



Syllabus: Syllabus: SSE 140-1 Domestic Violence: Causes & Cure

Course Information

Course Title: Domestic Violence: Causes & Cures

Course Prefix/Number: SSE 140-1

Semester: Summer 2025

Class Days/Times: Tuesday & Thursday, 5:30 PM – 6:45 PM

Class Location: Online class - Zoom

Credit Hours: 3

Instructor Information

Name: Ciarra Butler

Phone/Voice Mail: 731-616-4552

E-mail: cbutler@tocc.edu

Office location: online

Office hours: office hours are arranged between student and instructor.

Course Description

This course explores the complex social issue of domestic violence through historical, cultural, psychological, and systemic lenses. Students will examine the federal, state, tribal, and private social service delivery systems that respond to domestic violence. The course introduces frameworks for addressing the root causes of domestic violence and explores intervention strategies that promote healing and prevention. Emphasis will be placed on identifying and coordinating community resources, particularly in Arizona and within the Tohono O'odham Nation. A case management model is introduced, and

students will complete **40 hours of service-learning** related to domestic violence prevention and support.

Student Learning Outcomes

By the end of the course, students will be able to:

1. Understand the historical and systemic roots of domestic violence.
2. Analyze how laws, policies, and societal attitudes shape responses to domestic violence.
3. Evaluate intervention models and their effectiveness in diverse cultural contexts.
4. Develop assessment and response strategies for survivors and families.
5. Identify methods to enhance service delivery and community engagement.

Course Structure

This asynchronous online course combines lectures, discussion boards, assignments, readings, and media to promote engagement and understanding. Weekly topics will include causes of domestic violence, survivor perspectives, legal interventions, and culturally competent practices. Students will interact through discussions and complete service-learning hours in approved domestic violence-related settings.

Course Learning Materials and Textbook Information

All required learning materials, readings, and resources for this course will be provided directly by the instructor. This may include:

- Selected academic articles and book chapters
- Multimedia content (e.g., videos, podcasts, lectures)
- Handouts, worksheets, and case studies
- Access to online platforms or tools as needed

Policies and Expectations Policies and Expectations

Guided by SCAC's ARROW Framework

Accountability

Students are expected to take responsibility for their academic progress and behavior. This includes completing assignments on time, attending all classes, engaging actively in discussions, and upholding academic integrity. Late submissions without prior approval may result in grade reductions. All work must be original and properly cited using APA format.

Respect

A respectful learning environment is essential. Students must demonstrate courtesy toward instructors, peers, and guest speakers. This includes active listening, allowing others to speak

without interruption, using inclusive language, and engaging in constructive feedback. Disruptive behavior, discrimination, or harassment of any kind will not be tolerated.

Resilience

Challenges are a part of the learning process. Students are encouraged to persevere through difficulties, seek support when needed, and demonstrate a commitment to growth. Extensions may be granted in cases of serious hardship, but communication with the instructor must be timely and respectful.

Openness

This course is a space for open dialogue, critical thinking, and learning from diverse perspectives. Students are encouraged to engage with unfamiliar ideas, ask questions, and reflect on their own values and assumptions. Confidentiality and sensitivity are expected when sharing or hearing personal experiences.

Wisdom

Students are expected to apply knowledge thoughtfully and ethically, both in academic work and classroom interactions. Use discernment when participating in discussions, submitting assignments, and engaging with course materials. Demonstrate professionalism, preparedness, and a commitment to lifelong learning.

Accountability

Success in this course requires personal responsibility, academic integrity, and active engagement. Students are expected to:

- **Complete all assignments on time. Late work may be subject to grade deductions unless prior arrangements have been made or in the case of an emergency with proper documentation.**
- **Participate consistently and meaningfully. Class discussions, reflections, and group activities are essential components of your learning and contribute to your final grade.**
- **Maintain academic honesty. All submitted work must be your own. Plagiarism, cheating, or the use of AI or other tools without proper citation or instructor permission is strictly prohibited and will result in academic penalties per institutional policy.**
- **Cite all sources correctly. APA format is required for all written work. Students are responsible for understanding and applying proper citation practices.**

- **Attend class regularly and arrive on time. More than two unexcused absences may result in a lower participation grade. Excessive tardiness or early departures will also impact your performance evaluation.**

Each student is accountable for staying informed about deadlines, course expectations, and any changes to the syllabus as announced by the instructor. If you are facing challenges that may impact your performance, you are encouraged to communicate with the instructor as early as possible.

Evaluations and Grading & Assignments:

90 and above is an A

80 - 89 is a B

70 - 79 is a C

60 - 69 is a D

Under 60 is Failing

Your grade will be determined by the following:

Your grade will be determined by the following:

Evaluation and Grading

Percentage/Grade Learning Behaviors/Knowledge Guide:

A 90-100% Excellent consistent attendance and participation. Extensive knowledge and understanding of concepts and processes. Creative linkage in tests, discussions, and papers of class content to information gained outside class. Regular contribution to individual and group efforts.

B 80 – 89% Good attendance and participation. Adequate knowledge and understanding of concepts and processes. Linkage in tests, class discussions, and papers of class content to information gained outside class. Frequent contribution to individual and group efforts.

C 70 – 79% Inconsistent attendance and participation. Basic knowledge and understanding of concepts and processes. Summarizes and paraphrases assigned material accurately in tests, discussions, and papers.

Inconsistent contribution to individual and group efforts. Some late and/or incomplete assignments.

D 60 – 69% Limited attendance and participation. Marginal knowledge and understanding of concepts and processes. Limited ability to summarize and paraphrase assigned material in tests, discussions, and practice notebook. Limited contribution to individual and group efforts. Frequent late and/or incomplete assignments.

F Below 60% Frequent lack of attendance and/or participation. Inability to demonstrate knowledge. Significant absence and/or missing assignments.

All assignments are located in the Modules Link in Canvas. Weekly assignments address the learning outcomes and may be adjusted as needed based upon the class learning needs.

1. Learning Integration Reflections and Assignments Each week students will complete online assignments that align with the learning module topic and learning objectives. These assignments may include reading materials, previewing videos, writing reflections, chapter and topic quizzes, and discussion posts between students.
2. Discussions (30 points ea.) You will benefit greatly by leveraging the vast and diverse experience everyone has in the course by participating in the discussions fully and actively. I welcome and appreciate diverse ideas, experiences, and perspectives in our discussions. Discussions offer you an opportunity to deepen your thinking and your learning.
3. Mid-term Journal (30 points ea.) Students are required to write a mid-term learning self-assessment. The purpose of this assignment is to provide you with an opportunity to self-reflect, a practice and skill that will help you develop effective helping interventions when working in the field of social work.
4. Quizzes/Papers (10/20 points ea.) Quizzes will be based upon course readings, videos, assignments and discussions. The format for these quizzes will vary and may include short essay answers, T/F, or Multiple-Choice questions.

5. Final Project (75 points) Community service/volunteer activity: For this assignment, you will be giving your time helping others. Social work is a “Helping profession” and you will be taking part in an activity/group/event of your choice.
6. Final Exam (100 points) The final exam is cumulative and will cover the whole text.

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 emergencies. 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.

Instructor Withdrawals

Students who have missed four consecutive classes (or the equivalent), or have 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.

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 [withdrawal deadline date found in Academic Calendar on SCAC website] if you do not expect to complete the class; otherwise, you may receive an “F” grade.

RESPECT (Establishes a respectful learning environment free from discrimination; promotes a safe and inclusive campus).

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

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.

RESILIENCE (Supports students facing unavoidable circumstances and recognizes hardships, while setting academic expectations).

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.

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, with documentation, 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.

OPENNESS (Encourages open discussions between students and faculty and provides transparency about expectations and learning methods)**Courses Outline and Important Dates**

Note: This course will be constructed progressively throughout the semester. Dates are approximate and subject to change at the instructor’s discretion.

- **Week 1**
Topic: First Day of Class
Activity: Course Overview & Syllabus Introduction
- **Week 2 or 3**
Topic: Personal & Professional Insight
Activity: Video Presentation & Reflection Assignment
- **Week 4 or 5**
Topic: Ethical Foundations in Social Work
Activity: Review and Discussion of the NASW Code of Ethics
- **Week 8**
Topic: Midterm Check-In
Activity: Midterm Reflection or Project Due
- **Week 9**
Topic: Final Assessment
Activity: Final Presentation, Paper, or Exam

Faculty/Student Communication

A faculty member will respond to a student’s communication within 24 hours of receiving the communication excluding weekends and college closures. If a course is online a faculty will login their Canvas classroom a minimum of three times per week spread evenly throughout the week and respond to any discussion posts and check on student progress in the course.

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 24 hours. 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.

WISDOM (Encourages evaluation, reasoning and diverse perspectives; emphasizes organized and audience-aware expression, and promotes learning from elders and cultural teachings for personal and academic growth)

SCAC General Education Learning Outcomes**Apache Wisdom**

Learning from the teachings carried on from Apache elders and other community leaders, students will appreciate their unique history, language, and culture as a source of strength for their personal, family, academic, and career aspirations.

Critical Thinking

Approach critical issues, problems, or questions using creativity and deductive reasoning, evaluating evidence, acknowledging diverse perspectives and contexts, and synthesizing one's own viewpoint into ongoing conversations and debates.

Communication

Effectively express ideas orally and in writing. Good communication includes understanding one's audience, organizing one's thoughts, acknowledging and integrating outside sources, using the most recent technology, and following the accepted writing and citation conventions of the particular discipline.

Environmental Literacy

Students will understand their connection to social, cultural, physical, and global environments. Students will consider and evaluate strategies for cultural, community and global sustainability.

DISCLAIMER: This syllabus is designed to evolve and change throughout the semester based on class progress and interests. You will be notified of any changes as they occur.