

**San José State University**  
**Justice Studies Department**  
**JS 137, Collaborative Response to Family Violence,**  
**Section 1, Fall 2012**

**Instructor:** Maureen Lowell, MA

**Office Location:** MH 508

**Telephone:** (408) 924-3209

**Email:** [Maureen.lowell@sjsu.edu](mailto:Maureen.lowell@sjsu.edu)

Emails: please include JS 137 in the Subject line

**Office Hours:** Mondays, 3:00, or by appointment

**Class Days/Time:** Mondays, 4:30-7:15

**Classroom:** MacQuarrie Hall 223

**Web Site:** <http://www.sjsu.edu/casa/icr>

### **Desire 2 Learn**

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on D2L. <https://sjsu.desire2learn.com/>. You are responsible for regularly checking with D2L for announcements and content postings.

### **Course Description**

The Collaborative Response to Family Violence Course (JS137-1) employs an ecological framework to explore the scope, effects and response to family violence by diverse services and systems. Students are introduced to theory and practice of interdisciplinary collaboration and how it applies to interdisciplinary collaboration to respond more effectively to family violence.

### **Course Goals and Student Learning Objectives**

This course is designed to enhance collaborative capacity in participating students through learning in four domains: knowledge, skills, analysis and awareness.

### **Course Content Learning Outcomes**

Upon successful completion of this course, students will be able to:

- SLO1. Recognize the scope and dynamics of family violence, issues faced by victims of family violence and how these may manifest across socio-ecological systems

SLO2. Demonstrate understanding of multi-disciplinary strategies for addressing family violence and how the coordination of these strategies improves services for victims of family violence.

SLO3. Demonstrate ability to analyze collaboration in local organizations and service delivery systems applying elements of effective collaboration and collaborative capacity at the individual, relational, organizational and larger systems levels and formulate solutions for improving collaboration based on analysis.

SLO4. Demonstrate insight and awareness of own capacity to contribute effectively to interdisciplinary collaboration and personal and professional values and ethics that may emerge in working with family violence across disciplines and with diverse populations.

SLO5. Demonstrate interpersonal skills for engaging in effective collaboration including:

- ◆ Communication and listening skills
- ◆ Problem-solving
- ◆ Working in interdisciplinary teams/task groups
- ◆ Defining and reviewing shared outcomes

## **Required Texts/Readings**

### **Textbook**

Strauss, D. (2002) *How to Make Collaboration Work: Powerful Ways to Build Consensus, Solve Problems, and make Decisions.* Berrett-Koehler Publishers, San Francisco, CA.

### **Other Readings**

*The majority of required reading will be in the form of articles. Weekly required readings will be available to students on D2L and are listed in the course schedule included in this syllabus.*

### **Other equipment / material requirements**

This course requires access to a computer, word processing capabilities and internet access. Laptops are not required for class.

## **Justice Studies Reading and Writing Philosophy**

The Department of Justice Studies is committed to scholarly excellence. Therefore, the Department promotes academic, critical, and creative engagement with language (i.e., reading and writing) throughout its curriculum. A sustained and intensive exploration of language prepares students to think critically and to act meaningfully in interrelated areas of their lives—personal, professional, economic, social, political, ethical, and cultural. Graduates of the Department of Justice Studies leave San José State University

prepared to enter a range of careers and for advanced study in a variety of fields; they are prepared to more effectively identify and ameliorate injustice in their personal, professional and civic lives. Indeed, the impact of literacy is evident not only within the span of a specific course, semester, or academic program but also over the span of a lifetime.

### **Classroom Protocol**

Students are expected to arrive to class on time, participate actively in class activities, and to work with other students in a respectful manner. Students should leave cell phones off during class. Laptops are not required. For those students wishing to use laptops for note taking, use is restricted to class work only. Students using the laptop for other purposes during class will be asked to close their computer.

### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic calendars web page located at <http://www.sjsu.edu/academics>. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

**Table 1: Assignments and Grading Policy**

<b>Assignment</b>	<b>Weight</b>	<b>Due Date</b>
<b>Midterm Quiz</b>	20%	10/15/2012
<b>Participation:</b> <ul style="list-style-type: none"> <li>• On-line discussion (10 points)</li> <li>• Café Conversation (10 points)</li> <li>• In-Class discussion (Amy’s Story)</li> <li>• Final presentation (group) (10 points)</li> </ul>	20%	9/17/2012 10/1/2012 12/3/2012 12/10/2012
<b>Community Assessment project:</b> Interview, scoring, developing recommendations	20%	10/22-11/5
Collaborative Response to Family Violence <b>Paper</b>	20%	11/26/2012
Final Exam (Objective/Short Answer Essay)	20%	12/12/2012

		12/17/2012
--	--	------------

## **ASSIGNMENTS**

### **Quizzes (20%)**

There will be one quiz in week 8 that requires students to prepare a case, complete an objective test on key issues and course content and participate in a collaborative discussion about the case.

*Due date: 10/15/2012*

### **Papers (20%)**

Students will complete one major paper addressing how interdisciplinary collaboration improves response to family violence. Students will choose from one of 3-4 subject areas to explore. Full assignment and grading rubric will be provided on D2L.

*Due date:11/26/2012*

### **Community Assessment Project (20%)**

Students will participate in a community assessment project. The project will assess community readiness or evaluate factors for success in a local collaborative effort. The community assessment project will involve conducting a community interview using a structured interview (provided), transcribing the interview and scoring the interview. Students will then work together to determine the communities level of readiness and recommendations for community efforts. Additional details for each assignment will be provided in class and posted on D2L.

*Due date:10/22-11/5/2012*

### **Participation (20%)**

Students will receive a grade in participation that will be made up of one on-line discussion (10 points); group discussions including Café Conversation and Amy's story; and the final group presentation. Details of each of these participation activities will be described in more detail in class. All activities within the participation grade will equal 20% of student's grade.

### **Final Exam (20%)**

Students will have take a final exam evaluating knowledge of key course concepts. The exam will be objective and short answer essays. More details will be provided in week 15.

### **Grading:**

Grades are calculated based upon the scale below:

97-100	A+	87-89	B+	77-79	C+	67-69	D+	59 -	F
93-96	A	83-86	B	73-76	C	63-66	D		
90-92	A-	80-82	B-	70-72	C-	60-62	D-		

## University Policies

### Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

### Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

### Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

### Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association

(CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit [the LARC website](http://www.sjsu.edu/larc/) for more information at <http://www.sjsu.edu/larc/>.

### **SJSU Writing Center**

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The [Writing Center website](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

### **Peer Mentor Center**

The Peer Mentor Center is located on the 1<sup>st</sup> floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The [Peer Mentor Center website](http://www.sjsu.edu/muse/peermentor/) is located at <http://www.sjsu.edu/muse/peermentor/>

# 137(1): Collaborative Response to Family Violence, Fall 2012

---

## **Course Schedule**

*The following is the agenda for the semester including when and where the final exam will be held. The schedule is subject to change with fair notice. Changes will be announced in class. Additionally, students will be notified through D2L.*

**Table 2 Course Schedule**

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
1	8/27/2012	<p><b>Course Introduction : Syllabus and Overview</b></p> <p><b>Unit One: "Alone we can do so little: Taking on Family Violence through Effective Collaboration</b></p> <p>Introduction to key Concepts and Process of Collaboration</p> <p><b>Reading(s):</b></p> <ol style="list-style-type: none"> <li>1. Strauss, David (2002) How to Make Collaboration Work. Berrett-</li> </ol>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Koehler Publishers, San Francisco, CA.</p> <p>a. Read Introduction &amp; Chapter 1 (p. 1-33)</p> <p>2. Foster-Fishman, P. G., Berkowitz, S. L., Lounsbury, D. W., Jacobson, S., &amp; Allen, N. A. (2001). Building collaborative capacity in community coalitions: A review and integrative framework. [Article]. <i>American Journal of Community Psychology</i>, 29(2), 24</p> <p>3. <a href="http://www.collaborativejustice.org/how.htm">http://www.collaborativejustice.org/how.htm</a></p> <p><b>Activity/Assignments:</b></p> <ul style="list-style-type: none"> <li>• Leadership challenge &amp; Inventories</li> </ul>
2	9/3/2012	<p><b>LABOR DAY: NO CLASS</b></p> <p><b>Reading(s):</b></p> <p>World Health Organization. (2002). <i>World Report on Violence and Health</i>, Chapter 1: a global public health problem. Geneva: World Health Organization. Pg 1-21</p> <p>Strauss, David (2002) <i>How to Make Collaboration Work</i>. Berrett-Koehler Publishers, San Francisco, CA.</p> <p>a. Read Chapter 2 &amp; 3 (p.37-81)</p>
3	9/10/2012	<p><b>Unit Two: Scope, Prevalence, &amp; Dynamics of Family Violence</b>  &amp; Brief Intro to response systems to Family Violence</p> <p>Tracking a case across time, students will explore:</p> <ul style="list-style-type: none"> <li>• Types of family violence; overlap of various forms of violence</li> <li>• Risk factors and protective factors at each ecological system level</li> <li>• Cycle of violence; Power &amp; Control Wheel;</li> </ul> <p><b>Reading(s):</b></p> <p>1. Malley-Morrison, K. Hines, D. (2004) <i>Family Violence in a Cultural Perspective: Chapters 1: Issues &amp; Definitions (pp. 3-14); Chapter 2: Theories &amp; Methods (pp 15-29)</i></p> <p>2. Malley-Morrison, K. Hines, D. (2004) <i>Family Violence in a Cultural Perspective: Chapter 3: Types and Extent of Maltreatment in the</i></p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<i>United States</i> (pp 30-56)
4	9/17/2012	<p><b>Unit Three: Integrative Interventions in a Coordinated Response</b></p> <p><b>Reading(s):</b></p> <p>Hamby, S. Finkelhor, D. Turner, H. &amp; Ormrod, R. (2011) “Children’s Exposure to Intimate Partner Violence and Other Family Violence”, <i>Juvenile Justice Bulletin: National Survey of Children’s Exposure to Violence</i>, OJJDP &amp; CDC, <a href="https://www.ncjrs.gov/pdffiles1/ojjdp/232272.pdf">https://www.ncjrs.gov/pdffiles1/ojjdp/232272.pdf</a></p> <p><b>Assignment/Activity:</b></p> <ol style="list-style-type: none"> <li>1. Complete online interactive case study</li> </ol> <p>Global Violence Prevention uses interactive case studies to guide users through real-life situations of family violence. Each case presents a story of escalating violence and a series of questions that require taking the perspectives of many professionals and family members. In each case, users are presented with effective ways to respond to victims and perpetrators and linked to current research and programmatic resources. Global Violence Prevention is designed to promote interdisciplinary thinking and approaches to issues related to families experiencing violence. Case studies are designed for professionals in training settings, students in a classroom, or individuals.</p> <p><b>Responsible Fathering: Intervention at the Intersection of Woman Abuse and Child Maltreatment</b> <a href="http://www.globalvp.umn.edu/cgi-bin/index.pl">http://www.globalvp.umn.edu/cgi-bin/index.pl</a></p> <ol style="list-style-type: none"> <li>2. Participate in asynchronous, on-line discussion: <b>(Graded)</b> <ol style="list-style-type: none"> <li>a. Post original reflection on the online case process</li> <li>b. Substantively respond to other posts contributing novel and thoughtful points to the discussion</li> <li>c. Reply to those responding to your post</li> </ol> </li> </ol>
5	9/24/2012	<p><b>Unit Four: Effects of Family Violence &amp; Trauma-Informed Intervention Strategies &amp; Services</b></p> <p><b>Developing Trauma-Informed Systems.</b> This workshop will discuss steps in implementing trauma-informed systems using a relational framework. Topics to be covered will include: administrative supports, multi-level training, ongoing supervision/consultation, human resources practices, and the development of de-escalation and other trauma policies.</p> <p><b>Reading(s):</b></p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Elliott, D. E., Bjelajac, P., Fallot, R. D., Markoff, L. S., &amp; Reed, B. G. (2005). Trauma-informed or trauma-denied: Principles and implementation of trauma-informed services for women. [Article]. <i>Journal of Community Psychology</i>, 33(4), 461-477.</p> <p><b>Assignment/Activity:</b></p>
6	10/1/2012	<p><b>Unit Five: Response to Family Violence across disciplines</b></p> <p>Students will explore common theories and corresponding policies and procedures for responding to family violence within the historical context of the emergence of response to family violence</p> <ul style="list-style-type: none"> <li>• Criminal Justice</li> <li>• Victim Advocates (Child &amp; Women)</li> <li>• Child Welfare</li> <li>• Mental health and BIPs</li> </ul> <p>Using case and professional response, will explore contrasting views on the problem</p> <p><b>Reading(s):</b></p> <p>Hines, D. &amp; Malley-Morrison, K. (2005) Chapter 12: Responding Effectively to Family Violence in Family Violence in the United States. Sage, Thousand Oaks, CA</p> <p>Banks, D. Dutch, N. &amp; Wang, K. (2008) Collaborative Efforts to Improve System Response to Families Who Are Experiencing Child Maltreatment and Domestic Violence. <i>Journal of Interpersonal Violence</i> Vol 23: p.876-902. DOI: 10.1177/0886260508314690</p> <p><b>Assignment/Activity:</b></p> <ul style="list-style-type: none"> <li>• <b>Café Conversation (Graded)</b> <ul style="list-style-type: none"> <li>○ Generate questions at each of the stations to</li> </ul> </li> </ul>
7	10/8/2012	<p><b>Unit Six: System Response</b></p> <p>Class will engage with panelists in discussion about collaborative Response to family violence. (LE, DA, Advocate, CPS)</p> <p><b>Reading(s):</b></p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Mattisich, P., Murray-Close, M., Monsey, B., (2001) Collaboration: What Makes it Work, 2<sup>nd</sup> Edition, Chapter 3: Understanding the Factors. Fieldstone Alliance.</p> <p>NVASC Standards for victim assistance programs and providers.  <a href="https://www.ovcttac.gov/ethics/files/EVS-Online_Handout_NVASC_Standards.pdf">https://www.ovcttac.gov/ethics/files/EVS-Online_Handout_NVASC_Standards.pdf</a></p> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Bring prepared points from reading to watch for in presentations regarding elements of effective collaboration and response to victims</li> <li>• Bring questions prepared during last class' speed inquiry"</li> </ul> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• Participate in discussion with panelists</li> <li>• Watch and discuss Ellen Pence interview</li> </ul>
8	10/15/2012	<p><b>In-class Quiz</b></p> <ul style="list-style-type: none"> <li>• 20 multiple choice</li> <li>• Group process discussion with in-class reflection on process</li> </ul> <p><b>Unit Seven: Emergence of Collaboration</b></p> <ul style="list-style-type: none"> <li>• Coordinating Councils, CCR &amp; Victim Service Networks</li> <li>• Community Readiness Introduced &amp; Interviewees assigned</li> </ul> <p><b>Reading(s):</b></p> <p>Javdani, S. &amp; Allen, N. (2011) Proximal Outcomes Matter: A Multilevel Examination of the Processes by Which Coordinating Councils Produce Change. <i>American Journal of Community Psychology</i>, Vol 47, pp. 12-27.</p> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Prepare for quiz</li> <li>• Prepare case study</li> </ul> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• In-class quiz (graded)</li> <li>• In-class discussion (graded)</li> <li>• In-class reflection (graded)</li> </ul>
9	10/22/2012	<p><b>Unit Eight: Community Readiness Assessment</b></p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p><b>Reading(s):</b></p> <p>Edwards, R., Jumper-Thurman, P., Plested, B., Oetting, E., Swanson, L. (2000) Community Readiness: Research to Practice, <i>Journal of Community Psychology</i>, Vol 28, No 3, p 291-307.</p> <p>Plested, B., Jumper-Thurman, P. Edwards, R. (2011) <u>Community Readiness Manual</u>, pages 1-17.</p> <p>(available on D2L)</p> <p><b>Assignment/Activity:</b></p> <ul style="list-style-type: none"> <li>• Mock interviews in class</li> <li>• Start interviews</li> </ul>
10	10/29/2012	<p><b>Unit Nine: Special Topic &amp; Survivor's Perspective (TBA)</b></p> <p><b>Reading(s):</b></p> <p><b>Assignment/Activity:</b></p> <ul style="list-style-type: none"> <li>• Interviews and transcriptions</li> </ul>
11	11/5/2012	<p>Unit Ten: Engaging Communities Where They Are</p> <p><b>Reading(s):</b></p> <p>Plested, B., Jumper-Thurman, P. Edwards, R. (2011) <u>Community Readiness Manual</u>, pages 18-40.(available on D2L),</p> <p><b>Assignment/Activity:</b></p> <ul style="list-style-type: none"> <li>• Scoring &amp; Interpreting Results of CRA</li> </ul>
12	11/12/2012	<p><b>VETERAN'S DAY: NO CLASS</b></p> <p><b>Reading(s):</b></p>
13	11/19/2012	<p><b>Unit Eleven: Engaging &amp; Serving Survivors of IPV</b></p> <ul style="list-style-type: none"> <li>• Survivor-centered advocacy</li> <li>• Motivational interviewing</li> <li>• Tools for safety</li> </ul> <p><b>Reading(s):</b></p> <p>Jill Davies (2009) <b>Advocacy Beyond Leaving: helping Battered Women in</b></p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p><b>Contact with Current or Former Partners</b>, Family Violence Prevention Fund. (Available: D2L)</p> <p>Chapter 4: What is Motivational Interviewing? (Provided D2L)</p> <p><b>Assignment/Activity:</b></p> <ul style="list-style-type: none"> <li>• Stations for learning skills for supporting victims in safety planning, restraining order motions, and victim-witness compensation claims</li> </ul>
14	11/26/2012	<p><b>Unit Twelve: Collaborative Capacity &amp; Elements of Effective Collaboration</b></p> <ul style="list-style-type: none"> <li>• <b>Explore role of substance abuse in family violence and how to build effective collaboration</b></li> <li>• <b>Family Wellness Court</b></li> </ul> <p><b>Reading(s):</b></p> <p>Drabble, Laurie (2011) Advancing collaborative practice between substance abuse treatment and child welfare fields: What helps and hinders the process? <i>Journal of Social Work Administration</i>, 35, 88-106.</p> <p><b>Assignment/Activity:</b></p> <ul style="list-style-type: none"> <li>• Papers Due</li> <li>• Meet with presentation group</li> </ul>
15	12/3/2012	<p><b>Unit Thirteen: Developing Effective Response to Family Violence through Collaborative Leadership</b></p> <p><b>Reading(s):</b></p> <ol style="list-style-type: none"> <li>1. Strauss, David (2002) How to Make Collaboration Work. Berrett-Koehler Publishers, San Francisco, CA. <ol style="list-style-type: none"> <li>a. Read Chapter 7 (p. 145-186)</li> <li>b. Read Chapter 8 (p. 187-208)</li> </ol> </li> <li>2. Chris Silvia 1, Michael McGuire (2010) Leading public sector networks: An Empirical Examination Of Integrative Leadership Behaviors, <i>The Leadership Quarterly</i> 21, pp 264–277</li> </ol> <p><b>Assignment/Activity:</b></p> <ul style="list-style-type: none"> <li>• In-class discussion: Amy’s Story (changing the ending)</li> </ul>

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
16	12/10/2012	<b>Unit Sixteen: Group Presentation &amp; Discussions (40 minutes each)</b>
<b>Final Exam</b>	<b>TBC</b>	<b>MH 223</b> 1715-1930 (5:15-7:30PM)

1630\* or 1700\*Wednesday, December 12, 1445-1700

1730 or 1800-MondayMonday, December 17, 1715-1930