

The University of West Florida
College of Education and Professional Studies
Department of Social Work

Social Aspects of Family Violence
SOW 4141 Fall 2024

Course Number: SOW 4141

Course Credit Hours: 3

Course Modality: Asynchronous Online

Meeting Times and location: None

Prerequisites or Corequisites: None

Instructor Information

Instructor

Chelsea Younger, LCSW, MSW

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Phone: 850-710-0197 (Google Voice)

Office Hours

By appointment

Course Information

Course Description

Introduces basic concepts, principles, and methods for understanding and identifying family violence. Topics include an historical overview; the impact of domestic violence on the community and on the woman, children, and man involved; the identification of emotional, physical, and sexual aspects of abuse; safety planning and levels of lethality; an introduction to effective intervention.

Required Materials and Resources

Required texts

Miller-Perrin, C. L., Perrin, R. D., & Renzetti, C. M. (2020). *Violence and Maltreatment in Intimate Relationships* (2nd ed.). Los Angeles, CA: SAGE. ISBN-978-1-5443-7108-0

Required textbooks for 1000-4000 level courses are available on Reserve at the Circulation Desk at the UWF Libraries for a 2-hour loan period (book must stay in the Library). Please keep in mind that copies of textbooks for each course are limited and may be in use by another student, particularly right before

an assignment or reading is due, so plan use accordingly. This service is available for print format textbooks only.

Helpful Materials and Resources

- Internet Access (broadband is recommended)
- Activated UWF ArgoNet Account
- Canvas
- TurnItIn

Course Goals and or Student Learning Outcomes (SLOs)

Students will demonstrate understanding of the following upon completion of this course.

<i>Student Learning Outcome/Course Objectives</i>	<i>CSWE Competencies</i>	<i>Practice Behavior (PB)</i>
Describe the dynamics of family violence. Effectively identify a wide variety of client problems associated with family violence. Understand effective community response to reduce domestic violence.	2.1.4—Engage diversity and difference in practice 2.1.7—Apply knowledge of human behavior and the social environment. 2.1.9—Respond to contexts that shape practice	PB#14: Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power PB#15: Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups PB#23: Utilize conceptual frameworks to guide the process of assessment, intervention and evaluation PB#24: Critique and apply knowledge to understand person and environment PB#27: Continuously discover, appraise, and attend to locales, population, scientific and technological developments, and emerging societal trends to provide relevant services
Demonstrate an understanding of professional social work values as related to client safety and mandatory reporting of abuse. Discuss the ethical and value issues related to the intervention methods for domestic violence in social work practice.	2.1.1- Identify as a professional social worker and conduct oneself accordingly. 2.1.2—Apply social work ethical principles to guide professional practice.	PB#3: Attend to professional roles and boundaries PB#7: Recognize and manage personal values in a way that allows professional values to guide practice

Recommend appropriate interventions for both victims and perpetrators of domestic violence. Demonstrate interviewing and assessment skills to identify the potential lethality of a perpetrator in a violent family and effectively implement an initial safety plan for all family members. Describe past, current, and potential contributions of social work practice to knowledge and influence on the formation of social policy.	2.1.3—Apply critical thinking to inform and communicate professional judgments	PB#11: Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom PB#12: Analyze models of assessment, prevention, intervention, and evaluation PB#13: Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.
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This course will introduce the basic concepts, principles, and methods for understanding and identifying family violence.

Topics include:

- a historical overview of family violence
- impact of domestic violence in the community
- impact of family violence on the woman, children, and man
- the identification of emotional, physical, and sexual aspects of abuse
- safety planning, levels of lethality, and an introduction to effective intervention strategies.

The emphasis of this course is victim safety. Throughout the course, there will be a continuous focus on the identification and effects of family violence, and the consideration social work values, and the concerns of disadvantaged groups.

Students in this course participate in experiential learning activities designed to strengthen their understanding of relational violence.

Teaching Philosophy

A free and open exchange of ideas is expected in an academic environment. I personally believe that it is a requirement for learning. I have opinions and will express them. You are free to express agreement or disagreement without fear of negative consequences. This does not mean that I will not challenge your views or disagree with them, but it does mean that there will not be adverse consequences for disagreeing with me, or with your classmates. It is important that we be sensitive to and respectful of one another, no matter how strongly we may disagree. If you feel this commitment is being breached in any way, you are expected to arrange an appointment with me to discuss your concern.

Social work practitioners respect others. Therefore, differences in values, opinions, and feelings of the professor, class members and guest speakers will be respected. If you have a concern regarding class content, please schedule a meeting with Professor Younger

Course Policies

Course Structure

As this course is asynchronous students are expected to complete assigned material weekly. Many assignments will release every Monday with assignments due by the following Sunday every week. It will not be possible to work further ahead than the current unit unless specifically identified in an assignment.

Course Communication

Use your UWF email for all communications related to this course and other UWF matters. You are responsible for information that is delivered via email to your UWF account. Please review the UWF Student Communications Policy. Canvas is where all announcements will be made for the course. Please review these instructions on how to set your Canvas notifications so you are getting information up to date.

I try to reply to emails as quickly as possible within 48 hours; however, emails sent right before a due date, over the weekend and/or holidays will be delayed, so plan accordingly. Furthermore, I encourage you to reach out to your classmates as resources within this course as well. As emerging Social Work professionals, it is important to practice the skills of building rapport and a network of support.

Academic Integrity

The [Student Code of Academic Conduct](#) defines various forms of academic misconduct, including cheating and plagiarism, and describes the process for addressing these types of allegations. All students are expected to read the Student Code of Academic Conduct and comply with the expectations. More information and links to the University regulation governing academic conduct can be found on the Dean of Students website listed under [Student Rights and Responsibilities](#).

If you have any doubts about what constitutes a violation of the Student Code of Academic Conduct or any other issue related to academic integrity, please ask your instructor.

Turnitin

UWF maintains a university license agreement for an online text-matching service called Turnitin. Instructors may use the Turnitin service to evaluate the originality of student papers at their discretion. Instructors can employ other services and techniques to assess your work for evidence of appropriate authorship practices as needed.

Attendance Policy

To be successful in this course, you must actively participate and engage throughout the course. Completing the Academic Integrity Quiz will mark you as officially attended in week 1. This attendance is important for financial aid reasons so please make sure to do this in a timely manner. Students are expected to log into the course multiple times per week on different days to complete quizzes, discussion boards, and other assignments.

Grading/Evaluation

Grading is done from rubrics and requirements for each graded item are described in canvas. If there are questions on any graded item, please ensure you reach out to Professor Younger.

Grade Distribution

Assignment	Percentage of Grade
Assignments	25%
Discussion Boards	15%
Quizzes	20%
Project(s)	20%
Final Exam	20%
Total	100%

Grading Scale

Letter Grade	Range
A	94% to 100%
A-	90% to 93.9%
B+	87% to 89.9%
B	84% to 86.9%
B-	80% to 83.9%
C+	77% to 79.9%
C	74% to 76.9%
C-	70% to 73.9%
D	61% to 69.9%
F	0% to 60.9%

Assignments and Assessment Methods

Participation

Participation is measured through interaction within the course. Please see the course information section in canvas for details regarding all assignments. Participation also includes incorporating reading material, videos, and other posted material in the weeks/modules.

Weekly Assignments and Homework

Further detail for all items will be available in canvas along with a rubric

- Discussion Boards- These are assigned during a week timespan. Initial posts for discussion posts are due every Thursday by 11:59am in order to allow for responses and interaction from peers.

Your value-added responses to two (2) peers are due the following Sunday by 11:59am. Points will be earned for on time postings and content.

- Quizzes- Outside of the Academic Integrity Quiz in week one material for quizzes will be from the assigned textbook unless otherwise notated. Quizzes will be on the last week of each Unit.
- Reflections/Assignments- The best work incorporates a blend of reading material, research and a student's own individual opinion. All papers must be typed, double-spaced in 12 point font with one inch margins on all sides following APA guidelines. Please look at the length requirement on each assignment as it does not include a cover or reference page in that number. Special attention should be given to grammar, spelling, and punctuation. Class discussion, oral presentations, and written materials (including references) must adhere to professional standards of expression and confirm to the style and format of the Publication Manual of the American Psychological Association (7th Edition, 2020). Be sure to proofread assignments and take the time to edit your work.
- Projects/Practical Application/Case Study- These are assigned throughout the semester. Please reference Canvas or the schedule at the end of the syllabus for timing. Additional details and rubrics will be available in Canvas.

Only in the case of documented illness or other unforeseen emergencies will make-up tests or extensions be given at the discretion of Professor Younger and in accordance with university guidelines.

Late Assignments

All assigned work is to be completed and submitted according to the class schedule on canvas unless otherwise directed. Discussion boards submitted late will have points off differing from assignment due to the expectation that they are interactive. This will be present in the rubric. All written assignments/power points/projects/etc. will have a 10% (ten percent) late penalty for each day the paper/assignment is late, including weekend days, maxing out at 2(two) days. Quizzes and Exams will not be eligible for make-ups or extension unless there is an event in accordance with the university guidelines.

In the event of injury or illness which will affect the timeliness of any assigned material Professor Younger should be notified in advance by email whenever possible. Students are still responsible for all course content. I follow the university guidelines in relation to make up work with no penalty or outside of the timeframe outlined above. Guidelines on excused absences can be found in the UWF catalog in the section Class Attendance, which specifies four reasons to excuse an absence and permit makeup work. The Office of Case Management can assist with additional questions as need also

Student Accessibility Resources

The University of West Florida supports an inclusive learning environment for all students. If aspects of this course's instruction or design hinder your full participation, such as time-limited exams, inaccessible web content, or using non-captioned videos and podcasts, reasonable accommodations can be arranged. Prior to receiving accommodations, you must [register with Student Accessibility Resources](#) and submit a semester request each semester. Appropriate academic accommodations will be determined based on the documented needs of the individual. For information regarding the registration process, visit [the SAR website](#), e-mail sar@uwf.edu, or call 850.474.2387.

Student Use of Generative AI Tools in this Course

[The CTLT has developed the following guidance to assist programs, departments, and individual faculty in developing coherent policies on student use of generative AI tools in courses. The statements on [this Confluence page](#) cover situations when generative AI is allowed under specific circumstances, allowed and encouraged, or prohibited. You are welcome to adjust these suggestions to fit your particular context. *Students may also find notes about AI use helpful in specific assignment descriptions.*]

Important Information and Updates

Faculty members must sometimes update course elements such as schedules or assignment details in response to student needs and external events (e.g., severe weather or public health emergencies). If updates become necessary as the course progresses, students will be notified through Canvas.

Additional information regarding key policies and processes relevant to all courses at UWF can be found on the [Additional Syllabus Statements](#) page.

Fully Online Courses

Students in fully online courses may benefit from additional statements relative to [online learning and testing](#).

Course Schedule

The schedule below is accurate as of the first day of the semester. If any changes occur, you will be notified via canvas.

Week/Unit	Topic(s)	Assignments and Due Dates
Week 1- 8/19	Intro to Class	Discussion Board (Initial post due by Thursday, response to two peers by Sunday) Academic Integrity Quiz (THIS IS FOR ATTENDANCE)
Week 2- 8/26	Chapter 1- History and Definitions of Intimate Violence and Maltreatment Chapter 2- Methods and Perspectives Additional websites, readings, or video may be assigned via Canvas in corresponding week	Discussion Board (Initial post due by Thursday, response to two peers by Sunday) Chapter 1 & 2 Quiz Reflection#1
Week 3- 9/2	Chapter 3- Child Physical Abuse Additional websites, readings, or video may be assigned via Canvas in corresponding week	Discussion Board (Initial post due by Thursday, response to two peers by Sunday)
Week 4- 9/9	Chapter 4- Child Sexual Abuse	Discussion Board (Initial post due by Thursday, response to two peers by Sunday)

	Additional websites, readings, or video may be assigned via Canvas in corresponding week	Reflection #2
Week 5- 9/16	Chapter 5- Child Neglect Additional websites, readings, or video may be assigned via Canvas in corresponding week	Discussion Board (Initial post due by Thursday, response to two peers by Sunday)
Week 6- 9/23	Chapter 6- Child Psychological Maltreatment Additional websites, readings, or video may be assigned via Canvas in corresponding week	Discussion Board (Initial post due by Thursday, response to two peers by Sunday) Chapter 3-6 Quiz
Week 7- 9/30	ReMoved Videos on Canvas- Foster Care Additional websites, readings, or video may be assigned via Canvas in corresponding week	Discussion Board (Initial post due by Thursday, response to two peers by Sunday) Reflection #3
Week 8- 10/7	Chapter 7- Sexual Harassment, Sexual Assault, Stalking Additional websites, readings, or video may be assigned via Canvas in corresponding week	Discussion Board (Initial post due by Thursday, response to two peers by Sunday)
Week 9- 10/14	Chapter 8- Intimate Partner Violence: Victims Additional websites, readings, or video may be assigned via Canvas in corresponding week	Discussion Board (Initial post due by Thursday, response to two peers by Sunday) Reflection #4
Week 10- 10/21	Chapter 9- Intimate Partner Violence: Perpetrators Additional websites, readings, or video may be assigned via Canvas in corresponding week	Discussion Board (Initial post due by Thursday, response to two peers by Sunday) Chapter 7-9 Quiz
Week 11- 10/28	Safety Planning Additional websites, readings, or video may be assigned via Canvas in corresponding week	Discussion Board (Initial post due by Thursday, response to two peers by Sunday) Safety Planning Assignment
Week 12- 11/4	Chapter 10- People with Disabilities and the Elderly Additional websites, readings, or video may be assigned via Canvas in corresponding week	Discussion Board (Initial post due by Thursday, response to two peers by Sunday) Chapter 10 Quiz

Week 13- 11/11	Chapter 11- Societal Response Additional websites, readings, or video may be assigned via Canvas in corresponding week	Discussion Board (Initial post due by Thursday, response to two peers by Sunday) Chapter 11 Quiz
Week 14- 11/18	Additional websites, readings, or video may be assigned via Canvas in corresponding week	Case Study Project
Week 15- 11/25	HAPPY THANKSGIVING	No homework
Final		
Week 16- 12/2	Finals Week	Complete Final Exam by 12/7