



Syllabus: SSE 140: Domestic Violence Causes & Cures

Course Information

Course Prefix/Number: SSE 140

Semester: Summer 2022

Class Days/Times: M/T/W/TH 7:00 p.m. to 8:15 p.m.

Instructor Information

Dorene Jones, MSW

E-Mail: dojones@tocc.edu

Office Hours: By appointment.

Course Description

Survey of historical and contemporary causes of domestic violence. Includes the examination of abused populations: spouse, sibling, adult child-to-parent, children, and victims of dating violence. Also includes diagnosis, prevention, and treatment of domestic violence and identification of, and need for treatment programs.

A Note on Scholarly Discourse. What we will discuss in the class may involve controversies. All of us come to this course with various experiences and values, as well as assumptions, prejudices, and stereotypes. Please strive to remain open to evidence presented, which may conflict with your own opinions and viewpoints. (Adapted from syllabus of Professor M. Yoshihama)

Self-care. Regardless of whether you have experienced abuse or violence personally, assigned readings, in-class discussion, videos, and assignments may precipitate distress, anxiety, a sense of helplessness, rage, or other reactions. While these reactions are common and natural, these feelings may be intense and may interfere with your personal and academic life. It is important to recognize your reactions (in other words,

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do not deny them, but explore and develop ways to process and deal with them). If you experience a persistent and increasing sense of distress, anxiety, or trauma—it is important to seek assistance. The instructor is happy to assist you in locating any additional resources you may need. (Adapted from syllabus of Professor M. Yoshihama)

Course Objectives

During this course students will:

1. Identify historical and contemporary causes of domestic violence, society attitudes, sex roles, norms, and myths.
2. Identify the dimensions of domestic violence, spousal (including same sex relationships), sibling, adult child-to-parent, parent-to-child, and dating relationships.
3. Demonstrate analytical skills in identifying domestic violence.
4. Demonstrate intervention and conflict resolution skills for treatment of domestic violence.
5. Identify resources within the community that are available for victims of intimate partner violence and safe houses.
6. Learn crisis intervention and problem-solving techniques to assist in the intervention process.
7. Identify how culture and diversity impacts domestic violence.

Student Learning Outcomes

After completion of the course students will be able to:

1. Demonstrate the biopsychosocial assessment process.
2. Demonstrate an understanding of the Power and control model.
3. Develop a safety contract.
4. Have an increased understanding of historical trauma and its impact on the current lifestyle in today's community.
5. Learn positive elements of the communications process to assist clients through the intervention assessment.

Course Structure

Class time for this course will be devoted primarily to lectures, discussion and in-class activities. Students are expected to come to class ready to learn the information being presented. Students are expected to read the assigned chapters and/or readings prior to class time, and encouraged to engage in classroom activities.

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Course Learning Materials and Textbook Information

Sparks, E., & Gruelle, K. (2016). *Intimate Partner Violence: Effective Procedure, Response and Policy* (1st ed.). Routledge.

** Additional articles, and other outside readings will be assigned throughout this course. **

Courses Outline and Important Dates

Date	Reading/Topics	Due
May 23-26	Ch. 1 Introduction to domestic violence	Read Ch. 1 Introduction paper (Due: 5/27)
May 31-June 2 NO CLASS 5/30	Ch. 2 Power and Control Model	Read Ch. 2 Reading Reflection #1 (Due: 5/31)
June 6-9	Ch. 3 Biopsychosocial Assessment	Read Ch. 3 Reading Reflection #2 (Due: 6/6) Safety Contract (Due 6/9)
June 13-16	Ch. 4 Community Resources & Interventions	Read Ch. 4 Reading Reflection #3 (Due: 6/13)
June 20-23	Ch. 5 Safety Plan	Read Ch. 5 Safety contract (Due 6/23) Reading Reflection #4 (Due: 6/20)
June 27-30	Ch. 6	Read Ch. 6 Reading Reflection #5 (Due 6/27)
July 5-7 NO CLASS 7/4	Reading Assignment	Reading Reflection #6 (Due 7/5)
July 11-14	Interventions & Evidence-based practice methods Trauma	
July 18-21		Final Paper Due 7/19

Evaluations and Grading & Assignments

Final Grades

A	90 and above
B	80-89
C	70-79
D	60-69
F	Under 60

Assignments:

Introduction paper—Tell me anything you want me to know about you, describe your interest in this course and your long/short-term educational goals. Why are you taking this class? What knowledge do you hope to gain in completion of this course?

Reading Reflections—reflect on the content in each chapter, and new knowledge gained from the text. Use the questions at the end of each chapter as a guide. Must be 1-2 pages, 12 point font, and double-spaced, APA format.

Safety Plan—Using Appendix IV in text (pg. 123), develop your own safety plan as if you were the victim.

Biopsychosocial Assessment—Instructions to be given at a later time.

Final Paper—Choose one topic from the content covered in this course, and expand on this topic. Must use at least 3 outside sources to support your content of the paper. Must be a minimum of 3-5 pages, double-spaced, and 12 point font, APA format.

Assignment	Weight
Reading Reflections	25%
Introduction paper	10%
Safety Plan	10%
Biopsychosocial	10%
Final Paper	15%
Attendance/Participation	10%
Quizzes/Discussion Posts	20%

Make-up policy:

Late assignments that can be made up will be accepted but will be penalized 25%. At the instructor's discretion, extra credit opportunities and optional activities may be provided.

Apache Cultural Component

San Carlos Apache College is in the process of developing culturally relevant curriculum and coursework in Apache history, culture, and language. Student and community feedback will guide this process. All SCAC instructors will find ways to incorporate culturally relevant topics and materials into their courses as appropriate.

Policies and Expectations

Attendance Policy

You are expected to arrive to class on time and be prepared to participate in each class period. Four unexcused absences may result in withdrawal and a “W” or “Y” will be recorded. You may request to be excused from class for religious observances and practices, for illness, for school or work-related travel or for personal or family emergency. If you will be absent, please notify the instructor as soon as possible.

Academic Integrity

Violations of scholastic ethics are considered serious offenses by San Carlos Apache College. Students may consult the SCAC Student Handbook sections on student code of conduct, on scholastic ethics and on the grade appeal procedure.

All work done for this class must be your own, or the original work of your group. While you may discuss assignments with other class members, the final written project must clearly be original. You may use work from books and other materials if it is properly cited.

Course Feedback

All assignments will be graded and returned to the students promptly, typically within a week after the assignment is closed for handing in. Email and phone messages will be returned within two days. A student or the instructor may request a student conference at any time during the semester. Quarterly grade reports will be provided to each student, either in person, by email or via the electronic system of Canvas.

Incomplete Policy

Incomplete (I) grades are not awarded automatically. The student must request an "I" from the instructor who can choose to award an Incomplete only if all three of the following conditions are met:

1. The student must be in compliance with the attendance policy.
2. The student must have unavoidable circumstance that would prohibit the student from completing the course.
3. The student must have completed over 75% of the course requirements with at least a “C” grade.

Incompletes are not a substitute for incomplete work due to frequent absences or poor academic performance. Incomplete grades that are not made up by the end of the ninth week of the following semester will be automatically changed to an F if the agreed upon work, as stipulated on the written form signed by the instructor and the student when the I grade is awarded, is not completed.

Instructor Withdrawals

Students who have missed four consecutive classes (or the equivalent) not submitted any assignments nor taken any quizzes by the 45th day census report, due on [date of 45th day found in Academic Calendar on SCAC website] are assumed NOT to be participating in the class and may be withdrawn at the faculty member's discretion. [faculty members should be clear in their withdraw policy, if you do not withdraw students please note in appropriate sections].

Student Withdrawals

Students may withdraw from class at any time during the first 2/3 of the semester without instructor permission and without incurring any grade penalty. Please be sure to withdraw yourself by **June 29th** if you do not expect to complete the class, otherwise you may receive an "F" grade.

Special Withdrawals (Y) Grade

The "Y" grade is an administrative withdrawal given at the instructor's option when no other grade is deemed appropriate. Your instructor must file a form stating the specific rationale for awarding this grade. "Y" grades are discouraged since they often affect students negatively. Your instructor will not award a "Y" grade without a strong reason.

Equal Access Statement/Disability Accommodations

San Carlos Apache College seeks to provide reasonable accommodations for qualified individuals with disabilities. The College will comply with all applicable regulations, and guidelines with respect to providing reasonable accommodations as required to ensure an equal educational opportunity. This process includes self-identifying as a student with a disability, providing supporting documentation of their disability, and being approved for services through the Disability Resources Office (DRO). It is the student's responsibility to make known to their instructor(s) the student's specific needs within the context of each class in order to receive appropriate accommodations. We will work together in order to develop an accommodation plan specifically designed to meet the individual student's requirements.

For more information or to request academic accommodations, please contact: Anthony Osborn, TOCC Disabilities Resource Coordinator, aosborn@tocc.edu, or 520-383-0033 for additional information and assistance.

Title IX

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San Carlos Apache College encourages each student to have the knowledge and skills to be an active bystander who intervenes when anyone is observed or being harassed or endangered by sexual violence. Sexual discrimination and sexual violence can undermine students' academic success and quality of life on campus and beyond. We encourage students who have experienced or witnessed any form of sexual misconduct to talk about their experience and seek the support they need.

Conduct: Bias, Bullying, Discrimination and Harassment

San Carlos Apache College faculty and staff are dedicated to creating a safe and supportive campus environment as a core value. Harassment based on age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status will not be tolerated.

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