles) are listed in the course schedule below. Journal articles will be posted on Blackboard or available for download through the ASU library system or via public websites. Please note that reading requirements may change throughout the course of the semester. Any changes will be announced in class and via Blackboard.

**PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM**
Professional conduct is expected in the classroom setting. That is, students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another’s opinions. College courses bring together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. This course may deal with complex and controversial issues that often feel challenging and uncomfortable. We will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, students must engage with one another with civility, respect, and professionalism. Students are asked to carefully evaluate their own thinking about violence against women, including their biases, work experiences, and understandings.

**WRITING GUIDELINES & SUPPORT AVAILABLE**
This course requires that all written assignments are typed and in line with American Psychological Association (APA) style guidelines. The following website provides helpful guidance: [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/)

All ASU undergraduate or graduate students can benefit from visiting the Writing Center to explore, plan, and develop ideas; organize and structure a paper; integrate and cite sources; engage in writing and revision; discuss editing and proofreading strategies; find a place to write. ASU students can schedule a 30-minute, in-person appointment for one-on-one writing tutoring. To schedule a one-on-one writing appointment in one of the writing centers, please view the schedule of available sessions and select an appointment time. [https://tutoring.asu.edu/student-services/writing-centers](https://tutoring.asu.edu/student-services/writing-centers)

**SELF-CARE, UNANTICIPATED DISTRESS & COUNSELING SERVICES**
Throughout the learning that occurs in this course, students are asked to continually and carefully evaluate their own thoughts and feelings, be mindful of their reactions to the material, and practice self-care as needed. Given the nature of the material presented, the emotional content may be difficult.

Students may experience unexpected and/or distressing responses to course content and discussions. Please communicate with me if you need support around distress arising from course content. Please also be aware that ASU offers counseling services for enrolled students. For more information, please go to the ASU Counseling Services website: https://eoss.asu.edu/counseling or call (480) 965-6146, Monday – Friday 8am – 5pm. After business hours, call the EMPACT ASU-dedicated hotline at (480) 921-1006

Student Advocacy and Assistance in the Dean of Students office guides students in resolving educational, personal and other difficulties by linking students with appropriate university and community resources

PRONOUNS

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities, and all humans have the right to be addressed in accordance with their personal identity. Class rosters are provided to the instructor with the student’s legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise the instructor of your preference early in the semester.

REQUIRED TEXT


REQUIRED ARTICLES


Messing, J.T. & Thaller, J. (2013). The average predictive validity of intimate partner


**RECOMMENDED READINGS**

*Below is a list of readings relevant or closely related to class topics. Although not required, students can look to these to advance their understanding.*


## XIII. COURSE SCHEDULE – PLAN OF INSTRUCTION

<table>
<thead>
<tr>
<th>Date</th>
<th>Key Concepts</th>
<th>Activities / Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1: Introduction</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| WEEK 1 Introduction | Review of syllabus  
Classroom expectations  
Course unit overview  
IPV, Risk & Gender |                                                                 |
| WEEK 2 Evidence Based Practice Framework | Research Evidence  
Practitioner Expertise  
Self Determination  
Ethics of Risk Assessment | Campbell & Messing, Chapter 1  
Messing & Thaller, 2014 |
| **Unit 2: Risk** |                                                                                     |                                                                 |
| WEEK 3 Risk of What? | Re-Assault  
Homicide / Femicide  
Homicide-Suicide  
Familicide  
Risk Factors | Campbell & Messing, Chapter 2  
Messing & Campbell, 2016 |
| WEEK 4 Predictive Ability | Sensitivity  
Specificity  
Positive Predictive Value  
Negative Predictive Value  
Relative & Absolute Risk | Messing & Thaller, 2013  
Ægisdo´ttir, et al., 2006 |
| **Unit 3: Intimate Partner Violence Risk Assessment Instruments** |                                                                                     |                                                                 |
| WEEK 5 Risk of Homicide / Femicide | Overview of the DA  
Adaptations of the DA (Lethality Screen, DA-LE)  
Practice Settings  
Users & Needed Training  
Predictive Validity  
Risk Factors | Campbell & Messing, Chapter 5  
Campbell et al., 2003  
Messing, Campbell, Wilson, Brown, Patchell, 2017 |
| WEEK 6 | Risk of Re-Assault | Overview of the ODARA, SARA & DVSI  
Actuarial Development  
Structured Professional Judgment  
Practice Settings  
Users & Needed Training  
Predictive Validity  
Risk Factors | Campbell & Messing, Chapter 6  
Hilton et al., 2004  
Kropp & Hart, 2000 |
| WEEK 7 | Special Populations | Adapting Risk Assessment Instruments  
Danger Assessment for Immigrant Women (DA-I)  
Danger Assessment Revised (DA-R) & Female Perpetrators  
Danger Assessment Circle (DA-Circle)  
ourCircle & weWomen  
Male victims | Messing, Amanor-Boadu, Cavanaugh, Glass, & Campbell, 2013  
Glass et al., 2008  
Walking the Path Together  
**In class: Role Play** |
| WEEK 8 | Risk to Children | Child abuse risk assessment  
Fatal child abuse  
Children’s risk for homicide in the context of IPV  
Familicide | Messing & Campbell, chapters 3, 4, & 7  
**Assignment 1 Due: Court Watch** |

**Unit 4: Evidence Based Interventions**

| WEEK 9 | Risk Informed Advocacy | Advocacy Beyond Leaving Risk Factors  
Protective Factors  
Legal Implications / High Risk | Davies, 2009  
Messing, Campbell, Brown, Patchell, Androff, & Wilson, 2014  
**In class: Role Play** |
| WEEK 10 | Law Enforcement | The Arizona Intimate Partner Risk Assessment Initiatives (APRIAS)  
Domestic Violence High Risk Teams (DVHRT) | Snyder, 2013  
A.R.S. §13-3967(B)(5), AZ Form 4-DV  
**In class: Role Play** |
**WEEK 11**

**Pretrial Decision Making & Offender Treatment**

<table>
<thead>
<tr>
<th>Lethality Assessment Program (LAP)</th>
<th>Messing, Campbell, Webster, Brown, Patchell, &amp; Wilson, 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAP-Court Initiative (LAP-CI)</td>
<td>Campbell, 2001</td>
</tr>
<tr>
<td>Pretrial decision making</td>
<td></td>
</tr>
<tr>
<td>Batterers Intervention Programs</td>
<td></td>
</tr>
<tr>
<td>/ Diversion</td>
<td></td>
</tr>
</tbody>
</table>

**Assignment 2 Due: Risk Informed Safety Plan**

---

**WEEK 12**

**Healthcare**

<table>
<thead>
<tr>
<th>Strangulation</th>
<th>Messing, Campbell &amp; Snider, in press</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intimate Partner Sexual Assault</td>
<td>Messing, Patch, Wilson, Kelen, &amp;</td>
</tr>
<tr>
<td>DA-5</td>
<td>Campbell, in press</td>
</tr>
<tr>
<td>Safety Decision Aids</td>
<td></td>
</tr>
</tbody>
</table>

**In class: Role Play**

---

**Unit 5: Wrap-up & Role Play Presentations**

---

**WEEK 13**

<table>
<thead>
<tr>
<th>Student Role Play Presentations</th>
<th>Assignment 3 Due: Role Play</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**WEEK 14**

<table>
<thead>
<tr>
<th>Student Role Play Presentations  Wrap up</th>
<th>Assignment 3 Due: Role Play</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**XIV. EVALUATION OF LEARNING**

- Class Participation: 10 points
- Court Watch: 30 points
- Risk Informed Safety Plan: 30 points
- Role Play: 30 points

---

**100 points**

Additional grading rubrics and information will be posted at the discretion of the instructor.

**GRADING GUIDELINES**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97 - 100</td>
</tr>
<tr>
<td>A</td>
<td>93 - 96</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 92</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89</td>
</tr>
<tr>
<td>B</td>
<td>84 - 86</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 83</td>
</tr>
<tr>
<td>C+</td>
<td>77 - 79</td>
</tr>
<tr>
<td>C</td>
<td>73 - 76</td>
</tr>
</tbody>
</table>
An A+ grade at the graduate level means that a student is doing exceptional work. The student participates regularly, completes all of the course assignments, and demonstrates a detailed, comprehensive grasp of the material in the assignments and in participation assigned for a particular course. To receive an A+ grade a student must achieve at the highest level; such grades are rare and may not be given during any one semester.

An A grade at the graduate level means that a student is doing outstanding or excellent work. The student participates regularly, completes all of the course assignments and demonstrates a thorough grasp of the material through course assignments and in participation assigned for a particular course. To receive an A grade a student must go well above and beyond the basic expectations for the course.

An A- grade at the graduate level means that a student is doing excellent work. The student participates regularly, completes all of the course assignments and in the majority of coursework, demonstrates a thorough grasp of the material. To receive an A- grade a student must go above and beyond the basic expectations for the course.

A B+ grade at the graduate level means that a student is doing well above average work. The student participates regularly, completes all of the course assignments and demonstrates a strong grasp of the material.

A B grade at the graduate level means that a student is doing above average work. The student participates regularly, completes all of the course assignments and demonstrates (at the very least) a strong grasp of the material. In most courses, a majority of students would be expected to achieve at this grade level.

A B- grade at the graduate level means that a student is doing slightly above average work. The student participates regularly, completes all of the course assignments and demonstrates understanding of the material.

A C+ grade at the graduate level means that a student is doing at least satisfactory work, and meeting more than the minimum requirements for the course. The student participates regularly, completes all of the course assignments, and demonstrates a basic level of understanding of the course concepts.

A C grade at the graduate level means that a student is doing at least satisfactory work and meeting the minimum requirements for the course. The student participates regularly, completes all of the course assignments, and demonstrates a basic level of understanding of the course concepts.

A D or E at the graduate level means that a student is doing unacceptable work, demonstrating a complete lack of understanding of course concepts.

C- - 69 - 72
D - 65 - 68
E - 65 and below
XV. ASSIGNMENTS

**Class Participation (10 points):** Participation inside of class (e.g., role plays, skill building) and outside of class (e.g., assignments, readings) is expected. Class attendance and participation will determine 10% of your final grade. Questioning of course material is encouraged and expected. Two or more unexcused absences will lower your final grade.

**Court Watch Paper (30 points):** All students will be expected to attend court (criminal or civil court in the county of their choice) to (1) analyze the use of risk assessment in the court setting and (2) identify risk factors present in the situation. Attending court is a powerful learning experience that gives students an opportunity to observe real life situations. Students write an observation paper synthesizing what they observed and learned at the court session. Students are responsible for researching which court they are most interested in attending, the date and time when the hearings are held, and whether they are open to the public.

**Individualized Risk Informed Safety Plan (30 points):** Each student is expected to perform a risk assessment and develop a risk informed safety plan for one other person. This requires students to interview someone in their internship (with supervision) or use the case from the court watch assignment. The assignment includes creation a risk informed individualized safety plan. The completed plan should respect the confidentiality of the person for whom it is developed and attend to issues of culture, sexual orientation, ability, gender. Students should also include 6-8 page summary of the process of conducting the risk assessment and developing the safety plan, the issues it brought up, and the emotions attached to the exercise (for the student and the client, if applicable).

**Complex Case Presentation / Role Play (30 points):** For the final presentation, students will be assigned to work in small groups. The instructor will select one case from the group member’s individualized risk informed safety plan to use for the final case presentation and will provide additional details as necessary (e.g., the social worker’s position, the setting in which the social worker is seeing the client, additional details about the case). The final case presentation will be a complete role play in which the students each take on the roles of clients, family members, social workers etc. in order to conduct a risk informed intervention with the client. This will include the use of an appropriate risk assessment, intervention, practice behaviors, and an imagined outcome. The group will also be responsible for developing one policy recommendation based on their case. During the last 2 weeks of class, all student groups will present to their peers, and the audience is responsible for constructive critique of practice behaviors.

XVI. OTHER EXPECTATIONS

Students are expected to:

- a. Attend each class session and be on time.
- b. Complete assigned readings, participate in class discussions, and provide constructive feedback.
c. Use Blackboard to access course notes, assignments, and receive electronic communication.

d. Submit assignments on time (all late assignments and incompletes must be negotiated with the instructor in advance of the due date).

e. Be sure that all written assignments are in one’s own words, except where otherwise cited; read the handout on plagiarism and clarify any questions you may have about it with the instructor.

f. Use electronics in the classroom only for materials and communication related to SWG 618.

g. Ask for assistance as needed. All papers should use the most recent APA edition style for referencing and citations.