

**San José State University  
Justice Studies Department**

**JS137, Collaborative Response to Family Violence, Section 01: Spring 2016**

**Course and Contact Information**

<b>Instructor:</b>	Maureen Lowell, MA, LMFT
<b>Office Location:</b>	Online
<b>Telephone:</b>	(408) 924-3209 (voicemail only); ALT (408) 246-1300
<b>Email:</b>	<a href="mailto:Maureen.lowell@sjsu.edu">Maureen.lowell@sjsu.edu</a>
<b>Office Hours:</b>	Thursday, 9:30-10:30AM, online only, or by appointment. Online office hours will be use WebEx. Alternatively, students can contact me by phone or email to schedule a meeting outside regular office hours.
<b>Class Days/Time:</b>	Online with designated day/time meeting pattern: Weekly modules will be available by Tuesday of each week. Some module activities include Thursday deadlines.
<b>Classroom:</b>	Fully Online: Canvas LMS
<b>Prerequisites:</b>	JS 136 is recommended, but not required
<b>GE/SJSU Studies Category:</b>	Not offered as a GE Course

**Course Format**

This course is delivered as an online course. Students will need reliable access to a computer and internet. Material includes streaming videos, so a high speed internet connection is required. 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. It is recommended that assignments be saved as a Word doc before submission to ensure compatibility. If problems arise, the students is responsible to contact eCampus for help in resolving the problem as soon as possible.

## Canvas™

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

## Justice Studies Department 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.

## Course Description

This course 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 respond more effectively to family violence. Prerequisite: 100W, upper division standing or instructor permission Recommended: JS 136 or other family violence course

Note: Justice Studies students must achieve a grade of "C" or better to fulfill Justice Studies major requirements.

## Learning Outcomes and Course Goals

**Course Learning Outcomes (CLO) If you have your own learning outcomes, list those here.**

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

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

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 and multi-disciplinary strategies for addressing family violence.
- CLO2. Recognize and effectively discuss the scope and dynamics of family violence, issues faced by victims of family violence and how the coordination of strategies improves services for victims of family violence.
- CLO3. 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 demonstrate ability to formulate solutions for improving collaboration based on analysis.
- CLO4. 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.
- CLO5. 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

Malley-Morrison, K. & Hines, D. (2004) *Family Violence in a Cultural Perspective*. Thousand Oaks, CA. Sage Publications. ISBN 0-7619-2596-1

This textbook is available through the campus bookstore in both paperback and electronic formats as well as other textbook outlets. Since it is an older textbook, you will likely be able to find a used copy for a lower price.

Ray, K. (2002) *The Nimble Collaboration*. Saint Paul, MN. Fieldstone Alliance.

This textbook is available on Amazon, Barnes & Noble and other retail outlets for \$25 or \$10 for electronic versions with a Kindle or Nook. This textbook may not be available through the campus bookstore as it was recently adopted as a required text. Please be sure to order soon to have it in time for the assigned reading and activities.

### Other Readings

Additional articles and readings are posted on the course schedule below. These are subject to change with notice via Canvas. Access and/or links to required reading beyond the textbook are available through Canvas™ under the “Module” tab.

Berman, J. (2006) *Working Toward the Future: Why and how to collaborate effectively*

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.

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

Elliott, E.E., Bjelajac, P., Falloot, 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.

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.

Getha-Taylor, H., Silvia, C., & Simmerman, S. (2014). Individuality, Integration: Leadership Styles in Team Collaboration. *Public Manager*, 43(2), 38-43.

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)
- Morgaine, K. (2011) "How Would That Help Our Work?": The Intersection of Domestic Violence and Human Rights in the United States. *Violence Against Women*. Vol 17, No.6 pgs.5-27. DOI: 10.1177/1077801209347749
- National Council of Juvenile and Family Court Judges NCJFCJ (2008) Bringing Greenbook to Life: A Resource Guide for Communities. NCJFCJ. (Read pgs. 1-28)
- O'Leary, R., Choi, Y., & Gerard, C. (2012). The Skill Set of the Successful Collaborator. *Public Administration Review*, Vol 72, pp.S70-S83.
- Rose, J & Norwich, B. (2014) Collective Commitment and Collective Efficacy: a theoretical model for understanding the motivational dynamics of dilemma resolution in inter-professional work. Cambridge Journal of Education, Vol 44, no.1, pp.59-74.
- 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
- Wilcox, K. (2010). Connecting Systems, Protecting Victims: Towards Vertical Coordination Of Australia's Response To Domestic And Family Violence. *University Of New South Wales Law Journal*, 33(3), 1013-1037.
- Yew, E. (2010) Family Wellness Court (unpublished)

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

As noted previously, students will need dependable access to a computer and the internet. A significant amount of material is presented through YouTube, so capacity for streaming is required. Students will need to be familiar with software associated with Canvas and will be required to use YouTube, iMovie and/or other presentation software for their final project. Students must also use common file format for submission of assignments.

### **Library Liaison**

Silke Higgins, [silke.higgins@sjsu.edu](mailto:silke.higgins@sjsu.edu), (408) 808-2118  
<http://libguides.sjsu.edu/justicestudies>

### **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 (normally 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>.

## **Assignments**

Assignments are subject to change with fair notice.

The following descriptions are provided for major assignments in this course and their due dates. The description provided is not sufficient to understand the full expectations for the assignment. Additional details for each assignment are provided in Canvas™ under the “assignments” tab. Grading rubrics are also provided.

Assignments include:

### ***Paper: Professional Perspective on Family Violence***

Choose a particular profession that deals with family violence. Research the role this profession plays in response to family violence. See assignment for more details including the assignment’s grading rubric.

Course Learning Objectives measured: CLO 1, CLO 2

### ***Paper: Interview of a Family Violence Professional***

Interview a professional who has been involved in a significant interdisciplinary project designed to address issues associated with family violence. Evaluate the collaboration using tools provided in the course. See assignment for more details.

Course Learning Objectives measured: CLO 1, CLO 3

### ***Presentation: Team Project***

You will each be assigned to a team for this project. As a group and based on class discussions, design an interdisciplinary project or program that addresses a key issue or issues in family violence that your team deems most critical. See assignment for more details.

Course Learning Objectives measured: CLO 1, CLO 2, CLO 3, CLO 4

### ***Reflection Paper on Personal Collaborative Capacity (R4)***

Based on work with fellow students over the semester, you will evaluate your own collaborative capacity as well as the characteristics of fellow students. See assignment for more details.

Course Learning Objectives measured: CLO 4, CLO 5

## **Online Quizzes and Final Exam**

Online quizzes are used to evaluate student’s understanding of course content and concepts. There are presently four quizzes scheduled for the course in addition to the final exam. Online quizzes use both objective questions (ex. multiple choice) and short answer or essay formats. The final exam will have two components: a short objective exam (online) as well as a take-home essay exam. The date and time of the final exam is provided in the Course Schedule below. Final exam times for all courses, including on-line courses, are set by the University and are not subject to change. Please plan accordingly.

## **Participation**

Reflections and Discussion are normal activities required each week to foster active engagement with the course material as well as with other students. Interaction with your fellow classmates is an essential component of this course as we work to better understand and develop our collaborative capacities in working with others to address complex social issues. Participation activities may change to facilitate learning. You will be notified of any changes to the activity schedule through announcements and weekly modules.

The schedule of activities can be found in the Course Schedule at the end of this syllabus and in the “assignments” tab. These activities are subject to change with fair notice. Changes will be made only if indicated to foster and facilitate learning of the material.

The following table is provided as an overview of the evaluation of Course Learning Objectives based on the activities and assignments described above.

Area of Evaluation	Weight	Due Date	Course Learning Objectives				
<b>Assignments</b>	<b>35%</b>						
<b>1. Professional Perspective Paper</b>		2/22/2016	CLO1	CLO2			
<b>2. Professional Interviews Paper</b>		4/4/2016	CLO1		CLO3		
<b>3. Team Projects: Collaborative Response to Family Violence</b>		<b>5/1/2016</b>	<b>CLO1</b>	<b>CLO2</b>			<b>CLO5</b>
<b>4. Final Reflection Paper</b>		<b>5/16/2016</b>			<b>CLO3</b>	<b>CLO4</b>	
<b>Exams</b>	<b>35%</b>						
<b>5. Content Quizzes</b>	Equally weighted	Q1 Week 1 Q2 Week 6 Q3 Week 11 Q4 Week 13	CLO1	CLO2	CLO3		
<b>6. Final Exam</b>	Equally weighted	5/19/2016, 5:15-7:30PM	CLO1	CLO2	CLO3	CLO4	CLO5
<b>Participation</b>	<b>30%</b>						
<b>7. Reflections</b>	Equally weighted	<b>DUE:</b> R1 Week 3 R2 Week 4 R3 Week 15 R4 Week 16	CLO1	CLO2	CLO3	CLO4	
<b>8. Graded Discussions:</b>	Equally weighted	D1 Week 4 D2 Week 8 D3 Week 12 D4 Week 13 D5 Week 14 D6 Week 15	CLO1	CLO2	CLO3		CLO5
<b>9. Other Class Activities (TBA)</b>	Equally weighted						

### 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. Late papers and reflections will have points deducted.

Given the Justice Studies Department’s commitment to literacy and scholarly excellence, writing is a component of grading rubrics for each writing activity, including papers, discussions and reflections. Please be sure to proofread and edit writing before final submission.

Students are evaluated based on Assignments, Group Presentation, Exams and Participation. 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 contact me.

### **Extra Credit**

In general, I do not provide extra credit opportunities. That said, there have been programs offered at the University in the past that have been particularly relevant to the Course Learning Objectives. When these opportunities were potentially accessible, I have offered extra credit for participation and reflection and application to course material in the form of a paper. If an opportunity should arise, I will post details in the Announcements along with specific information for accessing and submitting extra credit work.

### **Late Policy**

For assignments, such as papers or reflections, submitted after the due date, I deduct 10% the first day that the assignment is late and one point each day after, including weekends and holidays. It behooves you to submit assignments by the due date. For quizzes and discussions, due to the nature of these activities, deadlines are not flexible. Failure to complete a quiz or discussion by the required deadline will result in a zero when the activity closes.

### *Extenuating circumstances*

While timeliness is critical to the successful completion of this course, I understand that extenuating circumstances do occur. If special provisions are required due to unforeseen emergencies (ex. death of a family member, severe illness, etc.), contact me as soon as reasonably possible. Please note, documentation will likely be required (consistent with student privacy rights, such as medical rights).

### **Online Classroom Protocol**

As previously noted, this course is fully online. The nature of this teaching format requires a high level of self-initiative and discipline. It is expected that you will check into the course on a daily basis to check for announcements. Additionally, content is delivered weekly, including new material, module learning objectives, required reading, lectures and activities. Activities include interactive, online discussions. Deadline for discussions include deadlines midweek to facilitate the discussion. These deadlines for initial posts are not reflected in the final due date on Canvas that marks only the close of the discussion. Deadlines are clearly noted in the activity or assignment descriptions. Please read carefully and plan accordingly.

It is easy to fall behind and miss deadlines that affect your grade if you do not stay tuned into this course.

## **Respect**

Online formats inherently eliminate the benefits of in-person communication, including inflection and tone in communication and nonverbal information used to gauge the reactions of others to our comments. Additionally, online formats can give students a sense of anonymity, further reducing a sense of accountability for comments and shared views. Therefore, it is imperative that students be particularly aware of the nature and presentation of views in online discussions. Discussions are essential to a collaborative learning environment and therefore must be conducted with accountability and respect.

Further, the content of this course raises sensitive issues. Given this, when making statements, sharing perspectives or expressing opinions, students should express and conduct themselves with the utmost respect and with awareness of the potential impact on others. Conversely, if you feel offended by statements or views shared, students are encouraged to express this experience, for the benefit of all, in a manner consistent with the same standards for awareness and respect. Dialogue and respectful discourse, including disagreement, are an essential part of the objectives for this course and are consistent with several of the Course Learning Objectives. Disagreement is encouraged; respectful, constructive dialogue is expected. We will be learning more about these skills throughout the course.

Perceived violations of this expectation will first be viewed as teachable opportunities communicated directly to the student or students concerned. The instructor reserves the right to require additional reading and reflection to facilitate course learning outcomes and to increase awareness in the student whose conduct is deemed to be offensive or disrespectful. Continued violation could result in a lower grade per CLOs 4 and 5 as evaluated through class activities.

## **Confidentiality**

Personal information shared by fellow students in course activities is to be treated as confidential and should not be shared or discussed with others outside this class environment. Discussion of content is acceptable, as are points of dialogue, but identification or disclosure of other's personal information is to strictly held as confidential.

## **Personal Issues**

Given the subject matter discussed in this course, students may find that personal issues arise and impact performance in the course. This is very common given the prevalence of family violence in our society and therefore in our student population. Please be aware of any reactions to the material. If appropriate and reasonably manageable, please share these issues in reflections and discussions. If issues are beyond the parameters of course activities or too personal in nature, please discuss concerns with the instructor. At times this material will trigger memories that students felt had been resolved only to see them resurface as students move through this material. Please avail yourself of the counseling services available through the University or other resources.

## **University Policies**

### **General Expectations, Rights and Responsibilities of the Student**

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90-5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-), at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec->

12234.12506.html. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

### **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:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
- “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.”
  - Materials from this course are not to be shared with others outside this course without the expressed permission of this instructor. YouTube lectures are made available to enrolled students as private release. If you wish to use materials, please contact the instructor for written permission.
  - Any guest presentations shall be treated as private and follow the same standards and expectations.

### **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>.

Given the asynchronous nature of this online course, religious holidays typically do not impact students' ability to meet deadlines with intentional planning.

## **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: Spring 2016

## 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 of changes.

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1		
1	Thursday 1.28.2016	<p><b>Course Overview: Introduction to course, syllabus and Canvas LMS (1 hour)</b></p> <p><b>Reading:</b> Course Syllabus</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  <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>Activity</b></p> <ol style="list-style-type: none"> <li><b>1. Personal Introduction Discussion (D1):</b> using the discussion on Canvas, introduce yourself. Let us know your major, your professional aspirations (if known), what you hope to get out of the course and a short fun-fact about yourself. (due 8.25.2015)</li> <li>Read syllabus and take Syllabus Quiz (<b>Q1</b>) <b>Due:</b> 2/2/2016 before midnight</li> </ol>
2	2.1.2016	<p><b>Introduction to Course Concepts: Integration, Systems and Collaborative Capacity</b></p>
2		<p><b>Reading:</b> 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. . <i>American Journal of Community Psychology</i>, Vol. 39, pp. 197-215.  <a href="http://dx.doi.org/10.1080/0305764X.2013.855169">http://dx.doi.org/10.1080/0305764X.2013.855169</a>.</p> <p>Begin Malley-Morrison &amp; Hines (2003) Part I</p> <p><b>Handouts</b> Foster-Fishman's Collaborative Capacities</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p><b>Activity</b></p> <p>1. <b>Reflection: (R1)</b> Family Reflection. <b>2/8/2016</b>, before midnight (<i>see details in assignments</i>)</p> <p><b>Assignment:</b></p> <p>1. Paper 1 Assigned (Choose a profession and write about the role that profession plays in family violence intervention and/or prevention: Due February 22, 2016 before midnight. See assignment tab for assignment details.</p>
3	2.8.2016	<b>Family Violence Primer</b>
3		<p><b>Reading:</b></p> <p>Malley-Morrison &amp; Hines (2003) Family Violence in a Cultural Perspective: Defining, understanding and combating abuse. Sage, Thousand Oaks.  <b>Read:</b> Part I, Chapters 1-3 (53 pgs)</p> <p><b>Handouts:</b></p> <p>Family Violence Factsheets</p> <p><b>Assignment/Activity:</b></p> <p>Reflection: <b>(R2)</b> Family Violence <b>Due 2.15.2016</b></p>
4	2.15.2016	<b>Response to Family Violence: Key Systems &amp; Strategies</b>
4		<p><b>Reading:</b></p> <p>Malley-Morrison &amp; Hines (2003): Part VI, Chapters 14 &amp; 15</p> <p><b>Activity:</b></p> <p>Watch <i>Telling Amy's Story</i></p> <p><b>Assignment:</b></p> <p>Paper 1 Due next week (February 22,2016 before midnight)</p>
5	2.22.2016	<b>Family Violence from a Cultural Perspective</b>
5		<p><b>Reading:</b></p> <p>Malley-Morrison &amp; Hines (2003) Family Violence in a Cultural Perspective: Defining, understanding and combating abuse. Sage, Thousands Oaks.  <b>Read:</b> Chapters 4, 6, 9, and 12 (52 pgs)</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>+ One additional chapter to share in discussion</p> <p><b>Activity:</b>  Discussion: <b>(D1)</b> Cultural Perspectives on Family Violence;  Initial post due Wednesday, 2.17.2016  Response posts due 2.29.2016</p>
6	2.29.2016	<b>Victim Perspectives</b>
6		<p><b>Reading:</b>  Morgaine, K. (2011) “How Would That Help Our Work?”: The Intersection of Domestic Violence and Human Rights in the United States. <i>Violence Against Women</i>. Vol 17, No.6 pgs.5-27. DOI: 10.1177/1077801209347749.</p> <p>Wilcox, K. (2010). Connecting Systems, Protecting Victims: Towards Vertical Coordination Of Australia's Response To Domestic And Family Violence. <i>University Of New South Wales Law Journal</i>, 33(3), 1013-1037.</p> <p><b>Assignment:</b>  Collaboration: Begin Professional Interview Paper</p> <ul style="list-style-type: none"> <li>• Paper Due 4.4.2016; this is right after Spring Break; plan accordingly.</li> </ul> <p><b>Activity:</b>  Quiz <b>(Q2)</b>: Family Violence and Principles of Collaboration (<b>closes</b> 3.7.2016)</p>
7	3.7.2016	<b>Understanding Trauma</b>
7		<p><b>Reading:</b>  Siegel, D. (2001) Toward an Interpersonal Neurobiology of the Developing Mind: Attachment Relationships, “Mindsight”, Neural Integration. <i>Infant Mental Health Journal</i>, Vol 22 (1-2), pp. 67-94.</p> <p>Herman-Smith, R. (2013). Intimate Partner Violence Exposure in Early Childhood: An Ecobiodevelopmental Perspective. <i>Health &amp; Social Work</i>, 38(4), 231-239.</p> <p>Lisak, D. (2002) Neurobiology of Trauma (unpublished)</p> <p><b>Assignment:</b>  Collaboration: Interview Professional (Paper Due 4.4.2016; this is right after Spring Break; plan accordingly.)</p>

Week	Date	Topics, Readings, Assignments, Deadlines
8	3.14.2016	<b>Court Systems &amp; Family Violence</b>
8		<p><b>Lectures and Videos:</b> Court Systems and how they relate to family violence intervention</p> <p><b>Reading:</b> Berman, J. (2006) Working Toward the Future: Why and how to collaborate effectively Yew, E. (2010) Family Wellness Court</p> <p><b>Handout:</b> Evaluating Collaboration</p> <p><b>Activity:</b> Discussion (<b>D2</b>) Evaluating Collaboration Case Study</p> <ul style="list-style-type: none"> <li>• Initial post due Wednesday, 3.16.2016</li> <li>• Discussion closes, 3.21.2016 at midnight</li> </ul> <p><b>Assignment:</b> Collaboration: Complete <b>Interview with</b> Professional (Paper Due 4.4.2016)</p>
9	3.21.2016	<b>Systems Thinking for Change</b>
9		<p><b>Reading:</b> National Council of Juvenile and Family Court Judges NCJFCJ (2008) Bringing Greenbook to Life: A Resource Guide for Communities. NCJFCJ. (Read pgs. 1-28) O'Leary, R., Choi, Y., &amp; Gerard, C. (2012). The Skill Set of the Successful Collaborator. <i>Public Administration Review</i>, Vol 72, pp.S70-S83. Rose, J &amp; Norwich, B. (2014) Collective Commitment and Collective Efficacy: a theoretical model for understanding the motivational dynamics of dilemma resolution in inter-professional work. <i>Cambridge Journal of Education</i>, Vol 44, no.1, pp.59-74.</p> <p><b>Handout</b> Greenbook Project Case Study</p> <p><b>Activity:</b> TBA</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p><b>Assignment:</b>            Collaboration: <b>Interview</b> Professional (Paper <b>Due</b> right after spring break. Please plan accordingly: 4.4.2016)</p>
<b>10</b>	<b>3.28.2016</b>	<b>Spring Break: No class</b>
11	4.4.2016	<b>Models of Collaboration</b>
11		<p><b>Reading:</b>            Bronstein, L. R. (2003). A Model for Interdisciplinary Collaboration. <i>Social Work</i>, 48(3), 297-306.            Ray, K. (2002) The Nimble Collaboration. Saint Paul, MN. Fieldstone Alliance.            Introduction: Collaborations Can Be Nimble, pp. 1-11            Chapter 1: Focus on Results, pp. 15-32</p> <p><b>Assignment:</b>  <b>Quiz (Q3):</b> Trauma and Systems response to family violence;  <b>Due:</b> Quiz closes 4.11.2016  <b>Team Project:</b> Collaborative Response Program;  <b>Due Sunday, May 1, 2016</b></p>
<b>12</b>	<b>4.11.2016</b>	<b>Enhancing Systems' Response: Trauma Informed Systems</b>
12		<p><b>Reading:</b>            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. <i>Journal of Community Psychology</i>, Vol 33 (4) pp. 461-477. DOI: 10.1002/jcop.20063.            Ray, K. (2002) The Nimble Collaboration. Saint Paul, MN. Fieldstone Alliance.            Chapter 4: Collaborate to Integrate Services (pp. 81-96)            Chapter 5: Collaborate to Resolve Complex Issues (pp. 97-106)            Conclusion: The Power of Collaboration (pp.107-108)            Schnurr, M. Lohmann, B. (2013) The Impact of Collective Efficacy on Risks for Adolescents' Perpetration of Dating Violence. <i>Journal of Youth and Adolescents, Effects of Childhood Trauma</i>, Vol 42. pp. 518-535. DOI 10.1007/s10964-013-9909-5</p> <p><b>Activity</b></p>

Week	Date	Topics, Readings, Assignments, Deadlines
		Small Group Discussion ( <b>D3</b> )
<b>13</b>	<b>4.18.2016</b>	<b>Communication &amp; Conflict: Integrative Approach</b>
13		<p><b>Reading:</b>  Ray, K. (2002) <i>The Nimble Collaboration</i>. Saint Paul, MN. Fieldstone Alliance.  Chapter 2: Shape Relationships, pp. 33-53  Actions for Nimble Collaborations, pp. 76-77  Getha-Taylor, H., Silvia, C., &amp; Simmerman, S. (2014). Individuality, Integration: Leadership Styles in Team Collaboration. <i>Public Manager</i>, 43(2), 38-43.</p> <p><b>Activity</b>  Small Group Discussion (D4)</p> <p><b>Assignment:</b>  Quiz (Q4): Collaborative Response to Family Violence; Due: Quiz closes 4.25.2016</p>
<b>14</b>	<b>4.25.2016</b>	<b>Integration of Concepts for Collaborative Response to Family Violence</b>
14		<p><b>Activity</b>  Small Group Discussion (<b>D5</b>)</p> <p><b>Assignment:</b>  <b>Team Projects</b> due next week, Sunday, 5.1.2016 (<i>Please note this is a Sunday due date. This will allow me to evaluate projects and post them for discussion by Monday Tuesday.</i>)</p>
<b>15</b>	<b>5.2.2016</b>	<b>Group Presentations and Discussion</b>
		<p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>1. Watch group presentations</li> <li>2. Graded Discussion (<b>D6</b>): Group Project Presentation <ol style="list-style-type: none"> <li>a. After watching each presentation, write your impressions following the prompt provided. Post this initial post by Thursday (11.12.2015)</li> <li>b. After you post your initial post, you will be able to see other posts. Read other posts and respond substantively to at least two following the prompt provided in the discussion.</li> </ol> </li> </ol> <p><b>Activity</b>  After watching each presentation, write your impressions following the</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		evaluation tool provided. <b>Discussion (D6):</b> See above <b>Reflection (R3)</b> Evaluating Collaborations and Collaborative Capacity; <b>Due:</b> Monday, 5.9.2016
<b>16</b>	<b>5.9.2016</b>	<b>Collaborative Leadership</b>
<b>16</b>		<b>Reading:</b> 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.  <b>Assignment:</b> Final Reflection ( <b>R4</b> ): <b>Due</b> 5.16.2016 (Late papers not accepted)
<b>17</b>	<b>5.16.2016</b>	<b>Optional Final Review (time-specific)</b> <b>Take-Home Essay Exam available following review.</b>
Final Exam	Thursday, May 19, 2016	<b>Online: 1715-1930 (5:15 – 7:30PM)</b> <u><b>Plan ahead and make arrangements as necessary with work, childcare, etc.</b></u>
	<b>Friday, May 20, 2016</b>	Take-Home Essay Exam due