

San José State University
Department of Justice Studies
JS 137: Collaborative Response to Family Violence, 80, Fall, 2017

Course and Contact Information

Instructor:	Maureen Lowell, MA, LMFT
Office Location:	Remote; Online only
Telephone:	(408) 246-1300; Voice mail only: (408) 924-3209
Email:	maureen.lowell@sjsu.edu
Office Hours:	Online only: Tuesday, 9:00-10:00, or by appointment
Class Days/Time:	Online, asynchronous, with time pattern: Monday 7-9PM
Classroom:	Online: Canvas TM (asynchronous)
Prerequisites:	Students must have upper division standing (56 units), and have completed their CORE GE classes.
GE/SJSU Studies Category:	None

Course Format

Technology Intensive, Hybrid, and Online Courses

This course is delivered as a fully online course. That is, all instruction takes place online, with no physical in-person or on-campus meetings or activities. There will be a time pattern to allow for synchronous learning and group work. The time-pattern is currently set for Mondays 7-9PM, but will be confirmed by polling students at the beginning of the semester to determine a time each week that students will be available for time-specific instruction, class discussion and group work. Most weeks will be asynchronous, meaning we will not use the designated time. Scheduled instruction will be used midterm to clarify final projects. Additionally, the time-pattern will be used by groups to facilitate group work for weekly discussion deliverables and the final project.

Students will need a computer and reliable internet access with the capacity to stream YouTube videos, take online exams, and collaborate on work efforts. Students should not rely on public hotspots, such as internet cafés or coffee shops for delivery of this course, especially for taking online exams. These public locations often do not have adequate bandwidth. If students have weak internet access at home, arrangements should be made to be on campus to take exams. Access to reliable internet is the responsibility of the student.

Students will also need working speakers and microphones (for online meetings); this may require a headset or headphones. Trouble hearing lectures to-date has been resolved by the student changing computers or headsets. Headphones that come with smartphones are often, but not always, sufficient.

Students will need to be comfortable with Canvas TM, SJSU's learning management system, and all technologies associated with Canvas. All communication and assignment submissions will be through Canvas. Students are encouraged to connect notifications to other technology and email to ensure prompt and consistent access to course materials and updates.

Canvas uses Turnitin.com for originality reports. All student assignments are run through this system to ensure originality of work. To ensure processing, students are required to submit assignments as Word documents in the

assignment provided. Word-processing formats other than Word often are not able to be processed by Turnitin.com, an integrated component of Canvas. Failure to comply document format could result in point deductions for late submissions or a zero if the assignment is not able to be opened and fully processed for originality.

All course material developed by the instructor is the intellectual property of the instructor and is to be used for private, study purposes only, and cannot be shared publicly or uploaded without the instructor's approval (see University policy S12-7).

Messaging

Course materials such as the syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through Canvas for updates and weekly course material.

Each week an announcement is sent notifying students that the week's module is available. There is a module overview provided with each module to outline reading, course material, assignments, and activities. This overview provides a step-by-step process for successful completion of that module. Students are expected to stay current with all course material and activities.

Course Description

This course employs an ecological framework to explore the scope, effects and response to family violence through diverse services and systems. Students are introduced to the theory and practice of interdisciplinary collaboration and how it allows communities to respond more effectively to family violence. Prerequisite: 100W, upper division standing or instructor permission.

Course Goals

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

Course Learning Outcomes (CLO)

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

Department of Justice Studies Writing Competence

Students will also be expected to write effectively and to use writing to contribute to critical discourse in the area of interdisciplinary response to family violence. Students will demonstrate writing competence and an intentional engagement with language as it shapes our perception of violence and provides opportunities to critically respond to violence through interdisciplinary collaboration.

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.

Required Texts/Readings (Required)

Textbook

Miller-Perrin, C., Perrin, R., & Renzetti, C. (2018) *Violence and Maltreatment in Intimate Relationships*. Los Angeles, CA: Sage Publications. pp. ISBN: 9781506323817

Glaser, J. (2005) *Leading Through Collaboration: Guiding Groups to Productive Solutions*. Thousand Oaks, CA: Corwin Press. pp. 224. ISBN: 9780761938071

Both textbooks are available through the SJSU Barnes & Noble Bookstore, Amazon, and other booksellers and are available in both print and electronic formats.

Other Readings

Required reading will also include selected scholarly articles. The list provided here is subject to change with notice. Reading is posted each week in the module overview and links to reading beyond the textbooks, such as scholarly articles, will be provided.

Drabble, Sen, & Oppenheimer (2012) *Integrating a Transcultural Perspective*, pp. 204-221.

Warrier, S. (2008) “It’s In Their Culture”: Fairness and Cultural Considerations in Domestic Violence. *Family Court Review*, Vol 46 (3), p. 537-542.

Peirson, Boydell, Ferguson & Ferris (2011) *An Ecological Process Model of Systems Change*. *American Journal of Community Psychology*. Vol 47, pp. 307-321. DOI 10.1007/s10464-010-905-y.

Wilson, J. M., Fauci, J. E., & Goodman, L. A. (2015). Bringing trauma-informed practice to domestic violence programs: A qualitative analysis of current approaches. *American Journal Of Orthopsychiatry*, 85(6), 586-599. doi:10.1037/ort0000098

O’Leary, R., Choi, Y., & Gerard, C. (2012). The Skill Set of the Successful Collaborator. *Public Administration Review*, Vol 72, p. S70-S83.

Yew, E. (2010) *Family Wellness Court (unpublished)*.

National Council of Juvenile and Family Court Judges NCJFCJ (2008) *Bringing Greenbook to Life: A Resource Guide for Communities. NCJFCJ*. pp. 1-28.

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.

Other technology requirements / equipment / material

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 PowerPoint, YouTube, iMovie and/or other presentation software for their final project. Students must also use common file format, previously discussed, for submission of assignments.

Library Liaison

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

Course Requirements and Assignments

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.” 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>.

This course is designed to enhance collaborative capacity in participating students through demonstrated ability in four domains: knowledge, skills, analysis and awareness. Learning is not limited to content knowledge, but rather *applies* knowledge in analysis of and participation in collaboration in the field of family violence. This level of learning is inherently dependent on participation. Weekly activities and assignments are designed to enhance collaborative capacity in students through an iterative process of action and reflection as we apply what we are learning about family violence to how we address family violence from conditions to interventions.

If at any time you have a question about assignments, content, or expectations, please use the weekly discussion to post your question(s). Or, if your questions are more personal in nature, you are encouraged to contact me via Canvas email. Please, do not waste time and energy in confusion. I am happy to answer questions. It is part of the learning. The weekly Questions and Comments (Q&C) discussions are intended to capture questions quickly, create a forum for clarification of both content and process, and to foster a learning community.

Assignments

Course learning objectives are evaluated through quizzes, reflections, small group discussions, formal papers and a final project. Major assignments, such as the papers and final presentation, are not likely to change; but, weekly activities and assignments are subject to change with fair notice. Changes are based on enhancing success for all students.

The following descriptions are provided for major assignments in this course and their due dates. The descriptions provided are not sufficient to understand the full expectations and requirements for the

assignment. Additional details for each assignment are provided in Canvas™ under the “assignments” tab. Grading rubrics are also provided. Please, read all instructions carefully and completely.

Participation & Engagement

Reflections

Reflections are used to help students synthesize content and connect new knowledge to other information and experience. Additionally, reflections allow students to gather their thoughts and develop their perspective on an issue or content area before engaging in group discussion.

Effective collaboration requires that stakeholders share their unique perspective and engage in critical discourse. This process allows for collaborations to achieve results that are greater than the sum of single perspectives and contributions. Reflections provide a way to master content and prepare for work in collaboration.

There are six (6) reflections over the course of the semester, including a final reflection that incorporates knowledge gained throughout the semester.

Reflections are primarily used to evaluate course learning outcome 4.

Discussions

Discussions play a critical role in this course. Discussions are a means for enhancing learning, but also a means for developing and demonstrating soft skills for collaboration. There are six (6) formal discussions during the semester. Some of these discussions are structured to directly contribute to completion of the final project.

Discussions are primarily used to evaluate course learning objective 5.

Exams

There are two online exams: one midterm and one final exam. The first exam covers critical knowledge associated with family violence and the institutional response to family violence in the US. The second exam primarily covers material on elements of collaboration. These exams include objective measures of knowledge using multiple choice, matching, multiple answer, true/false, and short answer essay questions. Points will vary by exam. More information will be provided prior to each exam.

Exam questions are designed to test course learning objectives 1, 2, and 3.

Papers & Project

Papers

There are two major papers required for this class. The first paper (P1) addresses response to family violence and the systems involved in our formal response. The second paper is an evaluation of an interdisciplinary collaboration designed to address family violence. Specific, detailed instructions will be available through the assignment.

Paper 1 evaluates course learning objective 1 and 2. Paper 2 addresses course learning objective 3. A scoring rubric is provided with each assignment.

Final Project and Presentation

The final project and presentation in this course is used as a vehicle for setting a shared goal and working together to achieve it. The final project is our mock collaboration and requires working together to accomplish something that would not be accomplished in the same way if you worked alone. It is a process that will also be used to develop awareness of your process of participation in collaboration.

This project is linked to two reflections: R5 and R6. Each student will evaluate each of the projects based on the elements of its collaboration. The evaluations will make-up reflection (R5) and be used in the grading of the project (see below). Students will reflect on their own collaborative experience within their project group for the final reflection (R6). More details about the final project and the linked reflections will be provided later in the semester.

This course assignment addresses Course Learning Objectives 1 and 2 for its content reflecting the scope and dynamics of family violence and Course Learning Objectives 4 and 5 for its collaborative capacity.

Final Examination or Evaluation

Per University policy, “There shall be an appropriate final examination or evaluation at the scheduled time in every course, unless specifically exempted by the college dean who has curricular responsibility for the course.” More details of this policy can be found in [University Policy S06-4](http://www.sjsu.edu/senate/docs/S06-4.pdf) (<http://www.sjsu.edu/senate/docs/S06-4.pdf>).

The final exam for this class uses the time-slot assigned for online classes. **This is a time-specific exam** that evaluates collaboration and material covered or reviewed in the second half of the semester. The date and time can be found in the course schedule of the syllabus and in the assignments and syllabus tabs of our course page. Your final reflection will also be due by this day.

Grading Information

The grade is made up of three areas: participation (reflections, discussions), exams, and projects. The weight for each area is noted in the table below.

Area of Evaluation	Weight of Final Grade	Points per assignment	CLOs
Participation & Engagement <ul style="list-style-type: none"> • Reflections (6) • Discussions (6) 	35%	<ul style="list-style-type: none"> • 5 points each = 30 pts • 5 points each = 30 pts 	<ul style="list-style-type: none"> • 4 • 5
Exams <ul style="list-style-type: none"> • Midterm • Final 	30%	TBD; ~50 pts per exam = 100	<ul style="list-style-type: none"> • 1, 2, • 1, 2, 3
Projects <ul style="list-style-type: none"> • Paper 1 • Paper 2 • Final Project & Presentations 	35%	<ul style="list-style-type: none"> • 30 pts • 30 pts • 15 pts (TBC) 	<ul style="list-style-type: none"> • 1, 2 • 3 • 1, 2, 3

Reflections

Reflections are graded based on five criteria: reflect, connect, extend, apply, articulate. The rubric is a binary: either you get a point for that category, or you do not. Each reflection is worth up to 5 points.

Characteristic	Criteria	Points
Reflect	Demonstrated a thoughtful, reflective approach to the prompt. May be enhanced by reference to relevant personal experience.	1
Connect	Clearly addressed the prompt and demonstrated a genuine engagement with the topic.	1

Extend	Included substantive reference to and incorporation of concepts from the readings and course materials. May be enhanced by relevant outside sources. Cite as needed.	1
Apply	Characterized by advanced critical thinking about the topic. Reflected deeper thinking and curiosity, deepening the learning.	1
Articulate	Well-written and well developed thesis addressing the prompt.	1

Discussions

Grades for the discussion are focused on your contribution based on the following criteria: show-up, engage (listening and encouragement), extend, collaborate and contribute (when applicable). The rubric is a binary: either you get a point for that category, or you do not. Discussions are worth up to 5 points, depending on the discussion. Details are provided with each discussion.

Characteristic	Criteria	Points
Present (Showed-Up)	Initial response to the discussion question or activity is complete and posted on time.	1
Engaged Participant	Contributed thoughtfully and frequently enough to demonstrate genuine engagement with classmates on the topic of discussion. (Generally, 2-3 times beyond the initial post for one-week discussions, 4-5 times for longer discussions; demonstrated across the discussion window.)	1
Extender	Posts included substantive replies that incorporated thoughts and concepts from the readings and course materials. May be enhanced by relevant outside sources. Cite as needed.	1
Collaborative Provocateur	Posts were characterized by advanced critical thinking about the discussion topic in collaboration with others. These contributions stir things up, reflect deeper thinking and curiosity, both within yourself (I've been thinking about xx) or with others (I was wondering what you think about xx) deepening the discussion and learning for both yourself and your classmates.	1
Contributing Collaborator	Posts delivered content that contributed toward the shared goal of the discussion.	1

Final Project

The final project is graded – in part - by your classmates as a reflection (R5) on evaluating collaborations. Classmates will use a simple binary criteria rubric reflective of key elements of a collaborative response to family violence. One point is awarded for addressing each of the required categories, such as identification of a shared vision to address family violence would be one point, inclusion of diverse stakeholders relevant to the shared vision would be another point. Students will use a 5-point rubric to evaluate the project and to further discuss key elements of successful collaboration.

Projects will also be scored by the instructor on quality of information related to family violence, such as the problem statement and scope of the problem being addressed as well as key stakeholders identified to address the issue and their roles in an integrated collaborative model.

Just as important, the project is used for you to evaluate yourself on your participation in a collaborative effort. The final reflection (R6) requires students to discuss their collaborative capacity and the strengths and challenges faced in working in the class collaboration.

The grade for your final project and presentation is based on

1. Collaboration as determined by the average score by your classmates on a 5-criteria rubric (up to 5 points)
2. Demonstrated ability of project to address family violence from a socioecological perspective, integrating interdisciplinary strategies. (5-point rubric)
3. Demonstrated ability to address specific dynamics and effects of family violence through a meaningful, interdisciplinary collaboration. (5-point rubric)

Determination of Grades

Students are evaluated based on participation & engagement, exams and projects. Point totals can be tracked in the grades tab on Canvas™. Points for each activity are included in activity/assignment instructions. Rubrics are also provided with assignment instructions.

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 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 by the University in the past that have been particularly relevant to the Course Learning Objectives. When these opportunities were accessible, I have offered extra credit for documented participation, 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 until the paper is submitted or until the assignment closes. 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 be required (consistent with student privacy rights, such as medical rights).

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. Deadlines are clearly noted in the activity or assignment descriptions. Please read carefully and plan accordingly.

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.

It is easy to fall behind and miss deadlines that affect your grade if you do not stay tuned into this course. Be sure to log into the course every Monday to review the new module overview and activities for that week, even if you do not plan to work on the module at that time. Checking in will allow you to plan your week to successfully meet activity deadlines.

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. 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 Concerns

Given the subject matter discussed in this course, students may find that personal associations arise and impact performance in the course. This is very common given the prevalence of family violence in our society and its potential effects on learning.

Please be aware of any reactions to the material. If appropriate and reasonably manageable, please share these experiences and associations in reflections and discussions. If issues are beyond the parameters of course activities, too personal in nature, or overwhelming, 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. You can learn more about counseling services at San Jose State at [Counseling and Psychological Services](#) or at <http://www.sjsu.edu/counseling/>.

University Policies (Required)

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](#) at <http://www.sjsu.edu/gup/syllabusinfo/>

JS 137 / Collaborative Response to Family Violence, Fall 2017

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 module overviews of changes.

Each week the new module is posted with all updates to module expectations, objectives, required reading, and activities. It is the student's responsibility to stay up-to-date with course requirements and changes. Articles listed below will be provided in the corresponding module on Canvas.

Course Schedule

Week	2017 Dates	Topics, Readings, Assignments, Deadlines
1	August 23, 2017	Course Overview
1		Reading: <i>Course Syllabus</i> Activity: <i>Introduction</i>
2	August 28	<i>Family Violence Overview (CLO1)</i>
2		Reading: <i>VMIR: Chapter 1-2 (pp. 1-48)</i> <i>Drabble, Sen, & Oppenheimer (2012) Integrating a Transcultural Perspective pp. 204-221.</i> Activity: <i>Reflection (R1): Positionality; Reflection due 9/5/17</i> Assignment: <i>Paper (P1): Systems Response to FV Due 10/9/2017</i>
3	September 5	<i>Family Violence: Dynamics and Effects (CLO2)</i>
3		Reading: <i>VMIR: Chapters 3-4 (pp. 49-113)</i> <i>Warrier (2008) Cultural Considerations Essay (pp. 537-542)</i> Activity: <i>Discussion (D1): FV & Positionality; Initial post due Thursday, 9/8; discussion close 9/11</i> Assignment: <i>Paper (P1): Systems Response to FV Due 10/9/2017</i>
4	September 11	<i>Ecological Perspective: Considering Context (CLO1)</i>
4		Reading: <i>VMIR: Chapters 5-6 (pp. 115-170)</i> Activity: Assignment:

Week	2017 Dates	Topics, Readings, Assignments, Deadlines
		<i>Paper (P1): Systems Response to FV Due 10/9/2017</i>
5	September 18	<i>Family Violence: Services, systems and professions (CLO1, CLO3)</i>
5		Reading: <i>VMIR: Chapter 7 (pp. 171-198)</i> <i>Peirson, Boydell, Ferguson & Ferris (2011) Systems Change (pp. 307-321)</i> Activity: <i>Reflection (R2): Family Violence; due 9/25/2017</i> Assignment: <i>Paper (P1): Systems Response to FV Due 10/9/2017</i>
6	September 25	<i>IPNB of Trauma (CLO2)</i>
6		Reading: <i>VMIR: Chapter 8 (pp. 199-224)</i> <i>Article: Wilson, J. M., Fauci, J. E., & Goodman, L. A. (2015). Bringing trauma-informed practice to domestic violence programs: A qualitative analysis of current approaches. American Journal Of Orthopsychiatry, 85(6), 586-599. doi:10.1037/ort0000098</i> <i>Leading Through Collaboration: Part I (pp. 1-69)</i> Activity: <i>Discussion (D2): Trauma-Informed Response; Initial post due 9/28/2017; Close 10/2/2017</i> Assignment: <i>Paper (P1): Systems Response to FV Due 10/9/2017</i>
7	October 2	<i>Introduction to collaboration: Relational aspects of service delivery (CLO3)</i>
7		Reading: <i>VMIR: Chapter 9 (pp 225-248)</i> <i>LTC: Part II, Chapters 5-6 (pp. 69-106)</i> Activity: <i>Q1: Family Violence; Closes 10/9/2017</i> Assignment: <i>Paper (P1): Systems Response to FV Due 10/9/2017</i>
8	October 9	<i>Systems orientation and Emergence (CLO1, CLO3)</i>
8		Reading: <i>Article: Emergence</i> <i>LTC: Chapter 7 (pp. 107-119)</i> Activity: <i>Discussion (D3): Approaches to FV & Setting a Shared Vision (based on papers)</i>
9	October 16	<i>Models of Transdisciplinary Collaboration (CLO3)</i>
9		Reading: <i>VMIR: Chapter 10 (pp 249-284)</i> <i>Article: Collaborative Capacity</i> <i>Case Studies in CRFV (Provided in module)</i> Activity:

Week	2017 Dates	Topics, Readings, Assignments, Deadlines
		<i>Reflection (R3): Collaborative Capacity (based on discussion)</i> Assignment: <i>Paper (P2): Evaluate Collaboration: stakeholders, elements of effective collaboration, power, and conflict. Due: 10/30/2017</i>
10	October 23	<i>CRFV: Understanding conflict, power, and diversity</i>
10		Reading: <i>Article: conflict and power (TBD)</i> <i>Article: Elements of effective collaboration</i> <i>O'Leary, R., Choi, Y., & Gerard, C. (2012). The Skill Set of the Successful Collaborator. Public Administration Review, Vol 72, p.S70-S83.</i> Activity: Assignment: <i>Paper (P2): Evaluate Collaboration: stakeholders, elements of effective collaboration, power, and conflict. Due: 10/30/2017</i>
11	October 30	<i>Deliberative Dialogue</i>
11		Reading: <i>Article(s): Deliberative Dialogue (TBD)</i> Activity: <i>Discussion (D4): Deliberative Dialogue</i>
12	November 6	<i>Setting a common vision</i>
12		Reading: <i>LTC: Chapters 8 (pp. 121-139)</i> <i>Article(s): TBD</i> Activity: <i>Discussion (D5): Create Vision and Mission statements</i> Assignments: <i>Final Projects Due by Friday, 12/8/2017</i>
13	November 13	<i>Theory of Change: Aligning Diversity</i>
13		Reading: <i>LTC: Chapter 9 (pp. 141-171)</i> <i>LTC: Chapter 10 (pp. 173-193)</i> Activity: <i>Discussion (D6): Align Theories of Change</i> Assignments: <i>Final Projects Due by Friday, 12/8/2017</i>
14	November 20	THANKSGIVING WEEK
14		
15	November 27	<i>Leadership</i>

Week	2017 Dates	Topics, Readings, Assignments, Deadlines
15		Reading: <i>Article(s): Leadership (TBD)</i> Activity: <i>Reflection (R4): Collaborative Leadership Reflection</i> Assignments: <i>Projects Due by Friday, 12/8/2017</i>
16	December 4	Aligning (Coherence):
16		Reading: Activity: <i>Group Work Week for Final Project</i> Assignments: <i>Projects Due by Friday, 12/8/2017</i>
17	December 11	Final Project Presentations (6: 20-30 min each)
17		Reading: <i>None</i> Activity: <i>Reflection (R5): Evaluation of the collaborations</i> <i>Review for final exam</i> Assignment: <i>Final reflections (R6): due by 5:15, 12/14/2017</i>
Final Exam	Thursday, December 14, 2017 1715-1930	Online, time-specific final exam (5:15-7:30PM); Respondus Lockdown Browser required. Make arrangements to be available at this time. Final Reflection (R6): due by 5:15, 12/14/2017