

San José State University
Department of Justice Studies
JS137, Collaborative Response to Family Violence, 80, Spring, 2019

Course and Contact Information

Instructor:	Maureen Lowell, MA, LMFT
Office Location:	Remote; Online only
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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. 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 syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](#) at <http://sjsu.instructure.com> and specifically at <https://sjsu.instructure.com/courses/1316716>. 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 (Required)

Textbook

There is no required textbook for this course

Other Readings

Required reading will 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, such as scholarly articles, will be provided.

Alexander, P. (2015) *Neurobiology of Genetics in Intergenerational Cycles of Trauma & Violence*. p. 84-114. New York: W.W. Norton & Company.

Ards, Myers, Ray, Kim, Monroe, & Arteaga. (2012). Racialized perceptions and child neglect. *Children and Youth Services Review*, 34(8), 1480-1491.

Azzopardi, C & McNeill, T (2016) From Cultural Competence to Cultural Consciousness: Transitioning to a Critical Approach to Working Across Differences in Social Work, *Journal of Ethnic & Cultural Diversity in Social Work*, 25:4, pp. 282-299. DOI:10.1080/15313204.2016.1206494 (Week 3)

Belsky, Jay. (1980). Child Maltreatment: An Ecological Integration. *American Psychologist*, 35(4), 320-35.

- 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
- Dubowitz, H., Jeongeun, K., Black, M. M., Weisbart, C., Semiatin, J., & Magder, L.S. (2011). Identifying Children at High Risk for a Child Maltreatment Report. *Child Abuse & Neglect: The International Journal*, 35(2), 96-104.
- Foster-Fishman, P., & Behrens, T. (2007). Systems change reborn: Rethinking our theories, methods, and efforts in human services reform and community - based change. *American Journal of Community Psychology*, 39(3-4), 191-196.
- Espinosa, A., Ruglass, L., Dambreville, N., Shevorykin, A., Nicholson, R., & Sykes, K. (2017). Correlates of child abuse potential among African American and Latina mothers: A developmental-ecological perspective. *Child Abuse & Neglect*, 70, 222.
- Foster-Fishman, B. (2007). Putting the system back into systems change: A framework for understanding and changing organizational and community systems. *American Journal of Community Psychology*, 39(3/4), 197-215.
- Fishman, P. (2007). Developing operating principles for systems change. *American Journal of Community Psychology*, 39(3/4), 411-414.
- Gillispie, 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.
- Hart, B.J. & Klein, A.R. (2013) Practical Implications of Current Intimate Partner Violence Research for Victim Advocates and Service Providers. US Department of Justice, NIJ Report. pp. 260.
- Kania (2013) Embracing Emergence: How Collective Impact Addresses Complexity. *Stanford Social Innovation Review*, Vol XX, pg. 1-7. (7pp)
- Mulder, Kuiper, Van Der Put, Stams, & Assink. (2018). Risk factors for child neglect: A meta-analytic review. *Child Abuse & Neglect*, 77, 198-210.
- Peirson, L. (2011). An Ecological Process Model of Systems Change. *American Journal of Community Psychology*, 47(3-4), 307-321. (Week 1)
- Nieto & Boyer (2010) Part One: Reading Social Interactions in *Beyond Inclusion, Beyond Empowerment: A developmental strategy to liberate everyone*. p. 11-44. Olumpia, WA: Cuetzpalin Publishing.
- Price-Wolf, J. (2015). Social Support, Collective Efficacy, and Child Physical Abuse. *Child Maltreatment*, 20(2), 125-135.
- Suárez, Z. E., Newman, P. A., & Reed, B. G. (2008). Critical Consciousness and Cross-Cultural/Intersectional Social Work Practice: A Case Analysis. *Families in Society*, 89(3), 407-417. <https://doi.org/10.1606/1044-3894.3766> (Week 3)
- Tseng, V. (2002). Promotion of Social Change: A Conceptual Framework. *American Journal of Community Psychology*, 30(3), 401-27. (Week 1)
- U.S. Department of Health & Human Services, Administration for Children and Families, Administration on Children, Youth and Families, Children's Bureau. (2018). Child maltreatment 2016. Available from <https://www.acf.hhs.gov/cb/research-data-technology/statistics-research/child-maltreatment>.
- Warrier (2008) Cultural Considerations Essay (pp. 537-542)
- Weber & Khademian (2008) wicked Problems, Knowledge Challenges, and Collaborative Capacity Builders in Network Settings. *Public Administration Review*, Vol. pg 334-349. (10 pp)

Wolf, Baiocchi, & Argüello. (2018). Child maltreatment reporting in the general population: Examining the roles of community, collective efficacy, and adverse childhood experiences. *Child Abuse & Neglect*, 82, 201-209.

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 three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and 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 across disciplines and sectors and within formal and informal networks.

Course learning objectives are evaluated through reflections, small group discussions, a formal paper and a final project. Major assignments, such as the paper and final project, are not likely to change; but, weekly activities are subject to change with fair notice. Changes are intended to enhance learning.

The following descriptions introduce the 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 in the instructions. Please, read all instructions carefully and completely, and download linked assignment sheets.

Participation & Engagement – 61 Points

There are two forms of activities in this section: reflections and discussions. This process is consistent with processes of effective collaboration. Effective collaboration requires that participants or stakeholders to share their unique perspective and engage in listening and learning from others in the process of working toward shared goals. This process allows for collaborations to achieve results that are greater than the sum of single contributions. Reflections provide a way to prepare for work in collaboration.

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.

There are currently five (5) scheduled reflections over the course of the semester, including a final reflection that incorporates knowledge gained throughout the semester. In the final reflection (R5), 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.

Reflection	Due Date	Corresponding CLO	Points
R1	Week 3, 2/4/19	CLO4	5
R2	Week 4, 2/11/19	CLO4	5
R3	Week 9, 3/18/19	CLO1	5
R4	Week 15, 4/29/19	CLO3	5
R5	Week 17, 5/17/19	CLO4	5

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. More information about the use of discussion as dialogue is available in the lecture presentations.

There are six (6) graded discussions during the semester. Three (3) of these discussions are structured to directly contribute to completion of the final project.

Online discussions are our way of working collaboratively 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, to learn together about this complex social issue and the intervention and prevention strategies used 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). In the final discussion, each student will evaluate the other teams’ projects based on elements of effective collaboration (CLO3), reaching consensus as a group.

Online discussions are intended to engage students in collaboratively learning. It is critical that students engage in the discussions over the week, reading, posting, and contributing to the shared work of the discussion. To this end, it is important to take deadlines seriously and to engage fully.

Discussion	Due Date	Corresponding CLO	Points
D1	Initial Post: 2/14 Response Posts: 2/18	CLO5	6
D2	Initial Post: 2/28 Response Posts: 3/11	CLO3	6
D3	Initial Post: 3/21 Response Posts:3/25	CLOs 1 and 2	6
D4	Initial Post: 3/26 Response Posts: 3/29	CLO1	6

D5	Initial Post: 4/11 Response Posts: 4/15	CLO5	6
D6	Initial Post: 5/9 Response Posts: 5/13	CLO5	6

Reflections and discussions are subject to change. Changes will be made to support student learning. Students will be given fair notice when changes are made to the course schedule provided in this syllabus. Changes will be clearly noted in the module overview.

Quizzes - Ungraded

Most weeks include practice quizzes. These are ungraded. They are used to provide feedback to students about their comprehension of key concepts. There are multiple attempts allowed. Students are encouraged to take the quizzes and post any questions in the corresponding week's Questions & Comments discussion. Quizzes will be a resource to review for the final exam.

Papers & Project – 45 Points

Research Paper

There is one (1) formal paper in this course. This paper evaluates CLOs 1 and 2. For this paper, students will choose between child abuse and intimate partner violence as area of study. Students will research this area of family violence to learn more about the scope of the problem, the dynamics of this form of family violence, issues families and individuals face, and the factors that increase or decrease its prevalence. To avoid representing this as a homogenous issue that affects all individuals and families the same, students will approach this type of family violence from a specific cultural perspective, noting how this identity contributes to the dynamics and issues faced. This perspective may reflect class, religion, country of origin, immigration status, race, gender, or sexual orientation or other membership/identity groups, such as military or law enforcement families. These papers will be used in group activities over the semester.

Due Week 6, 2/25/2019; CLOs 1 and 2

Group Project

There is one group project in which students work in small groups to develop a proposal for an interdisciplinary, collaborative approach to family violence. The design of the program will reflect an understanding of the scope, dynamics, and effects of family violence (CLO2); the contributions of diverse stakeholders in addressing factors across ecological systems (CLO1); and how the proposed program will work to better address this complex social issue and create second-order systems change. This project will be the culmination of learning in the course.

Due Week 14, 4/22/2019; CLOs 1 and 2 and 3

Assignment	Due Date	Corresponding CLO	Points
Paper 1 (P1)	Week 6, 2/25	CLOs 1, 2, and 4	30
Group Project (P2)	Week 14, 4/22	CLOs 1, 2, and 3	15

Final Examination or Evaluation – 50 points (estimated)

Per University policy, “Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.”

The final exam for this class involves a time-specific online quiz, scheduled in a time-slot assigned for online classes. **This is a time-specific exam** that evaluates key concepts in collaborative response to family violence covered over the course of the semester. This is a cumulative exam. 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.

Grading Information

Point totals may vary. Any changes to point totals will be reflected in the assignment rubric and clearly stated in the instructions.

Participation & Engagement – 61 Points

A rubric for each reflection is included in the reflection activity. Rubric criteria are based on the prompt, required content, and goal of the activity.

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 six (6) 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.) <ul style="list-style-type: none"> Response Posts: Listens and hears contribution of others 	1
Extender	Posts incorporate thoughts and concepts from the readings and course materials. May be enhanced by relevant outside sources. Cite as needed. <ul style="list-style-type: none"> Initial Post: playful and scholarly engagement with the course material Response Posts: Listens and wonders with others using course concepts 	1 1
Collaborative Provocateur	Posts were characterized by 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

Paper & Project – 45 points

Paper (P1) – 30 points

The rubric for these papers can be found in the assignment instructions of the Assignment tab in Canvas. The grade for P1 is based on the student's ability to:

1. Present and discuss the scope of the problem based on current scholarly sources (CLO2; 5 points);
2. Present and discuss the dynamics of this form of family violence and the issues families and individuals face based on scholarly sources (CLO2; 5 points);
3. Present and discuss the factors found in the literature that increase or decrease its prevalence (CLO1; 5 points);
4. Discuss the unique aspects of this form of violence in your chosen membership group, including meaning, help-seeking and access to services, marginalization and oppression, etc. (CLO4; 5 points)
5. Synthesize findings and present implications for improving our response to family violence (CLO1; 5 points);
6. Write clearly and effectively conveying applied scholarship and insight (5 points).

Group Project – 15 points

The rubric for the group project can be found in the assignment. The grade for P2 is based on the student’s ability to:

1. Design and present a collaborative community-based program that reflects an understanding of the scope, dynamics, and effects of family violence on diverse populations (CLO2; 5 points);
2. Present and discuss the contributions of diverse stakeholders in addressing factors across ecological systems (CLO1; 5 points);
3. Clearly present how the proposed program will work to better address this complex social issue and create second-order systems change applying course concepts (CLO3; 5 points)

Determination of Grades

Students are evaluated based on participation & engagement, paper and project, and final exam. Grade categories are weighted (see above). Points possible for each activity are included in activity/assignment instructions. Rubrics are also provided with assignment instructions. Scores and overall grade percentages can be tracked in the grades tab on Canvas™.

The grading formula weights participation and engagement higher than grades on papers and the final exam. This weighting protocol reflects the emphasis on collaborative learning in this class.

Area of Evaluation	Estimated Point total	Weight of total grade
Participation & Engagement	61 Points	50%
Papers & Project	45 Points	30%
Final Examination or Evaluation	50 points	20%

The following letter grades will be assigned based on percent of total points.

<i>Grade</i>	<i>Percentage</i>
<i>A plus</i>	<i>96 to 100%</i>
<i>A</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>86 to 89 %</i>
<i>B</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>76 to 79%</i>
<i>C</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>66 to 69%</i>
<i>D</i>	<i>63 to 65%</i>

<i>Grade</i>	<i>Percentage</i>
<i>D minus</i>	<i>60 to 62%</i>
<i>F</i>	<i>Below 60%</i>

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 dates on Canvas that marks posts the close of the discussion. Please follow weekly overview pages for deadlines and due dates.

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](#) or at <http://www.sjsu.edu/counseling/>.

University Policies

Per University Policy S16-9 (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](#) at <http://www.sjsu.edu/gup/syllabusinfo/> University policies and resources will be discussed in the Overview and Introduction module (Week 1). Please make sure to review these policies and resources for further information.

JS 137 / Collaborative Response to Family Violence, Spring 2019

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 learning 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.

Week	Theme/Reading	Assignments & Activities
1 Thursday, January 24, 2019	Welcome-Introduction-Overview	MODULE ACTIVITY Personal Introduction (ungraded)
	<p>READING: Weber & Khademian (2008) Wicked Problems, Knowledge Challenges, and Collaborative Capacity Builders in Network Settings. <i>Public Administration Review</i>, Vol. pg 334-349. (10 pp)</p> <p>Recommended Reading: Tseng, V. (2002). Promotion of Social Change: A Conceptual Framework. <i>American Journal of Community Psychology</i>, 30(3), 401-27.</p>	
2 Week of January 28 th	Systems	MODULE ACTIVITY Reflection (R1): Working with Others: Personal Experience & Collaborative Capacity Practice Quiz (ungraded)
	<p>READING: Kania (2013) Embracing Emergence: How Collective Impact Addresses Complexity. <i>Stanford Social Innovation Review</i>, Vol XX, pg. 1-7. (7pp)</p> <p>Foster-Fishman, B. (2007). Putting the system back into systems change.</p> <p>Peirson, L. (2011). An Ecological Process Model of Systems Change. <i>American Journal of Community Psychology</i>, 47(3-4), 307-321.</p> <p>Recommended Reading: Foster-Fishman, P., & Behrens, T. (2007). Systems change reborn</p>	ASSIGNMENTS Paper 1 (P1): Research paper on chosen area of family violence DUE Week 6

Week	Theme/Reading	Assignments & Activities
	Fishman, P. (2007). Developing operating principles for systems change.	
3 Week of 2/4/2019	Positionality, Power & Oppression: Developing Critical Consciousness in response to family violence Defining status, rank, & power Defining and applying critical consciousness	MODULE ACTIVITY Reflection (R2): Positionality Practice Quiz (ungraded)
3	READING: Azzopardi, C & McNeill, T (2016) From Cultural Competence to Cultural Consciousness Suárez, Z. E., Newman, P. A., & Reed, B. G. (2008). Critical Consciousness and Cross-Cultural/Intersectional Social Work Practice Warrier (2008) Cultural Considerations Essay (pp. 537-542)	
4 Week of 2/11/2019	Conflict in Collaboration & Introduction to Dialogue	MODULE ACTIVITY Discussion (D1) Building Trust: Daring to Share & Inquiry Practice Quiz (ungraded)
4	READING: 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. <i>The Journal of Behavioral Health Services & Research</i> , 42(3), 324-333. Preview the document Edgell, P., Hull, K., Green, E., & Winchester, K. (2016). Reasoning Together Through Telling Stories: How People Talk about Social Controversies. <i>Qualitative Sociology</i> , 39(1), 1-26. Gillispie, J., & Chrispeels, J. (2008). Us and Them: Conflict, Collaboration, and the Discursive Negotiation of Multishareholder Roles in School District Reform. <i>Small Group Research</i> , 39(4), 397-437.	ASSIGNMENT: Group project proposals: As a team, you will design and present a proposal for a collaborative program to address an aspect of family violence. Group proposals are due Week 14, 4/22/2019 More information available in this week's module overview.
5 Week of 2/18/2019	Ecology of Family Violence: Risk & Protective Factors Public Health	MODULE ACTIVITY Practice Quiz (ungraded)
5	READING: UN World Health Organization (WHO) (2014) Global Status Report on Violence Prevention 2014, ISBN 978 92 4 156479 3,	ASSIGNMENTS Paper 1 (P1) due next week, 2/25/2019

Week	Theme/Reading	Assignments & Activities
	<p>available at: https://www.refworld.org/docid/54aa8de14.html [accessed 23 January 2019].</p> <p>Rakovec-Felser Z. (2014). Domestic Violence and Abuse in Intimate Relationship from Public Health Perspective. <i>Health psychology research</i>, 2(3), 1821. doi:10.4081/hpr.2014.1821</p> <p>Recommended Reading:</p>	
6 Week of 2/25/2019	Ecology of Family Violence Continued	MODULE ACTIVITY Practice Quiz (ungraded) Discussion (D2): generating questions for interviews with professionals to be held week 10
6	<p>READING: Espinosa, A., Ruglass, L., Dambreville, N., Shevorykin, A., Nicholson, R., & Sykes, K. (2017). Correlates of child abuse potential among African American and Latina mothers: A developmental-ecological perspective. <i>Child Abuse & Neglect</i>, 70, 222.</p> <p>READING: Putnam-Hornstein, Emily, Needell, Barbara, & Rhodes, Anne E. (2013). Understanding Risk and Protective Factors for Child Maltreatment: The Value of Integrated, Population-Based Data. <i>Child Abuse & Neglect: The International Journal</i>, 37(2 3), 116-3), p.116-119.</p> <p>Mulder, Kuiper, Van Der Put, Stams, & Assink. (2018). Risk factors for child neglect: A meta-analytic review.</p>	
7 Week of 3/4/2019	Intimate Partner Violence	MODULE ACTIVITY D2 continued (see above)
7	<p>READING: Hart, B.J. & Klein, A.R. (2013) Practical Implications of Current Intimate Partner Violence Research for Victim Advocates and Service Providers. US Department of Justice, NIJ Report. pp. 260.</p> <p>Klein, A.R. (2009) Practical Implications of Current Intimate Partner Violence Research for Law Enforcement, Prosecutors & Judges. US Department of Justice, NIJ Report. pp. 106.</p>	
8	Child Abuse & Neglect	MODULE ACTIVITY

Week	Theme/Reading	Assignments & Activities
Week of 3/11/2019		Reflection (R3): Reflection on questions to ask to explore the role of diverse professionals in collaborative response to family violence. What else is needed?
8	<p>READING:</p> <p>Ards, Myers, Ray, Kim, Monroe, & Arteaga. (2012). Racialized perceptions and child neglect. <i>Children and Youth Services Review</i>, 34(8), 1480-1491.</p> <p>U.S. Department of Health & Human Services, Administration for Children and Families, Administration on Children, Youth and Families, Children's Bureau. (2018). Child maltreatment 2016. Available from https://www.acf.hhs.gov/cb/research-data-technology/statistics-research/child-maltreatment.</p>	
9 Week of 3/18/2019	The Interpersonal Neurobiology of Trauma & Trauma-Informed Care	MODULE ACTIVITY Discussion (D3): Problem Statement Development
9	<p>READING:</p> <p>Alexander, P. (2015) Neurobiology of Genetics in Intergenerational Cycles of Trauma & Violence. p. 84-114. New York: W.W. Norton & Company.</p> <p>Lisak: Neurobiology of Trauma (Legal) pdf</p> <p>Wilson, J. M., Fauci, J.E., & Goodman, L. A. (2015). Bringing trauma-informed practice to domestic violence programs: A qualitative analysis of current approaches. <i>American Journal of Orthopsychiatry</i>, 85(6), 586-599. doi:10.1037/ort0000098</p>	
10 Week of 3/25/2019	<p>Interdisciplinary Response to Family Violence</p> <p>Interview with diverse professionals in the field of family violence using questions generated by student teams.</p>	MODULE ACTIVITY Discussion (D4): Identifying key stakeholders and their role in a collaborative response
10	<p>READING:</p> <p>Dicola, D, Spaar, E. (2016) Intimate Partner Violence. <i>American Family Physician</i>. Vol. 94 (8), pp. 646-651.</p> <p>Dubowitz, J., Jeongeun, K., Black, M., Weisbart, C., Semiatin, J. & Magder, L.S. (2011). Identifying Children at High Risk for a Child Maltreatment Report. <i>Child Abuse & Neglect: The International Journal</i>, 35(2), 96-104.</p>	

Week	Theme/Reading	Assignments & Activities
11 Week of 4/1/2019	SPRING BREAK	
12 Week of 4/8/2019	Models of Collaboration	MODULE ACTIVITY Discussion (D5): Collaborative response proposal
12	<p>READING:</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. <i>American Journal Of Community Psychology</i>, 52(1/2), 1-12Preview the document.</p> <p>Berman,J. (2006) Working Toward the Future: Why and how to collaborate effectively. Center for Effective Public Policy. State Justice Institute.</p> <p>Laing, L., Irwin, J., & Toivonen, C. (2012). Across the Divide: Using Research to Enhance Collaboration Between Mental Health and Domestic Violence Services. <i>Australian Social Work</i>, 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. <i>Journal Of Interprofessional Care</i>, 22(4), 352-363. doi:10.1080/13561820802136866.</p> <p>Yew, E. (2010) Family Wellness Court</p>	
13 Week of 4/15/2019	Informal Systems & Collective Efficacy	MODULE ACTIVITY Work with team to complete proposals
13	<p>READING:</p> <p>Jackson, A. (2016). The Combined Effect of Women's Neighborhood Resources and Collective Efficacy on IPV. <i>Journal of Marriage and Family</i>, 78(4), 890-907.</p> <p>Price-Wolf, J. (2015). Social Support, Collective Efficacy, and Child Physical Abuse. <i>Child Maltreatment</i>, 20(2), 125-135.</p> <p>Wolf, Baiocchi, & Argüello. (2018). Child maltreatment reporting in the general population: Examining the roles of community, collective efficacy, and adverse childhood experiences. <i>Child Abuse & Neglect</i>, 82, 201-209.</p>	ASSIGNMENT: Group proposals due next week (ungraded)
14	Collaborative Capacity	MODULE ACTIVITY

Week	Theme/Reading	Assignments & Activities
Week of 4/22/2019		Reflection (R4): Review of team's proposal for inclusion, collaboration, relevance, and potential for impact
14	<p>READING:</p> <p>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.</p> <p>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>	
15 Week of 4/29/2019	Leadership	MODULE ACTIVITY Read proposals
15	<p>READING:</p> <p>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.</p> <p>Getha-Taylor, H., Silvia, C., & Simmerman, S. (2014). Individuality, Integration: Leadership Styles in Team Collaboration. <i>Public Manager</i>, 43(2), 38-43.</p> <p>Crosby, B. & Bryson, J. (2010) Integration leadership and the creation and maintenance of cross-sector collaborations. <i>The Leadership Quarterly</i>, 21, pp. 211-230.</p>	
16 Week of 5/6/2019	Evaluating Collaboration	MODULE ACTIVITY Discussion (D6): Evaluating collaboration proposal of other team
	<p>READING:</p> <p>Reading provided as part of module presentations</p>	
17 Week of 5/13/2019 <i>Final day of instruction</i>	Final	MODULE ACTIVITY Reflection (R5): Self-Assessment
Final Exam	Friday, May 17, 2019 7:45-10:00PM	
Make-up	Wednesday May 22, 2019 Time TBD	