

San José State University
Department of Justice Studies
JS 137: Collaborative Response to Family Violence, 80, Fall, 2018

Course and Contact Information

Instructor:	Maureen Lowell, MA, LMFT
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Email:	maureen.lowell@sjsu.edu
Office Hours:	Online only: Tuesday, 9:00-10:00, or by appointment
Class Days/Time:	Online, asynchronous
Classroom:	Online: Canvas™ (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.

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 any 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. Headsets with USB connection are recommended for online meetings.

Students will need to be comfortable with Canvas™, 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. Failure to comply with required 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 the new module is made available by Monday. An announcement is often sent notifying students that the week's module is available and providing a link to the overview page. This notification is done as a courtesy; the absence of such a notification does not mean that the module is not open. It is the responsibility of each student to access the learning materials each week.

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, reading, and activities.

Course Description

This course employs an ecological framework to explore the scope, effects and response of diverse services and systems to family violence. 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

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 must submit all assignments in common file format, previously discussed.

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](#) 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.

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 project, 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, and download linked assignment sheets.

Participation & Engagement

This area of class activity and evaluation is subject to change. Changes will be made to improve student learning and outcomes. Students will be given fair notice when changes are made to the course schedule provided in this syllabus. Changes will be noted in weekly announcements and in the module overview.

There are two forms of activities in this section: reflections and discussions. Specific course learning outcomes (CLOs) are noted with the activity description in the module overview and instruction page.

Reflections

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

This process is consistent with processes of effective collaboration. 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 prepare for work in collaboration.

There will be a minimum of three (3) reflections over the course of the semester, including a final reflection that incorporates knowledge gained throughout the semester. In the final reflection (R3), students will reflect on their own collaborative experience and participation within the discussions over the course of the semester. Students will reflect on things such as the perspective they brought and how effective they were in sharing that perspective, how well they supported other student's learning through thoughtful inquiry and sharing of knowledge and resources, and how effectively they contributed to shared goals.

Reflections are primarily used to evaluate course learning outcome 4 (CLO4).

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.

Online discussions are our mock collaborations and require working together to accomplish something that would not be accomplished in the same way if you worked alone. The discussions are designed to reach beyond your own knowledge about family violence and to gain new insights and perspectives into this complex social issue and the diverse response across systems (CLOs 1 and 2). Discussions are also designed to engage and evaluate your own participation in a collaborative process and provide feedback on your collaborative capacity (CLOs 4 and 5). Additionally, in the final discussion, each student will evaluate each of the projects based on the elements of its collaboration (CLO3).

Exams

There are three online quizzes. These online quizzes are equally weighted. Questions are designed to evaluate course learning outcomes 1-4. The first quiz covers critical knowledge associated with family violence and the institutional response to family violence in the US. The second quiz primarily covers material on elements of collaboration. The third quiz and final for this course, covers integrative application of concepts for collaborative response to family violence.

These exams include an objective evaluation of content knowledge using multiple choice, matching, multiple answer, true/false, and short answer essay questions. Points will vary by exam. Following module learning objectives provides a good template for review. More information will be provided prior to each exam.

Exam questions are designed to test course learning objectives 1, 2, 3, and 4.

Papers & Project

Papers

There are three 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 on the theory of change (TOC) for your proposed program. The third paper is your final project that involves writing a proposal for a program that you design involving collaborative response to family violence (see below for more detail). Specific, detailed instructions will be available through the assignment. A scoring rubric is provided with each assignment.

Paper 1 (P1): For this paper you will choose an area of family violence and a professional perspective that interests you, preferably the profession of your chosen career. Write about how family violence is addressed by this system, what policies and procedures are followed to protect victims of this form of family violence, what rules govern its handling of family violence, and what ethical issues are involved in the handling of family violence to ensure safety and empowerment of victims. See instructions in our course assignments.

- Paper 1 (P1) evaluates course learning objective 2.

Paper 2 (P2): In this paper you will develop the problem statement for your proposed program and write a theory of change. You will learn how to write a problem statement and a Theory of Change in weeks 8 and 10, respectively.

- Paper 2 addresses course learning objective 1.

Paper 3 (P3; Final Project): Program Proposal for Collaborative Response to Family Violence

This used to be a group project, but I have decided this semester to try something different with the intent to accomplish the same goal of collaborative work while reducing the stress inherent in group projects.

This semester's collaborative, culminating project will be a program proposal for an agency, a project, or campaign that involves a collaborative response to family violence. Each student will write and submit their own proposal. In your proposal, you will identify the area of family violence you plan to address and your vision for change. In other words, what is the problem your program will address and how will you impact this problem through interdisciplinary collaboration? Over the semester, you will learn how to design each of the program elements for this project. Weekly activities will create opportunities to engage with other students as you work collaboratively to design this collaborative approach. This will become clearer as you progress through the weekly modules.

Elements of the program proposal will include:

1. Statement of the problem; (CLO1)
2. Vision statement and mission statement for the proposed program (CLO1);
3. Identification of key stakeholders who are affected by or could affect the impact of your proposed program (CLO2);
4. Theory of change and aligning diverse strategies toward a common vision for change (CLO2);
5. Discussion of strategies for inclusion and how diversity will be utilized to achieved shared goals (CLO2);
6. Discussion of resources, including community assets and strengths for addressing the problem (CLO3);

7. Discussion of leadership of the collaborative and how conflict will be addressed and used for the benefit of the collaborative (CLO3);
8. Process of increasing knowledge and creating inclusive frames through collaboration (CLO4)

More details about the final project and the linked reflections will be provided later in the semester.

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 includes a final reflection (R3) and a time-specific online quiz, scheduled in a time-slot assigned for online classes. **This is a time-specific exam** (Q3) that evaluates key concepts in collaborative response to family violence 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. See class schedule for due dates and track any changes to these due dates on weekly module overview pages.

Area of Evaluation	Weight of Final Grade	Due	Points per assignment	CLOs
Participation & Engagement <ul style="list-style-type: none"> • Reflections (3) • Discussions (6) 	35%	See Course Schedule	<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"> • Quiz 1 (Q1) • Quiz 2 (Q2) • Quiz 3 (Q3): Final 	30%	Week 6 Week 11 Week 17	TBD; ~35-50 pts per exam = 100-150 pts	<ul style="list-style-type: none"> • 1, 2, • 1, 2, 3 • 1, 2, 3, 4
Projects <ul style="list-style-type: none"> • Paper 1 (P1) • Paper 2 (P2) • Final Project & Presentations (P3) 	35%	Wk 6: 9/24 Wk 11: 10/29 Week 15: 11/26	<ul style="list-style-type: none"> • 20 pts • 20 pts • 25 pts 	<ul style="list-style-type: none"> • 2 • 1 • 1, 2, 3, 4

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	This reflection clearly addressed the prompt; demonstrated a thoughtful, reflective approach to the prompt; and demonstrated a	1

	genuine engagement with the topic. May be enhanced by reference to relevant personal experience.	
Connect	This reflection included substantive reference to and incorporation of concepts from the readings and course materials. The reflection demonstrated a clear connection to course content through discussion and reference.	1
Extend	This reflection extends ideas by making associations and connections between ideas, demonstrating increasing complexity of ideas. May be enhanced by relevant outside sources. Cite as needed.	1
Apply	This reflection reflects advanced critical thinking about the topic. Questions are posed in the writing that demonstrates curiosity and deepens the learning through application to personal and professional experience.	1
Articulate	This reflection is well-written and has a well-developed thesis that addresses the prompt such that the writing contributes clarity and to learning and understanding for both the writer and the reader.	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 seven (7) points, depending on the discussion. This rubric is intended to allow students to self-evaluate, creating meaningful feedback through reflection on contributions and engagement in collaborative process. A description of this evaluation process is provided in week 1.

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
		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
		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	1

	(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.	
Contributing Collaborator	Posts delivered content that contributed toward the shared goal of the discussion.	1

Papers 1 and 2 (20 points each)

The rubric for these papers can be found in the assignment instructions of the Assignment tab in Canvas. The grade for each of these papers is based on the student's ability to:

1. Define and discuss family violence and discuss theories or perspectives that inform our response (CLO1; 5-point rubric);
2. Recognize and apply awareness of impact of family violence on others and integrate strategies across systems that ensure safety and wellbeing for victims (CLO2; 5-point rubric)
3. Demonstrated knowledge of collaborative capacity and effective elements of collaboration (CLO3; 5-point rubric)
4. To write clearly and effectively conveying applied scholarship and insight (5-point rubric).

Final Project (25 Points)

The rubric for this assignment is available in the assignment instructions in the Assignment tab in Canvas. The grade for your final project and presentation is based on:

1. Demonstrated ability of proposed program to address family violence from a socioecological perspective, integrating interdisciplinary strategies to ensure safety and healing for victims. (CLO1; 5-point rubric)
2. Demonstrated ability to address specific dynamics and effects of family violence through effective, interdisciplinary collaboration. (CLO2; 5-point rubric)
3. Demonstrated ability to apply elements of effective collaboration and collaborative capacity at the individual, relational, organizational and larger systems levels (CLO 3; 5 points);
4. Demonstrated ability to address strategies for engaging key elements of collaborative capacity in the proposed program, including engaging diversity for improved impact on family violence as a social problem, effectively addressing and leveraging conflict for innovation, and addressing power and leadership in facilitating effective collaboration (CLO 4; 5-point rubric),
5. Demonstrated effective and scholarly writing and presentation (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 thereafter - 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 each Monday to check for announcements and to review the overview page of that week's module. An announcement will be sent Monday morning to remind students that the module has been posted. New 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 on the overview page. Please read the module overview page carefully and plan accordingly.

It is easy to fall behind in online courses and to 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.

Activities in this class include interactive, online discussions. Deadline for discussions include deadlines midweek to facilitate the discussion. These deadlines for initial posts are not clearly reflected in the activity due date on Canvas that marks posts the close of the discussion.

Weekly Question & Comment Discussions

If at any time you have a question about assignments, content, or expectations, please use the weekly discussion to post your question(s). These are non-graded opportunities for learning and clarification. 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. If your questions are more

personal in nature, you are encouraged to contact me via Canvas email. Please, don't hesitate to reach out. do not waste needless time and energy in confusion. I am happy to answer questions. It is part of the learning.

Respect

Online formats inherently eliminate the benefits of in-person communication, including inflection and tone of voice in communication and nonverbal information used to gage the intent of the speaker and 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.

Additionally, 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. Please be aware that these topics are very personal to many of us. 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 these expectations will first be viewed as teachable opportunities for increasing collaborative capacity to address complex social issues. Concerns will be communicated directly to the student or students involved. The instructor reserves the right to require additional reading and reflection to facilitate course learning outcomes and to increase awareness if a student's conduct is deemed to be offensive or disrespectful and not readily amenable to reflection and change. 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](http://www.sjsu.edu/counseling/) or at <http://www.sjsu.edu/counseling/>.

University Policies

Per University Policy S16-9, syllabi no longer provide detailed information about University policies and services. For your convenience, the Office of Graduate and Undergraduate Programs hosts university-wide policy information relevant to all courses, such as academic integrity and learning accommodations. You will find all syllabus related University Policies and resource information listed on GUP's [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>. These policies and resources will be highlighted and discussed briefly in the opening class. Please make sure to review these policies and resources for further information.

JS 137 / Collaborative Response to Family Violence, Fall 2018

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	2018 Dates	Topics, Readings, Assignments, Deadlines
1	8/21/2018	Course Overview – Introduction
1		<p>Reading: Course Syllabus Kania (2013) Embracing Emergence: How Collective Impact Addresses Complexity. Stanford Social Innovation Review, Vol XX, pg. 1-7. (7pp) Weber & Khademian (2008) wicked Problems, Knowledge Challenges, and Collaborative Capacity Builders in Network Settings. Public Administration Review, Vol. pg 334-349. (10 pp) Glaser (2005) Leading Through Collaboration (textbook): Chapter 1 (pg.3-17; 14pp)</p> <p>Activities & Assignments: Discussion (D1): Introductions (ungraded)</p>
2	8/27/2018	Family Violence Overview (CLO1)
2		<p>Reading: Miller-Perrin, Perrin, & Renzetti (2018) Violence and Maltreatment in Intimate Relationships. Thousand Oaks, CA: Sage Publications, Inc. Read Preface, Chapter 1, 2, and 11.</p> <p>Activities & Assignments: D1 continued: Reply to introduction posts; learn about other students in our learning collaborative</p>
3	9/3/2018	Introduction to Complexity & Systems Theory
3		<p>Reading: Glaser (2005) Leading Through Collaboration (textbook): Chapter Two: Starting with the Self (p. 18-29) Choice of Family Violence Reading from Miller-Perrin, Perrin, & Renzetti (2018) Violence and Maltreatment in Intimate Relationships. Thousand Oaks, CA: Sage Publications, Inc. Choose one of the following based on your area of interest:</p>

Week	2018 Dates	Topics, Readings, Assignments, Deadlines
		<ol style="list-style-type: none"> 1. Child Physical Abuse and Neglect: Read Chapters 3 (p. 49-80) and 5 (p. 115-143). 2. Child Sexual Abuse and Psychological Maltreatment: Read Chapters 4 (p. 81-114) and 6 (p.144-170). 3. Intimate Partner Violence (Victim Perspective): Read Chapters 7 (p. 171-198), 8 (p. 199-224), and 10 (p. 249-267). 4. Intimate Partner Violence (Perpetrator Perspective): Read Chapters 7 (p. 171-198), 9 (p. 225-248), and 10 (p. 249-267). <p>Activities & Assignments: Reflection (R1): Working together</p>
4	9/10/2018	Ecological Perspective: Considering Context (CLO1)
4		<p>Reading: Peirson, L., Boydell, K., Ferguson, H., & Ferris, L. (2011). An Ecological Process Model of Systems Change. <i>American Journal of Community Psychology</i>, 47(3-4), 307-321. Warrier (2008) Cultural Considerations Essay (pp. 537-542)</p> <p>Activities & Assignments: Discussion (D2): Family Violence</p>
5	9/17/2018	Emergent Response to Family Violence (CLOs 1 and 3)
5		<p>Reading: Choose one of the other reading assignments from Miller-Perrin et al (2018) listed in Week 3 Glaser (2005) Leading Through Collaboration (textbook): Read Chapters 3 (p. 31-49) and 4 (p. 51-66).</p> <p>Activities & Assignments: Paper 1 (P1): Due Week 6, September 24, 3018</p>
6	9/24/2018	Introduction to Collaboration & Collaborative Justice
6		<p>Reading: Berman, J. (2006) Working Toward the Future: Why and how to collaborate effectively Preview the document. Center for Effective Public Policy. State Justice Institute. Yew, E. (2010) Family Wellness Court Gazley, B. (2010) Linking Collaborative Capacity to Performance Measurement in Government-Nonprofit Partnerships. <i>Nonprofit and Voluntary Sector Quarterly</i>, Vol 39(4), p. 653-673. O'Leary, R., Choi, Y., & Gerard, C. (2012). The Skill Set of the Successful Collaborator. <i>Public Administration Review</i>, Vol 72, p.S70-S83.</p> <p>Activities & Assignments: Quiz (Q1): Family Violence</p>
7	10/1/2018	Evaluating Collaboration
7		Reading:

Week	2018 Dates	Topics, Readings, Assignments, Deadlines
		<p>Glaser (2005) Leading Through Collaboration (textbook): Part II Overview and Chapter 5 (p. 67-79) and 6 (p. 81-106).</p> <p>Marek, L.I., Brock, D.P. & Savla, J. (2015) Evaluating Collaboration for Effectiveness: Conceptualization and Measurement. American Journal of Evaluation. Vol 36(1) pp. 67-85. DOI: 10.177/1098214014531068.</p> <p>Activities & Assignments: Discussion (D3): Systems' Response Inquiry</p>
8	10/8/2018	Models of Collaboration
8		<p>Reading: Glaser (2005) Leading Through Collaboration (textbook): Read Chapter 7 (p. 107-119)</p> <p>Allen, N. a., Todd, N., Anderson, C., Davis, S., Javdani, S., Bruehler, V., & Dorsey, H. (2013). Council-Based Approaches to Intimate Partner Violence: Evidence for Distal Change in the System Response. American Journal Of Community Psychology, 52(1/2), 1-12Preview the document.</p> <p>Laing, L., Irwin, J., & Toivonen, C. (2012). Across the Divide: Using Research to Enhance Collaboration Between Mental Health and Domestic Violence Services. Australian Social Work, 65(1), 120-135. doi:10.1080/0312407X.2011.645243Preview the document</p> <p>Willumsen, E. (2008). Interprofessional collaboration - a matter of differentiation and integration? Theoretical reflections based in the context of Norwegian childcare. Journal Of Interprofessional Care, 22(4), 352-363. doi:10.1080/13561820802136866.</p> <p>Activities & Assignments: Reflection (R2): Vision for Change</p>
9	10/15/2018	Conflict in Collaboration: An Integrative Approach
9		<p>Reading: Glaser, J. (2005) Leading Through Collaboration: Guiding Groups to Productive Solutions. Thousand Oaks, CA: Corwin Press. pp. 224. ISBN: 9780761938071 Chapter 9: Reaching Effective Agreement</p> <p>Blanch, A., Boustead, K., Boothroyd, R., Evans, R., & Chen, A. (2015). The Role of Conflict Identification and Management in Sustaining Community Collaboration: Report on a Four-Year Exploratory Study. The Journal of Behavioral Health Services & Research, 42(3), 324-333.Preview the document</p> <p>Gillispeie, J., & Chrispeels, J. (2008). Us and Them: Conflict, Collaboration, and the Discursive Negotiation of Multishareholder Roles in School District Reform. Small Group Research, 39(4), 397-437.</p> <p>Activities & Assignments: Discussion (D4): Sharing Resources</p>
10	10/22/2018	Dialogue & Aligning Strategies
10		<p>Reading: Edgell, P., Hull, K., Green, E., & Winchester, K. (2016). Reasoning Together Through Telling Stories: How People Talk about Social Controversies. Qualitative Sociology, 39(1), 1-26.</p>

Week	2018 Dates	Topics, Readings, Assignments, Deadlines
		Theory of Change Guide Activities & Assignments: Paper 2 (P2): Theory of Change due Week 11, October 29, 2018
11	10/29/2018	Trauma & Trauma-Informed Care
11		Reading: Lisak: Neurobiology of Trauma (Legal) pdf 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 Activities & Assignments: Quiz (Q2): Collaboration Read other student's theories of change (TOC)
12	11/5/2018	Integrative Leadership
12		Reading: 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. Getha-Taylor, H., Silvia, C., & Simmerman, S. (2014). Individuality, Integration: Leadership Styles in Team Collaboration. Public Manager, 43(2), 38-43. Crosby, B. & Bryson, J. (2010) Integration leadership and the creation and maintenance of cross-sector collaborations. The Leadership Quarterly, 21, pp. 211-230. Activities & Assignments: Discussion (D5): Aligning Theories of Change toward a Shared Goal
13	11/12/2018	Evaluating Collaborative Capacity
13		Reading: Glaser, J. (2005) Leading Through Collaboration: Guiding Groups to Productive Solutions. Thousand Oaks, CA: Corwin Press. pp. 224. ISBN: 9780761938071 Chapter 10 (p. 173-193) Activities & Assignments: Self-Assessment Final Project (P3): Collaborative Response to FV Program Proposal Due Week 15: November 26, 2018 before midnight.
14	11/19/2018	THANKSGIVING
15	11/26/2018	Funder's Forum: Awarding Grant for Collaborative Response Program
15		Reading: Program Proposals Activities & Assignments: Read assigned program proposals
16	12/3/2018	Applying Concepts of Collaboration in Response to Family Violence

Week	2018 Dates	Topics, Readings, Assignments, Deadlines
16		<p>Reading: None</p> <p>Activities & Assignments: Discussion (D6): Funders Evaluation of Program Proposals & Award of Funding</p>
17	12/10/2018	Final
Final Exam	Thursday, December 14, 2018 17:15-19:30	<p>Activities & Assignments: Final Reflection (R6): due by Friday, December 14, 2018 by 5:00PM No late reflections accepted Quiz (Q3): Online, time-specific final exam (5:15-7:30PM); Respondus Lockdown Browser required. Make arrangements to be available at this time.</p>