

**LOYOLA UNIVERSITY CHICAGO**

**SCHOOL OF SOCIAL WORK**

**COURSE SYLLABUS**

**SOWK 631**

**Family Violence Across the Lifespan**

**[Add Semester and Year]**

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**Instructor Name, Title, and Pronouns:**

**Email:**

**Telephone:**

**Office Hours:** [Add days, times, in-person/virtual]

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**Class Day and Time:**

**Class Location:** [Add building and room number or note online via zoom]

**Credits/Length of Course:**

**Method of Delivery:** [Note: In-person/hybrid/online]

**Prerequisites:**

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**SCHOOL OF SOCIAL WORK MISSION & IDENTITY STATEMENT**

Loyola University Chicago School of Social Work provides transformative education for practice-informed social work. The school advances rich and diverse knowledge grounded in empowering work with clients and organizations from a participatory, person-in-environment perspective. We promote social justice through macro, mezzo, and micro practice. “Transformative education” reflects our commitment to engaging students to be effective change agents for social justice in a global context. “Practice-informed social work” refers to a strengths-based, client-centered focus in working with individuals, families, groups, communities, and environmental systems.

**Course Description**

Violence is endemic in our society. This course will focus primarily on interpersonal and family violence between partners and the impact of violence on the family. Content of the course will examine the various epistemological conceptualizations of violence, and the treatment of violence as it is experienced by and from various family members within an ecological framework with consideration of micro, mezzo, and macro areas of practice. This is an advanced clinical social work elective that builds on foundation social work courses. As such it looks at violence as both a systemic and relational issue. Hence, the impact of interpersonal violence on client systems occurs within a context that also must be examined. As a practice course the content will focus on the reciprocal nature between social systems and violence while also learning how to identify and apply clinical social work assessment and interventions relevant to violence within partners and families. The general topics for the course have been chosen specifically to cover the arenas of violence experienced by family members, including child abuse and neglect; sibling violence, child-to-parent violence; children who witness violence within the family; adult survivors of childhood physical and sexual abuse; women and men who are battered and sexually assaulted by partners; battering in same sex relationships; in-law abuse; and elder abuse. In addition, it addresses the treatment of offenders, specifically batterers and adult and juvenile physical and sexual offenders.

Relevant theoretical orientations (e.g., feminist, family systems, psychosocial, cognitive-behavioral, intersectionality), developmental theories, and life cycle issues will form the foundation for clinical social work practice. All issues and topics are considered within an historical and contemporary socio-cultural and political context. Sexism, racism, ageism, and the stereotyping of various ethnic and cultural groups are identified and discussed as they form and influence the context of family life. The myths of family violence will be identified and demystified. Issues of social and economic justice for clients will be addressed. The efficacy of different models and modalities of practice will be discussed, including the recent impetus toward theoretical integration. Relevant research will be reviewed and assessed for biases as it informs clinical social work practice. Students are expected to become aware of their own biases toward violence and those that experience it as well as the potential impact on their practice. The course will examine the social construction of violence and the socio-cultural maintenance of violence as it informs treatment.

Practitioners who commonly work with individuals impacted by violence are more likely to experience vicarious traumatization or secondary trauma. Efforts of self-care and self-awareness for the clinician will be considered and discussed.

**Learning Objectives & EPAS Related Competencies\***

\*Framed by the Council on Social Work Education’s Educational Policy and Accreditation Standards (EPAS)

**Competency 1: Demonstrate Ethical and Professional Behavior**

|  |  |  |
| --- | --- | --- |
| **Assignment** | Assignment 4 | K, V, S, C & A |

**Competency 2: Engage Diversity and Difference in Practice**

|  |  |  |
| --- | --- | --- |
| **Assignment** | Assignment 3 | Assignment #3 |

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

|  |  |  |
| --- | --- | --- |
| **Assignment** | Assignment 3 | K, C & A |
| **Assignment** | Assignment 4 | K, V, S, C & A |

**Competency 4: Engage in Practice-Informed Research and Research-Informed Practice**

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| --- | --- | --- |
| **Assignment** | Assignment 3 | K, C & A |
| **Assignment** | Assignment 4 | K, V, S, C & A |

**Competency 5: Engage in Policy Practice**

|  |  |  |
| --- | --- | --- |
| **Assignment** | Assignment 1 | K, V, S, C & A |
| **Assignment** | Assignment 4 | K, V, S, C & A |

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

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| --- | --- | --- |
| **Assignment** | Assignment 2 | K, V, S. C & A |

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

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| --- | --- | --- |
| **Assignment** | Assignment 2 | K, V, S, C & A |

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

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| --- | --- | --- |
| **Assignment** | Assignment 2 | K, V, S, C & A |

**Methods of Instruction**

**Sakai**

This course will be conducted ***in person*** with content available via Sakai. Sakai is the learning platform used at Loyola University Chicago. The platform offers a variety of tools that allow students and instructors to communicate, turn in assignments, participate in discussions, provide/receive feedback, and track students’ grades and progress. Make sure to do the following before the first day of the semester:

* Verify that your credentials to access the course are working properly
* Locate and access the course within Sakai
* Familiarize yourself with the Sakai tools

This course is taught with both didactic material and experiential components. The Ignatian Pedagogy includes the process of praxis – reflection and action which is reflected in the teaching methodology. The classes follow a seminar format and depend heavily on group discussion of topics. The content of the instructor’s presentations may come from additional readings outside the syllabus, designed to augment the readings rather than repeat them.  The discussion is dedicated to students’ clarification of the readings they have done prior to class and to a respectful and stimulating exchange of ideas.  Guest speakers, role play, media, and student presentations supplement the course content. It is expected that course objectives will be achieved through evaluations of students’ performance in each of these areas through class assignments and class participation. To better accomplish these goals, **all electronics must be shut off for the duration of class unless engaged in a class assignment or individual students express the need for a special accommodation to the instructor. The purpose of this protocol is to minimize multitasking, enhance learning from and listening to each other, and encourage the development of a contemplative spirit when considering course content and clinical relationships.**

**Minimum Technical Requirements**

The course is delivered ***in person;*** however, students are expected to have basic knowledge and command of a computer/tablet and be familiar with the following software and tools:

* Web browsers such as Firefox. Tools such as VoiceThread work better with Firefox
* Reliable high-speed internet access
* Access to an active e-mail account. Be sure to check your Loyola University e-mail regularly, including the Spam folder.
* Word processing program (Microsoft Word recommended)
* Antivirus software
* Adobe Acrobat
* Access to a Windows, Chromebook, or Mac computer to complete assignments in the event your mobile device does not meet the minimum technical requirements

**POLICIES & RESOURCES**

**LUC SSW BSW/MSW Student Handbooks**

Each student is expected to read and be familiar with the student handbook and refer to that document with any class concerns. Please familiarize yourself with all content in the [MSW Handbook](https://www.luc.edu/socialwork/student-support/forms/).

The syllabus is a document that provides the framework, schedule, and Course Content/ Mutual Expectations of students and instructors for the course. However, it is important to recognize that unforeseen circumstances lead to changes in assignments, reading, and assignment due dates, some aspects of the course may change. Any modifications/updates/edits in the syllabus will be sent to students via Emails/Sakai if the syllabus is revised. As a result, it is each student’s responsibility to check his or her LUC e-mail, mail folders, and the Sakai website regularly and multiple times during each week through the semester.

**Students with Special Needs – Student Accessibility Center**

Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with their professor individually in order to discuss their accommodations. All information will remain confidential.  Please note that in this class, software may be used to audio record class lectures in order to provide equal access to students with disabilities.  Students approved for this accommodation use recordings for their personal study only and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity.  Recordings are deleted at the end of the semester.  For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or [SAC@luc.edu](mailto:SAC@luc.edu).

**Respect for Diversity**

Guided by the NASW Code of Ethics and the mission of the University, the School of Social Work is committed to the recognition and respect for variations in racial, ethnic, and cultural backgrounds and with regard to class, gender, age, physical and mental ability/disability, religion, sexual orientation, gender identity, and gender expression. The school values ethnically sensitive and culturally competent social work education and practice. Students must uphold the ethical standards set forth by the profession and the Jesuit ideals of the university. (See: [Respect for Diversity](https://www.luc.edu/socialwork/aboutus/) for more information).

**Gender Pronouns and Name on Roster**

Addressing one another at all times by using appropriate names and gender pronouns honors and affirms individuals of all gender identities and gender expressions. Misgendering and heteronormative language exclude the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Explicit identification of pronouns is increasingly used in professional identification (e.g., conference nametags, Twitter handles, etc.).

As part of our professionalization and in the spirit of our professional values, during our first class as we introduce ourselves, you may choose to share your name and gender pronouns (e.g., Hello, my name is Sam and my gender pronouns are she/her/hers or Hello, my name is Lou, and my gender pronouns are they/them/theirs). If you would only like to introduce yourself by name, without pronouns, that is also completely fine. If you do not wish to be called by the name listed on the roster, please inform the class. You may also choose to add your pronouns to your zoom account profile (e.g., Sam Smith (they/them) so they always appear on the screen. Note that if you choose to do so, you must change your profile name from the main login on your Zoom account (e.g., add the pronouns after your last name) or you will have to add the pronouns manually during each and every zoom session. The goal is to create an affirming environment for all students with regard to their names and gender pronouns.

**Brave and Safe Space**

A safe space is ideally one where the expression of identity and experience can exist and be affirmed without fear of repercussion and without the pressure to educate. While learning may occur in these spaces, the ultimate goal is to provide support. A brave space encourages dialogue. Recognizing differences and holding each person accountable to do the work of sharing experiences and coming to new understandings - a feat that’s often hard, and typically uncomfortable.

The School of Social Work values creating a brave and safe space within classrooms for all students. Our instructors welcome all course-related comments and concerns from students. If you have a concern about whether your classroom is a supportive, brave, and safe space, or any other concerns, you are welcome to speak with your instructor or any other faculty or staff member that you trust. That person will help you talk through a pathway to address your concerns and bring them to the Associate Dean with you or on your behalf if you so desire. You should be reassured that expressing your concerns will not result in any penalty to you.

**Title IX Disclosure and Rights**

Under Title IX federal law, "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance" (Title IX of the Education Amendments of 1972). It is important for you to know the professor has a mandatory obligation to notify designated University personnel of incidents of gender-based misconduct (sexual assault, dating/domestic violence, stalking, sexual harassment, etc.) that are shared in private or during class discussions. The reason for this is to keep all members of the Loyola community safe, also to ensure you are connected to the resources and reporting options available. Hypothetical scenarios that are discussed do not require any action. Please visit the [Title IX at Loyola University Chicago Page](https://www.luc.edu/equity/titleixequitylaws/titleix/) for more information regarding the University’s response to notifications of gender-based misconduct. The following link contains information if you wish to [speak or contact a confidential resource on campus](https://www.luc.edu/equity/about/contacttheoecteam/).

**Student Code of Conduct**

Respecting the rights and opinions of others is an important aspect of a Jesuit education. Please respect others by allowing others to express their opinion, avoiding the use of vulgar language and/or offensive or discriminatory comments (racial, ethnic, etc.). It’s the student’s responsibility to read and adhere to the[Loyola University Code of Conduct](https://www.luc.edu/media/lucedu/law/fyi/pdfs/Code_of_Conduct.pdf).

**Privacy Policy – FERPA**

FERPA (Family Educational Rights and Privacy Act) is a federal law that protects the privacy of students and educational records. To learn more about students’ privacy rights visit the [FERPA Actat Loyola University](https://www.luc.edu/regrec/aboutus/ferpa/) website or the [U.S Dept. of Education website](https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html). Loyola University, e-mail, and Learning Management System meet FERPA requirements.

**Third-Party and FERPA**

Some assignments may require the use of public online websites, applications, social media, and/or blogs among others. If a course requires students to participate in these types of activities the students can choose not to participate. In this case, the students should contact the instructor as soon as possible and let them know of their decision. Please avoid sharing the private information of others.

**Resources for Writing**

The Writing Center, Loyola University Chicago, is available to help writers develop and clarify ideas and work on specific issues such as punctuation, grammar, documentation, and sentence structure. Students are encouraged to visit the [Writing Center Website](https://www.luc.edu/writing/index.shtml) for additional information. Services are available at both WTC & LSC. Resources for APA may be found here:

**Help with Technology – Help Desk**

The ITS Service Desk provides the University with a single point of access for support with technology. They are committed to providing excellent, professional customer service in tracking and resolving support requests. To request assistance, please contact the ITS Service Desk at 773.508.4ITS or via email at ITS Service Desk [ITSServiceDesk@luc.edu](mailto:ITSServiceDesk@luc.edu). Help Desk [Support Hours](https://www.luc.edu/its/service/support_hours.shtml).

**Help with Mental Health Issues**

During the semester, if you find that health problems, life stressors, or emotional difficulties are interfering with your academic or personal success, and you are therefore finding it difficult to cope or to complete your academic work, please consider contacting the Wellness Center.  Healthcare services, crisis intervention, time-limited individual counseling, and group therapies are free of charge, and strictly confidential, having nothing to do with your educational records.

You can [make an appointment online](http://www.luc.edu/wellness/appointment)**.**You may also call 773-508-2530 for counseling appointments or 773-508-8883 to speak with a nurse about medical concerns. More information is available on the [Wellness Center Website](https://www.luc.edu/wellness). If your medical or mental health condition requires ongoing academic accommodations, please register with Student Accessibility Services [https://www.luc.edu/sac/] and provide me with a copy of your accommodation letter.

**Important Contact Information**

IT Help Desk: 773-508-4487, [IT Help Desk Website](http://www.luc.edu/its/service/)

Wellness Center: 773- 494-3810,  [Wellness Center Website](https://www.luc.edu/wellness/)  
Writing Center: 312-915-6089, [Writing Center Website](https://www.luc.edu/writing/index.shtml)  
Tutoring – Academic Excellence: 773-508-7708, [Tutoring Website](https://www.luc.edu/tutoring/index.shtml)  
Ethics Hotline: 1-855-603-6988, [Ethics Hotline Website](https://www.luc.edu/hr/ethics/)  
Military Veteran Student Services: 773-508-7765, [Veteran Student Services Website](https://www.luc.edu/veterans/)  
Library: 312-915-6622, [Library Website](http://libraries.luc.edu/)

Students Accessibility Center: 773-508-3700, [Students Accessibility Center Website](https://www.luc.edu/sac/)

**ACADEMIC INTEGRITY, GRADING & ASSIGNMENTS**

**Academic Integrity and Plagiarism**

Academic integrity is essential to a student’s professional development, their ability to serve others, and to the university’s mission. Therefore, students are expected to conduct all academic work within the letter and the spirit of the Statement on Academic Honesty of Loyola University Chicago, which is characterized by any action whereby a student misrepresents the ownership of academic work submitted in their name. Students who plagiarize risk receiving a failing grade at the instructor’s discretion. All students who plagiarize will be referred to the Committee of Student Affairs (CSA) for judicial review. Knowledge of what plagiarism is will help you from inadvertently committing it in your papers. Additional [information on plagiarism](https://www.plagiarism.org/).

Plagiarism is a serious ethical violation, the consequences of which can be a failure of a specific class and/or expulsion from the school**.** Responsibilities of Academic Honesty are detailed in [the LUC BSW & MSW Student Handbooks](https://www.luc.edu/socialwork/student-support/forms/). Please read the Graduate Catalog stating the university policy on plagiarism. The definition of plagiarism is: “In an instructional setting, plagiarism occurs when a writer deliberately (or unintentionally) uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source." Source: WPA (n.d.). Defining and Avoiding Plagiarism: The [WPA Statement on Best Practices](http://wpacouncil.org/files/wpa-plagiarism-statement.pdf).

This commitment ensures that a student in the School of Social Work will neither knowingly give nor receive any inappropriate assistance in academic work, thereby, affirming personal and professional honor and integrity. Students may not use the same assignment content to fulfill different course requirements. If a paper is submitted to a course that is closely related to a paper submitted for another course, it is suggested that the student cite the paper. (Example: paper submitted for SOWK 000, Instructor: Wayne Williams, Semester: Spring 2020)

**Turn-It-In**

By taking this course you agree that all required papers may be subject to submission review to Turnitin.com (within Sakai or otherwise) to detect plagiarism. Any and all written material submitted as course work may be subject to detection of plagiarism using the Turn-it-in database. To learn about their usage policy, visit the [*Turn-It-In*](https://www.turnitin.com/) website.

**Academic Warnings**

Students are responsible for tracking their progress through each class. As a result, students should identify and resolve any academic difficulty as early as possible. In the event that a student is experiencing academic difficulty, the student will be notified by the instructor in writing (via e-mail) no later than the deadline for early alert according to the LUC Academic calendar at mid-term. See the [LUC SSW BSW & MSW Student Handbooks](https://www.luc.edu/socialwork/student-support/forms/) for additional information regarding academic concerns.

**Facilitator Feedback to Learners**

The instructor will provide individual feedback to each student for each assignment submitted. These comments will be offered to complement the grade obtained and will include comments about student progress, knowledge, skills, and participation. Instructors will post constructive feedback no later than 7 days after assignment submission.

**Recording and Sharing Recordings of Lectures**

Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor, are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. At the discretion of the instructor, the student might receive permission for audio taping the lectures, on the condition that these audio tapes only be used as a study aid by the individual enrolled in the course.

**Attendance and Class Participation**

*Social Work Comportment and Class Norms*

Social work practice requires the cultivation of unconditional regard, respect, active listening, and sustained engagement.  The classroom is the laboratory that serves to develop these critical clinical skills. The classroom is also seen as a professional community and as such, comes with duties and responsibilities not only between instructor and students but also between students. In order to support this professional development and establish a learning context that mirrors the practice relationship, the following rules will be enforced:

* All phones and handheld devices will be turned off prior to class and must remain off throughout the class. **No texting is permitted. NO EXCEPTIONS. In the event we must meet via zoom, the personal chat function will be turned off.**
* Students are expected to display the engagement, respect, and active listening skills employed in clinical practice toward their social work colleagues.
* Students who are not present for student presentations in the class must present a written explanation for the absence. Consistent with professional responsibility in the field, students will be held to standards that reflect how they might conduct themselves in a professional role. In terms of student presentations, this means that students are accountable to each other as well as to the instructor and will be graded not only on their individual performance but also on their professionalism in working with others.
* All papers must be submitted in compliance with the most recent edition of the *Publication Manual of the American Psychological Association* format unless directed otherwise by the instructor.
* **Violation of these class norms may result in deduction of participation points from the final class grade, when applicable.**

**Academic Warnings**

Students are responsible for tracking their progress through each class. As a result, students should identify and resolve any academic difficulty as early as possible. In the event that a student is experiencing academic difficulty, the student will be notified by the instructor in writing (via e-mail) no later than the deadline for early alert according to the LUC Academic calendar at mid-term. Please see the Student Handbook for additional information regarding academic concerns.

**Grading Criteria**

Grades are based upon criterion-referenced grading.  The Description of Assignments section of this document reviews the specific points for each assignment.  In general, letter grades are assigned using the criteria below:

|  |  |  |
| --- | --- | --- |
| **Letter Grade** | **Description** | **Grades and Values** |
| **A** | Overall performance is**Exceptional –**includes grammar, sentence structure, application of course content, use of references/resources, etc. | A  4.00 /96-100%  A- 3.67 /92-95% |
| **B** | Overall performance is **Good –** written work not as polished as above, ideas not as fully developed, but still includes important course content, references, etc. | B+ 3.33/88-91%  B   3.00/84-87%  B-  2.67/80-83% |
| **C** | Overall performance is **Acceptable** - work meets basic expectations set by Instructor. A grade of C- requires that social work majors (BSW/MSW) retake the course. | C+ 2.33/76-79%  C    2.0 /72-75%  C-  1.67/68-71% |
| **D** | Overall performance is **Poor - student** must retake course. | D+ 1.33/64-67%  D   1.00/60-63% |
| **F** | Overall performance is **Unsatisfactory** - student fails course. Effects of a final grade of F may vary by academic program. See Student Handbook. | F  0/Below 60% |
| **I** | At the discretion of the section Instructor, a temporary grade of **Incomplete** may be assigned to a student who, for a reason beyond the student’s control, has been unable to complete the required work in a course on time. The request signed by the student and the faculty member must be approved and on file with the BSW or MSW Program Director when grades are submitted. **Requirements for submission of Final grade differ by degree. See Student Handbook.** | |

|  |  |
| --- | --- |
| **Grade** | **Percentage (%)** |
| **A** | 96 – 100 |
| **A-** | 92 – 95 |
| **B +** | 88 – 91 |
| **B** | 84 – 87 |
| **B-** | 80 – 83 |
| **C+** | 76 – 79 |
| **C** | 72 – 75 |
| **C-** | 68 – 71 |
| **D+** | 64 – 67 |
| **D** | 60 – 63 |
| **F** | Below 60 |

**Grade of “Incomplete”**

The temporary grade of “Incomplete” will be considered for those students who, for reasons beyond their control, have not been able to complete the requirements and tasks of the course on time, within the time stipulated in the academic calendar. It is the student's responsibility to request an “Incomplete” grade. This request must be approved and signed by the instructor and the student with final approval of the program director. If the student fails to complete the request or receive appropriate approval, the final grade will be F.

**Use of Rubrics as an Evaluation Tool**

Rubrics will be used as assessment tools for course activities and assignments. All tasks and assignments will be evaluated following the criteria outlined in the specific rubric. The grade of each activity will be based on the combination of points assigned to each evaluation criteria listed in the rubric for that assignment. Unless an obvious error can be established and documented in the rubric, the points and/or grade awarded by the instructor will be considered final for that activity or assignment.

**Facilitator Feedback to Learners**

The instructor will provide individual feedback to each student for each assignment submitted. These comments will be offered to complement the grade obtained and will include comments about student progress, knowledge, skills, and participation. Instructors will post constructive feedback no later than 7 days after assignment submission.

|  |  |  |
| --- | --- | --- |
| **Assignments** |  | **Total Points** |
| Participation | Throughout Course | 50 (10%) |
| Assignment 1: Class Discussion on Readings | Throughout Course | 25 (5%) |
| Assignment 2: Annotated Bibliography Paper | Week 4 | 150 (30%) |
| Assignment 3: Culturally Responsive Approach Critique Group Presentations | Week 8  Week 9  Week 10 | 100 (20%) |
| Assignment 4: Final paper on a critiquing a current debate | Week 15 | 175 (35%) |
| Total Possible Points |  | 500 |

**Rubric for Grading Assignments**

The rubrics for the assignments are posted on the Sakai site for the course.

**REQUIRED TEXT(S)**

There are no required textbooks for this course.

\*\*All content can be found in journal articles or other electronic sources.

The following e-texts are used and can be accessed via Loyola libraries.

Lockart, L. & Danis, F. (2010). [Domestic violence: Intersectionality and culturally competent practice](https://web.p.ebscohost.com/ehost/detail/detail?vid=0&sid=f184bbcd-8d37-49cf-a25b-8ae9076063d6%40redis&bdata=JkF1dGhUeXBlPWlwLHNzbyZzY29wZT1zaXRl). New York: Columbia University Press.

McClennen, J.C., Keys, A.M., & Dugan-Day, M.L. (2017). [Social work and family violence: Theories, assessment, and intervention](https://ebookcentral-proquest-com.flagship.luc.edu/lib/luc/detail.action?pq-origsite=primo&docID=4673119). New York: Springer Publishing Company.

**DESCRIPTION OF ASSIGNMENTS**

1. **Assignment 1: Annotated Bibliography** **– 25 points** (Due: X)
   1. Integrating micro, mezzo & macro practice literature, explore an area of domestic violence (elder, sibling, etc.). Make sure include all three levels in your final selection.
   2. Include culturally responsive approaches (that students can use to inform the group project) and discuss how the author defines the term.

Locate and read 10 articles on clinical issues in domestic violence work using an intersectionality framework. Choose a topic of interest and address any type of violence discussed in the course. Submit an annotated bibliography on each article for a total number of **12-15 pages. In this website, y**ou can find some [information about annotated bibliographies](https://libguides.csun.edu/research-strategies/annotated-bibliography).

Some guidelines for the annotations paper:

1. **Introduction section.** In preparing the introduction, provide a brief description of how you went about preparing the bibliography. Describe what kind of selection criteria you used. **Give an idea of what information you hoped to uncover using those criteria.**
2. **Discuss each article.** Aim for no more than 250 words per article (@ 1 page).

Include:

* Purpose of the article.
* Conclusions of the author.
* What caught your attention about the article?

C. **Conclusion section** – *Common threads and gaps* in the literature that need further study. Also summarize findings and *main takeaway* points you learned from your research. Be sure to write a sentence on how the articles related (or not) to one another in your selection. Finally, you should give a brief description of the debates or issues that are salient to the topic you are discussing.

D. **Implications section.** Based on the findings of your collection of articles, *analyze the implications* for social work practice with domestic violence.

Note that for your annotated bibliography, the majority of the references should come from peer-reviewed journal articles or other academic sources and should not come from non-peer-reviewed sources on the Internet.

Please make sure that your selection applies an intersectional approach considering gender, race, legal status, age, etc., keeping in mind risk and protective factors, and try to include interventions and approaches revealed in your research. The final product should not be just a mix of different articles thrown together; instead, it should convey a focus that is coherent.

**NOTE**: While each student must identify, include, and report on different articles for the annotated bibliography, students can work together with one other peer to focus on a particular topic area that will be the focus for Assignment 1 and Assignment 2. Students should work with one other peer so each group member can contribute articles that will assist with the completion of the following two assignments for this course.

1. **Assignment #2: Culturally Responsive Approach Critique Group Presentation – 150 points** (Due: X)

The presentation can be evidence-based research that will re-design or design an intervention program (such as teen dating violence) or recommendation for improving existing programs.

This group presentation examines a culturally responsive intervention or program and asks the student group to provide a critique.

* Explore and choose an existing culturally responsive intervention/program. Culturally responsive approaches include strategies/approaches that consider the "culture/norms" of a community using an intersectional lens.
* Describe the client population.
* Describe how culture is defined and the interventions considered culturally responsive. What are your thoughts about their interpretation of cultural responsiveness?
* Do they use an intersectionality lens when engaging diverse communities?
* How are violent behaviors assessed and what are some culturally responsive strategies social workers use to intervene?
* Is there research to support the intervention or program?
* Provide recommendations on how to improve the intervention or program.

Students can create a power point and provide any relevant handouts on their topic. To post on Sakai, please submit these materials to the instructor no later than the previous day of the presentation.

The group presentation is graded both individually in terms of their equitable contributions to the presentation tasks and collectively regarding the depth of the analysis, group preparedness on the topic, and ability to engage the class through activities or discussion questions.

1. **Assignment 3: Discussion questions** (Student-generated for deepening class discussion on class readings) **– 100 points**
   1. Sign up on first day of class – every week questions will deepen discussion for that class.
   2. Students sign up to submit 3 questions every week PRIOR to class.
      1. Something in the reading that stood out to you, surprised you, or resonated with your experience.
      2. Something that connects (or contrasts) with things you have learned in this or other courses.
      3. Something in the reading that you want a deeper understanding about.
   3. Class can be divided into smaller groups and then discuss readings as a large class.
   4. Questions must come from any required reading (each question is from a different reading for the week selected).
2. **Assignment #4: Final paper on a critiquing a current debate** **– 175 points** (Due: X)

With your partner write a 15–17-page paper in APA style not including references, describing a current debate in the literature related to family violence. Some examples include men as victims of family violence, using couples or family therapy to treat abuse, whether offender groups are effective, what do you address first addiction or violence, the adequacy of the justice response to family violence, whether mothers are automatic child abusers by staying in abusive relationships, or if child welfare should intervene in all cases of children being exposed to domestic violence. Feel free to consider other topics not included in the list of examples and reach out to the instructor for approval.

* Why did you choose this topic? Provide rationale for the significance of the issue.
* Integrate as relevant the knowledge gained from the course, class discussions, presentations, etc. You may use articles or readings of the course.
* Present arguments for both sides of the issues and document your conclusion on to the debate. Support your ideas with your research findings.
* Some general guidelines for the paper:
  + Identify topic.
  + Do the research and read as much as you can, from multiple viewpoints.
  + Write down examples that you can elaborate in the paper.
  + Contributing factors to the debate, including the impact of policy.
  + Your perspective on the debate; include ethical perspectives involved in decision-making about working with the selected topic.
  + Conclusion and recommendations

Make sure to address all the points above. For a resource on writing critiques see [here](https://www.citewrite.qut.edu.au/write/writing-well/critique.html). The paper should include a title page and a minimum of 12-15 references.

**Attendance and Participation**

Regular attendance and class participation are major expectations for this course. Class participation is an important requirement since the course will be conducted as a seminar.  Learning is dependent upon student involvement.  Students are therefore expected to read all assignments prior to class, to participate actively in class discussions of case studies and topics, and to engage in experiential learning activities such as case presentations.  Quality of participation and questions, however, is more important than quantity.

There are certain expectations of graduate students. These expectations will be graded as participation, are 10% or 50 points of your grade, and include the following:

-Be current in readings

-Bring in problems from cases in the field placement

-Actively and responsibly participate in role-plays when relevant

-Participate meaningfully in class discussion and in the group project

- Be respectful of your colleagues in class; this includes paying attention when others are speaking

-Attend class

The instructor assumes that students must be present to participate.  Promptness and attendance, therefore, will be noted by instructor and may be utilized as a deciding factor for the final course grade.  If students are unable to attend class for any reason, they are to notify the instructor **in advance** by phone or email.  Such courtesy reflects a professional and mutually respectful attitude towards classmates and the instructor.

**COURSE SCHEDULE**

**Module 1 - Overview of family violence I**

In this module, we will discuss the pervasive social problem of family violence and increase awareness of how socially constructed attitudes can influence our understanding and approaches at the various levels of practice.

**Learning Objectives:**

At the end of this class, students will be able to:

* 1. List the various types of family violence.
  2. Reflect on victim-blaming societal attitudes.
  3. Describe strategies used to integrate levels of practice.
  4. Examine approaches that apply intersectionality.

**Required readings:**

* Ali, P.A. (2013). [Intimate partner violence: A narrative review of the feminist, social and ecological explanations for its causation](https://www.sciencedirect.com/science/article/abs/pii/S1359178913000633?via%3Dihub). *Aggression & Violent Behavior, 18*(6), 611-619.
* Burelomovaa, A.S., Gulina, M.A., Tikhomandritskaya, O.A. (2018). [Intimate partner violence: An overview of existing theories, frameworks, and definitions](https://luc.primo.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=11481008740002506&institutionId=2506&customerId=2505). *Psychology in Russia, 11*(3), 128-144.
* Lockhart, L.L. & Danis, F.S. (2010). Domestic violence: Intersectionality and culturally competent practice. [Chapter 2: Understanding domestic violence: A primer](https://web.p.ebscohost.com/ehost/detail/detail?vid=0&sid=f184bbcd-8d37-49cf-a25b-8ae9076063d6%40redis&bdata=JkF1dGhUeXBlPWlwLHNzbyZzY29wZT1zaXRl).

**Recommended readings:**

* Corvo, K. (2019). [Early-life risk for domestic violence perpetration: Implications for practice and policy](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=134149168&scope=site&custid=s8448101). *Infant Mental Health Journal, 40*(1), 152-164.
* Edwards, K.M., Merrill, J.C., Desai, A.D., & McNamara, J.R. (2008). [Ethical dilemmas in the treatment of battered women in individual psychotherapy: Analysis of the beneficence versus autonomic polemic](https://www.tandfonline.com/doi/abs/10.1080/19322880802125878). *Journal of Psychological Trauma, 7*(1), 1-20.

**Module 2 - Overview of family violence II**

This module will continue the discussion of foundational concepts on family violence from module 1.

**Learning Objectives:**

At the end of this class, students will be able to:

* 1. List the various types of family violence.
  2. Reflect on victim-blaming societal attitudes.
  3. Describe strategies used to integrate levels of practice.
  4. Examine approaches that apply intersectionality.

**Required readings:**

* Cardenas, I. (2020). [Advancing intersectionality approaches in intimate partner violence research: a social justice approach](https://www.tandfonline.com/doi/full/10.1080/15313204.2020.1855494). *Journal of Ethnic & Cultural Diversity in Social Work*, 1-11.
* Dansby-Giles, G., Giles, F.L., & Johnson, I. (2010). [International and ethical counseling issues in working with families experiencing domestic violence](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=61060001&scope=site&custid=s8448101). *NAAAS & Affiliates Conference Monographs,* 1865-1873.
* Douglas, H., Harris, B.A., & Dragiewicz, M. (2019). [Technology-facilitated domestic and family violence: Women’s experiences](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=135845629&scope=site&custid=s8448101). *British Journal of Criminology, 59*(3), 551-570.
* Hahn, S.A. & Scanlon, E. (2016). [The integration of micro and macro practice](https://journals.sagepub.com/doi/pdf/10.1177/0886109915578730). *Affilia: Journal of Women & Social Work, 31*(3), 331-343.

**Recommended readings:**

* Lee, B.X., & Young, J.L. (2018). [Clinicians’ need for an ecological approach to violence reduction](https://doi.org/10.1001/journalofethics.2018.20.1.msoc1-1801). *AMA Journal of Ethics, 20*(1), 91-98.
* Velonis, A.J., Daoud, N., & Matheson, F. (2017). [Strategizing safety: Theoretical frameworks to understand women’s decision-making in the face of partner violence and social inequities](https://doi.org/10.1177%2F0886260515598953). *Journal of Interpersonal Violence, 21*(21), 3321-3345.

**Module 3– Child abuse/neglect I**

In this module, students will review the complexity of child abuse/neglect occurring within the context of family violence and its social environment.

**Learning Objectives:**

At the end of this class, students will be able to:

* 1. Distinguish the various types of child abuse and neglect.
  2. Discuss environmental factors that impact child abuse and neglect.
  3. Describe interventions used in the work of children witnessing family violence.
  4. Examine how policy affects clinical practice with child abuse and neglect.
  5. Explore advocacy strategies to support child safety with the non-offending parent. (Class activity)
  6. Illustrate examples of prevention strategies used in field internship.

**Required readings:**

* Bala, N. (2008). [A historical perspective on family violence and child abuse: Comment on Maloney et al., allegations of family violence, 12, June 2007](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=35112280&scope=site&custid=s8448101). *Journal of Family Studies, 14*(2/3), 271-278.
* Carlson, M.L., Wittrup, E. Moylan, C.A., & Velez Ortiz, D. (2020). [A good call? Contextual factors influencing mandated reporting in domestic violence programs](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=142425312&scope=site&custid=s8448101)*. Journal of Family Violence, 35*(3), 269-278.
* Connolly, M., & Katz, I. (2019). [Typologies of child protection systems: An international approach](https://libkey.io/libraries/19/articles/365268577/full-text-file?utm_source=api_1687). *Child Abuse Review, 28*, 381-394. https://doi.org/10.1080/19371918.2018.1543625
* Kempe, C. H., Silverman, F. N., Steele, B. F., Droegemueller, W., & Silver, H. K. (1985). [The battered-child syndrome](https://www.sciencedirect.com/science/article/pii/0145213485900055/pdf?md5=96877be6f713fb9012d4c5e9137199b3&pid=1-s2.0-0145213485900055-main.pdf). *Child Abuse & Neglect, 9*, 143-154.

**Recommended readings:**

* Elias, T. I., Blais, N., Williams, K., & Burke, J. G. (2018). Shifting the paradigm from child neglect to meeting the needs of children: A qualitative exploration of parents’ perspectives. *Social Work in Public Health, 33*(7-8), 407-418.
* Graham-Bermann, S.A., Kulkarni, M.R. & Kanukollu, S. (2011). [Is disclosure therapeutic for children following exposure to traumatic violence?](https://journals.sagepub.com/doi/pdf/10.1177/0886260510365855) *Journal of Interpersonal Violence, 26(*5), 1056-1076.
* Holden, G.W. (2003). [Children exposed to domestic violence and child abuse: Terminology and taxonomy](https://libkey.io/libraries/19/articles/32818064/content-location). *Clinical Child and family Psychology Review, 6*(3), 151-160.
* Howze, K.A. Hon. (2020[). Child maltreatment and domestic violence: Opportunities for reform](https://libkey.io/libraries/19/articles/165115985/full-text-file?utm_source=api_1687). *Family Court Review, 58*(4), 897-907.
* Keiski, P., Flinck, A., Kaunonen, M. & Paavilainen, E. (2018). [Childhood experiences of female family-violence perpetrators](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=128997268&scope=site&custid=s8448101). *Perspectives in Psychiatric Care, 54*(2), 251-257.

**Module 4– Child abuse/neglect II**

In this module, students will continue to expand their understanding of this content from module 3.

**Learning Objectives:**

At the end of this class, students will be able to:

* 1. Distinguish the various types of child abuse and neglect.
  2. Discuss environmental factors that impact child abuse and neglect.
  3. Describe interventions used in the work of children witnessing family violence.
  4. Examine how policy affects clinical practice with child abuse and neglect.
  5. Explore advocacy strategies to support child safety with the non-offending parent. (Class activity)
  6. Illustrate examples of prevention strategies used in field internship.

**Required readings:**

* McClennen, J. C., Keys, A. M., & Dugan-Day, M. L. (2017). Chapter 2: Introduction to Child Maltreatment. [*Social Work and Family Violence: Theories, Assessment, and Intervention*](https://ebookcentral-proquest-com.flagship.luc.edu/lib/luc/detail.action?pq-origsite=primo&docID=4673119)(2nd ed.). Springer.
* Moxley, K. M., Squires, J., & Lindstrom, L. (2012). [Early intervention and maltreated children: A current look at the Child Abuse Prevention and Treatment Act and Part C](https://libkey.io/libraries/19/articles/43561823/full-text-file?utm_source=api_1687). *Infants & Young Children, 25*(1), 3-18.
* Richter, F.G.C., Votruba, M.E., Berg, K.A., & Bender, A.E. (2018). [Economic burden of child exposure to intimate partner violence in the United States](https://libkey.io/libraries/19/articles/188280299/full-text-file?utm_source=api_1687). *Journal of Family Violence, 33*, 239-249.

**Recommended readings:**

* Malka, M. (2021). [Using drawing following a story technique for processing the child’s exposure to intimate partner violence in a group intervention framework](https://www.tandfonline.com/doi/epub/10.1080/01609513.2020.1738976?needAccess=true). *Social Work with Groups, 44*(1), 60-77.
* McClennen, J. C., Keys, A. M., & Dugan-Day, M. L. (2017). Chapter 3: Identifying and Investigating Child Maltreatment. *Social Work and Family Violence: Theories, Assessment, and Intervention* (2nd ed.). Springer.
* McClennen, J. C., Keys, A. M., & Dugan-Day, M. L. (2017). Chapter 6: Assessment and Intervention in Child Maltreatment. *Social Work and Family Violence: Theories, Assessment, and Intervention* (2nd ed.). Springer.
* Mennen, F. E., Kim. K., Sang, J., & Trickett, P. K. (2010). Child neglect: Definition and identification of youth’s experiences in official reports of maltreatment. *Child Abuse & Neglect, 34*, 647-658. doi: 10.1016/j.chiabu.2010.02.007
* Walker, E.A.L. (2020). [Nonjudicial influence on family violence court cases](https://journals.sagepub.com/doi/pdf/10.1177/0002764220956688). *American Behavioral Scientist, 64*(2), 1749-1767.

**Module 5- Sibling violence**

In this module, students will challenge assumptions of sibling violence, expand their understanding of this form of family violence, and learn strategies for multi-level intervention.

**Learning Objectives:**

At the end of this class, students will be able to:

* 1. Identify sibling violence abuse as a form of family violence.
  2. Reflect on perspectives on violence between siblings.
  3. Describe interventions in the work with sibling violence.
  4. Examine how policy (or lack thereof) impacts families experiencing sibling violence.
  5. Illustrate examples of prevention/educational strategies used in field internship.

**Required readings:**

* Caspi, J. (2008). Building a sibling aggression treatment model: Design and development research in action. *Research on Social Work Practice*, *18*(6), 575–585. <https://doi.org/10.1177/1049731508316051>
* Caspi, J. (2012). [An overview of sibling aggression](https://ebookcentral.proquest.com/lib/luc/detail.action?pq-origsite=primo&docID=775973) (Chapter 1). *Sibling aggression: Assessment and treatment*. Springer.
* Hoffman, K. L., Kiecolt, K. J., & Edwards, J. N. (2005). Physical violence between siblings: A theoretical and empirical analysis. *Journal of Family Issues*, *26*(8), 1103–1130. <https://doi.org/10.1177/0192513X05277809>
* Perkins, N. H., & Grossman, S. F. (2019). Sibling violence: The missing piece in family violence policy. *Advances in Social Work*, *19*(1), 138–156. <https://doi.org/10.18060/22611>
* Shadik, J. A., Perkins, N. H., & Kim, R. (2021). Understanding physical and emotional sibling violence: Perspectives from group facilitators of parent intervention groups for child maltreatment. *Journal of Family Issues*, 0192513X211051392. [https://doi.org/10.1177/0192513X211051392](https://doi.org/10.1177/0192513X211051392 )

**Recommended readings:**

* Caffaro, J. V., & Conn-Caffaro, A. (2005). [Treating sibling abuse families](https://doi.org/10.1016/j.avb.2004.12.001). *Aggression and Violent Behavior*, *10*(5), 604–623.
* Dantchev, S., & Wolke, D. (2019). [Sibling bullying at 12 years and high-risk behavior in early adulthood: A prospective cohort study](https://doi.org/10.1002/ab.21793). *Aggressive Behavior*, *45*(1), 18–32.
* Kettrey, H. H., & Emery, B. C. (2006). [The discourse of sibling violence](https://doi.org/10.1007/s10896-006-9036-0). *Journal of Family Violence*, *21*(6), 407–416.
* Khan, R., & Rogers, P. (2015). [The normalization of sibling violence: Does gender and personal experience of violence influence perceptions of physical assault against siblings?](https://doi.org/10.1177/0886260514535095) *Journal of Interpersonal Violence*, *30*(3), 437–458.
* McDonald, C., & Martinez, K. (2019). [Victim narratives of sibling emotional abuse](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=138017493&scope=site&custid=s8448101). *Child Welfare*, *97*(2), 1–21.
* Relva, I. C., Fernandes, O. M., & Mota, C. P. (2013). [An exploration of sibling violence predictors](https://doi.org/10.1108/17596591311290740). *Journal of Aggression, Conflict and Peace Research*, *5*(1), 47–61.

**Module 6- Child to parent violence**

In this module, students will challenge assumptions of child-to-parent violence, expand understanding of this form of family violence, and learn strategies for multi-level intervention.

**Learning Objectives:**

At the end of this class, students will be able to:

* 1. Identify child to parent abuse as a form of violence.
  2. Reflect on perspectives on child to parent violence.
  3. Describe interventions in the work with parent abuse.
  4. Examine how policy affects practice with violence to parents.

**Required readings:**

* Al-Alosi, H. (2020). [Fighting fire with fire: Exploring the potential of technology to help victims combat intimate partner violence](https://libkey.io/libraries/19/articles/367690253/full-text-file?utm_source=api_1687). *Aggression & Violent Behavior, 5,* 1-10.
* Coogan, D. (2011). [Child-to-parent violence: Challenging perspectives on family violence](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=66677650&scope=site&custid=s8448101). *Child Care in Practice, 17*(4), 347-358.
* Curtis, A., Harries, T. Moulds, L. & Miller, P. (2019). [Addressing child-to-parent violence: Developmental and intervention considerations](https://www.tandfonline.com/doi/full/10.1080/13229400.2019.1682643). *Journal of Family Studies*, 1-18.
* Holt, A. (2012). Adolescent-to-parent abuse: Current understanding in research, policy, and practice. [Chapter 3: Explaining parent abuse](https://doi.org/10.2307/j.ctt1t6p748.8) (pp. 57-78).
* Miles, C., & Condry, R. (2015). [Responding to adolescent to parent violence: Challenges for policy and practice](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=110537585&scope=site&custid=s8448101). *British Journal of Criminology, 55*(6), 1076-1095.

**Recommended readings:**

* Armstrong, G. S., Cain, C. M., Wylie, L. E., Muftic, L. R., & Bouffard, L. A. (2018[). Risk factor profile of youth incarcerated for child to parent violence: A nationally representative sample](https://libkey.io/libraries/19/articles/212619739/full-text-file?utm_source=api_1687). *Journal of Criminal Justice, 58*, 1-9
* Coogan, D. (2014). Responding to child-to-parent violence: Innovative practices in child and adolescent mental health. *Health & Social Work, 39*(2), e1-e9.
* Del Hoyo-Bilbao, J., Orue, I., Gamez-Guadix, M., Calvete, E. (2020). [Multivariate models of child-to-mother violence and child-to-father violence among adolescents](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=141179324&scope=site&custid=s8448101). *European Journal of Psychology Applied to Legal Context, 12*(1), 11-21.
* Hold, A. (2016). [Adolescent-to-Parent abuse as a form of “domestic violence](https://doi.org/10.1177/1524838015584372)”. *Trauma, Violence & Abuse, 17*(5), 490-499.
* Holt, A. (2012). Adolescent-to-parent abuse: Current understanding in research, policy, and practice. [Chapter 6: Working with parent abuse](https://doi.org/10.2307/j.ctt1t6p748.11) (pp. 119-142).
* Kimball, E. (2016). [Edleson revisited: Reviewing children’s witnessing of domestic violence 15 years later](https://libkey.io/libraries/19/articles/59166767/full-text-file?utm_source=api_1687). *Journal of Family Violence, 31*(5), 625-637.
* Nowakowski-Sims, E. (2019). [An exploratory study of childhood adversity and delinquency among youth in the context of child-to-parent and sibling-to-sibling violence](https://doi.org/10.1080/10522158.2018.1496510). *Journal of Family Social Work*, *22*(2), 126–145.
* Nowakowski-Sims, E. & Rowe, A. (2015). [Using trauma-informed treatment models with child-to-parent violence](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=110839878&scope=site&custid=s8448101). *Journal of Child & Adolescent Trauma, 8*(4), 237-244.
* O’Hara, K. L., Duchschere, J. E., Beck, C. J .A., & Lawrence E. (2017). [Adolescent-to-parent violence: Translating research into effective practice](https://doi.org/10.1007/s40894-016-0051-y). *Adolescent Research Review,* *2***,** 181–198.
* Papamichail, A., & Bates, E. A. (2020). [“I want my mum to know that I am a good guy ...”: A thematic analysis of the accounts of adolescents who exhibit child-to-parent violence in the United Kingdom](https://doi.org/10.1177%2F0886260520926317). *Journal of Interpersonal Violence*. Advance Online Issue
* Ravi, K.E., Casolaro, T.E. (2018). [Children’s exposure to intimate partner violence: A qualitative interpretive meta-synthesis](https://libkey.io/libraries/19/articles/165115985/full-text-file?utm_source=api_1687). *Child and Adolescent Social Work Journal,* 35 (3), 283-295.
* Strom, K.J., Warner, T.D., Tichavsky, L., & Zahn, M.A. (2010). [Policing juveniles: Domestic violence arrest policies, gender, and police response to child-parent violence](https://doi.org/10.1177/0011128710376293). *Crime & Delinquency, 60*(3), 427-450.
* Williams, M., Tuffin, K., & Niland, P. (2017). “[It’s like he just goes off, BOOM!”: Mothers and grandmothers make sense of child-to-parent violence.](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=122576866&scope=site&custid=s8448101) *Child & Family Social Work, 22*(2), 597-606.

**Module 7- Dating violence I**

In this module, students will challenge assumptions of dating violence, expand understanding of this form of family violence, and learn strategies for multi-level intervention.

**Learning Objectives:**

At the end of this class, students will be able to:

* 1. Discuss the abuse dynamics in dating violence.
  2. Reflect on adolescent development as it relates to TDV.
  3. Describe the ecological approach to TDV.
  4. Examine policy impact on practice with TDV.
  5. Explore advocacy strategies to provide information on healthy relationships. (Class activity)
  6. Illustrate examples of prevention/educational strategies used in field internship.

**Required readings:**

[TDV Power and Control Wheel](https://loyolauniversitychicago-my.sharepoint.com/personal/pfreire_luc_edu/Documents/•http:/www.ncdsv.org/images/teen%20p&c%20wheel%20no%20shading.pdf)

* Donovan, C. & Barnes, R. (2019). [Help seeking among lesbian, gay, bisexual, and/or transgender victims/survivors and domestic violence and abuse: The impact of cisgender heteronormativity and invisibility](https://journals.sagepub.com/doi/pdf/10.1177/1440783319882088). *Journal of Sociology, 56*(4), 554-570.
* Exner-Cortens, D. (2014). [Theory and teen dating violence victimization: Considering adolescent development](https://luc.primo.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=11487572360002506&institutionId=2506&customerId=2505). *Developmental Review, 34*(2), 168-188.
* Hoefer, R., Black, B., & ricard, M. (2015). [The impact of state policy on teen dating violence prevalence](https://doi.org/10.1016/j.adolescence.2015.07.006). *Journal of Adolescence, 44*, 88-96.
* Lee, M., Reese-Weber, M. Kahn, J.H. (2013). [Exposure to family violence and attachment styles as predictors of dating violence perpetration among men and women: A mediation model](https://doi.org/10.1177/0886260513504644). *Journal of Interpersonal Violence, 29*(1), 20-43.

**Recommended reading:**

* Hamby, S., & Jackson, A. (2010[). Size does matter: The effects of gender on perceptions of dating violence](https://luc.primo.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=11481007790002506&institutionId=2506&customerId=2505). *Sex Roles, 63*(5-6), 324-331.

**Module 8- Dating violence II**

In this module, students will continue learning and deepening knowledge from module 7.

**Learning Objectives:**

At the end of this class, students will be able to:

* 1. Discuss the abuse dynamics in dating violence.
  2. Reflect on adolescent development as it relates to TDV.
  3. Describe the ecological approach to TDV.
  4. Examine policy impact on practice with TDV.
  5. Explore advocacy strategies to provide information on healthy relationships. (Class activity)
  6. Illustrate examples of prevention/educational strategies used in field internship.

**Required readings:**

* Lockhart, L.L. & Danis, F.S. (2010). Domestic violence: Intersectionality and culturally competent practice. [Chapter 14: Where teens live: Taking an ecological approach to dating violence prevention](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=nlebk&AN=584660&scope=site&custid=s8448101).
* Sianko, N., Mece, M.H., Abazi-Morina, L. (2020). [Family functioning among rural teens and caregivers: Interactive influence on teen dating violence](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=rzh&AN=145667260&scope=site&custid=s8448101). *Family Process, 59*(3), 1175-1190.
* Woodlock, D., McKenzie, M., Western, D., & Harris, B. (2020). Technology as a weapon in domestic violence: Responding to digital coercive control. *Australian Social Work, 73*(3), 368-380. (PROVIDE TO INSTRUCTOR)

**Recommended readings:**

* Storer, H.L., Rodriguez, M., & Franklin, R. (2021). [“Leaving was a process, not an event”: The lived experience of dating and domestic violence in 140 characters](https://doi.org/10.1177/0886260518816325). *Journal of Interpersonal Violence, 36*(11/12), NP6553-NP6580.
* Stutey, D.M. Henninger, J. & Diaz, S. (2016). [Teen dating violence: A narrative exploration of one family’s firsthand experience](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=120129604&scope=site&custid=s8448101). *Journal of Creativity in Mental Health, 11*(3-4), 254-269.

**Module 9- Intimate partner violence/Domestic violence I**

In this module, students will challenge assumptions of intimate partner violence, expand understanding of this form of family violence, and learn strategies for multi-level intervention.

**Learning Objectives:**

At the end of this class, students will be able to:

* 1. List the various power and control strategies used in IPV.
  2. Reflect on effects of pandemic on domestic violence.
  3. Discuss some of theories used to explain domestic violence.
  4. Examine the intersections between gender inequality and domestic violence.
  5. Explore advocacy strategies to support victim safety. (Class activity)
  6. Illustrate examples of universal screening in field internship.

**Required readings:**

[Power and Control Wheel](https://loyolauniversitychicago-my.sharepoint.com/:w:/g/personal/pfreire_luc_edu/EZZIeZrazqtHq92IZ0pNIwgBSTA8o5wiuW7h7xoPUxxC4Q?e=FngnqA)

* Bent-Goodley, T.B. (2005). [Culture and domestic violence: Transforming knowledge development](https://journals.sagepub.com/doi/pdf/10.1177/0886260504269050). *Journal of Interpersonal Violence, 20*(2), 195-203.
* Burelonovaa, A. S. (2018). [Intimate partner violence: An overview of the existing theories, conceptual frameworks, and definitions](https://luc.primo.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=11543746050002506&institutionId=2506&customerId=2505). *Psychology in Russia, 11*(3), 128-144.
* Choi, J., Phua, J., Armstron, K.J., & An, S. (2017). [Negotiating the cultural steps in developing an online intervention for Korean American intimate partner violence](https://doi.org/10.1080/10926771.2017.1327911). *Journal of Aggression, Maltreatment & Trauma*, *26*(8), 920–936.
* Fuchsel, C.L.M. (2014). Exploratory evaluation of Sí, yo puedo: [A culturally competent empowerment program for Immigrant Latina women in group settings](https://doi.org/10.1080/01609513.2014.895921). *Social Work with Groups,37*(4), 279–296.

**Recommended readings:**

* Agha, E., & Rai, A**.** (2020). [Notes from the field: Culturally adapted research methods for South Asian participants](http://www.profdevjournal.org/articles/231027.pdf)*. Professional Development: The International Journal of Continuing Social Work Education, 23*(1), 27-31.
* Austin, A. E., Shanahan, M.E., Barrios, Y.V., & Macy, R.J. (2019). [A systematic review of interventions for women parenting in the context of intimate partner violence](https://journals.sagepub.com/doi/pdf/10.1177/1524838017719233). *Trauma, Violence, & Abuse, 20*(4), 498-519.
* Balgamwalla, S. (2014). ‘[Bride and prejudice: How US immigration law discriminates against spousal visa holders’](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=bth&AN=95009581&scope=site&custid=s8448101). *Berkeley Journal of Gender, Law and Justice*, *29*(1), 24-71.

**Module 10- Intimate partner violence/Domestic violence II**

In this module, students will continue learning and deepening knowledge from module 9.

**Learning Objectives:**

At the end of this class, students will be able to:

* 1. List the various power and control strategies used in IPV.
  2. Reflect on effects of pandemic on domestic violence.
  3. Discuss some of theories used to explain domestic violence.
  4. Examine the intersections between gender inequality and domestic violence.
  5. Explore advocacy strategies to support victim safety. (Class activity)
  6. Illustrate examples of universal screening in field internship.

**Required readings:**

* [Power and Control Wheel](https://loyolauniversitychicago-my.sharepoint.com/:w:/g/personal/pfreire_luc_edu/EZZIeZrazqtHq92IZ0pNIwgBSTA8o5wiuW7h7xoPUxxC4Q?e=FngnqA)
* Ghafournia, N. (2017). [Muslim women and domestic violence: Developing a framework for social work practice.](https://www.tandfonline.com/doi/pdf/10.1080/15426432.2017.1313150?needAccess=true) *Journal of Religion & Spirituality in Social Work, 36*(1/2), 146-163.
* Huslage, M., Rai, A. & Held, M.L.(2021). [Building partnerships and trust: Research with vulnerable immigrant communities](https://doi.org/10.1177/10443894211034776). *Families in Society*.
* Lockhart, L.L. & Danis, F.S. (2010). Domestic violence: Intersectionality and culturally competent practice. [Chapter 5: Social work practice with abused persons with disabilities](https://loyolauniversitychicago-my.sharepoint.com/personal/pfreire_luc_edu/Documents/•%09https:/search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=nlebk&AN=584660&scope=site&custid=s8448101&ebv=EK&ppid=Page-__-174).
* Rai, A.(2020).[Indirect experiences with domestic violence and help-giving among South Asian immigrants in the United States](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_proquest_miscellaneous_2531229029&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en). *Journal of Community Psychology,* 1-20.

**Recommended readings:**

* Balgamwalla, S. (2013). *‘A woman’s place: Dependent spouse visa holders and the legacy of coverture.’* <https://law.ubalt.edu/centers/caf/pdf/Sabrina%20Balgamwalla.pdf>
* Bhuyan, R., & Senturia, K. (2005). [Understanding domestic violence resource utilization and survivor solutions among immigrant and refugee women: Introduction to the special issue](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_proquest_miscellaneous_67981850&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en). *Journal of interpersonal Violence, 20*(8), 895-901.
* Cho, H., & Wilke, D. J. (2005). [How has the violence against women act affected the response of the criminal justice system to domestic violence?](https://heinonline.org/HOL/Page?handle=hein.journals/jrlsasw32&id=691&collection=journals) J. *Soc. & Soc. Welfare, 32*(4), 125-139.

**Module 11- Intimate partner violence/Domestic violence III**

In this module, students will continue learning and deepening knowledge from modules 9 and 10.

**Learning Objectives:**

At the end of this class, students will be able to:

* 1. List the various power and control strategies used in IPV.
  2. Reflect on effects of pandemic on domestic violence.
  3. Discuss some of theories used to explain domestic violence.
  4. Examine the intersections between gender inequality and domestic violence.
  5. Explore advocacy strategies to support victim safety. (Class activity)
  6. Illustrate examples of universal screening in field internship.

**Required readings:**

* [Power and Control Wheel](https://loyolauniversitychicago-my.sharepoint.com/:w:/g/personal/pfreire_luc_edu/EZZIeZrazqtHq92IZ0pNIwgBSTA8o5wiuW7h7xoPUxxC4Q?e=FngnqA)
* Webster, K., Ward, A., Diemer, K., Flood, M., Honey, N., Morgan, J., Politoff, V., Powell, A., & Stubbs, J. (2021). How are gender inequality and violence against women related? Findings from a population-level community attitudes survey. *Australian Journal of Social Issues, 56*(3), 374-392.
* Yick, A. G. (2007). Role of culture and context: Ethical issues in research with Asian Americans and immigrants’ intimate violence. *Journal of Family Violence, 22*(5), 277-285.

**Recommended readings:**

* Choi, Y.J., Orpinas, P., Kim, I., & Ko, K.S. (2019). [Korean clergy for healthy families: Online intervention for preventing intimate partner violence](https://doi.org/10.1177/1757975917747878). *Global Health Promotion*, *26*(4), 25–32.
* Erez, E., Adelman, M., & Gregory, C. (2009). [Intersections of immigration and domestic violence](https://doi.org/10.1177/1557085108325413). *Feminist Criminology*, *4*, 32–56.
* Rai, A., & Choi, Y. J. (2021). [Domestic violence victimization among South Asian immigrant men and women in the United States](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_proquest_miscellaneous_2531229029&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en). *Journal of Interpersonal Violence,* *14*(1), 1-36.

**Module 12- Intimate partner violence/Domestic violence IV**

In this module, students will continue learning and deepening knowledge from modules 9, 10, and 11.

**Learning Objectives:**

At the end of this class, students will be able to:

* 1. List the various power and control strategies used in IPV.
  2. Reflect on effects of pandemic on domestic violence.
  3. Discuss some of theories used to explain domestic violence.
  4. Examine the intersections between gender inequality and domestic violence.
  5. Explore advocacy strategies to support victim safety. (Class activity)
  6. Illustrate examples of universal screening in field internship.

**Required readings:**

* [Power and Control Wheel](https://loyolauniversitychicago-my.sharepoint.com/:w:/g/personal/pfreire_luc_edu/EZZIeZrazqtHq92IZ0pNIwgBSTA8o5wiuW7h7xoPUxxC4Q?e=FngnqA)
* Rai, A.,Perkins, N. & Grossman, S.(2020). [The effects of COVID-19 on domestic violence and immigrant families](https://doi.org/10.21100/gswr.v1i2.1161). *Greenwich Social Work Review, 2*(1), 84-96.
* Webster, K., Ward, A., Diemer, K., Flood, M., Honey, N., Morgan, J., Politoff, V., Powell, A., & Stubbs, J. (2021). [How are gender inequality and violence against women related? Findings from a population-level community attitudes survey](https://onlinelibrary.wiley.com/doi/epdf/10.1002/ajs4.158). *Australian Journal of Social ssues, 56*(3), 374-392.
* Yick, A. G. (2007). [Role of culture and context: Ethical issues in research with Asian Americans and immigrants’ intimate violence](https://doi.org/10.1007/s10896-007-9079-x). *Journal of Family Violence, 22*(5), 277-285.

**Recommended readings:**

* Schneider, E. M. (2008). [Domestic violence law reform in the twenty-first century: Looking back and looking forward](https://www.jstor.org/stable/25740664?casa_token=GduXf9rUj6IAAAAA%3ArrOZNycauHklvQ9ZnbmbJxeyZNZytNx4gVcXvbWfa6dIdiK7mZ24n0lndaH1y1IrMB37vF0GoASOONQVopNr8GoXnanZYt4owzXDjTlVL21cEkEumCZJ&seq=1#metadata_info_tab_contents). *Family Law Quarterly*, *42*(3), 353-363.
* Torres Munguía, J.A., Martínez-Zarzoso, I. (2021). [Examining gender inequalities in factors associated with income poverty in Mexican rural households](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=153409696&scope=site&custid=s8448101). P*los One, 16(*11), 1-25.
* Yick, A. G., & Oomen-Early, J. (2009). [Using the PEN-3 model to plan culturally competent domestic violence intervention and prevention services in Chinese American and immigrant communities](https://loyolauniversitychicago-my.sharepoint.com/personal/pfreire_luc_edu/Documents/•%09https:/doi.org/10.1108/09654280910936585). *Health Education, 109*(2), 125-139.

**Module 13- Elder abuse**

In this module, students will challenge assumptions of elder abuse, expand understanding of this form of family violence, and learn strategies for multi-level intervention.

**Learning Objectives:**

At the end of this class, students will be able to:

* 1. List the dynamics present in elder abuse.
  2. Explain the intergenerational transmission of sibling and elder violence.
  3. Describe interventions used in elder abuse.
  4. Examine elder abuse policy and its impact on practice.
  5. Explore advocacy strategies to support older adult safety. (Class activity)

**Required readings:**

* [Elder abuse wheel](https://loyolauniversitychicago-my.sharepoint.com/:b:/g/personal/pfreire_luc_edu/EXPaRAThjP5Hn6Bt6n2HA_gBAShem7CmzhNJ1K-QcS5Rfw?e=wJAJfz)
* Blancato R. B. & Whitmire, M. (2020). [Elder justice policy: Where we are now and where do we go next?](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=142988401&scope=site&custid=s8448101) *Journal of American Society on Aging, 44*(1), 106-110.
* Dyer, C.B., Murdock, C. Hiner, J. Halphen, J. & Burnett, J. (2020). [Elder mistreatment intervention: Strategies for connecting with diverse and rural populations](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=142988397&scope=site&custid=s8448101). *Generations, 44*(10, 91-97.
* Perkins, N., Spira, M. & Key J.E. (2018). [Intergenerational transmission of physical and emotional sibling violence: A potential connection to elder abuse](https://doi.org/10.1177%2F1044389418782429). *Journal of Contemporary Social Services, 99*(3), 256-268.
* Wang, X.M., Brisbin, S. Loo, T. & Straus, S. (2015). [Elder abuse: An approach to identification, assessment and intervention](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4435869/pdf/1870575.pdf). *CMAJ: Canadian Medical Association Journal, 187*(8), 575-581.
* Westwood, S. (2019). [Abuse and older lesbian, gay bisexual, and trans (LGBT) people: A commentary and research agenda](https://www.tandfonline.com/doi/epub/10.1080/08946566.2018.1543624?needAccess=true). *Journal of Elder Abuse & Neglect, 31*(2), 97-114.

**Recommended readings:**

* Bomba, P.A. (2006). [Use of a single page elder abuse assessment and management tool: A practitioner’s approach to identifying elder mistreatment](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=22527019&scope=site&custid=s8448101). *Journal of Gerontological Social Work, 46*(3/4), 103-122.
* Daly, J.M. & Jogerst, G. (2021). [Statute definitions of elder abuse](https://www.tandfonline.com/doi/pdf/10.1300/J084v13n04_03?needAccess=true). *Journal of Elder Abuse & Neglect, 13*(4), 39-57.
* Fearing, G. Sheppard, C.L. McDonald, L. Beaulieu, M. & Hitzig, S.L. (2017). [A systematic review on community-based interventions for elder abuse and neglect.](https://www.tandfonline.com/doi/pdf/10.1080/08946566.2017.1308286?needAccess=true) *Journal of Elder Abuse & Neglect, 29*(2/3), 102-133.
* Jackson, S.O. (2015). [The impact of relationship dynamics on the detection and reporting of elder abuse occurring in domestic settings](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=102171257&scope=site&custid=s8448101). *Journal of Elder Abuse & Neglect, 27*(2), 121-145.
* Lockhart, L.L. & Danis, F.S. (2010). Domestic violence: Intersectionality and culturally competent practice. [Chapter 7: Domestic abuse in later life.](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=nlebk&AN=584660&scope=site&custid=s8448101&ebv=EK&ppid=Page-__-174)
* McGarry, J., & Simpson, C. (2009). [Raising awareness of elder abuse in the community practice setting](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=43024237&scope=site&custid=s8448101). *British Journal of Community Nursing, 14*(7), 305-308.
* Mosqueda, L. Burnight, K. Gironda, M.Q., Moore, A.A., Robinson, J., & Olsen, B. (2016). [The abuse intervention model: A pragmatic approach to intervention for elder mistreatment](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=118169807&scope=site&custid=s8448101). *Journal of American Geriatrics Society, 64*(9), 1879-1883.
* Ryan, J., & roman N.V. (2019). [Family-centred interventions for elder abuse: A narrative review](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=139315508&scope=site&custid=s8448101). *Journal of Cross-Cultural Gerontology, 34*(3), 325-336.
* Yadollah, A.M., Tengku Aizan, H. & Rahimah, I. (2013). [Theories and measures of elder abuse](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=90470404&scope=site&custid=s8448101). *Psychogeriatrics, 13*(3), 182-188.
* Zink, T., Jacobson Jr., C.J., Pabst, S., Regan, S., & Fisher, B.S., (2006). [A lifetime of intimate partner violence: Coping strategies of older women](https://doi.org/10.1177/0886260506286878). *Journal of Interpersonal Violence, 21*(5), 634-651.

**Module 14 - Self-care, VT, and the trauma-informed workplace**

In this module, students will increase knowledge on the effects of caring and identify strategies to mitigate them.

**Learning Objectives:**

At the end of this class, students will be able to:

* 1. Explain the definitions of vicarious and secondary trauma.
  2. Reflect on how organizations can prevent vicarious trauma of clinicians.
  3. Describe interventions to address trauma effects on the helper.
  4. Examine the worker factors that influence vicarious trauma.
  5. Illustrate examples of self-care efforts in field internship.

**Required readings:**

* Bell, H. (2003). [Strengths and secondary trauma in family violence work](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=ofs&AN=510842198&scope=site&custid=s8448101). *Social Work, 48*(4), 513-522.
* Bell, H., Kulkarni, S., & Dalton, L. (2003). [Organizational prevention of vicarious trauma](https://doi.org/10.1606%2F1044-3894.131). *Families in Society, 84*(4), 463-470.
* Bourgassa, D. B. (2009). [Compassion fatigue and the adult protective services social worker](https://www.tandfonline.com/doi/pdf/10.1080/01634370802609296?needAccess=true). *Journal of Gerontological* *Social Work, 52*(3), 215-229.
* Dass-Brailsford, P. (2007). [A practical approach to trauma: Empowering interventions](https://ebookcentral.proquest.com/lib/luc/detail.action?pq-origsite=primo&docID=996445). Chapter 14: Helping the helper: secondary trauma (p. 291).
* Michalopoulos, L.M., Aparicio, E. (2012). [Vicarious trauma in social workers: The role of trauma history, social support, and years of experience](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=78448213&scope=site&custid=s8448101). *Journal of Aggression, Maltreatment, & Trauma, 21*(6), 646-664.

**COURSE FEEDBACK**

You will receive an email communication near the end of this semester from the Academic Dean of the School with regard to your feedback for this course related to the content, assignments, instructor support, etc.

Your feedback for each of your courses improves learning outcomes for students and the instruction process in the course. Your feedback is most valuable for me as an instructor and affects future teaching and revisions to this course.