



Course & Session Number	SOWK 524 S01	Classroom	ONLINE – Check D2L of Zoom Link
Course Name	Intimate Partner Violence		
Dates and Time	<p>Start of Classes: September 3, 2024 End of Classes: December 6, 2024 Dates and Time: In-person instruction Tuesdays 5:30-8:30pm Students need also to sign up for TWO (Time #1 and Time #2) 30-minute time slots (Please note you must sign up for the SAME Actor (1 or 2) for BOTH of your chosen dates). Online Simulation Dates: #1 – September 10th, 10-6pm #2 – November 19th, 10-6pm (Sign up for 30-minute time slots HERE) Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre¹.</p>		
Instructor	Dr. Angelique Jenney PhD, RSW	Office Hours	Upon Request
UCalgary E-mail	angelique.jenney@ucalgary.ca	UCalgary Phone	Please use email

OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that [equity](#) does not mean sameness in treatment of people, but rather requires measures and

¹ In the Enrolled Courses table, under Deadlines, click on the Calendar icon by each course and the deadlines will appear.

accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

Please refer to our full statement of our [Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), our [Statement on Anti-Black Racism](#) and the work of the faculty's [Anti-Black Racism Task Force](#), our [Statement on Anti-Asian Racism](#), and the university's [Indigenous Strategy](#).

SYLLABUS STATEMENT

Critically explores how intimate partner violence occurs while considering intersecting oppressions on families, examining challenges for addressing safety and considers interventions within the diverse contexts of relationships.

COURSE DESCRIPTION

SOWK 551 Intimate Partner Violence is designed to provide an overview of the issue of violence in families. 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.

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 intimate partner 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 responses. 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 views 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, guest speakers from the practice community, and individual clinical simulation experiences. A core concept in adult education is valuing student experiences and knowledge, and the potential for sharing these to deepen individual learning.

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.

This course will take place **online** via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are expected to participate in both the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. There will be 5 synchronous Zoom sessions throughout the term, two 30-minute simulation sessions (students sign up for these individually), and 23 hours of asynchronous course work (see schedule on D2L). Some synchronous course content will **not** be recorded due to presented clinical material.

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 of this document.

Research study participation: Please be advised that within this course, you will have the opportunity to volunteer as a research participant in a study that aims to a) examine the feasibility and effectiveness of simulation in social work education, and b) identify procedural competency skills required for professionals working with youth with childhood experiences of intimate partner violence (CEIPV). Further details will be provided at the start of the course.

Course Hours: 3 units; (3S-0)

Prerequisite(s): Admission to the Bachelor of Social Work.

Also known as: (formerly Social Work 551.19 Intimate Partner Violence)

COURSE LEARNING OUTCOMES

Upon completion of this course, students will be able to:

1. Identify and define the various forms of intimate partner violence, violence in families and the impacts across the lifespan.
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 gender-based and interpersonal 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.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

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Alaggia, R., & Vine, C. (Eds.). (2022). *Cruel but not unusual: Violence in Canadian families* (3rd ed.). Wilfrid Laurier University Press. **(AVAILABLE FROM THE BOOKSTORE)**

The 2nd Edition is available free through UCalgary library but the editions are very different.

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

Additional Readings

Please refer to D2L for the additional reading list.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course, which contains required readings and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

CONNECTION TO PRACTICE

This course will prepare you with essential for working with individuals, families and groups with respect to the experience of intimate partner violence. You will apply theory to practice as you develop skills to formulate initial assessments, including attention to risk and safety in context. Practice skills will include: active listening, empathy, cultural humility, crisis intervention/response, and trauma-informed practice.

RELATIONSHIP TO OTHER COURSES

This course is a BSW level course elective, 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 intimate partner violence and experiences of relational trauma.

CLASS SCHEDULE

Important Dates for Fall 2024

- Start of Term: Monday, August 26, 2024
- First Day of Class: Tuesday, September 3, 2024
- Fall Break November 10 – 16, 2024
- End of Term: Tuesday, December 24, 2024
- Last Day of Class: Friday, December 6, 2024
- Fee Deadline: Friday, September 20, 2024
- Labour Day, no classes: Monday, September 2, 2024
- [National Day for Truth and Reconciliation](#), no classes: Monday, September 30, 2024
- Thanksgiving Day, no classes: Monday, October 14, 2024
- [Remembrance Day](#), no classes: Monday, November 11, 2024
- Fall Break, no classes: Monday, November 11-Friday November 15, 2024

Week / Dates	Key Topics	Due Dates, Weekly Preparation and Readings
Week 1 September 3 5:30-8:30pm	<p>Introductions Review of the course requirements Why learn about violence in families?</p> <p><u>The Politics of Naming Violence:</u> <i>How We Talk about Violence and Why it Matters</i></p> <p>Readings: See D2L for course readings and media links</p>	Readings: See D2L for course readings and media links
Week 2 September 10 5:30-8:30pm	Simulation Session #1	Assignment #1 DUE
Week 3 September 17 5:30-8:30pm	<p><u>Theoretical Frameworks:</u> <i>How We Think About Violence and Why it Matters</i></p>	Readings: See D2L for course readings and media links
Week 4 September 24 5:30-8:30pm	<p><u>Violence in Relationships and Contexts:</u> <i>Current Issues and Controversies (gender identities, cyberviolence)</i></p> <p>Violence and Intersectionality <i>How Multiple Oppressions Intersect to Influence the Impact of Violence</i></p>	Readings: See D2L for course readings and media links
Week 5 October 1 5:30-8:30pm	Interventions in Context: The importance of interprofessional collaboration in IPV Work	Readings: See D2L for course readings and media links
Week 6 October 8 5:30-8:30pm	Virtual Gaming Simulation Activity and Group Debrief	Assignment #2 – DUE IN CLASS
Week 7 October 15 5:30-8:30pm	<p><u>Changing the Focus:</u> <i>Considering Perpetrators of Violence</i></p>	Readings: See D2L for course readings and media links

Week 8 October 22 9:00am – 12:00pm	Risk Assessment and Safety Planning: <i>How understanding risk and safety in family violence cases is critical</i>	Readings: See D2L for course readings and media links
Week 9 October 29 5:30-8:30pm	Intervening with Children/Youth with Experiences of Intimate Partner Violence	
Week 10 November 5 5:30-8:30pm	Intervening with Women: <i>Understanding Disclosure, Safety and Help-Seeking</i>	
NOVEMBER 11-15 Fall Break – NO CLASSES		
Week 11 November 19 5:30-8:30pm	Developing Competency in Gender-Based Violence Work SIMULATION #2 VIA ZOOM	Assignment 3 Due December 2nd
Week 12 November 26 5:30-8:30pm	Violence Across the Lifespan: <i>How Vulnerability Increases the Risk of Violence</i>	
Week 13 December 3	Hope and Healing: <i>Resilience in the face of violence</i>	Assignment 4 Due December 6th
Dec. 6 - Last day to withdraw from course		
Instructional Hours= 39 hours In class = 33 hours Simulations and related activities = 6 hours		

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. Please be prepared, as best as you are able, to join class in a quiet space that allows you to be fully present and engaged in Zoom sessions.

Unless advised (or agreed) otherwise by their instructors, video cameras should be turned on during class and students are expected to manage their microphones as required. You are expected to behave in a professional manner during all Zoom sessions. Please do not share the Zoom links with anyone who is not registered in this course.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING (By Instructor)

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose. Students will be advised before the instructor initiates a recording of a Zoom session. **Recordings of Zoom classes will not be posted due to presentation of clinical material.**

RECORDINGS OF ONLINE CLASSES (By Students)

Recording of lectures is generally not permitted. You must seek authorization from your instructor to record any lecture. Any student with a disability who is registered with Student Accessibility Services (SAS), and who requires an accommodation to make audio recordings of course material shall be provided with such an accommodation if determined necessary by an Access Advisor in SAS. Please refer to the [Recording of Lectures Policy](#) and [Student Non-Academic Misconduct Policy](#) for the additional information.

ASSESSMENT COMPONENTS

Assignment 1: Simulated Client Experience #1 – Participation and Reflection (10%)

Due September 10th by 11:59 pm

Aligned Course Learning Outcome: 1, 2, 3, 4, 6, 7

Assignment Description: Students will complete a simulated client interview, and online reflection process.

Assessment Criteria: 5% Participation in SC Experience; 5% Completion of Reflection Process

Assignment 2: Virtual Gaming Simulation Experience – Participation and Reflection (20%)

Due October 8th IN CLASS

Aligned Course Learning Outcome: 1, 2, 3, 4, 6, 7

Assignment Description: Students will complete a simulated client interview, online reflection process and complete small group activities during class time.

Assessment Criteria: 5% Participation in SC Experience; 5% Completion of Reflection Process; 10% Participation in small group activities. ***NOTE that attendance in class is required in order to fully participate. Students who are unable to attend in class will still be able to complete some of the components online but will not be able to receive full marks for in-class based activities (worth 10%).***

Assignment 3: Simulated Client Experience #2 – Process Recording and Reflection (40%)

Due December 2nd by 11:59 pm

Aligned Course Learning Outcome: 1, 2, 3, 4, 5, 6, 7

Assignment Description: Students will complete and submit a video recording of their simulated client interview, a copy of the online reflection process (including a compare and contrast reflection), and a written process recording, as per instructions on D2L.

Assessment Criteria: 5% Participation in SC Experience; 5% Completion of Reflection Process; 30% Process Recording and Reflection Process. A grading rubric will be provided on D2L.

Assignment 4: Reflective Learning and Engagement with Course Content Process (30%)

Due December 6th at 11:59 pm

Aligned Course Learning Outcome: 1, 2, 3, 4, 5, 6, 7

Assignment Description: You will write (using the template provided on D2L) a brief synopsis of your learning discussing the materials and processes that were most useful to you, highlighting content from supplementary materials and lectures to illustrate impact.

Assessment Criteria: A grading rubric will be provided on D2L.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND COURSE ENGAGEMENT EXPECTATIONS

- Students are expected to be fully present and engaged in each class activities and discussions.
- Please refer to the Ucalgary calendar for more information on attendance and supporting documentation and the use of a statutory declaration.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

- Please submit all assignments electronically through their respective Dropbox in D2L or Skillsetter application. Written assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by 11:59pm on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted."

LATE ASSIGNMENTS

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor.

A request for an extension should be sent to the instructor at least 24 hours prior to the assignment due date.

Assignments that are submitted after the deadline, without prior arrangements with the instructor, may be penalized with a grade reduction (of 5% per day- including weekends and holidays).

There is a 7-day maximum limit by which students who have not requested an extension can submit their assignments. No assignments will be accepted after the 7-day limit.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization.

Sources used in research papers must be properly documented and referenced in APA 7th edition format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

ACADEMIC MISCONDUCT

It is expected that all work submitted in assignments is the student’s own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar:

<http://www.ucalgary.ca/pubs/calendar/current/k.html>

Use of AI and/or Chat GPT are only permitted when expressly indicated in the Course Assignment.

GRADING

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. The University of Calgary [Undergraduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L.

Rounding of grades will happen to the tenth of a percentage. For Example, 0.5 rounding up to 1 and 0.4 rounding down.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95-100
A	4.0	Excellent performance	85-94
A-	3.7	Approaching excellent performance	80-84
B+	3.3	Exceeding good performance	77-79
B	3.0	Good performance	73-76
B-	2.7	Approaching good performance	70-72
C+	2.3	Exceeding satisfactory performance	67-69
C	2.00	Satisfactory performance	63-66
C-	1.70	Approaching satisfactory performance	60-62
D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject	57-59
D	1.00	Minimal pass. Insufficient preparation for subsequent courses in the same subject.	50-56
F	0.00	Failure. Did not meet course requirements.	Below 50

CG		Credit Granted. Not included in the GPA calculation. See section F.1.3 for additional detail.	
CR		Completed Requirements. Carries no weight in calculating the grade point average. This will be noted in the calendar description as “Not Included in GPA” where applicable.	

COURSE EVALUATION

At the close of each term, students can provide feedback on their academic learning experience in their courses, including their instructors, through university-wide online surveys. Student feedback contributes to ensuring academic excellence in the university’s curriculum by bringing direct feedback to instructors.

Students will receive an email from **UCalgary Course Experience Surveys** with direct links to their current course surveys, or they can access within the D2L course shell. For more information, visit: <https://www.ucalgary.ca/provost/teaching-learning/student-surveys/usri>

Students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

Additional reading are posted on D2L

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

Professional Conduct

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary’s [Code of Conduct](#).

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in

class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the [Canadian Association for Social Workers, Code of Ethics](#) (2005) and the [Alberta College of Social Work Standards of Practice](#) (2019).

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact [Student Accessibility Services](#) (SAS). SAS will process the request and issue letters of accommodation to instructors. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. Please refer to the full policy on [Student Accommodations](#).

Research Ethics

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the [CFREB Ethics Website](#) before beginning the assignment.

Academic Misconduct

For information on academic misconduct and its consequences, please refer to the [Integrity and Conduct](#) section in the University of Calgary Calendar.

Instructor Intellectual Property

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without

permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students who use materials protected by copyright are expected to comply with the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of the [Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the [Non-Academic Misconduct Policy](#).

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. [Private information](#) related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

Sexual and Gender-Based 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 and Gender-based 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.

Other Important Information

Please visit the [Registrar's website](#) for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success

- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/ Assembly Points
- Safewalk