I. NAME AND NUMBER OF COURSE: SWU 416 Domestic Violence & National AmeriCorps Service

II. PROGRAM LEVEL: BSW Students

III. COURSE REQUIREMENTS

   Credits: 3 credits
   Elective or Required: Selective
   Prerequisites: None

IV. COURSE DESCRIPTION: Prepares students for working with domestic violence survivors in the community and to implement evidence-based practices in domestic violence services.

V. COURSE RATIONALE: Evidence-based care is crucial in domestic violence settings. Quality interventions can help to ensure safety and empower clients during a difficult and often tumultuous time. Learning activities serve three primary purposes. First, students learn about domestic violence; this is intended to complement an internship or volunteer work in a domestic violence services setting. Second, students learn how to implement the safety decision aid, an evidence based practice for work with domestic violence survivors. Third, students are provided with professional development opportunities; for students in AmeriCorps, professional development focuses on their professional role as an AmeriCorps member, a part of the Corporation for National & Community Service.

VI. COURSE COMPETENCIES: SWU 416 is an elective designed to provide support and structure for students working with domestic violence survivors in the community, in either an internship or volunteer capacity. Following completion of the course and associated learning activities, students will gain skills and knowledge in the following areas:

<table>
<thead>
<tr>
<th>EPAS</th>
<th>EPAS Practice</th>
<th>Measures – Assignments, tasks, or activities</th>
</tr>
</thead>
</table>
| Competency | Behaviors | Core Competency EP 2.1.1 | 1. Advocate for client access to the services of social work  
2. Practice personal reflection and self-correction to assure continual professional development  
3. Demonstrate professional demeanor in behavior, appearance, and communication  
4. Use supervision and consultation |
| --- | --- | --- | --- |
| Identify as a professional social worker and conduct oneself accordingly. | 1. Students will understand the organizational culture in their internship site.  
2. Students will reflect upon their experience in their internship and course  
3. Students will be professional in their communications, behavior, and appearance with regard to interactions with their instructor, clients, and field staff.  
4. Students will use supervision within the class and through the structures in place at their internships. |
| Core Competency EP 2.1.2 | 1. Make ethical decisions by applying standards of NASW’s Code of Ethics  
2. Apply strategies of ethical reasoning to arrive at principled decisions | 1. With the assistance of their instructor and field liaison, students will understand and apply social work ethics and values as they relate to working with survivors and their families in domestic violence service settings.  
2. With the assistance of their instructor and field staff, students will address social work ethics in the implementation of an evidence-based practice in social work settings. |
| Apply social work ethical principles to guide professional practice. | 1. Understand the effect of domestic violence on marginalized women and underserved groups.  
2. Describe cultural issues that may intersect and influence domestic violence cases (e.g., race/ethnicity, national status, socio-economic class, sexuality, and gender). |
| Core Competency EP 2.1.4 | 1. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power | 1. Use research evidence to inform practice |
2. Explain the importance of evidence-based practice when working with domestic violence |
| Core Competency EP 2.1.6 | 1. Use research evidence to inform practice | |
Engage in research-informed practice and practice-informed research.

- 1. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.
- 2. Understand and present technology safety issues for survivors of domestic violence in class role play and to survivors of domestic violence.
- 3. Actively engage in assisting clients to use technology safely.

Core Competency EP 2.1.9
Respond to contexts that shape practice

- 1. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.
- 2. Understand and present technology safety issues for survivors of domestic violence in class role play and to survivors of domestic violence.
- 3. Actively engage in assisting clients to use technology safely.

VII. COURSE THEMES
- Domestic violence
- The role of the social worker
- Evidence-based care in domestic violence settings
- Risk, safety, and resilience
- Technology safety
- Culturally Informed Practices for domestic violence
- Secondary trauma and self-care
- National & Community Service Mission

VIII. KEY COURSE CONCEPTS
- Evidence-based Interventions
- Safety Planning
- Risk Assessment
- Culturally Informed Practices
- National Service
- Respectful classroom discourse
- Advocacy
- Technology Safety
- Dynamics of Domestic Violence
Discourse within and outside of the classroom
To promote critical thinking and analysis, this course will demand a student’s attention in a variety of ways. Students are asked to carefully evaluate their own thinking about domestic violence, including their biases, work experiences, and understandings. Students are asked to think about what they bring into this class and how this may affect their ability to engage in social work practice with survivors / perpetrators of abuse. 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. We will allow for a variety of impressions, experiences and values to be expressed by class members and will respect diverse opinions. All electronics should be turned off during classroom discussion, unless the instructor specifies a need for use.

Self-care
Given the nature of the material presented, the emotional content may be difficult. While this type of reaction (e.g., anxiousness, distressing feelings, trauma) is normal, you are urged to find ways to take care of yourself should this become an issue for you. Your instructor and classmates are happy to assist in trying to find appropriate venues for self-care.

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

Student Code of Conduct:  
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

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

Accommodations for Religious Practices:  
http://www.asu.edu/aad/manuals/acd/acd304-04.html

Commercial Note Taking Services:  
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

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://eoss.asu.edu/counseling).

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. CLASSROOM EXPECTATIONS

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](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.

**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)

ASU expects academic honesty from all members of the community, and it is our policy that academic integrity be fostered to the highest degree possible. Consequently, all work submitted for grading in a course must be created as a result of your own thought and effort. Representing work as your own when it is not a result of such thought and effort is a violation of our code of academic integrity. Plagiarism or cheating of any kind will not be tolerated and can result in a failing grade. It is your responsibility to seek guidance with the instructor if you have any questions about what may constitute plagiarism or cheating.

**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.

Arriving late disrupts the class and is unprofessional. Students are expected to come to all classes having carefully completed all reading assignments, to be prepared to discuss the reading material, and to regularly participate in the class activities by sharing your thoughts, views and questions in a respectful, professional manner. The use of laptops/tablets is not allowed in class unless you have individual approval from the instructor. The use of cell phones is not allowed in class. Please turn your cell phone off and keep it stored.

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.

XIII. REQUIRED TEXTS, READINGS, AND MEDIA


Missouri Coalition Against Domestic and Sexual Violence, How the Earth Didn't Fly Into the Sun: Missouri's Project to Reduce Rules in Domestic Violence Shelters.


### XIV. 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>
<tr>
<td><strong>WEEK 1</strong></td>
<td>Orientation &amp; Introduction</td>
<td><strong>Read:</strong> Costin et al. (1983)</td>
</tr>
<tr>
<td>(8/17/2017)</td>
<td>Dynamics of domestic violence Power and control wheel Violence in context of oppression</td>
<td><strong>Due:</strong> DV 101 webinar Professional Development Assignment In class activities: “In Her Shoes” Letter to self <strong>Read:</strong> Danis, 2003</td>
</tr>
<tr>
<td><strong>WEEK 2</strong></td>
<td>DV 101 webinar Professional Development Assignment</td>
<td></td>
</tr>
<tr>
<td>(8/24/2017)</td>
<td>DV 101 webinar Professional Development Assignment</td>
<td></td>
</tr>
<tr>
<td><strong>Domestic Violence Intro</strong></td>
<td>DV 101 webinar Professional Development Assignment</td>
<td></td>
</tr>
</tbody>
</table>
| WEEK 3  | Client centered Person in environment | **In Class:**  
(8/31/2017)  
Role of the Social Worker | Guest Speakers (Panel of Survivors) |
| --- | --- | --- | --- |
| **Unit 2: Safety Planning** | Evidence-based intervention Role Play | **Read:**  
1. Glass et al., 2015 |
| WEEK 4  | Evidence-based intervention Role Play | **Due - In class activity:**  
(9/7/2017)  
Safety Planning | Role play – Safety Planning |
| **Role Play** | Confidentiality Individualized safety planning Role play | **Due:**  
Safety Planning Tool: Assessment |
| WEEK 5  | Confidentiality Individualized safety planning Role play | **Read:**  
(9/14/2017)  
Safety Planning (cont.) | 1. Campbell, 2001 |
| **Unit 3: Technology** | Stalking & Surveillance Safety Planning - check-in | **Due:**  
Webinar on Tech Safety |
| WEEK 6  | Stalking & Surveillance Safety Planning - check-in | **Read:**  
(9/21/2017)  
Technology Safety | 1. Woodlock, 2016 |
| **Due - In class activity:**  
Technology Safety | Organization culture Implementation | **Read:**  
(9/28/2017)  
Technology & Safety Planning | 1. Glass et al., in press |
| **Unit 4: Policy & Advocacy** | Arizona Revised Statute Privileged communication VAWA | **Read:**  
(10/5/2017)  
Legal Advocacy & Policy | 1. Morrison Institute, 2010 |
<table>
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<tr>
<th>WEEK 9: FALL BREAK</th>
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</thead>
<tbody>
<tr>
<td><strong>Unit 5: Special Populations</strong></td>
</tr>
</tbody>
</table>
| WEEK 10 (10/19/2017) Violence & Special Populations | Oppression | **Read:**
| | | 1. Crenshaw, 1997 |
| WEEK 11 (10/26/2017) Violence & Special Populations | DV & Children | **Read:**
| | | 1. Jaffe, Fairbairn & Reif, 2017 |

| **Unit 6: Special Issues** |
| WEEK 12 (11/2/2017) Teen Dating Violence | National statistics & Response | **Read:**
| | | 1. Malhotra, Gonzalez-Guarda & Mitchell, 2015 |
| WEEK 13 (11/9/2017) Sexual Violence | Sexual assault Coercion Sexual health practices | **Due:**
| | | Sexual Violence 101 webinar |
| | | **Read:**

| **Unit 7: Trauma** |
| WEEK 14 (11/16/2017) Trauma Informed Care | Vicarious Trauma Self-care | **Due:**
| | | Safety planning implementation & reflection |
| | | **Read:**
| | | 1. Missouri Coalition Against Domestic and Sexual Violence |
### XIV. Evaluation of learning

<table>
<thead>
<tr>
<th>Course</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development</td>
<td>20</td>
</tr>
<tr>
<td>Safety planning</td>
<td>50</td>
</tr>
<tr>
<td>Reflection paper</td>
<td>25</td>
</tr>
<tr>
<td>Class Discussion (5 points each)</td>
<td>20</td>
</tr>
<tr>
<td>Class Quizzes (5 points each)</td>
<td>20</td>
</tr>
</tbody>
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**Grade Total: 135 points**

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>132 - 135</td>
</tr>
<tr>
<td>A</td>
<td>127 - 132</td>
</tr>
<tr>
<td>A-</td>
<td>121 - 126</td>
</tr>
<tr>
<td>B+</td>
<td>117 - 120</td>
</tr>
<tr>
<td>B</td>
<td>112 - 116</td>
</tr>
<tr>
<td>B-</td>
<td>108 - 111</td>
</tr>
<tr>
<td>C+</td>
<td>102 - 107</td>
</tr>
<tr>
<td>C</td>
<td>99 - 101</td>
</tr>
<tr>
<td>D</td>
<td>81 - 98</td>
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<tr>
<td>E</td>
<td>80 and below</td>
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</tbody>
</table>

Assignments are due by the dates and times listed and quizzes are taken during the first 15 minutes of class. Late assignments will **NOT** be accepted. There are no make-up quizzes. With the exception of documented medical/personal emergencies, if notification is given before an assignment is due, at the discretion of the instructor, the assignment will be accepted with a deduction of 5 points per day late.

### Assignment Descriptions

1. Professional Development (20 points): Search and locate a professional opportunity in the domestic violence field that is (or soon will be) appropriate for someone with your particular skill set. If applicable, complete any forms or questionnaires that relate to the professional opportunity. Report back to your instructor on the opportunity and the steps taken.

2. Safety planning within an evidence-based practice framework (50 points): Within their internship, students will deliver safety planning to domestic violence survivors using an
evidence-based framework. To receive credit for this assignment, each student will participate in an in-class activity role playing safety planning; these role plays will be recorded for points. By week eight all students will have completed at least 6 safety planning sessions with a client or adult woman receiving services from their agency (if this is not possible because your agency is too small, for example, your instructor will connect you with survivors in the community).

3. Reflection paper (25 points): At the end of the semester all students will submit a two-page reflection paper highlighting their experience in the class and in their internship. A rubric will be provided on the black board course shell. Students can either submit a written paper, or a high quality 2 minute video detailing their personal experience.

4. Class discussion (20 points): Throughout the semester the instructor will attend to students’ participation during class discussion, role plays, and activities. Students’ level of participation and contributions to the overall learning environment will be assessed for up to 20 points throughout the semester.

5. Class Quizzes (20 points): Five closed-book class quizzes will be given randomly throughout the semester; students will not know when quizzes are to occur. Quizzes will be given during the first 15 minutes of the class session. There will be no make-up quizzes. These quizzes will cover reading and webinar material. Each quiz is worth 5 points, and students can drop their lowest quiz grade for a maximum of 20 points.

GRADING GUIDELINES
An A+ grade at the undergraduate 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 undergraduate 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 undergraduate 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 undergraduate 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 undergraduate 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 undergraduate 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 undergraduate 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 undergraduate 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 undergraduate level means that a student is doing unacceptable work, demonstrating a complete lack of understanding of course concepts.