

**San José State University
Justice Studies Department
JS 196, Collaborative Response to Family Violence,**

Section 1, Spring 2012

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

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

Classroom: Boccardo Business Center 201

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 (JS196-1) 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. Apply a social-ecological perspective to understanding and addressing family violence.
- SLO2. Recognize the scope and dynamics of family violence, issues faced by victims of family violence and how these may manifest
- SLO3. Identify elements of effective collaboration and collaborative capacity at the individual, relational, organizational and larger systems levels.
- SLO4. Demonstrate understanding of multi-disciplinary strategies for addressing family violence and how the coordination of these strategies improves services for victims of family violence.
- SLO5. Demonstrate ability to analyze collaboration in local organizations and service delivery systems.
- SLO6. Formulate solutions for improving collaboration based on analysis of collaboration and collaborative capacity
- SLO7. Demonstrate insight and awareness of own capacity to contribute effectively to interdisciplinary collaboration.
- SLO8. Demonstrate awareness of personal and professional values and ethics that may emerge in working with family violence across disciplines and with diverse populations

Required Texts/Readings

Textbook

Malley-Morrison, K. Hines, D. (2004) Family Violence in a Cultural Perspective: Defining, understanding and combating abuse. Sage, Thousand Oaks, CA.

Other Readings

Weekly required readings will be available to students on the course D2L web page and are listed in the course schedule included in this syllabus.

Other equipment / material requirements (optional)

This course requires access to a computer, word processing capabilities and internet access.

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](#) 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

Assignment	Weight	Due Date
Quizzes (4) – (SLO 1 , SLO 2, SLO 3)	20 %	Weeks 3, 8, 14, 16
Community Reflection Papers Family Violence Services Reflection Paper (SLO 4, SLO5, SLO 8) Observation Reflection Paper (Collaborative Court or Community meetings) (SLO 4, SLCO 5, SLO 6, SLO 8) Community Assessment Reflection Paper	25 %	Week 6 Week 11 Week 16
Participation: In-class group presentations, discussions and group work class reflections	10 %	Ongoing 10, 13
Community Assessment project: Interview, scoring, presentation (SLO 4, SLO 5, SLO 6, SLO 7)	25 %	Weeks
Final Exam	20%	Monday, May 21, 2012, 5:15-7:30

ASSIGNMENTS

Quizzes

Students are required to take a quiz covering class content and reading. Quizzes will be available for students to take on-line (through D2L) immediately after weeks 2, 7, 13 and 15. Each quiz will be available for 6 days and students will be allowed two attempts to complete the quizzes.

Due dates: Quizzes must be completed before the next week’s session (before class of week 3, 8, 14, and 16).

Reflection Papers

Each reflection paper will be used to integrate course material with specific experience. The family violence agency reflection will entail researching and contacting a specific family violence service agency. The field observation will involve observing an interdisciplinary collaboration including observations of specialty courts and/or council, commission or

committee meetings addressing family violence. The project reflection will be on the Community Assessment project and will be due the final day of class.

Additional details for each assignment will be provided in class and posted on D2L.

Community Assessment Project

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 applying a specific assessment tool for identifying collaborative capacities. Students will be taught to use the assessment tool, conduct community interviews, interpret the assessment and present to community leaders.

Additional details for each assignment will be provided in class and posted on D2L.

Participation

Students will receive a grade in participation that will be made up of reflection papers based on class presentations and panels and participation in in-class activities and discussions.

Grading:

Grades are calculated based upon the scale below:

98-100	A+	87-89	B+	77-79	C+	67-69	D+	59 -	F
93-97	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 1st floor of Clark Hall and on the 2nd 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 1st 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/>

196(1): Collaborative Response to Family Violence, Spring 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

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/30/2012	<p>Course Introduction : Syllabus and Overview</p> <p>C1: Ecology of Family Violence. This session provides a review of key concepts. Of the social-ecological model and how this model applies to understanding and addressing family violence. Highlights include:</p> <ul style="list-style-type: none"> ◆ Definition and exploration of core concepts: collaboration, family, violence, risk factors, and protective factors, power and privilege. ◆ Risk factors and protective factors at the individual, relational, organizational/community, and societal levels. ◆ Multiple systems involved in addressing family violence. ◆ Brief historical account of the recognition of family violence over time and how institutions have formed and responded to this recognized social problem from social condition to institutional change across disciplines, including federal laws related to child abuse, intimate partner violence, and elder abuse.. <p>Reading(s):</p> <p>Deutsch, M., Coleman, P., Marcus, E. (2006) Chapter Twenty-three: Agression and Violence, The Handbook of Conflict Resolution. Jossey-Bass, San Francisco, CA. (22 pgs)</p> <p>Malley-Morrison, K. Hines, D. (2004) Family Violence in a Cultural Perspective: <i>Chapters 1: Issues & Definitions</i> (pp. 3-14) & <i>Chapter 2: Theories & Methods</i> (pp 15-29)</p>
2	2/6/2012	<p>C1: (Continued)</p> <p>C2: Perspective on Family Violence: Awareness, effects and rights of victims. Students learn about how various systems view and respond to family violence and how interdisciplinary collaborations can enhance services for victims of family violence. Highlights include:</p> <ul style="list-style-type: none"> ◆ Overview of scope of family violence and impact on victims. Discussion of impacts includes multiple areas: physiology/

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		<p>neurobiology, behavioral, cognitive, emotional/affective, and relational/social.</p> <ul style="list-style-type: none"> ◆ Description of key frameworks for addressing family violence and implications for services: trauma-informed, gender responsive, culturally competent, and grounded in a lifecourse/development perspective. ◆ Definition and discussion of values, ethics, and rights of victims <p>Reading(s): Malley-Morrison, K. Hines, D. (2004) Family Violence in a Cultural Perspective: <i>Chapter 3:Types & Extent of Maltreatment in the United States</i>. (pp. 30-56).</p> <p>Activity/Assignments: Complete Quiz 1 on D2L by next class</p>
3	2/13/2012	<p>Cultural Competence: Considerations for Collaboration</p> <p>This unit will explore:</p> <ul style="list-style-type: none"> ◆ Continuum of competence ◆ Definitions and dimensions of culture ◆ Dynamics of power and oppression ◆ Constructs of cultural competence and working across cultural differences <p>Reading(s):</p> <p>McIntosh, P. (1995) White privilege and male privilege: A personal account of coming to see correspondences through work in women's studies. In Anderson & Collins, Race, Class and Gender: An Anthology, 2nd Edition.</p> <p>Malley-Morrison, K. Hines, D. (2004) Family Violence in a Cultural Perspective: <i>Chapters 4-7:</i> Assigned by group; one chapter for each group.</p> <p>Assignment/Activity:</p> <p><i>Group presentations assigned</i></p> <ul style="list-style-type: none"> • <i>Chapters 4-7:</i> Assigned by group; one chapter for each group.
4	2/20/2012	<p>Group Presentation: Asian-Americans</p> <p>This unit will further explore</p> <ul style="list-style-type: none"> • Effects of Family Violence and Life course Perspective • Trauma

Week	Date	Topics, Readings, Assignments, Deadlines
		<ul style="list-style-type: none"> • Recovery • Life course issues <p>Reading(s): Additional Reading TBA (older adults and abuse)</p> <p>Fallot, R. & Harris, M.(2001) Using Trauma Theory. Chapter 2: Trauma-informed Approach to Screening and Assessment. No 89, Spr 2001, Jossey-Bass,San Francisco. (Provided)</p>
5	2/27/2012	<p><i>Group Presentation: Native Americans</i></p> <p>Addiction and Recovery</p> <p>Trauma-Informed Services: How Service Providers Can Address Family Violence and the Intersecting Issues of Trauma, Mental Health, and Substance Abuse.</p> <p>Trauma-informed services take into account knowledge about trauma—its impact, interpersonal dynamics, and paths to recovery—and incorporate this knowledge thoroughly in all aspects of service delivery. This session will introduce students to elements of trauma-informed and trauma-specific interventions to better serve the needs of family violence survivors</p> <p>Reading(s):</p> <p>Elliott, D. E., Bjelajac, P., Fallot, R. D., Markoff, L. S., & 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>Activity: <i>Group Presentation: Native Americans</i></p> <p>Assignment: <i>Family Violence Services Reflection Provided</i></p>
6	3/5/2012	<p><i>Group Presentation: Hispanic/Latino Americans</i></p> <p>Topics covered in this unit will include:</p> <ul style="list-style-type: none"> • Historical Perspective: Coordinated Community Response • CCR • Victim Service Network • Community Readiness Assessment Introduced <p>Reading(s):</p> <p>Edwards, R., Jumper-Thurman, P., Plested, B., Oetting, E., Swanson, L. (2000) Community Readiness: Research to Practice, <i>Journal of</i></p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p><i>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>Assignment: Interviews assigned: Schedule community interview</p> <p>Activity: Group Presentation: Hispanic/Latino Americans</p>
7	3/12/2012	<p>Group Presentation: African-Americans</p> <p>C3: Developing Collaborative Capacities & Intro to Elements of Collaboration</p> <p>This module introduces core ideas and skills necessary for effective collaboration including communication, listening, problem-solving and negotiating. Challenges and barriers encountered in establishing new interdisciplinary collaborations are explored along with how to overcome potential pitfalls.</p> <p>Highlights include:</p> <p>Examination of the definition of collaboration, including contrast to other ways of working together.</p> <p>Description of key elements of effective collaboration</p> <p>Presentation of an overall framework for understanding development of collaborative capacity across dimensions of the social-ecological model</p> <p>Reflection on individual capacity for effective contribution to collaboration</p> <p>Impacting the ecology of family violence through interdisciplinary collaboration</p> <p>Ethics and values in addressing family violence and working across systems</p> <p>This session explores personal and professional values and how these may impact perspectives and practice in addressing family violence; Definitions and discussion of values and ethics on personal and professional levels; Ethical decision making, ethical dilemmas, and ethical considerations when working across</p> <p>Reading(s):</p> <p>Foster-Fishman, P. G., Berkowitz, S. L., Lounsbury, D. W., Jacobson, S., & Allen, N. A. (2001). Building collaborative capacity in community coalitions: A review and integrative framework.</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>[Article]. American Journal of Community Psychology, 29(2), 241.</p> <p>Mattissich, P., Murray-Close, M., Monsey, B., (2001) Collaboration: What Makes it Work, 2nd Edition, Chapter 3: Understanding the Factors. Fieldstone Alliance.</p> <p>NVASC Standards for victim assistance programs and providers. https://www.ovcttac.gov/ethics/files/EVS-Online_Handout_NVASC_Standards.pdf</p> <p>Deutsch, M., Coleman, P., Marcus, E. (2006) Chapter Twenty-Five: Moral Conflict and Engaging Alternative Perspectives, The Handbook of Conflict Resolution. Jossey-Bass, San Francisco, CA. (22 pgs) (Provided D2L)</p> <p>Assignment/Activity: <i>Complete Quiz 2 on D2L by next class</i></p> <p>Assignment: Community Observation Assigned</p>
8	3/19/2012	<p>Community Readiness Assessment, Continued</p> <p>Local Collaborative Initiatives in Collaboration: Community Panel</p> <p>Reading(s): <i>To be assigned</i></p> <p>Assignment/Activity: <i>Class Reflection on panel (due week 10)</i></p>
9	3/26/2012	<p>Spring Break</p>
10	4/2/2012	<p>Stages of Change and Motivational Interviewing. This session introduces the trans-theoretical stages of change model that may be used to understand both individual and organizational change. In addition, students will be introduced to basic principles of motivational interviewing, a strategy used for supporting individuals through stages of change.</p> <p>Reading(s):</p> <p>Plested, B., Jumper-Thurman, P. Edwards, R. (2011) <u>Community Readiness Manual</u>, pages 18-40.(available on D2L),</p> <p>Wahab, S. (2005) Motivational Interviewing and Social Work Practice. (17p)</p> <p>Chapter 4: What is Motivational Interviewing? (Provided D2L)</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Deutsch, M., Coleman, P., Marcus, E. (2006) Chapter 1: Cooperation and Competition, <i>The Handbook of Conflict Resolution</i>. Jossey-Bass, San Francisco, CA. (19 pgs)</p> <p>Assignment/Activity: Class panel reflection due</p>
11	4/9/2012	<p>Importance of Collaboration in Victim Safety and Advocacy. This session provides an overview of the need for collaboration in providing effective advocacy for victims of domestic violence and a review of specific strategies for ensuring safety for victims of domestic violence.</p> <p>Courts & Collaboration: looking at coordinated response with an interdisciplinary lens</p> <p>This session provides an overview of courts systems involved in family violence. Students will</p> <ul style="list-style-type: none"> • Be introduced to coordinated response to domestic violence through the lens of court systems, including law enforcement, child protection agencies, and the Criminal and Family Court systems • gain awareness of the key players involved in coordinated response to Domestic Violence, • learn about the work of cross-functional entities such as the Court Systems Committee of the Domestic Violence Council, and how interdisciplinary collaboration leads to best practices <p>Reading(s):</p> <p>Jill Davies (2009) Advocacy Beyond Leaving: helping Battered Women in Contact with Current or Former Partners, Family Violence Prevention Fund. (Available: D2L)</p> <p>Ver Steegh, N & Dalton, C. Report from the Wingspread Conference on Domestic Violence and Family Courts. http://www.afcnet.org/pdfs/Report%20from%20the%20Wingspread%20Conference%20on%20Domestic%20Violence%20and%20Family%20Courts.pdf</p> <p>Assignment: <i>Community Observation Reflection Paper due</i></p>
12	4/16/2012	<p>Community Readiness Assessment</p> <p>Panel: Family Justice Centers</p> <p>Reading(s): <i>To be provided</i></p>

Week	Date	Topics, Readings, Assignments, Deadlines
		Assignment/Activity: <i>Class reflection, due week 13</i>
13	4/23/2012	<p>C4: Sustaining and Evolving Interdisciplinary Collaborations. Review of historical context of key collaborations in the local community as well as ongoing collaborative efforts. Case examples of local stories of collaboration will be used to illustrate critical elements in sustaining and evolving collaborations over time. The session also illustrates how collaborative groups have been successful in institutionalizing new collaborative programs and advancing systems change to better meet the needs of victims of family violence.</p> <p>Highlights include:</p> <ul style="list-style-type: none"> ◆ Description of specific local and statewide collaborative program models ◆ Review of steps to system-wide changes ◆ Exploration of factors that help and hinder collaboration, and how these may be used to navigate through vulnerable stages in collaboration. ◆ Review and application of frameworks for examining collaborative capacity on program and systems levels. <p>Reading(s): 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>Complete Quiz 3 on D2L by next class</p> <p>Assignment: <i>Class reflection due</i></p>
14	4/30/2012	<p>Developing Trauma-Informed Systems. 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>Reading(s): Markoff, L. S., Reed, B. G., Fallot, R. D., Elliott, D. E., & Bjelajac, P. (2005). Implementing trauma-informed alcohol and other drug and mental health services for women: Lessons learned in a multisite demonstration project. [Article]. <i>American Journal of Orthopsychiatry</i>, 75(4), 525-539.</p>

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		<p>Linda L. Dahlberg, PhD, and James A. Mercy, PhD (2009) History Of Medicine: History Of Violence As A Public Health Problem, American Medical Association Journal of Ethics February 2009, Volume 11, Number 2: 167-172.. Available: D2L (6 pgs)</p>
15	5/7/2012	<p>Mock Presentation of Findings</p> <p>Promoting Family Violence-Informed Public Policy</p> <ul style="list-style-type: none"> • Victim impact statements <p>Creating a Culture Free of Abuse: Community Approaches to Prevent Family Violence. This session will review public health concepts and community based strategies that go beyond building awareness of the harm of family violence to promoting healthy relationships and families. This workshop will highlight examples of community approaches to prevent family violence.</p> <p>Reading(s):</p> <p>Rachel Davis, Lisa Fujie Parks, Larry Cohen, (2006) Sexual Violence and the Spectrum of Prevention: Towards A Community Solution, National Sexual Violence Resource Center. (20 pgs)</p> <p>Available: http://www.nsvrc.org/sites/default/files/Publications_NSVRC_Booklets_Sexual-Violence-and-the-Spectrum-of-Prevention_Towards-a-Community-Solution.pdf</p> <p>Facilitation and collaboration. This session will provide an introduction and an opportunity to explore specific approaches and skills for facilitating collaborative groups. Specific topics include tools for assessment and planning (e.g., SWOT analysis), effective meetings and meeting facilitation, and strategies for facilitating productive discussion and decision-making in collaborative contexts.</p> <p>Assignment/Activity: <i>Complete Quiz 4 on D2L by next class</i></p>
16	5/12/2012	<p>Presentation to Community Partners</p> <p>Promoting Family Violence-Informed Public Policy (cont)</p> <p>Collaborative Leadership</p> <p>Facilitation and collaboration. This session will provide an introduction and an opportunity to explore specific approaches and</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>skills for facilitating collaborative groups. Specific topics include tools for assessment and planning (e.g., SWOT analysis), effective meetings and meeting facilitation, and strategies for facilitating productive discussion and decision-making in collaborative contexts.</p> <p>Reading(s): 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</p> <p>Assignment: Collaborative Capacity Assessment Reflection Paper due</p>
Final Exam	Monday, May 21, 2012	Room BBC, Rm 201 1715-1930 (5:15-7:30PM)