I. COURSE DOMAIN AND BOUNDARIES

This course is a seminar on understanding incidence and impact of intimate partner violence (IPV) through social work practice. Throughout the course, students will explore a simultaneous need for direct services, community organizing, and public policy changes to help end intimate partner violence. A significant focus of the course will be IPV and other forms of oppression: racism, economic exploitation, heterosexism, classism, ableism, etc. Due to the time limits, the course focuses on the United States of America; however, we will address issues pertaining to IPV internationally. The course will also explore personal values and ethics as they relate to understanding IPV interventions. This course begins at an introductory level, helping students explore how social justice and intersections of all forms of oppression are core to understanding IPV. It then develops to help students understand the complex issues related to IPV in the contemporary context.

II. MSW COMPETENCIES ADDRESSED IN THIS COURSE:

| Demonstrate Ethical and Professional Behavior | C1 |
| Engage diversity and difference in practice. | C2 |
| Advance human rights and social and economic and environmental justice. | C3 |
| Engage in practice-informed research and research-informed practice. | C4 |
| Engage with individuals, families, groups, organizations, and communities | C6 |
Assess individuals, families, groups, organizations, and communities | C7
Intervene with individuals, families, groups, organizations, and communities | C8
Evaluate individuals, families, groups, organizations, and communities | C9

III. BROWN SCHOOL ACADEMIC POLICIES

Academic Integrity: Academic integrity in the completion of tests, oral presentations and written assignments (including statistical syntax) is expected. Violations of academic integrity (e.g., plagiarism) are very serious offenses. Violations will result in notification to the Assistant Dean for the appropriate (MSW or MPH) program and may result in referral to the Academic and Professional Integrity Committee, which could lead to dismissal from the program. Please review and adhere to the entire set of Academic Integrity guidelines in the student handbook on Inside Brown:

Student Handbook 2017-2018

Accommodations: If you have a learning disability, sensory, or physical disability or other impairment, and you may need special assistance in lectures, reading, written assignments, and/or exam taking, please contact the Brown School Director of Student Affairs who can provide coordination of accommodations at Washington University and the Brown School. The Disability Resource Center, a University-wide resource, provides diagnostic and academic accommodations support and referrals.

English Language Proficiency: If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the English Language Program (ELP), a University-wide resource which provides classes and academic English language support designed to increase non-native English speaking students' English language proficiency and to facilitate their academic success at Washington University. You may also find the Academic Assistance resources available through the Office for International Students and Scholars to be helpful.

Professional Use of Electronic Devices in the Classroom: Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder which records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These include such activities as taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices will be at the discretion of the instructor, unless this is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices is distracting and seriously disrupts the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom during
class for non-academic reasons. This use includes emailing, texting, social networking, and use of the Internet. The use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation points, a loss of the privilege of computer use in the classroom, or being asked to leave the classroom.

Religious Holidays: The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

IV. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES

Accommodations based upon sexual assault: The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jwkennedy@wustl.edu, or by visiting the Title IX office in Umrah Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-8761 or visiting the 4th floor of Seigle Hall. See: RSVP Center

Bias Reporting: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a
student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu

**Mental Health:** Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See shs.wustl.edu/MentalHealth

**Additional Issues or Concerns:** If you feel that you need additional supports in order to be successful in your time at Brown, beyond the afore mentioned accommodations, please contact Essie Rochman, Director of Student Affairs at erochman@wustl.edu. She can assist you in navigating a myriad of concerns. Her office is in Brown Hall, room 320.

V. TEXT/READINGS

Required Texts:


Recommended Reading:


VI. ORGANIZATION OF COURSE

A. Lecture
B. Class Discussions and Activities/Exercises
C. Multimedia
D. Guest Speakers
E. Student Group Presentations

VII. ROLE OF FACULTY AND STUDENTS

The classroom environment is the mutual responsibility of the faculty and the students.

Class attendance and participation: Class attendance is mandatory and participation is highly encouraged. We expect that class members come prepared to engage in discussion of the readings/course content. We also expect to discuss differing views/analyses and experiences in a respectful manner and believe that such discussions contribute to the learning of all. Our commitment is to create a climate for learning characterized by intellectual diversity and respect. We ask that you make a similar commitment.

Please turn off or set cell phones to vibrate during class. We will have a break during the class to take care of communication needs.

Email: Please check your e-mail regularly. We will use email and Blackboard announcements to communicate with you outside of class. Email and text is the best way to contact us outside of class and office hours. Email questions sent before 5:00 p.m. on weekdays will be answered that day. We will respond to emails sent after Friday 5PM on Sunday evening after 7PM. If you have an urgent issue that requires immediate attention feel free to text or call us at numbers included on the first page of the course outline.

Writing Help: As agents of change we must develop good writing skills. These skills facilitate our ability to publish work and contribute to the body of knowledge that leads to social change. In addition, these skills enable us to write effective letters to editors and impact public opinion; write letters to representatives to impact policies; write grants to foundations to implement new programs. Clear, thoughtful, writing is more important than the number of pages. Do not add more writing simply to comply with the page limit.

We encourage you to use the Writing Center to hone your writing skills. The Writing Center is an excellent resource to ensure the proper use of grammar and clear expression of ideas.

We also encourage you to turn in drafts early if you would like time to receive feedback. We will accept early submissions up to 1 week before the paper is due. Please contact us for questions if issues arise.

VIII. ASSIGNMENTS AND GRADING CRITERIA

1. Media Critique and Integration of IPV knowledge (10%)

Find a current (within the past three months) news article, blog post, TV show, or movie related to Intimate Partner Violence. Use knowledge learned in class to critique the presentation of the violence in a one-two page paper or blog post. What assumptions were made in the media piece? What identities were addressed? What questions do you have about the representation?
2. **Appraising Intimate Partner Violence Evidence (5%)**:  
Search for a research article on an issue related to Intimate Partner Violence that you are interested in. The article needs to be either a qualitative or quantitative research. Complete an evidence appraisal form using the research article and present to a small group of peers. Turn in an electronic version of the article along with the appraisal form.

3. **Survivor Log: Integrating Theory, Practice and Reflection (10%)**  
Choose one survivor from Survivor Stories posted on Blackboard experiential activity to work with for the entire semester. Use the safety planning log to explore linkages and interconnections between the survivor’s story and the topics covered in class.

4. **Group Project: Using Evidence to Inform Intimate Partner Violence Intervention (15%)**:  
Work with a team to answer a background and intervention effectiveness question pertaining to an assigned topic related to IPV. Summarize the findings and translate them into recommendations for practice. Present the findings to the class through a 15 minute presentation followed by a 10 minute facilitated Q & A session.

5. **Topic-Centered Survivor of Intimate Partner Violence Project (15%)**  
Using the same survivor from your “Survivor-Log”, choose one topic or area impacting the survivor’s life. Find two articles regarding the topic and relate the information you found to your survivor. You may complete this assignment as a paper (3-5 pages double spaced), as a podcast (10-20 minutes), a blog post, or as a pictogram. If you are interested in a topic outside of your survivor’s story, talk to Katie to get approval to use this topic for your assignment.

6. **Safety and Advocacy Plan for Survivor of Intimate Partner Violence (25%)**:  
Using the same survivor from your “survivor-log”, develop a comprehensive safety and advocacy plan for the survivor of IPV.

7. **Class attendance and participation (20%)**:  
We require class attendance and highly encourage class participation. We expect that all of us come to class prepared to engage in discussion of the readings/course content. We will call upon individual students to discuss the assigned reading materials. All assigned readings are in the Wash U library and/or on Blackboard.

Readings are broken into three categories:

**Number 1**: Read, Question, Understand and Analyze. We expect you to read these with a critical eye and be prepared to engage in in-depth conversation regarding the contents of these readings.

**Number 2**: Skim and review. You don't have to read these word for word, but should understand the message of the reading, and be prepared to discuss the contents.

**Number 3**: Optional. We think these articles are helpful and add to the content of the course but don't want to assign an overbearing amount of reading. If these articles cover a topic you are interested in, please read as either a 1 or a 2.
Blackboard/Class Discussion: Twice in the semester, students are expected to pose a discussion question and post that question to Blackboard by Friday night at 8:00 p.m. All students will be expected to review the weekly discussion questions, choose one question to consider, and be prepared to discuss this question in class. Students will meet weekly for a discussion. Discussion leaders will be expected to facilitate the group discussion, summarize the discussion in class for the full group, and to write a 5-10 point list of discussion topics, questions, ideas that come up in the discussion and post in discussion thread by the following class session at 9:00 a.m. Students will sign up for class discussion leader dates on the 1st day of class.

Participation points will be based on class attendance (and coming to class on time), familiarity with the assigned readings, EBP article appraisal discussion, Blackboard discussion question posting and 5-10 point summary, small group discussions and active class participation.

PLEASE NOTE! Assignments and readings are subject to change to accommodate teaching and learning needs and will be communicated to students via Blackboard, in class announcements, and email.

Schedule of Assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media Critique and Integration of IPV knowledge</td>
<td>10</td>
<td>1/30</td>
</tr>
<tr>
<td>Appraising Intimate Partner Violence Evidence</td>
<td>5</td>
<td>2/13</td>
</tr>
<tr>
<td>Survivor Log: Integrating Theory, Practice and Reflection</td>
<td>10</td>
<td>2/20</td>
</tr>
<tr>
<td>Topic-Centered Survivor of Intimate Partner Violence Project</td>
<td>15</td>
<td>3/6</td>
</tr>
<tr>
<td>Safety and Advocacy Plan for Survivor of Intimate Partner Violence</td>
<td>25</td>
<td>5/2</td>
</tr>
<tr>
<td>Class Participation and Attendance</td>
<td>20</td>
<td>Ongoing</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

Grading Criteria: Grading is based on the quality of the work you turn in. We will provide detailed directions for each assignment including the grading criteria. The grade of A implies superior work.

Late Policy: We will strictly enforce the following late-assignment grading scheme:
<table>
<thead>
<tr>
<th>Assignment turned in:</th>
<th>Highest possible grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turned in on time (beginning of class on Tuesday)</td>
<td>100</td>
</tr>
<tr>
<td>Before Wednesday 9:00am (1 day late)</td>
<td>85</td>
</tr>
<tr>
<td>Before Thursday 9:00am (2 days late)</td>
<td>75</td>
</tr>
<tr>
<td>Before Friday 9:00am (3 days late)</td>
<td>65</td>
</tr>
<tr>
<td>Before Saturday 9:00am (4 days late)</td>
<td>50</td>
</tr>
<tr>
<td>After 4 days</td>
<td>0</td>
</tr>
</tbody>
</table>

If you are incapacitated by illness, injury, the birth of a child, death in the family or extraordinary care-giving and/or work responsibilities please approach us to negotiate new due dates for assignments.

**Grading Scale:**

- 100 – 95.5  A
- 95.4 – 91.5  A-
- 91.4 – 87.5  B+
- 87.4 – 83.5  B
- 83.4 – 79.5  B-
- 79.4 – 75.5  C
- 75 – 71.5  C-
- Anything below “F”

**IX. Competency Alignment to Assignments and Course Activities**

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Competency/Competencies</th>
<th>Dimension/Dimensions Measured</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Project: Using Evidence to Inform Intimate Partner Violence Intervention</td>
<td>C1, C2, C3, C4, C6, C7, C9</td>
<td>Knowledge, Skills, Cognitive and Affective Processes</td>
</tr>
<tr>
<td>Media Critique: Integrating Knowledge of Intimate Partner Violence</td>
<td>C1, C2, C3, C6, C7, C9</td>
<td>Knowledge, Skills, Values, Cognitive and Affective Processes</td>
</tr>
<tr>
<td>Survivor Log: Integrating Theory, Practice and Reflection</td>
<td>C1, C2, C6, C7, C9</td>
<td>Knowledge, Cognitive and Affective Processes, Values</td>
</tr>
<tr>
<td>Topic-Centered Survivor of Intimate Partner Violence Project</td>
<td>C1, C2, C4, C6, C7, C8</td>
<td>Knowledge, Cognitive and Affective Processes</td>
</tr>
<tr>
<td>Safety and Advocacy Plan for Survivor of Intimate Partner Violence</td>
<td>C1, C2, C3, C5, C6, C7, C8</td>
<td>Knowledge, Skills, Cognitive and Affective Processes, Values</td>
</tr>
<tr>
<td>Appraising Intimate Partner Violence Evidence</td>
<td>C4</td>
<td>Skills</td>
</tr>
</tbody>
</table>

**Course Activities**

| In Her Shoes Experiential Intimate Partner Violence Activity | C1, C2 | Values, Cognitive and Affective Processes, Knowledge |
| In class role play safety planning scenarios | C1, C2, C6, C7, C8 | Skills, Cognitive and Affective Processes, Affective Processes, Values, Knowledge |
| Risk and lethality assessment role plays | C1, C2, C6, C7, C8 | Values, Cognitive and Affective Processes |
X. Course Outline

WEEK 1: TUESDAY, JANUARY 16

TOPIC: Introductions, In Their Shoes Experiential Activity

READINGS:


WEEK 2: TUESDAY, JANUARY 23

TOPIC: Laying the Foundation: IPV, Trauma, Dynamics of Oppression and Evidence Informed Practice

READINGS:


WEEK 3: TUESDAY, JANUARY 30

TOPIC: Advocating for Survivors of IPV

DUE: Media Critique and Integration of IPV knowledge

READINGS:


**WEEK 4: TUESDAY, FEBRUARY 6**

**TOPIC:** Understanding IPV: Use of Battering

**READINGS:**


**WEEK 5: TUESDAY, FEBRUARY 13**

**TOPIC:** Understanding Battering in the Context of Couples

**DUE:** Appraising Intimate Partner Violence Evidence, brief description of topic of Group Project

**READINGS:**


2. Simpson, L.E. et al. (2007). Relationship Violence Among Couples Seeking Therapy: Common Couple Violence or Battering? *(choose one of the three starred articles to read)*


**WEEK 6: TUESDAY, FEBRUARY 20**

**TOPIC:** Understanding IPV: Impact on Children

**DUE:** Survivor Log: Integrating Theory, Practice and Reflection

**READINGS:**


**WEEK 7: TUESDAY, February 27**

**TOPIC:** Impact of IPV on Health and Mental Health

**DUE:** Draft EBP questions for Group Project

**READINGS:**


1. Reuter and Newcomb et al. (2016) Intimate Partner Violence Victimization in LGBT Young Adults: Demographic Differences and Associations With Health Behaviors


2. Bosch et al. (2015). The impact of Intimate Partner Violence on Women’s Physical Health: Findings from the Missouri Behavioral Risk Factor Surveillance System. *Journal of Interpersonal Violence, 1*-18.* (choose one of the 5 starred articles to read)

2. Wilson, C.K. et al. (2012). Relationships between Past Trauma Exposures and PTSD among survivors of Intimate Partner Violence. *Journal of Aggression, Maltreatment & Trauma, 21*, 540-554. *(choose one of the 5 starred articles to read)*
Week 8: Tuesday, March 6

Topic: Understanding IPV: Criminal Justice Response, Transformative Justice

Due: Topic-Centered Survivor of Intimate Partner Violence Project

Readings:


- 1-Langenderfer-Magruder et al. Experiences of Intimate Partner Violence and Subsequent Police Reporting Among Lesbian, Gay, Bisexual, Transgender, and Queer Adults in Colorado Comparing Rates of Cisgender and Transgender Victimization


**********TUESDAY MARCH 13*********NO CLASS-SPRING BREAK-ENJOY!!**********

Week 9: Tuesday, March 20

Topic: Risk Assessment and fatality and parenting by an abusive partner

Readings:

- 1- Fatality Review in Montana VIDEO

- 1-Organizing a Domestic Violence Fatality Review (online)-REQUIRED FOR CLASS CONTENT TO MAKE SENSE


**WEEK 10: TUESDAY, MARCH 27**

**TOPIC:** IPV and Economics: Creating Cost of Living Plans and Understanding Credit


**WEEK 11: TUESDAY, APRIL 3**

**TOPIC:** Teen Dating Violence and Prevention 1

**DUE:** Packet for Group Project

**READINGS:**


2-Dank et al. (2014) Dating Violence Experiences of Lesbian, Gay, Bisexual, and Transgender Youth


3-Dating Matters: Education for Adults working with Teen Dating Violence (online)

3-Special Collection: 2013 Update: Preventing and Responding to Teen Dating Violence

**WEEK 12: TUESDAY, APRIL 10**

**TOPIC:** IPV, Employment, Housing, Policy Advocacy

**DUE:** Group presentations

**READINGS:**


2-2013. In the Name of VAWA. *Affilia, 28*(3)


**WEEK 13: TUESDAY, APRIL 17**

**TOPIC:** IPV and (dis)Abilities, Prevention 2

**DUE:** Group presentations

**READINGS:**


2-MCADSV Prevention: Ending Violence Through Social Change

3-Guide to Engaging Men and Boys in Preventing Violence Against Women and Girls

WEEK 14: Tuesday, April 24

TOPIC: Spiritual abuse, Compassion Fatigue/Vicarious Trauma, Native Survivors

DUE: Group presentations

READINGS:


WEEK 15: Tuesday, MAY 1

TOPIC: Current Theories of IPV, Movement Building, and Liberation

DUE: Comprehensive Safety and Advocacy Plan

READINGS:


