FAMILY AND COMMUNITY VIOLENCE

SOWK 8610 | 3 credit hours
Class Meetings: TBD

Instructor: TBD
Office: TBD
Office Phone: TBD
Email: TBD
Office Hours: TBD

Department: Grace Abbott School of Social Work
Main Office: 206 CPACS
Dept. Phone: 402.554.2793
Dept. Email: graceabbott@unomaha.edu

COURSE INFORMATION

Description
This course covers family and community violence across the lifespan within a comprehensive framework for understanding effective services in various settings. Students will examine the major types of family and community violence and their impact on individual, family, and societal functioning. This course will explore ways in which social advocacy has advanced contemporary responses to marginalized populations experiencing violence.

Prerequisites of the course:
SOWK 8130 or BSW degree.

Rationale
This course describes the role of social workers in prevention and intervention services for violence in various settings. Students will be helped to understand social, political, legal, and economic policies that impact family and community violence and services. Students will be able to articulate the ethical and legal issues of prevention and intervention efforts relevant to violence within diverse families and communities.

Course Objectives/Student Learning Outcomes
1. Consider the role of social workers in providing prevention and intervention services for vulnerable populations experiencing violence.
2. Evaluate the major types of family and community violence and their impact on individual, family, and societal functioning.
3. Appraise promising and evidence-based models of service delivery across ecological contexts for diverse populations including anti-racism, diversity, equity, and inclusion (ADEI) experiencing violence.
4. Critique social, political, legal, and economic policies that impact family and community violence and services.
5. Assess barriers and challenges related to access and utilization of community resources and services.

REQUIRED TEXT(S)/SUPPLEMENTAL MATERIALS
Required text(s)

TBD

COURSE STRUCTURE/FORMAT
Lecture, discussion, experiential learning experiences, video and Internet resources, and guest presentations.

TENTATIVE COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Session/Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1 [date]</td>
<td>• IntroductionsDefining violence &amp; the scope of this course</td>
<td></td>
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</tbody>
</table>
| Session 2 [date] | • Violence: Definitions & views  
• Compassion fatigue | Gottesman Chapter (available on Blackboard)Compassion Fatigue Awareness Project website ([www.compassionfatigue.org](http://www.compassionfatigue.org))  
Views paper due by 1:00 p.m. |
| Session 3 [date] | • Violence and mental health | Monahan article  
Stuart article  
Elbogen, et al. article (all available on Blackboard) |
| Session 4 [date] | • Introduction to intimate partner violence (IPV)  
• Issues related to IPV victimization  
• Guest speaker: Sue Michalski, Director of Domestic Violence Coordinating Council/ Family Justice Center of the Midlands | Barnett: CH 9 & 10  
Curt’s Story from Gay Men’s Domestic Violence website ([http://gmdvp.org/curts-story/](http://gmdvp.org/curts-story/)) |
| Session 5 [date] | • Continued discussion on IPV  
• Issues related to IPV perpetration | Barnett: CH 11  
Borchowitz article  
Bennett & Williams article |
<table>
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<tr>
<th>Session/Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
</table>
| Session 6 [date] | • Wrapping up IPV  
• Impact of IPV on children  
• What social workers need to know about IPV | Gewitz & Edelson article  
Edelson, et al. article  
Chang, et al. article (all available on Blackboard) |
| Session 7 [date] | • Youth violence  
• Violence in schools | Borum, et al. article  
Ono & Pumariega article (both available on Blackboard) |
| Session 8 [date] | • Continued discussion of youth violence and violence in schools  
• Bullying | Bennett article  
Graham article  
Rodkin & Berger article  
Brunner & Lewis article (all available on Blackboard) 
Interview paper due by 1:00 p.m. |
| Session 9 [date] | • Child abuse and neglect  
• Issues related to perpetration of child abuse and neglect | Barnett: CH 3-7  
Gilgun article (available on Blackboard) |
| Session 10 [date] | • Trip to Project Harmony  
• Continued discussion of child abuse and neglect | Midterm exam due by 1:00 p.m. |
| Session 11 [date] | • No class (Spring Break) | |
| Session 12 [date] | • Wrap up discussion of child abuse and neglect  
• Sexual assault and rape | Barnett: CH 8  
Kumpfer article  
DeFrain, et al. article  
Bonnar-Kidd article (all available on Blackboard) |
| Session 13 [date] | • Sexual assault and rape, continued  
• Trauma issues and social work | Lisak article  
Dobie article  
Courtois & Gold article (all available on Blackboard) |
| Session 14 [date] | • Continue discussion on sexual assault and rape | |
| Session 15 [date] | • Gang violence  
• Community violence  
• Workplace violence | CQ Researcher article  
Lyons article  
CDC report on workplace violence (all available on) |
Session/Date | Topic | Assignment
---|---|---
Session 16 [date] | • Elder abuse | Barnett: CH 12 Mosqueda PowerPoint & Audio (available on Blackboard)
Session 17 [date] | • No class | Final exams due by 11:59 p.m.!

IMPORTANT DATES
Last day to drop a course (via MavLink) and receive a 100% refund TBD
Last day to withdraw from a course (via MavLink) with a grade of “W” TBD

NOTE: This syllabus is written as an expectation of class topics, learning activities, and expected learning outcomes. However, the instructor reserves the right to make changes in this schedule that may result in enhanced or more effective learning for students. These modifications will not substantially change the intent or objectives of this course.

ASSESSMENTS (ACTIVITIES, ASSIGNMENTS, AND EXAMS)
- Attendance and participation: 10 points
- Personal experiential activity and written report: 20 points
- Brief paper: 15 points
- Formal research paper/analysis and presentation: 25 points
- Tests/Quizzes: 30 points
- Total: 100 points

GRADING SCALE

<table>
<thead>
<tr>
<th>Percent</th>
<th>Final Grade</th>
<th>Quality Points</th>
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<tbody>
<tr>
<td>98–100%</td>
<td>A+</td>
<td>4.00</td>
</tr>
<tr>
<td>94–97.9%</td>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>91–93.9%</td>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>88–90.9%</td>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>84–87.9%</td>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>81–83.9%</td>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>78–80.9%</td>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>77–77.9%</td>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>71–73.9%</td>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>68–70.9%</td>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>64–67.9%</td>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>61–63.9%</td>
<td>D-</td>
<td>0.67</td>
</tr>
<tr>
<td>Below 60.9%</td>
<td>F</td>
<td>0.00</td>
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WRITING GUIDELINES
Students should make sure that writing assignments are free of grammar, punctuation, and spelling errors. Papers should adhere to the most recent citation style outlined by the American Psychological Association (APA).

PLAGIARISM STATEMENT
In this course, students will submit written work by making use of information and ideas found in print or online sources. Whenever material from another writer is used, it is important that students quote or paraphrase appropriately and cite the source.

The UNO Academic Integrity policy defines plagiarism as "presenting the work of another as one's own (i.e., without proper acknowledgment of the source) and submitting academic work in whole or in part as one's own when such work has been prepared by another person or copied from another person."

Failure to cite sources appropriately is plagiarism, a serious academic offense. Plagiarized work will not be accepted. Consequences for plagiarism are up to the discretion of the instructor; they may range, for example, from rewriting all or part of a paper to a grade of F for the course. Students who plagiarize more than once are subject to disciplinary action, which may include expulsion from the university.

Students SHOULD NOT GUESS when it comes to using or citing another writer's work. Students should contact the instructor or a consultant at the UNO Writing Center with questions. Students should take a printout of the original source as well as the paper that is being written to the consultation.

ACADEMIC INTEGRITY POLICY
The maintenance of academic honesty and integrity is a vital concern of the University community. Any student found responsible for violating the policy on Academic Integrity shall be subject to both academic and disciplinary sanctions. Violations of the policy on Academic Integrity include, but are not limited to, the following: cheating, fabrication and falsification, plagiarism, abuse of academic materials and/or equipment, complicity in academic dishonesty, falsifying grade reports, and/or misrepresentation to avoid academic work. More information about these areas and the procedures addressing academic integrity is available from the Office of Academic and Student Affairs (EAB 202 | 402.554.2262).

CLASSROOM EXPECTATIONS
Students are expected to arrive on time to class meetings. Students should come to class well prepared, meaning readings and other assignments have been completed. Students are expected to be respectful of their classmates and the instructor. Distracting and/or disrespectful behaviors will not be tolerated.
CELL PHONES, MOBILE DEVICES, AND LAPTOPS
Students are welcome to use cell phones, mobile devices, and/or laptops in class provided they are used for academic purposes such as note taking, accessing course materials, or researching course concepts and their use does not disrupt fellow classmates. Please silence devices if at all possible. A student who receives a phone call or text, should step outside the classroom to respond. DO NOT take pictures or video during class.

TECHNOLOGY REQUIREMENTS
Students will be expected to have access to a computer frequently, as all writing assignments used will be typed out and not handwritten. The software students use to write assignments is irrelevant, as long as the writing guidelines outlined in this syllabus are followed. It is recommended that students have access to a computer weekly. Public computers are available on the UNO campus. Consult Information Technology Services and the Criss Library, for more information on equipment locations and availability.

TECHNICAL SUPPORT
Technical support for common university systems, including Canvas and email, is available from Information Technology Services technical support located in Eppley Administration Building (EAB) 104.

ACCESSIBILITY ACCOMMODATIONS
Reasonable accommodations are provided for students who are registered with Accessibility Services Center (ASC) and make their requests sufficiently in advance. For more information, contact ASC (Location: H&K 104, Phone: 402.554.2872, Email: unoaccessibility@unomaha.edu)

CRISS LIBRARY
UNO’s Criss Library offers a wide variety of resources that support student learning. Subject specialist librarians have in-depth knowledge of researching within specific disciplines and can provide guidance for a specific area of study. Students are encouraged to explore customized resources featured on the Criss Library website.

EMERGENCY PREPAREDNESS
The University of Nebraska at Omaha is prepared for a wide range of emergencies. Students should familiarize themselves with procedures and assistance available on UNO’s emergency information page. If travel to campus is not feasible due to a declared emergency, a combination of Canvas, teleconferencing, and other technologies will be used to facilitate academic continuity. Students will be notified of procedures through Canvas course site announcements and email as appropriate.
INCLEMENT WEATHER
In the event of inclement or threatening weather, students should use his/her best judgment regarding travel to and from campus. Students who are not able to attend class due to adverse weather conditions, should contact the instructor as soon as possible. Similarly, if the instructor is unable to reach the class location, students will be notified of any cancellation or change as soon as possible (by approximately 1 hour before class starts and by posting an announcement in Canvas). Students who cannot get to class because of weather conditions, will be provided allowances relative to attendance policies as well as any scheduled tests, quizzes, or other assessments.

PREFERRED NAME AND PREFERRED GENDER PRONOUNS
Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. The instructor will gladly honor a student’s request to be addressed by an alternate name or gender pronoun. Please advise the instructor of this preference early in the semester so that instructor records may be changed appropriately.

WRITING CENTER
The UNO Writing Center offers free one-on-one consultations with trained consultants to all students, faculty, and staff. Their goal is to help writers improve their writing skills and confidence in all types of writing, in all subject areas, and at all stages of the writing process. For more information about their hours and locations or to schedule an appointment, go to unomaha.edu/writingcenter or visit their main location in Arts and Sciences Hall (ASH) 150.

SPEECH CENTER
The UNO Speech Center provides free consulting and coaching services to all UNO students, faculty, and staff in preparing oral presentations. The Speech Center Consulting Room can help students with presentation preparation, outlining, effective delivery techniques, along with any other presentational needs. Speech consulting will help at any stage in the speech-making process. For more information, visit the UNO Speech Center in Arts and Sciences Hall (ASH) 183 and 185.

STUDENT SAFETY
A variety of resources are available to support student safety and security. Students have experienced or are experiencing a difficult personal situation, should consult the resources available through the Division of Student Success.

OUTCOMES MAP AND STUDENT LEARNING OUTCOMES (SLOs)
Council on Social Work Education (CSWE) Competencies
The student learning outcomes for this course are built upon the following nine social work core competencies set forth by the CSWE’s 2022 Educational Policies and Accreditation Standards (EPAS) which is required for all accredited social work programs.

1. Demonstrate ethical and professional behavior.
2. Advance human rights and social, racial, economic, and environmental justice.
3. Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

This map is intended to show how course topics, content, and activities align to the student learning outcomes outlined above. The CSWE 2022 EPAS core competencies are identified in the first column and mapped to the Student Learning Outcomes (SLOs), the field practicum learning contract assignments and the CSWE 2022 EPAS Dimensions.

<table>
<thead>
<tr>
<th>EPAS Competency*</th>
<th>Course Objective/Student Learning Outcome</th>
<th>Assignment</th>
<th>Dimension*</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 = Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice</td>
<td>3. Appraise promising and evidence-based models of service delivery across ecological contexts for diverse populations including anti-racism, diversity, equity, and inclusion (ADEI) experiencing violence.</td>
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</tr>
<tr>
<td>4 = Engage in Practice-Informed Research and Research-Informed Practice</td>
<td>3. Appraise promising and evidence-based models of service delivery across ecological contexts for diverse populations including anti-racism, diversity, equity, and inclusion (ADEI) experiencing violence.</td>
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<tr>
<td>5 = Engage in Policy Practice</td>
<td>4. Critique social, political, legal, and economic policies that impact family and community violence and services.</td>
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<tr>
<td>7 = Assess Individuals, Families, Groups, Organizations, and Communities</td>
<td>5. Assess barriers and challenges related to access and utilization of community resources and services.</td>
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</tr>
<tr>
<td>8 = Intervene with Individuals, Families, Groups, Organizations, and Communities</td>
<td>1. Consider the role of social workers in providing prevention and intervention services for vulnerable populations experiencing violence.</td>
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<td></td>
</tr>
<tr>
<td>EPAS Competency*</td>
<td>Course Objective/Student Learning Outcome</td>
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</tr>
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<tr>
<td>9 = Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</td>
<td>2. Evaluate the major types of family and community violence and their impact on individual, family, and societal functioning.</td>
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</tbody>
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*Dimensions Key:  
K = Knowledge  
S = Skills  
V = Value  
CAP = Cognitive and Affective Processing

REFERENCES AND SUPPLEMENTAL MATERIALS

References

7.2 Other student suggested reading material:

7.3 Current bibliography and other resources:


**Classic resources**
