



Summer 2019

Course Number: SOWK 679.43	Classroom: ONLINE
Course Name: Domestic Violence	
Day & Time: Wednesdays (synchronous learning via ZOOM Session) 6:00 pm to 8:00 pm July 2- August 13 Fridays (asynchronous learning (on your own) content posted)	
Instructor: Angelique Jenney	Office Hours: Online: After each ZOOM Session or by Appointment
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COURSE OUTLINE

Syllabus Statement

SOWK 679.43 Domestic Violence is designed to provide an overview of the issue of violence in families. Based on feminist principles this course integrates theory and practice, and incorporates analyses of both policy and inter-disciplinary responses to woman abuse and children exposed to domestic violence. In Canada violence in families occurs at concerning rates. Emphasis will be on the relationships between societal structures and the family, and congruence with professional practice response. The course explores how various forms of abuse/violence is perpetrated and maintained, examines challenges to safety, and reviews interventions with best outcomes for individuals and families. These issues are studied and discussed within the diverse contexts of family life, and take into account the multiple influences of intersecting oppressions on families.

Course Description

Theoretical frameworks will be reviewed as these apply to issues of violence in families and will include feminist, intersectional, structural, and psychological/trauma theories. Professional and ethical considerations will be discussed in relation to the wide range of belief and value systems encountered in practice. Intersecting oppressions of gender, race, class, ability, age, culture, religion and sexual orientation, and impact on the causes and maintenance of violence will be analyzed and discussed.

Teaching in this course is guided by principles of adult education, which view students as active and self-directed learners and an educational approach that fosters a positive working partnership between the instructor and students. Based on principles of adult learning, the class will be taught using a wide variety of instructional methods including lectures, large and small group discussions, videos, student presentations, guest speakers from the practice community, a progressive case study and an in-class clinical simulation experience. A core concept in adult education is valuing student experiences and knowledge, and the potential for sharing these to deepen individual learning.

This course is conducted with an emphasis on creating an environment that is inclusive and conducive to a positive learning experience. This means that both instructors and students must take responsibility for the learning environment. Positive learning involves gaining and sharing knowledge in a respectful manner just as will be necessary in the context of professional practice. Accordingly, disrespectful behaviour, intimidation and discrimination are unacceptable in the learning environment, just as they are unacceptable in a professional environment. If there are any concerns about the learning environment, students are encouraged to express them to the instructor.

Students should approach this course with the same level of professionalism expected in practice settings and in accordance to our professional code of conduct. Students will be encouraged to assist in each other's development and are expected to accord their colleagues the respect, sensitivity and confidentiality they would offer in a professional social work practice context.

This means students should attend all classes, be prepared to participate in the class discussion, and show respect for one another's opinions. Class attendance is essential to the development of collegial relationships that characterize learning, reflection, and critical analysis within social work practice. If absences are anticipated or occur it is the responsibility of the student to inform their instructor and make arrangements to stay caught up. Students will be expected to read all assigned materials and to be prepared to participate in discussions and case simulations. Social work education also deals with complex and controversial issues, which may impact your comfort and safety. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive course experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. It is the responsibility of everyone in the classroom to strive toward an environment that values civility, respect and professionalism even if we do not agree. Students are expected to accord their colleagues the respect, sensitivity and confidentiality similar to the environment they would offer in professional practice. We expect to learn from each other in an atmosphere of positive engagement and mutual respect.

Unanticipated distress, mental health and stress management: This is a course that deals with violence in families and therefore, students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor and seek self-care as needed using the resources listed in the Wellness section.

Learning Objectives

Specific Course-Level Objectives (CLO):

At the conclusion of this course, students will be able to:

1. Identify and define the various forms of intimate partner violence; violence in families and the impact on children
2. Articulate theoretical frameworks relevant to understanding key issues of violence in families.
3. Demonstrate awareness of the multi-causal nature of violence in families and the extent to which this social problem exists.
4. Develop a critical awareness surrounding the characterization of victims and offenders; identify potential risk factors.
5. Provide a gender, class, race, age, ability, sexual orientation and power analysis relating to the problem of family violence.
6. Identify the effects of violence on people in relation to psychological trauma, socialization and social location.
7. Examine ethical issues and personal values in working with victims and perpetrators of violence.
8. Identify policies affecting abused women and children exposed to woman abuse.

Program Level Outcomes (PLO):

- 1.1) Develop professional identities as practitioners whose professional goal is to facilitate the collective welfare and wellbeing of all people to the maximum extent possible.
- 1.2) Acquire ability for self-reflection as it relates to engaging in professional practice through a comprehensive understanding and consciousness of the complex nature of their own social locations and identities.

- 1.3) Develop an awareness of personal biases and preferences to advance social justice and the social well-being of social work service users.
- 2.1) Demonstrate knowledge of the relevant social work codes of ethics in various professional roles and activities and institutional contexts, with a particular emphasis on professional responsibilities towards vulnerable or disadvantaged groups.
- 3.1) Understand their professional role in advancing human rights and responsibilities and social justice in the context of the Canadian society and internationally.
- 4.1) Recognize diversity and identify how difference acts as a crucial and valuable part of living in a society.
- 4.2) Identify how discrimination, oppression, poverty, exclusion, exploitation, and marginalization have a negative impact on particular individuals and groups, including Francophone, Indigenous, and newcomer populations.
- 4.3) Generate plans that strive to end injustice (identified above), social injustice, and oppression.
- 5.1) Demonstrate critical thinking and reasoning in analyzing complex social situations in order to make professional judgments.
- 5.2) Apply critical thinking to identify and address structural sources of injustice and inequalities in the context of a Canadian society.
- 8.3) Critically assess the social, historical, economic, legal, political, institutional and cultural contexts of social work practice at local, regional, provincial, national, and international levels.
- 9.2) Actively promote empowering and anti-oppressive practice.
- 9.3) Acquire skills to practice at individual, family, group, organization, community, and population levels including advocacy and activism. This includes skills in working with Francophone, Indigenous and newcomer populations.
- 9.4) Participate effectively in interprofessional practice, community collaboration, and team work.
- 9.5) Acquire knowledge and develop skills in advanced practice, and/or in specialized practice with individuals, families, groups, and/or communities.

Relationship to Other Courses

This course is designed to align with other courses of social work in the areas of policy, practice, and research. The course provides an opportunity to analyze and integrate knowledge from other courses in the social work program through application of principles as they relate to child welfare social work practice.

Course Text(s)

Alaggia, R., & Vine, C. (Eds.). (2012). *Cruel but not unusual: Violence in Canadian families* (2nd ed.). Waterloo, ON: Wilfrid Laurier University Press.

Additional readings are outlined in the course schedule. Articles are available through the university library online resources. Readings will also be available via D2L.

Online Learning Format

D2L

The D2L (Desire2Learn) course management system available at: <http://D2L.ucalgary.ca> allows you a link to participate in our ZOOM discussion sessions, to review related learning resources and lectures, and write/video to the class via our discussion board assignments. Please see our class activity checklist, in our D2L course, for specific dates for each activity.

ZOOM

ZOOM sessions:

Log-in 10 minutes early to be prepared to start on time.

You are expected to come to class prepared with a working webcam and headset with microphone.

ZOOM SESSION Checklist

- 1- Find a quiet place for your online meeting to avoid background noise.
- 2- Make sure the Wi-Fi connection is good. If not, you can A) move the laptop closer to the router, or B) use an Internet cable to connect your laptop to the router. You may need to increase the strength of your internet with your internet company or attend in a community resource area with high internet strength.
- 3- Use a headset instead of built-in microphone and speaker to communicate with others in the online room. A Headset can prevent echo and background noise.
- 4- If it is your first time entering the ZOOM online room, we recommend using Firefox.
- 5- Before you access the online room, please run ZOOM diagnostic test by clicking the following URL (http://admin.adobeconnect.com/common/help/en/support/meeting_test.htm).
- 6- You can also access the online room through your mobile devices. The app can be downloaded for free. The URL to the online room can be sent to you by your instructor or learning tech coach.

Course Schedule

Class Schedule		
Date	Topic	Readings (Optional)
July 3rd Class 1 ZOOM SESSION	<p>Introductions Review of the course requirements</p> <p><u>The Politics of Naming Violence</u> <i>How We Talk about Violence and Why it Matters</i></p>	<p>*Ashcraft, C. (2000). Naming knowledge: A language for reconstructing domestic violence and systemic gender inequity. <i>Women and Language</i>, 23(1), 3-10.</p> <p>*Lloyd, M., & Ramon, S. (2017). Smoke and mirrors: U.K. newspaper representations of intimate partner domestic violence. <i>Violence Against Women</i>, 23(1), 114-139.</p> <p>Rodler, K. & Meagher, M. (2014). In her own time: Rihanna, post-feminism, and domestic violence. <i>Women: A Cultural Review</i>, 25(2), 176-193.</p> <p>*It is recommended that you read in advance of the first class.</p> <p><u>Optional Additional Readings:</u> Bhuyan, R. (2008). The production of the “battered immigrant” in public policy and domestic violence advocacy. <i>Journal of Interpersonal Violence</i>, 23(2), 153-170. Leisenring, A. (2006). Confronting “victim” discourses: The identity work of battered women. <i>Symbolic Interaction</i>, 29(3), 307-330. doi:1533-8665 Scarduzio, J. A., Carlyle, K. E., Harris, K. L., & Savage, M. W. (2017). “Maybe she was provoked”: Exploring gender stereotypes about male and female perpetrators of intimate partner violence. <i>Violence Against Women</i>, 23(1), 89-113. VanNatta, M. (2005). Constructing the battered woman. <i>Feminist Studies</i>, 31(2), 416-443.</p>
July 5th Class 2	<p><u>Theoretical Frameworks</u> <i>How We Think About Violence and Why it Matters</i></p>	<p><u>Text:</u> Lundy, C. (2012). Framing woman abuse: A structural perspective. In R. Alaggia & C. Vine (Eds.), <i>Cruel but not unusual: Violence in Canadian families</i> (2nd ed., Chapter 14). Waterloo, ON: Wilfrid Laurier University Press.</p> <p><u>Articles:</u> Ali, P. A., & Naylor, P. B. (2013). Intimate partner violence: A narrative</p>

		<p>review of the feminist, social and ecological explanations for its causation. <i>Aggression and Violent Behavior</i>, 18, 611-619.</p> <p>DeKeseredy, W. S., & Dragiewicz, M. (2014). Woman abuse in Canada: Sociological reflections on the past, suggestions for the future. <i>Violence Against Women</i>, 20(2), 228-244.</p> <p>Sokoloff, N. J., & Dupont, I. (2005). Domestic violence at the intersections of race, class, and gender: Challenges and contributions to understanding violence against marginalized women in diverse communities. <i>Violence Against Women</i>, 11(1), 38-64.</p>
<p>July 10th Class 3 ZOOM SESSION</p>	<p><u>Changing the Focus:</u> Considering Perpetrators of Violence</p>	<p><u>Text:</u> Tutty, L. (2012). Identifying, assessing and treating men who abuse and women abused by intimate partners. In R. Alaggia & C. Vine (Eds.), <i>Cruel but not unusual: Violence in Canadian families</i> (2nd ed., Chapter 15). Waterloo, ON: Wilfrid Laurier University Press.</p> <p><u>Articles:</u> Ager, R. D. (2018). A qualitative study of intimate partner violence from the perpetrator's perspective. <i>Journal of Interpersonal Violence</i>, 1-25. doi:10.1177/08862605188151142</p> <p>Bourassa, C., Letourneau, N. L., Holden, G. W., & Turcotte, P. (2017). Fathers' perspectives regarding their children's exposure to intimate partner violence. <i>Journal of Public Child Welfare</i>, 11(3), 261-278.</p> <p>Morrison, F. (2015). 'All over now?' The ongoing relational consequences of domestic abuse through children's contact arrangements. <i>Child Abuse Review</i>, 24, 274-284.</p> <p><u>Optional Additional Readings:</u> Beeble, M. L., Bybee, D., & Sullivan, C. M. (2007). Abusive men's use of children to control their partners and ex-partners. <i>European Psychologist</i>, 12(1), 54-61.</p> <p>Cater, A., & Forssell, A. M. (2014). Descriptions of fathers' care by children exposed to intimate partner violence (IPV) - Relative neglect and children's needs. <i>Child and Family Social Work</i>, 19, 185-193.</p> <p>Holt, S. (2013). Post-separation fathering and domestic abuse: Challenges and contradictions. <i>Child Abuse Review</i>, 24, 210-222.</p> <p>Katz, E. (2016). Beyond the physical incident model: How children living with domestic violence are harmed by and resist regimes of coercive control. <i>Child Abuse Review</i>, 25, 46-59.</p> <p>Musser, P. H., & Murphy, C. M. (2009). Motivational interviewing with perpetrators of intimate partner abuse. <i>Journal of Clinical Psychology</i>, 65(11), 1218-1231.</p> <p>Roy, V., Chateauvert, J., & Richard, M. C. (2013). An ecological examination of factors influencing men's engagement in intimate partner violence groups. <i>Journal of Interpersonal Violence</i>, 28(9), 1798-1816.</p> <p>Salisbury, E. J., Henning, K., & Holdford, R. (2009). Fathering by partner-abusive men: Attitudes on children's exposure to interparental conflict and risk factors for child abuse. <i>Child Maltreatment</i>, 14(3), 232-242.</p> <p>Scott, K. L., & Lishak, V. (2012). Intervention for maltreating fathers:</p>

		<p>Statistically and clinically significant change. <i>Child Abuse & Neglect</i>, 36, 680-684.</p> <p>Scott, K. L., & Crooks, C. V. (2004). Effecting change in maltreating fathers: Critical principles for intervention planning. <i>Clinical Psychology: Science and Practice</i>, 11, 95-111.</p>
<p>July 12th Class 4</p>	<p><u>Violence in Relationships</u> Current Issues and Controversies</p>	<p><u>Text:</u> Dragiewicz, M. (2012). Family violence or woman abuse? Putting gender back into the Canadian research equation. In R. Alaggia & C. Vine (Eds.), <i>Cruel but not unusual: Violence in Canadian families</i> (2nd ed., Chapter 2). Waterloo, ON: Wilfrid Laurier University Press.</p> <p>Gillis, J. R., & Diamond, S. (2012). Dynamics of partner abuse in sexual and gender minority communities. In R. Alaggia & C. Vine (Eds.), <i>Cruel but not unusual: Violence in Canadian families</i> (2nd ed., Chapter 8). Waterloo, ON: Wilfrid Laurier University Press.</p> <p><u>Articles:</u> Almassi, B. (2015). Feminist reclamations of normative masculinity: On democratic manhood, feminist masculinity, and allyship practices. <i>Feminist Philosophy Quarterly</i>, 1(2), 1-22.</p> <p>Baker, L., Young, S., Straatman, A. L., Sfeir, M., & Etherington, N. (2015). <i>Intimate partner violence in rainbow communities: A discussion paper informed by the Learning Network Knowledge Exchange – November 2014</i>. London, ON: Centre for Research & Education on Violence Against Women & Children. http://www.vawlearningnetwork.ca/sites/learningtoendabuse.ca.vawlearningnetwork/files/IPV_Knowledge-Exchange_Final_Report.pdf</p> <p>Calton, J. M., Cattaneo, L. B., & Gebhard, K. T. (2016). Barriers to help seeking for lesbian, gay, bisexual, transgender, and queer survivors of intimate partner violence. <i>Trauma, Violence, & Abuse</i>, 17(5), 585-600.</p> <p><u>Optional Additional Readings:</u> Dragiewicz, M., & DeKeseredy, W. S. (2012). Claims about women's use of non-fatal force in intimate relationships: A contextual review of Canadian research. <i>Violence Against Women</i>, 18(9), 1008-1026.</p> <p>Woulfe, J. M., & Goodman, L. A. (2018). Identifying abuse as a tactic of violence in LGBTQ communities: Initial validation of the identity abuse measure. <i>Journal of Interpersonal Violence</i>. Advance online publication. Retrieved from http://journals.sagepub.com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/0886260518760018</p>
<p>July 17th Class 5 ZOOM SESSION</p>	<p><u>Violence and Intersectionality:</u> How Multiple Oppressions Intersect to Influence the Impact of Violence</p>	<p><u>Text:</u> Baskin, C. (2012). Systemic oppression, violence & healing in Aboriginal families and communities. In R. Alaggia & C. Vine (Eds.), <i>Cruel but not unusual: Violence in Canadian families</i> (2nd ed., Chapter 6). Waterloo, ON: Wilfrid Laurier University Press.</p> <p><u>Articles:</u></p>

		<p>Native Women’s Association of Canada (NWAC). (n.d.). <i>Fact sheet: Violence against aboriginal women</i>. Ottawa, ON: Native Women’s Association of Canada. Retrieved from https://nwac.ca/wp-content/uploads/2015/05/Fact_Sheet_Violence_Against_Aboriginal_Women.pdf</p> <p>Brownridge, D. A., Taillieu, T., Affi, T., Ling Chan, K., Emery, C., Lavoie, J., & Elgar, F. (2017). Child maltreatment and intimate partner violence among Indigenous and non-Indigenous Canadians. <i>Journal of Family Violence</i>, 32, 607-619.</p> <p>Hoffart, R., & Jones, N. A. (2018). Intimate partner violence and intergenerational trauma among Indigenous women. <i>International Criminal Justice Review</i>, 28(1), 25-44.</p> <p>Optional Additional Readings: Chmielowska, M., & Fuhr, D. C. (2017). Intimate partner violence and mental ill health among global populations of Indigenous women: A systematic review. <i>Social Psychiatry and Psychiatric Epidemiology</i>, 52, 689-704.</p>
<p>July 19th Class 6</p>	<p><u>Violence and Intersectionality:</u> Part II How Multiple Oppressions Intersect to Influence the Impact of Violence</p>	<p>Text: Alaggia, R., & Maiter, S. (2012). Domestic violence and child abuse: Issues for immigrant and refugee families. In R. Alaggia & C. Vine (Eds.), <i>Cruel but not unusual: Violence in Canadian families</i> (2nd ed., Chapter 9). Waterloo, ON: Wilfrid Laurier University Press.</p> <p>Articles: Cramer, E. P., & Plummer, S. (2009). People of color with disabilities: Intersectionality as a framework for analyzing intimate partner violence in social, historical, and political contexts. <i>Journal of Aggression, Maltreatment & Trauma</i>, 18(2), 162-181. doi:10.1080/10926770802675635</p> <p>Shier, A., & Shor, E. (2016). “Shades of foreign evil”: “Honor killings” and “family murders” in the Canadian press. <i>Violence Against Women</i>, 22(10), 1163-1188.</p> <p>Tabibi, J., & Baker, L. L. (2017). <i>Exploring the intersections: Immigrant and refugee women fleeing violence and experiencing homelessness in Canada</i>. London, ON: Centre for Research & Education on Violence Against Women & Children. http://www.vawlearningnetwork.ca/sites/vawlearningnetwork.ca/files/ESDC-CREVAWC-Meeting-Report-FINAL-August-9.pdf</p> <p>Optional Additional Readings: Berman, H., Girón, E. R. I., & Marroquín, A. P. (2006). A narrative study of refugee women who have experienced violence in the context of war. <i>Canadian Journal of Nursing Research</i>, 38(4), 32-53.</p>
<p>July 24th Class 7 ZOOM Session</p>	<p><u>Violence Across the Lifespan</u></p>	<p>Text: Harbison, J., McKinley, P., & Pettipas, D. (2012). Older people are subjects, not objects: Reconsidering theory and practice in situations of elder abuse. In R. Alaggia & C. Vine (Eds.),</p>

	<p>How Vulnerability Increases the Risk of Violence</p>	<p><i>Cruel but not unusual: Violence in Canadian families</i> (2nd ed., Chapter 17). Waterloo, ON: Wilfrid Laurier University Press.</p> <p>Sobsey, R., & Sobon, S. A. (2012). Violence, protection, and empowerment in the lives of children and adults with disabilities. In R. Alaggia & C. Vine (Eds.), <i>Cruel but not unusual: Violence in Canadian families</i> (2nd ed., Chapter 7). Waterloo, ON: Wilfrid Laurier University Press.</p> <p>Articles:</p> <p>Shah, S., Tsitsou, L., & Woodin, S. (2016). Hidden voices: Disabled women's experiences of violence and support over the life course. <i>Violence Against Women</i>, 22(10), 1189-1210.</p> <p>Weeks, L. E., & LeBlanc, K. (2011). An ecological synthesis of research on older women's experiences of intimate partner violence. <i>Journal of Women & Aging</i>, 23, 283-304.</p>
<p>July 26th Class 8</p>	<p><u>Technology and Social Media and Domestic Violence: Risks and Possibilities</u></p>	<p>Readings:</p> <p>Clark, R. (2016) "Hope in a hashtag": The discursive activism of #WhyIStayed, <i>Feminist Media Studies</i>, 16(5), 788-804. doi:10.1080/14680777.2016.1138235</p> <p>Marganski, A., & Melander, L. (2018). Intimate partner violence victimization in the cyber and real world: Examining the extent of cyber aggression experiences and its association with in-person dating violence. <i>Journal of Interpersonal Violence</i>, 33(7), 1071-1095.</p> <p>Storer, H. L., Rodriguez, M., & Franklin, R. (2018). Leaving was a process, not an event: The lived experience of dating and domestic violence in 140 characters. <i>Journal of Interpersonal Violence</i>, 1-28. doi:10.1177/0886260518816325</p> <p><u>Optional Additional Readings:</u></p> <p>Epstein, D., Goodman, L. A. (2019). Discounting women: Doubting domestic violence survivor's credibility and dismissing their experiences. <i>University of Pennsylvania Law Review</i>, 167(2) 399-461.</p>
<p>July 31st Class 9 ZOOM SESSION</p>	<p><u>Risk Assessment and Safety Planning</u> How understanding risk and safety in family violence cases is critical</p>	<p>Articles:</p> <p><i>Domestic Homicide Brief 3</i>. Retrieved from http://cdhpi.ca/sites/cdhpi.ca/files/Brief_3-Final.pdf</p> <p>Jaffe, P. G., Scott, K., Jenney, A., Dawson, M., Straatman, A. L., & Campbell, M. (2014). <i>Risk factors for children in situations of family violence in the context of separation and divorce</i>. Retrieved from http://www.justice.gc.ca/eng/rp-pr/cj-jp/fv-vf/rfcsfv-freevf/index.html</p>

		<p>Hoyle, C. (2008). Will she be safe? A critical analysis of risk assessment in domestic violence cases. <i>Children and Youth Services Review</i>, 30, 323-337.</p> <p>Parker, E. M., & Gielen, A. C. (2014). Intimate partner violence and safety strategy use: Frequency of use and perceived effectiveness. <i>Women's Health Issues</i>, 24(6), 584-593.</p> <p>Reisenhofer, S., & Taft, A. (2013). Women's journey to safety – The transtheoretical model in clinical practice when working with women experiencing intimate partner violence: A scientific review and clinical guidance. <i>Patient Education and Counselling</i>, 93, 536-548.</p> <p><u>Optional Additional Readings:</u> <i>Canadian Domestic Homicide Prevention Initiative</i>. Retrieved from http://cdhpi.ca</p> <p>Dawson, M., & Piscitelli, A. (2017). Risk factors in domestic homicides: Identifying common clusters in the Canadian context. <i>Journal of Interpersonal Violence</i>. Retrieved from http://journals.sagepub.com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/0886260517729404</p>
<p>August 2nd</p>	<p><u>Intervening with Children Exposed to Intimate Partner Violence</u></p>	<p><u>Watch:</u> https://www.youtube.com/watch?v=IOeQUwdAjE0&list=PL4QNnEYuTJIBzDqkFV0BtaZy_OSFxhPKN (Part I and II)</p> <p><u>Text:</u> Jenney, A., & Alaggia, R. (2012). Children's exposure to domestic violence: Integrating policy, research and practice to address children's mental health. In R. Alaggia & C. Vine (Eds.), <i>Cruel but not unusual: Violence in Canadian families</i> (2nd ed., Chapter 11). Waterloo, ON: Wilfrid Laurier University Press.</p> <p><u>Articles:</u> Artz, S., Jackson, M. A., Rossiter, K. R., Nijdam-Jones, A., Geczy, I., & Porteous, S. (2014). A comprehensive review of the literature on the impact of exposure to intimate partner violence for children and youth. <i>International Journal of Child, Youth and Family Studies</i>, 5(4), 493-587.</p> <p>Etherington, N., & Baker, L. (2018). From "Buzzword" to best practice: Applying intersectionality to children exposed to intimate partner violence. <i>Trauma, Violence & Abuse</i>, 19(10), 58-75.</p> <p>Kress, V. E., Adamson, N. A., Paylo, M. J., DeMarco, C., & Bradley, N. (2012). The use of safety plans with children and adolescents living in violent families. <i>The Family Journal: Counseling and Therapy for Couples and Families</i>, 20(3), 249-255.</p> <p><u>Optional Additional Readings:</u> Graham-Bermann, S. A., & Perkins, S. (2010). Effects of early exposure and lifetime exposure to intimate partner violence</p>

		<p>(IPV) on child adjustment. <i>Violence and Victims</i>, 25(4), 427-439.</p> <p>Horton, E., Murray, C. E., Garr, B., Notestine, L., Flasch, P., & Higgins Johnson, C. (2014). Provider perceptions of safety planning with children impacted by intimate partner violence. <i>Children and Youth Services Review</i>, 42, 67-73.</p> <p>Hughes, J., & Chau, S. (2012). Children's best interests and intimate partner violence in the Canadian family law and child protection systems. <i>Critical Social Policy</i>, 32(4), 677-695.</p> <p>Insetta, E. R., Akers, A. Y., Miller, E., Yonas, M. A., Burke, J. G., Hintz, L., & Chang, J. C. (2015). Intimate partner violence victims as mothers: Their messages and strategies for communicating with children to break the cycle of violence. <i>Journal of Interpersonal Violence</i>, 30(4), 703-724.</p> <p>Jenney, A., Mishna, F., Alaggia, A., & Scott, K. (2014). Doing the right thing? (Re)considering risk assessment and safety planning in child protection work with domestic violence cases. <i>Children and Youth Services Review</i>, 47, 92-101.</p> <p>Jenney, A. (2013). The impact of domestic violence on infants and young children. <i>IMPRINT: The Newsletter of Infant Mental Health Promotion</i>, 61, 1-4. Retrieved from http://www.imhpromotion.ca/Portals/0/IMHP%20PDFs/Domestic%20Violence%20Brief.pdf</p> <p>Carpenter, G. L., & Stacks, A. M. (2009). Developmental effects of exposure to intimate partner violence in early childhood: A review of the literature. <i>Children and Youth Services Review</i>, 31, 831-839.</p> <p>Strega, S. (2012). Whose failure to protect? Child welfare interventions when men abuse mothers. In R. Alaggia & C. Vine (Eds.), <i>Cruel but not unusual: Violence in Canadian families</i> (2nd ed., Chapter 12). Waterloo, ON: Wilfrid Laurier University Press.</p>
<p>August 7th Class 11 ZOOM SESSION</p>	<p><u>Intervening with Women: Understanding Disclosure, Safety and Help-Seeking</u></p>	<p><u>Articles:</u></p> <p>Alaggia, R., Regehr, C., & Jenney, A. (2012). Risky business: An ecological analysis of intimate partner violence disclosure. <i>Research on Social Work Practice</i>, 22(3), 301-312.</p> <p>Keeling, J., & van Wormer, K. (2011). Social worker interventions in situations of domestic violence: What can we learn from survivors' personal narratives? <i>British Journal of Social Work</i>, 1-17. doi:10.1093/bjsw/bcr137</p> <p>Sylaska, K. M., & Edwards, K. M. (2014). Disclosure of intimate partner violence to informal social support network members: A review of the literature. <i>Trauma, Violence & Abuse</i>, 15(1), 3-21.</p> <p><u>Optional Additional Readings:</u></p> <p>Davies, J. (2008). When battered women stay... Advocacy beyond leaving. <i>Building Comprehensive Solutions to Domestic Violence Against Women</i> (BCSDV Paper #20). http://www.vawnet.org/Assoc_Files_VAWnet/BCS20_Staying.pdf</p> <p>Liang, B., Goodman, L., Tummala-Narra, P., & Weintraub, S. (2005). A theoretical framework for understanding help-seeking processes among survivors of intimate partner violence. <i>American Journal of Community Psychology</i>, 36(1/2), 71-84.</p> <p>Matlow, R. B., & DePrince, A. P. (2015). The impact of appraisals and</p>

		context on readiness to leave a relationship following intimate partner abuse. <i>Violence Against Women</i> , 21(9), 1043-1064.
August 9th Class 12	<u>Hope and Healing:</u> <u>Resilience in the face of violence</u> Self-awareness and Self-Care	<p><u>Text:</u> Ungar, M., & Perry, B. (2012). Violence, trauma and resilience. In R. Alaggia & C. Vine (Eds.), <i>Cruel but not unusual: Violence in Canadian families</i> (2nd ed., Chapter 5). Waterloo, ON: Wilfrid Laurier University Press.</p> <p><u>Articles:</u> Alaggia, R., & Donohue, M. (2018). Take these broken wings and learn to fly: Applying resilience concepts to social work practice with children exposed to intimate partner violence. <i>Smith College Studies in Social Work</i>, 88(1), 20-38. Burnette, C. E. (2018). Family and cultural protective factors as the bedrock of resilience and growth for Indigenous women who have experienced violence. <i>Journal of Family Social Work</i>, 21(1), 45-62.</p> <p><u>Optional Additional Readings:</u> Dewey, S. C., & St. Germain, T. P. (2014). Social services fatigue in domestic violence service provision facilities. <i>Affilia: Journal of Women and Social Work</i>, 29(4), 389-403. Flasch, P., Murray, C. E., & Crowe, A. (2017). Overcoming abuse: A phenomenological investigation of the journey to recovery from past intimate partner violence. <i>Journal of Interpersonal Violence</i>, 32(22), 3373-3401. Howell, K. H., Miller, L. E., Barnes, S. E., & Graham-Bermann, S. A. (2015). Promoting resilience in children exposed to intimate partner violence through a developmentally informed intervention: A case study. <i>Clinical Case Studies</i>, 14(1), 31-46. Ilfie, G., & Steed, L.G. (2000). Exploring the counselor's experience of working with perpetrators and survivors of domestic violence. <i>Journal of Interpersonal Violence</i>, 15(4), 393-412. Jenney, A., Alaggia, R., & Niepage, M. (2016). The lie is that it's not going to get better: Narratives of resilience from childhood exposure to Intimate Partner Violence. <i>International Journal of Child and Adolescent Resilience</i>, 4(1), 64-76. Kulkarni, S. J., Bell, H., & Rhodes, D. M. (2012). Back to basics: Essential qualities of services for survivors of intimate partner violence. <i>Violence Against Women</i>, 18(1), 85-101. Kulkarni, S., Herman-Smith, R., & Ross, T. C. (2015). Measuring intimate partner violence (IPV) service provider's attitudes: The development of the survivor-defined advocacy scale (SDAS). <i>Journal of Family Violence</i>, 30, 911-921. Paat, Y.-F. (2014). Risk and resilience of immigrant women in intimate partner violence. <i>Journal of Human Behavior in the Social Environment</i>, 24, 725-740. Sansbury, B. S., Graves, K., & Scott, W. (2015). Managing traumatic stress responses among clinicians: Individual and organizational tools for self-care. <i>Trauma</i>, 17(2), 114-122.</p>

Assignments

<u>Grading Scheme:</u>	<u>% of Final Mark</u>	<u>Instructor Approval Date</u>	<u>Due Date</u>
Assignment 1	35%	July 11	July 22
Assignment 2	35%	July 18	August 5
Participation (Rubric to be provided)	30%		Ongoing

Assignment #1: Giving Voice Expressive Art Project

Meets CLO 1,2,3,4,6,7,8 and PLO 1.1, 1.3, 2.1, 3.1, 4.1, 4.2, 5.1, 5.2, 8.3, 9.3, 9.4, 9.5

Product: Expressive Arts Project and Presentation

Weight: 35% Total

20% Final Product Presentation/Content;

15% written explanation/reflection (rationale/process)

General idea (and group if applicable) formed by: July 11th

Final due date: July 22nd, 11:59pm

Submission: Presentation of the product will be posted online to be shared with other students for discussion. The accompanying written explanation and reflection will be sent separately to the instructor and will not be shared with other students.

Option: Group or individual assignment (Groups will be evaluated as a group; individual marks will not be assessed; maximum 3 people per group).

Presentation/Content: Expressive Arts are often used as an effective means of intervention with survivors of violence as well as a tool for research and resistance. Using arts based materials (paint, paper etc.), drama (skits, short films), written or spoken word, visual art (photography, collage, media slide shows) create a project that 'gives voice' to an issue salient to you with respect to violence against women and children. **Works should emphasize healing, resilience, advocacy and empowerment that could be used to promote education or engagement about/with the issues and inspire hope for change.**

Examples:

Create a short film clip/slide show (5 minutes maximum) to illustrate topic area of interest/educational materials (e.g. PSA, Digital Storytelling Project)

Write and illustrate a short therapeutic children's story.

Create a piece of artwork (any medium that can be shared in the online format – even if it's a photograph or video of a more physical piece of art such as sculpture or large painting)

Present a short skit/drama therapy concept.

Compose and perform a poem, song, spoken word etc.

Written explanation/reflection (rationale and process): **Each student** will provide a brief (2-3 pages) personal explanation/reflection outlining their rationale for the project and a reflection on the process for themselves individually (or as a group if appropriate) and how this experience might be incorporated into current learning or future practice. Questions to consider: Why this particular topic? This medium? Changes you experienced or perceived about yourself or the group dynamic while working on the project; thoughts about how this experience might have impacted you personally/professionally in terms of development. A rubric will be provided on D2L.

Assignment #2 DUE AUGUST 5th: TWO OPTIONS – Students must choose ONE only

Meets CLO 1,2,3,4,5, 6,7,8 and PLO 1.1, 1.3, 2.1, 3.1, 4.1, 4.2, 5.1, 5.2, 8.3, 9.3, 9.4, 9.5

Product: Research Paper OR Panel Presentation (see descriptions below)

Weight: 35%

General idea (and group if applicable) formed by: July 18th

Due date: August 5th, 2019 11:59pm

OPTION #1: PANEL PRESENTATION:

Panel presentations are designed to give you the experience of reading, analyzing, and presenting on an important topic that utilizes all the skills involved in creating a research paper but in a creative and engaging format. In addition, because this is a collaborative classroom, this assignment provides you the opportunity to work with a group in planning, designing, and executing an oral presentation as well as watching your classmates' presentations and learning about their topic areas as well. Thus, it is both an individual and collaborative effort and requires you to be thorough, committed to group activities, and organized while also contributing to the learning of all of your classmates.

Requirements: The main requirement is that you produce a recorded panel presentation of no more than 10 minutes in duration that educates the viewer on the topic that you have researched. The structure of the presentation should be organized as a set of inquiry/research questions that logically flow from each other to provide an informative, yet brief overview of the issue. Starting with a background question (to provide information necessary to understand the content questions), followed by content questions (as many as reasonable given the number of students in each group) and ending with a practice related question. An example is provided on D2L. Sample topic areas could include: Domestic Violence and Pregnancy; Female Perpetrators of Domestic Violence; Engaging Men in Ending Violence Against Women; Special Issues in Dating Violence, Special issues in same-sex partner abuse, Special issues in Elder Abuse, Domestic Violence and Child Welfare, The Role of the Ethno-specific Agency in Domestic Violence Service Provision, the Intersection between Domestic Violence AND...(poverty, feminism, systemic oppression, socialization of women etc.), Systemic Responses to the Issue of Family Violence, Challenges of Domestic Violence Research. Use of optional reading lists to expand on an area previously discussed in class is also an option.

If there is another related area that you wish to pursue, please clear it with the instructor first.

No more than 5 students per panel presentation – which would allow each student a minimum of 2 minutes of presentation time.

Each student will research their particular question, using a minimum of 5-10 resources, and ensure that it links with the other presenters in their group. Each section should be succinct – illustrating 3 clear findings/assumptions/learnings as well as ending with an additional question that could spark discussion from their classmates in follow-up posts.

Each group will produce (worth 15% of grade – group members all receive the same grade):

- 1) The proposed topic, media type, learning objectives, questions for the panelists as outlined in the example above, and proposed media format for instructor approval by July 18th.
- 2) Maximum 10-minute recorded panel presentation uploaded to D2L (2 minutes per student, up to a maximum of 5 students per group). Minimum number of students per group is 3. Media format (such as video, zoom room, voice over slides/prezi type, podcasts) is the choice of the group.

Each student will produce (worth 20% of grade – individually graded):

- 1) Maximum two-page document (not including references) that provides the script for their 2-minute oral presentation. Including new questions arising out of their work. Plus a reference list (in correct APA format) of all resources accessed to answer the question. (5%)
- 2) One page self- and group-evaluation of the process and presentation (template and rubric provided in D2L). (10%)
- 3) Maximum two-page personal reflection on how this process will influence your professional practice as a social worker. (5%)

Students have the option of working together in a Zoom room and simply recording their presentation simultaneously together – or however they choose to put their presentation together for upload – however it must be in a single presentation (for example, each student cannot simply upload their own youtube video – they will need to work together to edit videos, slide shows, or podcasts type examples together.

OPTION #2: Research Paper

Students will produce an 8-10 page paper illustrating their inquiry into an area of interest focusing on family violence from an ecological perspective in social work practice.

The learning project should include the following:

- An introduction which discusses the student's interest in the topic area and the questions to be pursued;
- Clearly report the research findings using **at least 10 resources** in answering the questions posed;
- Demonstrate critical thinking and some analysis of these findings;
- Draw some reasoned conclusions about what was learned from the research process; and
- Identify emergent questions that have arisen during this process;
- Include professional practice reflection on how this learning may be applied to your development as a social worker;
- Rubric to be provided on D2L.

Assignment #3: Participation and Engagement with Course Content

Meets CLO 1,2,3,4,5,6,7,8 & PLO 1.2,1.3, 2.1,3.1, 4.1, 4.3, 5.1, 9.2,

Product: Discussion Posts

Weight: 30%

Due Date: Evaluated each week

Submission: Marks are given for involvement in the course and completing weekly activities (viewing materials, engaging in discussion boards in thoughtful ways, and attending all 6 of the ZOOM sessions). A marking rubric will be provided on D2L. Criteria and weighting for D2L discussions will include: Ideas: 30%, Critical Thinking: 30%, Participation: 20%, and Etiquette: 20%.

Recommended Readings

See Course Schedule for additional readings.

Grading

The University of Calgary Undergraduate Grading System and the standard Faculty of Social Work percentage conversion will be used.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

Course Evaluation

1. Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms.
2. A formative evaluation will occur at the mid-point of the course and the results will be discussed with the class
3. The instructors also welcome constructive feedback from students regarding the process and content of the course at any time during the semester.

RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, he or she should speak with the course instructor and consult the CFREB ethics website (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) *before* beginning the assignment."

WRITING EXPECTATIONS

It is expected that all work submitted in assignments should be the student's own work, written expressly by the student for this particular course. You are reminded that academic misconduct, including plagiarism, has extremely serious consequences, as set out in the University Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

All social work students are expected to review the Academic Integrity Module before beginning their program: <https://connect.ucalgary.ca/p8lqb1nucdh/>

A number of programs and services, including online writing tutors, are available through the Student Success Centre (SSC) to assist students increase productivity and overcome certain difficulties they may encounter. Additional information and the links for either appointment booking or event registration are available at <http://www.ucalgary.ca/ssc/>

IMPORTANT INFORMATION

A number of services are available through the Wellness Centre to support students in distress or those needing wellness supports: <http://www.ucalgary.ca/wellnesscentre/resources>

Wellness Centre Phone Support (403) 210-9355 24 hours/day

If a student requires immediate or crisis support, they can also call the Mental Health Help Line 1-877-303-2642 (toll free within Alberta for mental health advice).

Each individual is responsible to ensure compliance with the University of Calgary copyright policy. Individual questions and concerns should be directed to copyright@ucalgary.ca.

Any research in which students are invited to participate will be explained in class and approved by the appropriate University Research Ethics Board.

Students must use their ucalgary email address as the preferred email for university communications.

Cell phones must be turned off in class unless otherwise arranged with the instructor.

Assembly points for emergencies have been identified across campus. The primary assembly point for the Professional Faculties building is the Education Block Food Court. The alternate assembly point is Scurfield Hall Atrium.

The Social Work representative to the Students Union is to be determined (swsa@ucalgary.ca).

Appeals: If there is a concern with the course, academic matter, or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, and must follow the process in the Calendar. <http://www.ucalgary.ca/pubs/calendar/current/i.html>

The Student Ombudsman's Office can be reached at <http://www.ucalgary.ca/ombuds/> for assistance with any academic and non-academic misconduct concerns.

The Freedom of Information and Protection of Privacy (FOIP) Act indicates that assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your express permission. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission.

STUDENTS WITH DISABILITIES

It is the student's responsibility to request academic accommodations. Discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

If you are a student with a documented disability who may require academic accommodation, please register with the Student Accessibility Services <http://www.ucalgary.ca/access/> (403) 220-8237 or email: access@ucalgary.ca. Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor or to the Faculty of Social Work's Associate Dean (Teaching & Learning).

SAFEWALK (403) 220-5333

Campus security will escort individuals, day or night. Call (403) 220-5333. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths

Building Evacuations

When the building evacuation alarm sounds, please take your personal belongings, if readily available, leave the building quickly and safely using the stairs and proceed to our primary Assembly Point – the Education Building. Wait there until you have received clearance from the Emergency Wardens to re-enter the building. You are encouraged to download the UofC Emergency App:

<http://www.ucalgary.ca/emergencyplan/emergency-instructions/uc-emergency-app>

Supports for Mental Health

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, ucalgary.ca/wellnesscentre/counselling/personal/) and the Campus Mental Health Strategy website (ucalgary.ca/mentalhealth).

Sexual Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>