

**San José State University**  
**Justice Studies Department**  
**JS137, Collaborative Response to Family Violence, 1, Spring 2015**

**Course and Contact Information**

<b>Instructor:</b>	Maureen Lowell, MA, LMFT
<b>Office Location:</b>	Online only; contact by email or schedule a time to meet via Skype or phone for synchronous communication
<b>Telephone:</b>	(408) 924-3209 (voicemail only)
<b>Email:</b>	<a href="mailto:maureen.lowell@sjsu.edu">maureen.lowell@sjsu.edu</a>
<b>Office Hours:</b>	Tuesdays 9:30-10:30, by appointment; meetings will be by Blackboard Collaborate or phone.
<b>Class Days/Time:</b>	Online: The week's overview and lecture videos will be posted by Tuesday morning of that week and additional material posted by Thursday as needed
<b>Classroom:</b>	Online: Canvas™

**Course Format**

This course is delivered as an online course. Students will need access to a computer and reliable internet access. Students will need to regularly access and be comfortable with Canvas™, SJSU's learning management system, and all technologies associated with Canvas. All communication will be through Canvas so students are encouraged to connect notifications from Canvas to other technology and email so as to get up-to-date notices.

**Canvas™**

Course materials such as the course syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas™ learning management system course website. You are responsible for regularly checking Canvas to learn of any updates and to access all course content.

Students are also required to submit assignments through Canvas. Students are required to use common document formats that are compatible with Canvas and able to be opened and processed. Failure to use acceptable formats may result in late assignment point deductions or a zero if the assignment can't be graded.

**Course Description**

The Collaborative Response to Family Violence Course (JS137-1) employs an ecological framework to explore the scope, effects and factors associated with violence in the family. Using this same model, this course also explores the response by diverse services and systems. It is the intersection of the dynamics of family violence and the systems response that distinguishes this course from other courses on family violence. Students are introduced to the theory and practice of interdisciplinary collaboration as a more effective response to family violence that increases potential for nonviolent paradigms to be employed in developing and implementing social strategies for addressing violence in the family.

## Learning Outcomes and Course Goals

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

### Course Content Learning Outcomes

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

- CLO1. Apply a socioecological perspective to family violence to increase understanding and integration of diverse theoretical perspectives
- CLO2. Recognize the scope and dynamics of family violence, issues faced by victims of family violence
- CLO3. Demonstrate understanding of multi-disciplinary strategies for addressing family violence and how the coordination of these strategies improves services for victims of family violence.
- CLO4. 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
- CLO5. Demonstrate ability to formulate solutions for improving collaboration based on analysis.
- CLO6. Demonstrate insight and awareness of student's 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.
- CLO7. 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

Barnett, O. Miller-Perrin, C. Perrin, R (2011) *Family Violence Across the Lifespan*. Sage Publications, Thousand Oaks, CA. ISBN: 978-1-4129-8178-1.

#### Other Readings

Additional articles and readings are posted on the course schedule below. These are subject to change with notice via Canvas. Please note, several readings have been marked as TBA and will be assigned with due notice. Access to and/or links to required reading beyond the textbook are available on Canvas™ under the "Content" tab.

Barak, G. (2003) **Violence & Nonviolence**, Chapter 9: Models of Nonviolence. Sage Publications, Thousand Oaks, CA. pp. 272-301.

- Brackley, M., Davila, Y., Thornton, J., Leal, C., Mudd, G., Shafer, J., Castillo, P., & Spears, W. (2003) Community Readiness to Prevent Intimate Partner Violence in Bexar County, Texas. *Journal of Transcultural Nursing*, Vol 14. pp. 227-236.
- Crosby, B. & Bryson, J.M. (2010) Integrative Leadership and the Creation and Maintenance of Cross-sector Collaborations. *The Leadership Quarterly*. Vol 21. pp. 211-230.
- Deutsch, M. (2006) *The Handbook of Conflict Resolution: Theory & Practice*. Excerpts from Chapter Three: Constructive Controversy & Chapter 25: Moral Conflict and Engaging Alternative Perspectives.
- Drabble, L. (2011) *Transcultural Perspectives* \*\*
- Elliott, E.E., Bjelajac, P., FalLOT, R.D., Markoff, L.S., Reed, B.G. (2000) Trauma-Informed or Trauma Denied: Principles and Implementation of Trauma-informed Services for Women. *Journal of Community Psychology*, Vol 33 (4) pp. 461-477. DOI: 10.1002/jcop.20063.
- Essentials for Childhood: Steps to Create Safe, Stable, and Nurturing Relationships, <http://www.cdc.gov/violenceprevention/pdf/efc-01-03-2013-a.pdf>
- FalLOT & Harris (2001) Chapter 2: Trauma-informed Approach to Screening and Assessment. *New Directions in Mental Health Services*, No 89. Springer Publishing.
- Foster-Fishman, Pennie; Berkowitz, Shelby; Lounsbury, David; Jacobson, Stephanie; Allen, Nicole (2001) Building Collaborative Capacity in Community Coalitions: A Review and Integrative Framework. *American Journal of Community Psychology*, Vol. 29, No 2 pp. 241-261.
- Foster-Fishman, P. Cantillon, D., Pierce, S. & Van Egeren, L. (2007) Building an active Citizenry: the role of neighborhood problems, readiness and capacity for change. *American Journal of Community Psychology*, Vol 39, pp. 91-106. DOI 10.1007/s10464-007-9097-0.
- Foster-Fishman, P, Nowell, B., Yang, H. (2007) Putting the System back into Systems Change: A framework for understanding and changing organizational and community systems. . *American Journal of Community Psychology*, Vol. 39, pp. 197-215.
- Herman-Smith, R. (2013) Intimate Partner Violence Exposure in Early Childhood: An Ecobiodevelopmental Perspective. *Health & Social Work*, Vol 38 (4). pp. 231-239.
- Kania, J. & Kramer, M. (2013) Embracing Emergence: How Collective Impact Addresses Complexity. Stanford SOCIAL INNOVATION Review. Blog downloaded 1.1.8.2015
- Schnurr, M. Lohmann, B. (2013) The Impact of Collective Efficacy on Risks for Adolescents' Perpetration of Dating Violence. *Journal of Youth and Adolescents, Effects of Childhood Trauma*, Vol 42. pp. 518-535. DOI 10.1007/s10964-013-9909-5
- Lisak, D. (2002) *Neurobiology of Trauma* (unpublished)
- Rosewater, A. (2006) *Community Partnerships for Protecting Children: Lessons about Addressing Domestic Violence*. Family Violence Prevention Fund.
- Siegel, D. (2001) Toward an Interpersonal Neurobiology of the Developing Mind: Attachment Relationships, "Mindsight", Neural Integration. *Infant Mental Health Journal*, Vol 22 (1-2), pp. 67-94.
- Schnurr, M. Lohmann, B. (2013) The Impact of Collective Efficacy on Risks for Adolescents' Perpetration of Dating Violence. *Journal of Youth and Adolescents, Effects of Childhood Trauma*, Vol 42. pp. 518-535. DOI 10.1007/s10964-013-9909-5
- Yew, E. (2010) *Family Wellness Court*

## Other equipment / material requirements

Students will need dependable access to a computer and the internet. Students will need to be familiar with software associated with Canvas and will use YouTube, iMovie or other presentation software for their final project. Students must also use common file format for submission of assignments.

## Library Liaison

Higgins, Silke  
 Phone: (408) 808-2118  
 Email: [Silke.Higgins@sjsu.edu](mailto:Silke.Higgins@sjsu.edu)

## Course Requirements and Assignments

SJSU classes are designed such that, in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (nominally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Assignment	Weight	Due Date	Course Learning Objectives						
1. Theory Paper	25%	2/23/2015	SLO 1						
2. Group Presentation	25%	4/26/2015		SLO2	SLO 3			SLO6	SLO7
<b>Exams</b>	25%								
3. Content Quizzes	Equally weighted	Q1 Week 3 Q2 Week 6 Q3 Week 11	SLO 1	SLO2		SLO4			
4. Final Essay Exam	Equally weighted	5/15/2015 7:45 PM			SLO 3	SLO4	SLO 5	SLO6	
<b>Participation</b>	25%								
5. Reflections: Family, Personal Theory, Group Experience: Conflict and Collaboration, Others TBA as needed to promote learning	Equally weighted	See course schedule:	SLO 1	SLO2	SLO 3			SLO6	SLO7
6. Graded Class Activities & Discussions	Equally weighted					SLO4	SLO 5		
7. Graded Discussions: CM, IPV; Collaboration	Equally weighted		SLO 1	SLO2	SLO 3				

## Grading Policy

The above assignments will have a point total that will be included in the instructions for the activity or assignment. Assignment instructions will also include due dates and late policies. Some assignments, such as discussions and quizzes, will close at the deadline. Students failing to complete the activity by these deadlines will receive a zero for that item.

Students are evaluated based on a Paper, Group Presentation, Exams and Participation; each category is weighted equally. Point totals can be tracked in the grades tab on Canvas™. The following letter grades will be assigned based on percent of total points.

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-		

Note: “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details. If you have questions regarding your grade or how it was determined, please see me.

## **Department of 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.

## **Online Classroom Protocol**

This course is fully online with the exception of student initiated meetings. As a note of caution. Online formats necessarily eliminate all the benefits of face-to-face communication that allow us to gage the reactions of others and can give the impression of anonymity. Further, the content of this course can raise sensitive issues. Given this, students should express and conduct themselves with the utmost respect and awareness of the potential impact on others based on statements made or views expressed. Conversely, students are encouraged to express their experience of disrespect, for the benefit of all, in a manner consistent with the same standards for awareness and respect. Dialogue and respectful discourse are an essential part of the objectives for this course and fall under Student Learning Objectives 6 and 7. Perceived violations of this expectation will be first viewed as teachable opportunities communicated directly to the student or students concerned. The instructor reserves the right to require additional reading and reflection to increase awareness in the student whose conduct is deemed to be offensive or disrespectful if deemed necessary for the student’s learning outcomes. Continued violation could result in a lower grade per SLOs 6 and 7 and class participation.

## **University Policies**

### **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 year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). 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/>.

## **Consent for Recording of Class and Public Sharing of Instructor Material**

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course.

“Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

## **Academic integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> 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/>.

## **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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

## **Accommodation to Students' Religious Holidays**

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

## **Student Technology Resources**

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab 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 DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

## **SJSU Peer Connections**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10<sup>th</sup> and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

### **SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to



scan this code.)

### **SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7<sup>th</sup> Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

## JS 137: Collaborative Response to Family Violence: Fall, 2014 Course Schedule

The following is an agenda for the semester including topics, readings, assignments, activities and the final exam. This course schedule provides a general plan that is subject to change with fair notice. Students will be notified through Canvas announcements and class presentations.

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/22/2015	<p>Course Overview</p> <p>Post profile</p> <p>Post introduction in discussion</p> <p>Establishing Contexts for Collaborative Response to Family Violence</p> <p><b><u>Reading:</u></b></p> <p>Barnett, O. Miller-Perrin, C. Perrin, R (2011) Family Violence across the Lifespan. Sage Publications, Thousand Oaks, CA. ISBN: 978-1-4129-8178-1.</p> <p><b>Chapter 1:</b> History and Definitions of Family Violence, pp. 1-38</p> <p>Kania, J. &amp; Kramer, M. (2013) Embracing Emergence: How Collective Impact Addresses Complexity. Stanford SOCIAL INNOVATION Review. Blog downloaded 1.1.8.2015</p> <p><a href="http://www.ssireview.org/blog/entry/embracing_emergence_how_collective_impact_addresses_complexity">http://www.ssireview.org/blog/entry/embracing_emergence_how_collective_impact_addresses_complexity</a></p> <p><b><u>Activity:</u></b></p> <p><b>Reflection: (R1)</b> Ask five friends, co-workers, family, fellow students about their view of family. What does family mean and what images come to mind? Write a reflection on what you learned about others' perceptions and how this compares to your views of family. What are your answers to the questions and did they change as you talked with others?</p> <p><b><u>Due: 1/28/2015, midnight (assignments)</u></b></p>
2	1/27/2015	<p>Introduction to Family Violence</p> <p><b><u>Reading:</u></b></p> <p>Barak, G. (2003) <b><u>Violence &amp; Nonviolence</u></b>, Chapter 9: Models of Nonviolence. Sage Publications, Thousand Oaks, CA. pp. 272-301.</p> <p>Barnett, O. Miller-Perrin, C. Perrin, R (2011) Family Violence Across the Lifespan. Sage Publications, Thousand Oaks, CA. ISBN: 978-1-4129-8178-1.</p> <p><b>Chapter 2:</b> Research Methodology, Assessment and Theories of Family Violence. pp.39-82</p> <p>Focus attention on the various theoretical perspectives.</p> <p><b><u>Activity:</u></b></p>

**Reflection: (R2)** After completing the reading, what is your view on the essential response to family violence? In your view, what services or systems are most needed to address and end abuse and violence in the family? Specifically refer to the reading and course material and how it has informed your thoughts on this topic.

**Assignment:** Five page Theory or Ideological Paper, due Week 6 (SLO1) (2/23/2015, midnight);

- Proposed theory is due by 2/9/2015. Theory must be approved before writing your paper. Each student will write about a different theory and how it applies to family violence.

3      2/3/2015      Perspectives on Family Violence

**Reading:**

Barnett, O. Miller-Perrin, C. Perrin, R (2011) Family Violence across the Lifespan. Sage Publications, Thousand Oaks, CA. ISBN: 978-1-4129-8178-1.  
Chapters 3-5

**Handouts:**

Convention on the Rights of the Child  
The Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW)

**Additional Reading** (Optional):

McDowell, T., Liba, K. & Brown, A.L. (2012) Human Rights in the Practice of Family Therapy: Domestic Violence, a Case in Point. Journal of Feminist Family Therapy, Vol 24, pp. 1-23. DOI: 10.1080/08952833.2012.629129.

**Assignment:**

Proposed theory is due by 2/9/2015, midnight.

**Activity:**

**Quiz: Q1** Introduction to family violence

Posted Thursday, 2/3/2015; Closed 2/9/2015, midnight

4      2/10/2015      The Mind, Relationships & Trauma

**Reading:**

Siegel, D. (2001) Toward an Interpersonal Neurobiology of the Developing Mind: Attachment Relationships, "Mindsight", Neural Integration. Infant Mental Health Journal, Vol 22 (1-2), pp. 67-94.

Lisak, D. (2002) Neurobiology of Trauma (unpublished)

**Activity:**

**Discussion: (D1)** Collaborative Response to Child Maltreatment  
You will be divided into small discussion groups. Within your assigned group, complete a discussion of child maltreatment chapters based on instructions provided within the discussion tab.

**Due dates:**

**Small Group Discussion:** Complete discussion by Monday, February 16, 2015, of week 5;

- Each student posts **initial discussion** post based on child maltreatment by **Wednesday, 2/11/2015**, midnight. (SLO2; SLO3)

**Assignment (Group):**

**Collaborative Report** by each small group due by Thursday, 2/19/2015, each group should post for the class a summary of factors, reflective of the reading on child maltreatment, that increase risk as well as protective factors and a brief description of how these might best be incorporated in a strategy to address and reduce family violence.

**Reflection: (R3)** Increasing Awareness of Collaborative Capacity

5      2/17/2015      Introduction to Collaboration

**Reading:**

Foster-Fishman, P. Berkowitz, S., Lounsbury, D., Jacobson, S., Allen, N. (2001) Building Collaborative Capacity in Community Coalitions: A Review and Integrative Framework. *American Journal of Community Psychology*, Vol. 29, No 2 pp. 241-261.

Foster-Fishman, P, Nowell, B., Yang, H. (2007) Putting the System back into Systems Change: A framework for understanding and changing organizational and community systems. . *American Journal of Community Psychology*, Vol. 39, pp. 197-215.

**Handout:** Collaborative Capacity

**Assignments Due:**

Child maltreatment reports due Thursday, 2/19/2015, midnight.

**Discussion: (D2)** Discussion of group reports on collaborative response to child maltreatment

Opens 2/19/2015 with the posting of small group reports and closes 2/23/2015

Theory Paper due Monday 2/23/2015, midnight

6      2/24/2015      Collaborative Models for Addressing Child Maltreatment

**Reading:**

Collaborative Justice (website)

Essentials for Childhood: Steps to Create Safe, Stable, and Nurturing Relationships

<http://www.cdc.gov/violenceprevention/pdf/efc-01-03-2013-a.pdf>

Yew, E. (2010) Family Wellness Court

**Assignment:**

**Quiz: (Q2)** Collaboration and Collaborative Response to Child Maltreatment (SLO1, SLO2, SLO3)

Post theory for discussion (see instructions): due 3/2/2015, midnight

7      3/3/2015      Constructive Controversy and Cultural Perspectives on Family Violence

**Reading:**

Deutsch, M. (2006) The Handbook of Conflict Resolution: Theory & Practice.

Excerpts from Chapter Three: Constructive Controversy & Chapter 25: Moral Conflict and Engaging Alternative Perspectives.

Drabble, L. (2011) Transcultural Perspectives \*\*

**Activity:**

**Class Discussion (D3)** of theory papers posted Monday-Friday, discussion closes Friday, 3/6/2015, midnight.

8      3/10/2015      Dating Violence & Sexual Aggression

**Reading:**

Barnett, O. Miller-Perrin, C. Perrin, R (2011) Family Violence across the Lifespan. Sage Publications, Thousand Oaks, CA. ISBN: 978-1-4129-8178-1.

**Chapter 7:** Dating Aggression, Sexual Assault, & Stalking

Schnurr, M. Lohmann, B. (2013) The Impact of Collective Efficacy on Risks for Adolescents' Perpetration of Dating Violence. Journal of Youth and Adolescents, Effects of Childhood Trauma, Vol 42. pp. 518-535. DOI 10.1007/s10964-013-9909-5

9      3/17/2015      Intimate Partner Violence: Telling Amy's Story

**Reading:**

Barnett, O. Miller-Perrin, C. Perrin, R (2011) Family Violence across the Lifespan. Sage Publications, Thousand Oaks, CA. ISBN: 978-1-4129-8178-1.

**Chapter 8:** Abused Heterosexual Partners pp. 361-414

**Chapter 9:** Abusive Heterosexual Partners pp.415-468

**Chapter 10:** Abused and Abusive Partners in Understudied Populations. pp. 469-526

**Activity:**

**Small Group Discussion: (D4)**

**Due:**

Initial Posts due Wednesday, 3/18/2015, midnight  
Group discussion by Friday, 3/20/2015, midnight (please note this due date. It is assigned to account for spring break.)

**Schedule** Week 11 small group meeting with the instructor.

10 3/24/2015 **Spring Break**

11 3/31/2015 Effects of IPV on victims and children

**Reading:**

Herman-Smith, R. (2013) Intimate Partner Violence Exposure in Early Childhood: An Ecobiodevelopmental Perspective. Health & Social Work, Vol 38 (4). pp. 231-239.

Rosewater, A. (2006) Community Partnerships for Protecting Children: Lessons about Addressing Domestic Violence. Family Violence Prevention Fund.

**Activity:**

Small group discussion continued from week 10 to choose topic for final project

Small group meetings with the instructor to discuss in real time topics for final project. Discussion will be based on the small group discussions from week 9.

**Quiz: (Q3)** Intimate Partner Violence (SLO1, SLO2, SLO3)

12 4/7/2015 Models for Collaboration

Telling Amy's Story (cont)

History of coordinated community response and Models for Collaboration & Case Studies in Collaboration: Improving our Response

**Reading:**

Barnett, O. Miller-Perrin, C. Perrin, R (2011) Family Violence across the Lifespan. Sage Publications, Thousand Oaks, CA. ISBN: 978-1-4129-8178-1.

**Chapter 11: Adult Intimate Partner Violence: Practice, Policy and Prevention**

**Handouts:**

CCR elements  
Blueprint for Safety

**Activity:**

Case Studies of Collaboration including Victim Service Network, Family Justice Centers, and Greenbook and analyze for level of collaboration

**FP:** Submit Final Project Problem Statement

13 4/14/2015 Building Capacity and Motivation for Change

**Reading:**

Brackley, M., Davila, Y., Thornton, J., Leal, C., Mudd, G., Shafer, J., Castillo, P., & Spears, W. (2003) Community Readiness to Prevent Intimate Partner Violence in Bexar County, Texas. Journal of Transcultural Nursing, Vol 14. pp. 227-236.

Foster-Fishman, P. Cantillon, D., Pierce, S. & Van Egeren, L. (2007)  
Building an active Citizenry: the role of neighborhood problems, readiness  
and capacity for change. *American Journal of Community Psychology*,  
Vol 39, pp. 91-106. DOI 10.1007/s10464-007-9097-0.

**Activity:**

**FP:** Submit Final Project Theory of Change

14 4/21/2015 Trauma and Trauma Informed Services

**Reading:**

Elliott, E.E., Bjelajac, P., Falot, R.D., Markoff, L.S., Reed, B.G. (2000)  
Trauma-Informed or Trauma Denied: Principles and Implementation  
of Trauma-informed Services for Women. *Journal of Community  
Psychology*, Vol 33 (4) pp. 461-477. DOI: 10.1002/jcop.20063.

Falot & Harris (2001) Chapter 2: Trauma-informed Approach to  
Screening and Assessment. *New Directions in Mental Health Services*,  
No 89. Springer Publishing.

**Activity:**

**FP:** Complete final project presentations, Due Sunday, 4/26/2015,  
midnight

15 4/28/2015 Group Presentations (3) & Discussion

**Activity:**

Two Group Presentations

**Discussion (D5):** Class Discussion of presentations

16 5/5/2015 Group Presentations (2) & Discussion

**Activity:**

Two Group Presentations

**Discussion (D6):** Class Discussion of presentations

**Reflection: (R4)** Collaboration Reflection due 5/11/2015, midnight

17 5/12/2015 Collaborative Leadership

**Reading:**

Crosby, B. & Bryson, J.M. (2010) Integrative Leadership and the Creation  
and Maintenance of Cross-sector Collaborations. *The Leadership  
Quarterly*. Vol 21. pp. 211-230.

**Handout:**

Carter, M.M. (2006) The Importance of Collaborative Leadership in  
Achieving Effective Criminal Justice Outcomes. Center for Effective  
Public Policy, Department of Justice, National Institute of Corrections.  
[www.cepp.com](http://www.cepp.com).

Final 5/15/2015 Take-home Essay Final

Exam 7:45PM Submit online by Monday, 5/18/2015, midnight

