

San José State University
Department of Justice Studies
JS137, Collaborative Response to Family Violence, Sect 01, Spring, 2021

Course and Contact Information

Instructor:	Maureen Lowell, MA, LMFT
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Office Hours:	Virtual, Thursdays at 10:00 AM Pacific Time (US and Canada) https://sjsu.zoom.us/j/88076686718?pwd=c3VRczBTYXpMRWkxN2x3OHlvaWNVdz09 Password: Hope4Peace Or by appointment
Class Days/Time:	Mondays and Wednesdays 9-10:15AM
Classroom:	Online (synchronous) Zoom: https://sjsu.zoom.us/j/83770941985?pwd=eUlmbDZvNFpSYIRPcEVDcWJxbmFCZz09
Prerequisites of CoReq:	100W. Additionally , students must have upper division standing (56 units), and have completed their CORE GE classes.

Course Description

Employs an ecological framework to explore the scope, effects and response to family violence by diverse services and systems. Students are introduced to theory and practice of interdisciplinary collaboration and how it applies to respond more effectively to family violence.

Course Format

The mode of instruction for this course is synchronous online. This means that we will meet at the scheduled class time (Mon/Wed 9:00-10:15AM) in an online classroom via Zoom.

Technology Intensive, Hybrid, and Online Courses

Students are required to have an electronic device (laptop, desktop or tablet) with a camera and built-in microphone. SJSU has a free [equipment loan program](https://www.sjsu.edu/learnanywhere/equipment/index.php) available for students (<https://www.sjsu.edu/learnanywhere/equipment/index.php>).

Students are responsible for ensuring that they have access to reliable Wi-Fi during class. If you are unable to have reliable Wi-Fi, let me know as soon as possible so we can identify an alternative. See [Learn Anywhere](https://www.sjsu.edu/learnanywhere/equipment/index.php) website for current Wi-Fi options on campus. (<https://www.sjsu.edu/learnanywhere/equipment/index.php>)

All written assignments will be submitted via Canvas, and must be in Microsoft Word (*.doc or *.docx). If you do not currently own Microsoft Word, the software (both PC and Mac) is available for free to students:

<http://www.sjsu.edu/it/services/collaboration/software/instructions.php>. Failure to submit assignments in proper format may result in late point deductions being applied. Be sure to SAVEAS .doc or .docx before final submission.

Use of Camera in Class

You are encouraged to turn on your camera during class discussion/lecture. However, I completely respect privacy of your home life and personal space. I also understand that not everyone has access to a room for privacy. I do not wish either of these to be a barrier to your success in this class. While camera-on is encouraged and preferred, it is not a requirement. Nevertheless, you *are* required to participate in class discussions and learning activities. Feel free to contact me if you have questions or concerns regarding this matter.

Zoom Classroom Etiquette

- **Mute Your Microphone:** To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- **Be Mindful of Background Noise and Distractions:** Find a quiet place to “attend” class, to the greatest extent possible.
 - Avoid video setups where people may be walking behind you, people talking/making noise, etc.
 - Avoid activities that could create additional noise, such as shuffling papers, listening to music in the background, etc.
- **Position Your Camera Properly (if using):** Be sure your webcam is in a stable position and focused at eye level.
- **Limit Your Distractions/Avoid Multitasking:** You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and putting your smartphone away (unless you are using it to access Zoom).
- **Use Appropriate Virtual Backgrounds:** If using a virtual background, it should be appropriate and professional and should NOT suggest or include content that is objectively offensive or demeaning.

Recording Zoom Classes

This course or portions of this course (i.e., lectures, discussions, student presentations) will be recorded for instructional or educational purposes. The recordings will only be shared with students enrolled in the class through Canvas. The recordings will be deleted at the end of the semester. If, however, you would prefer to remain anonymous during these recordings, then please speak with the instructor about possible accommodations (e.g., temporarily turning off identifying information from the Zoom session, including student name and picture, prior to recording).

Students are not allowed to record without instructor permission

Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy (S12-7) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found through [Canvas Learning Management System course login website](#) at <http://sjsu.instructure.com> and on our [course site](#) at <https://sjsu.instructure.com/courses/1420122>.

You are responsible for regularly checking with the Canvas messaging system, including email and announcements, to learn of any updates.

For help with using Canvas see Canvas Student Resources page (http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources)

Program Information

This course is offered through the [Department of Justice Studies](#). More information is available at www.sjsu.edu/justicestudies/.

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 or 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

There is no designated textbook for this class.

Other Readings

Required reading will include selected scholarly articles and book chapters. Reading citations are listed in the Course Schedule in this document. Links to articles and chapters are posted each week in the module overview.

Other technology requirements / equipment / material

Students are required to have an electronic device (laptop, desktop or tablet) with a camera and built-in microphone. SJSU has a free equipment loan program available for students (<https://www.sjsu.edu/learnanywhere/equipment/index.php>).

Library Liaison

For help with library resources and library research (including the use of databases and online research materials—such as journal search engines), students are strongly encouraged to contact the Justice Studies Library Liaison: Nyle Craig Monday, MLK Librarian (408) 808-2041 or Nyle.Monday@sjsu.edu

This is a great resource for help with library research required for your paper. I encourage you to use Nyle for your research questions.

Course Requirements and Assignments (Required - Delete the word “Required” in final draft)

“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.” ([University Policy S16-9; http://www.sjsu.edu/senate/docs/S16-9.pdf](http://www.sjsu.edu/senate/docs/S16-9.pdf))

Course learning activities and assignments are divided into three assessment categories: Learning activities, Assignments, and exams.

Participation Learning Activities (30% of final grade)

Participation learning activities are intended to facilitate learning and provide feedback regarding where you stand with regard to mastery of a learning objective. These activities typically involve low-stakes scoring, meaning they are worth fewer points than an assignment or exam. Learning activities include in-class discussions, five-minute writings, quizzes, Zoom polling, in-class surveys and word clouds, and online discussions. Graded participation learning activities include:

1. Reflection Journal (5 entries) – 25 pts
2. In-class learning activities (7-10) – 35-50 points
 - Pop-up quiz

- In-Class Essay quizzes
- Discussions (in-class and online)

Paper & Project (90 pts; 35% of final grade)

This area of assessment includes two major projects. The first project is a research paper. This paper requires library research and evidence of this process in the way of a submitted annotated bibliography.

Research Paper

The research paper assignment aligns with Course Learning Outcome 2 (CLO2), in that - through this assignment - students will understand and be able to present knowledge on 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.

The purpose of this assignment is to develop knowledge in this field of study to contribute to our collaborative learning. Having expertise or knowledge of the problem frame is essential for collaborative capacity. Through the development of this paper, students will have substantive knowledge to contribute to our collaborative discourse about the complex issue of family violence and strategies for addressing it.

This paper will involve research into a specific professional perspective on family violence. You will choose the profession from the list provided. The body of the paper will include definitions, policies, practices, collaborative partners, historical development of this professions work in family violence, and data collected from this profession.

Your research paper will include reference to and application of a minimum of five scholarly, peer-reviewed sources. You are required to conduct a library research and to provide a list of potential articles that you found. The paper will be 5-7 pages and apply APA, 7th edition format requirements. This includes a cover page, page numbers as running header, reference page with APA formatted citations, and proper margins, font and spacing.

General formatting requirements for written assignments include a cover page, page numbering, 1” margins, strict double-spacing, and Times New Roman 12pt. font. All assignments must be written in formal English, with college-level writing mechanics, and APA-style formatting, inclusive of in-text citations and references. Written assignments must be submitted to Canvas unless otherwise noted by the instructor. ***Students are 100% responsible for uploading the correct file when submitting an assignment.*** Failure to upload the correct file in proper file format (.doc or .docx) may result late point deductions, or a zero or an incomplete for the assignment depending on the grading structure. Double check that you have uploaded the correct file.

Students will present their findings to the class in contribution to our collaborative learning.

More details about this assignment and scoring rubric are available on our Canvas course page.

Collaboration Assessment Project

The Collaboration Assessment Project aligns with Course Learning Outcome 3 (CLO3): to 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.

The purpose of this assignment is to apply your knowledge about family violence and collaboration in the assessment of a formal collaboration designed to address family violence intervention and/or prevention.

This is a culminating project that allows students to integrate knowledge gained and applied over the course. Students will be introduced to an assessment tool and provided data. From there, you will score the assessment, interpret findings, and apply recommendations based on course material. Students will then work together to

integrate findings and identify collective interpretation and feedback of the assessment to be shared with stakeholders.

This project will be broken into smaller assignment submissions and culminate in a class presentation.

More details about this assignment and scoring rubric are available on our Canvas course page.

Exams (35%)

There will be two formal exams in this course. The first will assess your mastery of viewing family violence through a lens of complexity theory. This is important to assess as we move into studying collaboration and how diverse perspectives can be brought together to contribute to a more effective integration of response strategies that is dynamic and emergent.

The second formal exam is the final exam. This will be held on the University scheduled exam time for classes meeting on our time pattern (i.e. Monday and Wednesday, 9-10:15). The exam will be time-specific and time-limited. The exam is scheduled for Wednesday, May 19, 7:17-9:30 am.

Both exams will require Respondus Proctor and lockdown browser. Use of assigned articles and notes are allowed, but only in hard copy form. Students will not be allowed to have other open windows, browsers or other devices in the workspace (including phones, notebooks, and other computers). You should be aware that questions do not lend themselves to Google searches. Answers are scored based on application of course material. Additionally, time will not allow for searching course reading and notes for answers. These are intended only as aids in your learning and application. Students should come prepared to demonstrate their understanding and mastery of the material.

Final Examination or Evaluation

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

Scoring rubrics are provided in Canvas with complete assignment instructions in the posted assignment. You can access assignments either through the Assignments tab or Module overview pages.

Point totals for assignments vary. See assignment for details. Any changes to point totals will be reflected in the assignment rubric and clearly stated in the instructions.

All assignments will be submitted in the Canvas assignment. Quizzes will also be completed online in Canvas. All grading will be completed directly in Canvas. No assignments will be accepted by email or Google doc links. Assignments must be submitted to the designated Canvas assignment in proper file format. Be sure to save all documents as Word doc files (.doc or .docx). See previous statement for link to free software.

Late Policy. Late assignment submissions will not be accepted without a documented, verifiable, and valid reason.

Determination of Grades

Participation learning activities account for 30% of your final grade. Your participation grade includes:

1. Reflection Journal (5 entries) – 25 pts
2. In-class learning activities (7-10) – 35-50 points
 - Pop-up quiz
 - In-Class Essay quizzes
 - Discussions (in-class and online)

Paper and Project Assignments make up 35% of your final grade. See assignment for scoring breakdown and rubric. This grade category includes:

1. Research Paper – 40 pts
 - a. Content = 25 pts
 - b. Writing = 10 pts
 - c. Class presentation = 5 pts
2. Collaboration Assessment Project - 45 pts
 - a. CLO3 = 30 pts
 - i. Assessment and interpretation of findings
 - ii. Collaborative Learning Activities on Dialogue and Leadership (weeks 14 and 15)
 - iii. Presentation
 - b. CLO5 = 15 pts

Exams make up 35% of your final grade. Exams include the Week 6 Exam and Final Exam (~30 points and 70 points respectively)

Pro Tips

In order to demonstrate comprehension of the course material, one must be able to write in a clear and effective manner. Always carefully proofread your assignments before submitting them.

Challenges to grades are welcomed. It is important that you feel that your scores are an accurate reflection of your work. Be prepared to submit justification for your position with clear reference to course material where appropriate.

Determination of Corresponding Letter Grade

<i>Grade</i>	<i>Percentage</i>
<i>A plus</i>	<i>98 to 100%</i>
<i>A</i>	<i>93 to 97.99%</i>
<i>A minus</i>	<i>90 to 92.99%</i>
<i>B plus</i>	<i>88 to 89.99 %</i>
<i>B</i>	<i>83 to 87.99%</i>
<i>B minus</i>	<i>80 to 82.99%</i>
<i>C plus</i>	<i>78 to 79.99%</i>
<i>C</i>	<i>73 to 77.99%</i>
<i>C minus</i>	<i>70 to 72.99%</i>
<i>D plus</i>	<i>68 to 69.99%</i>
<i>D</i>	<i>63 to 67.99%</i>
<i>D minus</i>	<i>60 to 62.99%</i>

“This course must be passed with a C or better as a Department of Justice Studies graduation requirement.”

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.

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

Mutual respect and civility will be the foundation in this course. Every student will have an optimum opportunity for learning and gaining knowledge; differences of opinion are welcomed in a positive and encouraging manner. Some topics covered in this course may be considered sensitive, so please be respectful of all students’ backgrounds and personal opinions.

Respect

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.

Gentle Warning: Personal Concerns May Arise

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 you 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 <https://www.sjsu.edu/counseling/>

University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

Here are a few areas of importance:

Academic Integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy F15-7 \[pdf\]](#) requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. Visit the [Student Conduct and Ethical Development](#) website for more information.

Accommodations for Students with Disabilities

Not all students are aware that some of their learning challenges might be due to learning needs that can be accommodated through special conditions. If you struggle with learning, please contact the [Accessible Education Center](#) (AEC) to discuss your concerns and to learn if you may benefit from their services.

[Presidential Directive 97-03 \[pdf\]](#) requires that students with disabilities requesting accommodations register with the [Accessible Education Center](#) (AEC) to establish a record of their disability. AEC will contact the instructor with further details, if needed.

Writing Center

Writing is an important process for learning and a critical area of evaluation. If you struggle with this, you can get additional support. Writing is a skill that develops over time and can be a wonderful path to enhanced learning.

The SJSU Writing Center offers a variety of free resources to help students become better writers. The center offers writing resources, workshops, and one-on-one and small-group tutoring sessions. Services support writing for students in all disciplines and at all levels. The SJSU Writing Center has two in-person locations, Clark Hall, Suite 126 and MLK Library, 2nd floor. Workshops and tutoring are also available through online platforms.

To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at sjsu.edu/writingcenter.

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Course Schedule

The following schedule represents required reading as well as major learning activities and assignments. Reading is subject to change with fair notice. Any changes will be based on emergent learning. Not included are graded learning activities that will take place during class to promote learning and mastery. Scores on these learning activities will reflect participation and comprehension based on module expectations that include preparation and engagement.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines (If appropriate, add extra column(s) to meet your needs.)	Learning Outcomes
1	W 1.27.2021	Introduction, Overview, and Course Expectations	
1	Reading due	Syllabus Kurst-Swanger, K., & Petcosky, J. (2003). Violence in the home: Multidisciplinary perspectives. Oxford; New York: Oxford University Press. (50pp) Read the Introduction (p 3-25) Chapter 2 (p. 26-53)	CLO1
	Assignments due	RJ1 Collaborative Capacity Self-Assessment	
2	M 2.1.2021 W 2.3.2021	Complexity & Ecological Model Complexity & Ecological Model Q1 Online quiz at end of class (essay question)	
2	Reading due	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) Korazim-Körösy, Yossi, Mizrahi, Terry, Bayne-Smith, Marcia, & Garcia, Martha Lucia. (2014). Professional Determinants in Community Collaborations: Interdisciplinary Comparative Perspectives on Roles and Experiences Among Six Disciplines. <i>Journal of Community Practice</i> , 22(1-2), 229–255. https://doi.org/10.1080/10705422.2014.901267 Turner, John R, & Baker, Rose M. (2019). Complexity Theory: An Overview with Potential Applications for the Social Sciences. <i>Systems (Basel)</i> , 7(1), 4. https://doi.org/10.3390/systems7010004 (22pp) <i>Recommended</i> De Moor, A. (2018). A Community Network Ontology for Participatory Collaboration Mapping: Towards Collective	CLO1

Week	Date	Topics, Readings, Assignments, Deadlines (If appropriate, add extra column(s) to meet your needs.)	Learning Outcomes
		Impact. Information (Basel), 9(7), 151. https://doi.org/10.3390/info9070151	
	Assignments due	In-class Learning Activity: Online Essay Quiz (Q1)	CLO1
3	M 2.8.2021 W 2.10.2021	Defining Family Violence & Framing the Problem	
3	Reading due	Chapter 1: History and Definitions of Family Violence In Barnett, Miller-Perrin & Perrin (20XX) Family Violence Across the Lifespan. New York: Sage. (pp.1-38). Carlos, ...Maria das Gracas Carvalho. (2020). I don't have it, I didn't have it--experiences of families involved in violence against children - Complexity Theory Sumner, S., Mercy, J., Dahlberg, L., Hillis, S., Klevens, J., & Houry, D. (2015). Violence in the United States: Status, Challenges, and Opportunities. JAMA, 314(5), 478-488. (10pp) <i>Recommended</i> UN World Health Organization (WHO) (2014) Global Status Report on Violence Prevention 2014, ISBN 978 92 4 156479 3, available at: https://www.refworld.org/docid/54aa8de14.html [accessed 23 January 2019].	CLO2
	Assignments due	In-class Learning Activity: TBD	CLO1, CLO2
4	M 2.15.2021 W 2.17.2021	Culture and Life course Perspectives	
4	Reading due	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), 282–299. https://doi.org/10.1080/15313204.2016.1206494 https://sjsu-primo.hosted.exlibrisgroup.com/permalink/f/egdih2/TN_cdi_crossref_primary_10_1080_15313204_2016_1206494 Warrier (2008) Cultural Considerations Essay (pp. 537-542) Warrier, S., Dagdagan, M., Marin, L. & Schmitter, M. (2005) Culture Handbook. San Francisco, CA: Family Violence Prevention Fund. 28pp.	CLO1

Week	Date	Topics, Readings, Assignments, Deadlines (If appropriate, add extra column(s) to meet your needs.)	Learning Outcomes
	Assignments due		
5	M 2.22.2021 W 2.24.2021	Trauma Interpersonal Neurobiology of Trauma Online quiz at end of class (essay question)	
5	Reading due	Kisiel, Cassandra L, Fehrenbach, Tracy, Torgersen, Elizabeth, Stolbach, Brad, McClelland, Gary, Griffin, Gene, & Burkman, Kristine. (2014). Constellations of Interpersonal Trauma and Symptoms in Child Welfare: Implications for a Developmental Trauma Framework. <i>Journal of Family Violence</i> , 29(1), 1–14. https://doi.org/10.1007/s10896-013-9559-0 https://sjsu-primho.sted.exlibrisgroup.com/permalink/f/egdih2/TN_cdi_gale_infotraccademiconefile_A363189097 Tyler, T. (2012). The Limbic Model of Systemic Trauma. <i>Journal of Social Work Practice</i> , 26(1), 125-138. Siegel, J. P. (2013). Breaking the Links in Intergenerational Violence: An Emotional Regulation Perspective. <i>Family Process</i> , 52(2), 163–178. https://doi.org/10.1111/famp.12023 Lisak: Neurobiology of Trauma (Legal) pdf <i>Recommended</i> Alexander, P. (2015) Chapter 4: Neurobiology and Genetics In Intergenerational Cycles of Trauma & Violence. p. 84-114. New York: W.W. Norton & Company.	CLO2
	Assignments due	In-class Learning Activity: Interpersonal Neurobiology of Trauma essay quiz (Q2) RJ2 Personal Perspectives on FV (Trauma, culture, identity)	
6	M 3.1.2021 W 3.3.2021	Culturally Conscious and Trauma-Informed (COVID effects) Exam	CLO1, CLO2
6	Reading due	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 Review	
	Assignments due	Papers Due Week 7 (3.7.2021 before midnight)	

Week	Date	Topics, Readings, Assignments, Deadlines (If appropriate, add extra column(s) to meet your needs.)	Learning Outcomes
7	M 3.8.2021 W 3.10.2021	Response to Family Violence <ul style="list-style-type: none"> • Public Health • Criminal Justice • Child Welfare and Juvenile Court • Advocates 	
7	Reading due	van Hulst, M.J., & Yanow, Dvora. (2016). From Policy “Frames” to “Framing”: Theorizing a More Dynamic, Political Approach. <i>American Review of Public Administration</i> , 46(1), 92–112. https://doi.org/10.1177/0275074014533142 Lee, Bandy X, Eisner, Manuel P, Prabhu, Maya, & Dike, Charles C. (2018). Violence, justice, and health: implications for a multisectoral collaboration. <i>International Journal of Public Health</i> , 63(8), 895–896. https://doi.org/10.1007/s00038-018-1162-y	
	Assignments due	Class Presentation of Paper due next Monday (Week 8)	
8	M 3.15.2021 W 3.17.2021	Class Presentations of Paper (5-10 min each) Wicked Problems and Collaboration	
8	Reading due	Peirson, L.J., Boydell, K.M., Ferguson, H.B. & Ferris, L.E. (2011) An Ecological Process Model of Systems Change. <i>American Journal of Community Psychology</i> , Vol 47. pp. 307-321. DOI 10.1007/s10464-010-9405-y. 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. Berman,J. (2006) Working Toward the Future: Why and how to collaborate effectively. Center for Effective Public Policy. State Justice Institute. 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.2011.645243	
	Assignments due	In-class Learning Activity: Online class discussion M-W (demonstrate collaborative capacity)	
9	M 3.22.2021 W 3.24.2021	Collaboration Applied: CACs and Family Wellness Court	

Week	Date	Topics, Readings, Assignments, Deadlines (If appropriate, add extra column(s) to meet your needs.)	Learning Outcomes
9	Reading due	Cunningham, Frances C., Matthews, Veronica, Sheahan, Anna, Bailie, Jodie, & Bailie, Ross S._2018_Assessing_Collaboration+Indigenous primary healthcare Elmquist, JoAnna, Shorey, Ryan C, Febres, Jeniimarie, Zapor, Heather, Klostermann, Keith, Schratter, Ariane, & Stuart, Gregory L. (2015). A review of Children’s Advocacy Centers’ (CACs) response to cases of child maltreatment in the United States. Aggression and Violent Behavior, 25, 26-34. Yew, E. (2010) Family Wellness Court	
	Assignments due		
10	M 3.29.2021 W 3.31.2021	SPRING BREAK	
11	M 4.5.2021 W 4.7.2021	Coordinated Community Response (CCR) <ul style="list-style-type: none"> • Overlap between DV and CA • Greenbook project 	
11	Reading due	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), 1-12. Javdani, S. j., & Allen, N. E. (2011). Proximal Outcomes Matter: A Multilevel Examination of the Processes by Which Coordinating Councils Produce Change. American Journal Of Community Psychology, 47(1/2), 12-27. Allo, J. & Ptak, A. (2009) If I Knew Then What I Know Now: Lessons Learned from the Greenbook Project Directors. National Council of Juvenile and Family Court Judges (NCJFCJ), pp. 1-38.	
	Assignments due	In class learning activity: TBD	
12	M 4.12.2021 W 4.14.2021	Models of Collaboration: VSN Models of Collaboration: Family Justice Centers Online Quiz on Applied Collaboration	
12	Reading due	Bulling, Ingunn Skjesol, & Berg, Berit. (2018). “It’s our children!” Exploring intersectorial collaboration in family centres. Child & Family Social Work, 23(4), 726–734. https://doi.org/10.1111/cfs.12469	

Week	Date	Topics, Readings, Assignments, Deadlines (If appropriate, add extra column(s) to meet your needs.)	Learning Outcomes
		https://sjsu-primo.hosted.exlibrisgroup.com/permalink/f/egdih2/TN_cdi_gale_infotracademiconefile_A557450277 Behrens, T., & Foster-Fishman, P. 2007. Developing operating principles for systems change. American Journal of Community Psychology, 39_3-4_411-4.	
	Assignments due	In-class Learning Activity: Online Essay Quiz (Q3)	
13	M 4.19.2021 W 4.21.2021	Collaborative Capacities Collective Efficacy	
13	Reading due	De Moor, A. (2018). A Community Network Ontology for Participatory Collaboration Mapping: Towards Collective Impact. Information (Basel), 9(7), 151. https://doi.org/10.3390/info9070151 https://sjsu-primo.hosted.exlibrisgroup.com/permalink/f/1o6n68g/TN_cdi_doaj_primary_oai_doaj_org_article_c56bd20fc02747df8200f19a25b8fe61 Collins, Charles, Neal, R., Neal, Jennifer, Neal, Watling, Neal, Zachary, & Neal, P. (2014). Transforming Individual Civic Engagement into Community Collective Efficacy: The Role of Bonding Social Capital. American Journal of Community Psychology, 54(3), 328-336. Jackson, A. (2016). The Combined Effect of Women's Neighborhood Resources and Collective Efficacy on Intimate Partner Violence. Journal of Marriage and Family, 78(4), 890-907. Price-Wolf, J. (2015). Social Support, Collective Efficacy, and Child Physical Abuse. Child Maltreatment, 20(2), 125-135	
	Assignments due	In-class learning activity: TBD	
14	M 4.26.2021 W 4.28.2021	Evaluation of Collaboration	
14	Reading due	Jackson, S. (2012). Results from the Virginia Multidisciplinary Team Knowledge and Functioning Survey: The importance of differentiating by groups affiliated with a child advocacy center. Children and Youth Services Review, 34(7), 1243-1250. Marek, Lydia I., Brock, Donna-Jean P., & Savla, Jyoti. (2015). Evaluating Collaboration for Effectiveness: Conceptualization	

Week	Date	Topics, Readings, Assignments, Deadlines (If appropriate, add extra column(s) to meet your needs.)	Learning Outcomes
		and Measurement. American Journal of Evaluation, 36(1), 67-85.	
	Assignments due	In-Class: Collaboration Assessment Activity	
15	M 5.3.2021 W 5.5.2021	Conflict and Dialogue	
15	Reading due	Blanch, A., Boustead, K., Boothroyd, R., Evans, R., & Chen, A. (2015) The Role of Conflict Identification and Management in Sustaining Community Collaboration 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. Rose, J & Norwich, B. (2014) Collective Commitment and Collective Efficacy: a theoretical model for understanding the motivational dynamics of dilemma resolution in inter-professional work. Cambridge Journal of Education, Vol 44, no.1, pp.59-74.	
	Assignments due	RJ3 1. Moral Platforms in Responding to FV (Conflict and dialogue)	
16	M 5.10.2021 W 5.12.2021	Leadership Student Presentations on Assessment and Recommendations	
16	Reading due	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. Crosby, B. & Bryson, J. (2010) Integration leadership and the creation and maintenance of cross-sector collaborations. The Leadership Quarterly, 21, pp. 211-230. Getha-Taylor, H., Silvia, C., & Simmerman, S. (2014). Individuality, Integration: Leadership Styles in Team Collaboration. Public Manager, 43(2), 38-43. DanSiegel_DebPearceMcCall_Mindsight_2009_IPNB of Leadership	
	Assignments due W 5/12	Presentation with Handout of Key Recommendations	
17	M 5.17.2021	Student Presentations on Assessment and Recommendations	
	Assignments due M 5/17	RJ4 Leadership RJ5 Collaborative Capacity Self-Assessment and Reflection	

Week	Date	Topics, Readings, Assignments, Deadlines <i>(If appropriate, add extra column(s) to meet your needs.)</i>	Learning Outcomes
Final Exam	Wednesday, May 19, 7:17-9:30*	Online, 7:17-9:30 with proctor and lockdown browser	

*If you have an extenuating and verifiable conflict with the scheduled final, let me know as soon as you become aware of the conflict. All conflicts must be noted at least two weeks prior to the scheduled exam. Make-ups for the final exam are given on the designated Make-up day for finals: **Make-up examinations are held on Wednesday, May 26, 2021, time TBD.**