

THE UNIVERSITY OF NORTH TEXAS  
DEPARTMENT OF SOCIAL WORK  
Rosalind Evans, PhD, LMSW  
Rosalind.evans@unt.edu

Violence in Families (SOWK 3525)  
Winter Semester 25-26

**Classroom:** This course is 100% online

**Office:** Chilton Suite 300

**Office Hours:** By Zoom appointment

### **COURSE DESCRIPTION**

This course explores an issue prevalent for those professionals who are often mandated reporters for instances of family violence as well as other disciplines who interact with either offenders or victims. "Families" are broadly defined to include any intimate relationship. Students will review the meaning, extent, and context of violence in society and its consequences on others to guide this study. Further, we will explore risk factors, the traumatic effects of violence on the individual, family, community and societal systems, and their effects on offenders. Theoretical perspectives are presented to assist in better understanding the problem and to differentiate between various forms of violence.

This course will also assess societal responses to include systematic responses, legal remedies, interventions/therapeutic options, or other social change approaches to reduce or prevent violence. The outcomes of these processes are also explored. Prevention and treatment models through micro, mezzo, and macro level interventions will be addressed. This will include a comprehensive examination of the impact of trauma and will help students across multiple professions or disciplines understand how their role as professionals or advocates can make a difference. Students are expected to critically assess their understanding of family violence and examine their own responsibility for addressing this grave issue. There are no prerequisites or other restrictions for this course. It is open to any major.

### **COURSE STRUCTURE**

This course is 100 % online. There are no face-to-face meetings. The content for this course is structured in a series of Learning Modules that include readings, assignments, discussions, activities, and exercises to assist you in achieving the learning objectives. Reading assignments are specified in the syllabus/modules and this material must be read to complete module assignments. The learning modules are open for the whole course; students may choose to work ahead at their own pace. The length of this Wintermester is 3 weeks.

## **COMPETENCIES & OBJECTIVES**

The Council on Social Work Education (CSWE) approved the Educational Policy and Accreditation Standards (EPAS) for accredited programs in 2015. This course will emphasize the competencies and performance behaviors as indicated below.

<b>Core Competency</b>	<b>Course Objectives</b>	<b>Assessment</b>
Demonstrate ethical and professional behavior (CC #1)	Students will learn to assess their own beliefs, values and ethics in addition to assessing policies and family functioning.	<ul style="list-style-type: none"><li>• Quizzes</li><li>• Exam</li><li>• Class Discussion Posts and Reflection</li></ul>
Engage diversity and difference in practice (CC #2)	<p>Students will apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p> <p>Students will understand the identifying factors and family dynamics of physical abuse, sexual abuse, emotional abuse, physical neglect, emotional neglect, and abandonment.</p>	<ul style="list-style-type: none"><li>• Prevention Campaign</li><li>• Class Discussion Posts and Reflection</li></ul>
Engage in practice informed research and research-informed practice (CC #4)	<p>Students will use and translate research evidence to inform and improve practice, policy and service delivery.</p> <p>Students will develop an understanding of the history and evolution of family violence.</p>	<ul style="list-style-type: none"><li>• Prevention Campaign</li><li>• Class Discussion Posts and Reflection</li></ul>

## **COURSE OBJECTIVES**

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

1. Explain the forms, features, and indicators of violence across the lifespan
2. Know the dynamics, risk, and protective factors of offenders and perpetrators
3. Describe legal and court systems' response to violence
4. Distinguish effective assessment protocols and treatment strategies for survivors or perpetrators of domestic violence
5. Appraise the intersection of trauma and family violence
6. Critique the impact of violence and prevention change strategies to eliminate violence at various system levels.

## **REQUIRED TEXTBOOK**

Gosselin, D. (2019). *Family and Intimate Partner Violence: Heavy Hands* (6th Ed). New York, NY: Pearson. *Additional readings may also be made available in Canvas as relevant to the topics in this course.*

## **METHODS OF INSTRUCTION**

This class will be taught using a variety of online methods including readings, activities, case analysis, simulations, exercises, films, and a general exchange of ideas through discussion. My teaching approach for this course is to encourage reflection of critical and challenging issues through a safe and open environment. The content for this course will challenge you to think more critically and explore your feelings regarding sensitive and provocative issues. All of these efforts are geared toward helping you develop as future professionals in whatever discipline you are pursuing.

## **POLICIES**

### **ATTENDANCE POLICY**

Active participation in class is a fundamental component of this course. The insight and experiences of every student provide unique contributions to the learning environment. Absences may be excused only with documentation in accordance with UNT attendance policy 15.2.5. Regular attendance is expected. While students will not receive a specific grade for their attendance, class participation, and level of professionalism, must be demonstrated during this course. Social work is a vocation that requires a very high level of personal ethics and professionalism. Social work students will have the opportunity to demonstrate their ability to live up to these expectations. As a gatekeeper of the profession, your instructor takes this very seriously and so should you.

### **Course Materials for Remote Instruction**

Additional required classroom materials for remote learning include: [list specific software, supplies, equipment or system requirements needed for the course]. Information on how to be successful in a remote learning environment can be found at <https://online.unt.edu/learn>

### **ACADEMIC INTEGRITY**

Academic integrity emanates from a culture that embraces the core values of trust and honesty necessary for full learning to occur. As a student-centered public research university, UNT promotes the integrity of the learning process by establishing and enforcing academic standards. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty breaches the mutual trust necessary in an academic environment and undermines all scholarship. Academic dishonesty includes cheating, plagiarism, forging the signature of the instructor or of another student, fabrication, and/or facilitating or sabotaging the academic dishonesty of other students.

Any suspected occurrence of academic dishonesty will be investigated and handled in accordance with UNT policy and procedures. The following academic penalties may be assessed at the instructor's discretion upon determination that academic dishonesty has occurred. *Admonitions and educational assignments are not appealable.*

1. *Admonition.* The student may be issued a verbal or written warning.
2. *Assignment of Educational Coursework.* The student may be required to perform additional coursework not required of other students in the specific course.
3. *Partial or no credit for an assignment or assessment.* The instructor may award partial or no credit for the assignment or assessment on which the student engaged in academic dishonesty, to be calculated into the final course grade.
4. *Course Failure.* The instructor may assign a failing grade for the course.

Should the procedure for appeal of a case of academic dishonesty extend beyond the date when the instructor submits course grades for the semester, the student will be assigned a grade that reflects the penalty, which shall be adjusted, as appropriate, at the conclusion of any appeal process.

Specific details and description of UNT's Policy on Student Standards of Academic Integrity (18.1.16) and students' right to appeal are available at <https://policy.unt.edu/policydesc/student-standards-academic-integrity-18-1-16>

### **DISABILITY ACCOMODATION**

In accordance with university policies and state and federal regulations, UNT is committed to full academic access for all qualified students, including those with disabilities. To this end, all academic units are willing to make reasonable and appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies in order to facilitate equality of educational access for persons with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide the student with an accommodation letter to be hand delivered to the instructor to begin a private discussion regarding the student's specific needs in the course.

Students may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Every semester, students must obtain a new letter of accommodation, and they must meet with each faculty member prior to implementation in each class.

Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to request that students discuss such letters during their designated office hours in order to protect the privacy of the student.

For additional information, visit the Office of Disability Accommodation (ODA) in Sage Hall, suite 167, or their website at <http://disability.unt.edu>. You may also contact the ODA office by phone at [940.565.4323](tel:940.565.4323). Specific information on UNT's policies related to disability accommodations is available at <https://policy.unt.edu/policydesc/disability-accommodation-students-and-academic-units-18-1-14>.

Please note that disability accommodations are not retroactively applied to the start of a course. Accommodations in the course become effective after the student has delivered an official accommodation letter from UNT's ODA.

### **STUDENT CONDUCT**

Any student behavior that interferes with an instructor's ability to conduct class or other students' opportunity to learn is unacceptable and will not be tolerated in any instructional setting at UNT. This includes traditional face-to-face classes, online or blended classes, labs, discussion groups or boards, field trips, and verbal and/or written (including email) communication with the instructor and/or other students. Examples of unacceptable behavior include, but are not limited to, disrespectful treatment of other students (verbal or written), disrupting lecture, and use of inappropriate or profane language or gestures in class or other instructional settings.

A student engaging in unacceptable behavior may be directed to leave the classroom or other instructional setting and may also be referred to the Dean of Students to consider whether his/her conduct violates UNT's Student Code of Conduct.

### **SEXUAL ASSAULT PREVENTION**

UNT is committed to providing a safe learning environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students Office at 940-565-2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at [oeo@unt.edu](mailto:oeo@unt.edu) or at (940) 565 2759.

### **PROFESSIONAL ETIQUETTE**

The college experience is intended to assist in preparing students for professional and career pursuits. That preparation includes learning to use professional etiquette in dealing with people in positions of authority. The appropriate way to address your instructor depends on her/his particular education credentials. These are usually indicated on the course syllabus. If your instructor has a:

- Doctorate (Ph.D. or Ed.D.), you should address them as: Dr. Instructor's last name
- Master's degree (MA, MS, MSW, MSSW) you should address them as: Professor Instructor's last name

If you are not certain about an instructor's education credentials, you should address them as "Professor." It is not appropriate to call the instructor by his/her first name unless given permission.

Professional etiquette extends to all types of communication with your instructor. Written communication—including email—forms a permanent record and so it is important to use care about how you make requests, ask questions, or express concerns. Slang (e.g., Hey, Yo) and texting abbreviations should be avoided. The use of profanity is not permitted.

Any type of communication—verbal or written—is most likely to achieve the intended result when it is polite or courteous. Please note that communication can be polite even if there is some type of conflict involved. Instructors may choose not to respond to emails or other forms of communication that is perceived as insulting, disrespectful, or unprofessional.

### **REQUESTS TO DROP THE CLASS:**

We want you to succeed in this class and at UNT. If you are concerned about your progress in the course, or believe you need to drop for other reasons, it is important that you contact the instructor as soon as possible. We want to make sure that dropping the course is your best or only option.

There are consequences to dropping classes that extend beyond losing your invested time, money, and effort. Dropping one or more classes may make you ineligible for financial aid. There are also limits on the number of courses you can drop. You can learn more about this at <http://registrar.unt.edu/registration/dropping-class>. Check with the Registrar's Office or UNT Academic Calendar on deadlines for withdrawing or dropping a class!

### **REQUESTS FOR AN INCOMPLETE**

Students must meet specific criteria to be eligible to receive an incomplete in a course. Review these guidelines on UNT's Incomplete Grade policy is available at <http://registrar.unt.edu/grades/incompletes>.

### **RETENTION OF STUDENT RECORDS**

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

### **COMMUNICATION**

From time to time, the instructor may need to communicate with the entire class or contact you individually. If/when those occasions arise, only your UNT email account will be used. You are responsible for the information in that email. Failing to check it or have the address in the proper format will not be excused. Information may also be posted on Canvas Announcements.

Students must have a university account while enrolled in this class. Students may obtain an email address by logging onto <https://ams.unt.edu/>. This will put you into the computer account management system and you will be able to get Eagle mail. You can arrange for this email to be forwarded to a preferred address if desired.

Please remember to keep all communication with your instructor professional. Keep in mind that anytime you write something in an email message, it is there forever. All emails should be written in a professional manner and spell checked before being sent. It is unacceptable to send an email as one might send a text message with abbreviations, text-like acronyms, no capitalization or periods. If I receive an email from you like this, you will be asked to compose a professional e-mail before I respond. Also remember that emailing your instructor should not take the place of face-to-face conversation. Students who are encountering problems are invited to make an appointment or come during office hours to talk with the instructor.

## **COMMUNICATION EXPECTATIONS**

Students are responsible for ensuring that they receive notifications in Canvas regarding course information in a timely manner. The default is the students' UNT email account. Students may choose to add additional email addresses or change their default email to receive notifications of course information (see Canvas Guide). Students also have the option of using direct emails.

Contact the Instructor regarding your personal concerns or course related issues. The Instructor will try to respond to your emails in a reasonable timeframe (typically within three business days if possible). The methods used to provide you with feedback include emails, assignment feedback, and grades. We are typically not available on weekends/holidays. Feel free to reach out as needed.

## **NETIQUETTE**

Netiquette, or online etiquette, refers to the way students are expected to interact with each other and with their instructors online. Here are some general guidelines:

- Treat your instructor and classmates with respect in email or any other communication.
- Always use your professors' proper title: Dr. or Prof., or if in doubt use Mr. or Ms.
- Unless specifically invited, don't refer to your instructor by first name.
- Use clear and concise language.
- The use of profanity is not permitted
- Remember that all college level communication should have correct spelling and grammar (this includes discussion boards).
- Please note that communication can be civil even if there is some type of conflict involved. Instructors may choose not to respond to emails or other forms of communication that are perceived as insulting or disrespectful.
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you."
- Use standard fonts such as Ariel, Calibri or Times new Roman and use a size 10 or 12 point font
- Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING.
- Limit and possibly avoid the use of emoticons like :) or ☺.
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
- Be careful with personal information (both yours and other's).
- Do not send confidential information via e-mail
- Written communication—including email—forms a permanent record and so it is important to use care about how you make requests, ask questions, or express concerns.

For more information, see these [Netiquette Guidelines](http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf)  
<http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

## **IMPORTANT NOTICE FOR F-1 STUDENTS TAKING DISTANCE EDUCATION COURSES**

### **Federal Regulation**

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the [Electronic Code of Federal Regulations website \(http://www.ecfr.gov/\)](http://www.ecfr.gov/). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads: (G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

### **University of North Texas Compliance**

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course. If such an on-campus activity is required, it is the student's responsibility to do the following:

(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email [internationaladvising@unt.edu](mailto:internationaladvising@unt.edu)) to get clarification before the one-week deadline.

### **Student Verification**

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses. See [UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses](https://policy.unt.edu/policy/07-002) (<https://policy.unt.edu/policy/07-002>).

### **Use of Student Work**

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.

- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student's written permission.

### **Transmission and Recording of Student Images in Electronically Delivered Courses**

1. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.
2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.
3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

Example: This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.

No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

## **TECHNICAL REQUIREMENTS & SKILLS**

### **Minimum Technology Requirements**

The following is a list of the minimum technology requirements for students enrolled in this course, such as:

- Computer skills
- Reliable internet access
- Speakers
- Microphone
- Plug-ins
- Microsoft Office Suite
- [Canvas Technical Requirements \(https://clear.unt.edu/supported-technologies/canvas/requirements\)](https://clear.unt.edu/supported-technologies/canvas/requirements)

### **Computer Skills & Digital Literacy**

The minimum, course-specific technical skills needed for learners in this course are:

- Using Canvas
- Create documents/presentations, download/upload files, send emails, and use attachments

## **TECHINCAL ASSISTANCE**

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

**UIT Help Desk:** <http://www.unt.edu/helpdesk/index.htm>

**Email:** [helpdesk@unt.edu](mailto:helpdesk@unt.edu)

**Phone:** 940-565-2324

**In Person:** Sage Hall, Room 130

**Walk-In Availability:** 8am-9pm

**Telephone Availability:**

- Sunday: noon-midnight
- Monday-Thursday: 8am-midnight
- Friday: 8am-8pm
- Saturday: 9am-5pm

**Laptop Checkout:** 8am-7pm

For additional support, visit [Canvas Technical Help \(https://community.canvaslms.com/docs/DOC-10554-4212710328\)](https://community.canvaslms.com/docs/DOC-10554-4212710328)

**Technical Difficulties:** The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: [helpdesk@unt.edu](mailto:helpdesk@unt.edu) or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time. Always keep a copy of your work before submitting it in case glitches or errors occur.

**Instructor Responsibilities and Feedback:** My responsibility is to help you grow and learn in this course. As such, I am committed to providing clear instructions for assignments, answering questions, identifying additional resources as necessary, providing rubrics as appropriate, and continually reviewing and updating course content. You may typically expect responses regarding your emails within two business days.

**Safe Environment Policy:** Due to the sensitive nature of our course content, you may experience a range of raw reactions, opinions or emotions; making the concept of safety very important. Some of you may have had experiences with the topics we address or have severe reactions to this study. We must be cognizant of this as we address these many compelling issues. Regardless, it is essential that all students make every effort to take care of yourself and immediately seek out resources and support upon signs of distress as needed! Keep in mind there are resources on and off campus for students who have faced interpersonal violence or other types of trauma.

## **Academic Support & Student Services**

### **Student Support Services**

#### *Mental Health*

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) (<https://studentaffairs.unt.edu/student-health-and-wellness-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [UNT Care Team](https://studentaffairs.unt.edu/care) (<https://studentaffairs.unt.edu/care>)
- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry) (<https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry>)
- [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling) (<https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling>)

#### *Chosen Names*

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- [UNT Records](#)
- [UNT ID Card](#)
- [UNT Email Address](#)
- [Legal Name](#)

*\*UNT eulDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.*

#### *Pronouns*

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don't assume someone's name, we should also ask and not assume someone's pronouns. You can [add your pronouns to your Canvas account](#) so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

- [What are pronouns and why are they important?](#)
- [How do I use pronouns?](#)
- [How do I share my pronouns?](#)
- [How do I ask for another person's pronouns?](#)
- [How do I correct myself or others when the wrong pronoun is used?](#)

#### *Additional Student Support Services*

- [Registrar](https://registrar.unt.edu/registration) (<https://registrar.unt.edu/registration>)
- [Financial Aid](https://financialaid.unt.edu/) (<https://financialaid.unt.edu/>)
- [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (<https://studentaffairs.unt.edu/student-legal-services>)
- [Career Center](https://studentaffairs.unt.edu/career-center) (<https://studentaffairs.unt.edu/career-center>)

- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry) (<https://deanofstudents.unt.edu/resources/food-pantry>)

### **Academic Support Services**

- [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (<https://clear.unt.edu/canvas/student-resources>)
- [Academic Success Center](https://success.unt.edu/asc) (<https://success.unt.edu/asc>)
- [UNT Libraries](https://library.unt.edu/) (<https://library.unt.edu/>)
- [Writing Lab](http://writingcenter.unt.edu/) (<http://writingcenter.unt.edu/>)

### **EMERGENCY NOTIFICATIONS & PROCEDURES**

UNT uses a system called Eagle Alert to quickly notify you with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

### **Access to Information - Eagle Connect**

Students' access point for business and academic services at UNT is located at: [my.unt.edu](http://my.unt.edu). All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail Eagle Connect (<https://it.unt.edu/eagleconnect>).

### **SUCCEED AT UNT**

UNT endeavors to offer you a high-quality education and to provide a supportive environment to help you learn and grow. And, as a faculty member, I am committed to helping you be successful as a student. Here's how to succeed at UNT: Show up. Find support. Take control. Be prepared. Get involved. Be persistent. To learn more about campus resources and information on how you can achieve success, go to [succeed.unt.edu](http://succeed.unt.edu).

### **COURSE EVALUATION**

The Student Perception of Teaching (SPOT) is required for all classes at UNT. I am very interested in the feedback I get from students, as I work to continually improve my teaching. The SPOT survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. Please visit [my.unt.edu](http://my.unt.edu) and fill out the evaluation form when it is available.

***Please note that the instructor for this course has the option to revise or alter the course syllabus at any time as class needs dictate.***

## ASSIGNMENTS

### ASSIGNMENTS, FEEDBACK AND MAKE-UP POLICY

Students must complete assignments as specified in this syllabus, learning modules, or other informational materials. You are required to read the Learning Modules and assigned readings in order to make a contribution to weekly course activities such as discussions, exercises, activities, or other assignments. Make every effort to clearly understand the expectations for all assignments and deadlines as located in this syllabus or posted online.

Carefully review the syllabus or instructions outlined in each module for official due dates. Assignments are typically due before midnight on the due date and will be closed and locked after this time period. However, the learning modules and course content will remain open and available for your ongoing educational needs. For organizational purposes, keep track of all important assignment due dates in your own personal calendar! All assignments must be submitted in Canvas during the established timeframes and when the available assignment links are open. The modules or syllabus usually provide descriptions of assignments. In addition, assignment guidelines may be available to provide extended details. Always carefully review and follow instructions before submitting assignments!

Assignments completed for this course should first be saved on your computer and then submitted in a readable format that is friendly to an online environment (for example, PDF, Microsoft Word, Word for Mac, or Rich Text). Assignments will be submitted using the Canvas Assignment drop box.

**Late assignments will not be accepted in this class. All written assignments will be turned in on Canvas. There will be no exceptions so please pay attention to all due dates on this syllabus.** Do not wait until the last day to submit assignments – as potential problems are unpredictable! Also, do not submit assignments after the deadline thinking there will be some exception made for you. Instead, work on the next assignment to ensure it is submitted on time! Always allow yourself a minimum of several hours to upload documents – many students report their computers freeze! Remember, even one minute late means it is late! (Note: rarely will university policies supersede these requirements).

Students are responsible for ensuring they have a reliable Internet connection before they test online. There will be no “do-overs allowed” due to technical failures unless the failure is universal and affects all students. Online exams are due by their respective due dates and times. **Your exam must be complete by this time. Any exam that all, or in part, is submitted late will receive a zero (0).**

Using proper grammar in written communications is very important. It demonstrates professionalism and helps to establish your credibility. Turning in a professional product that you can be proud of should be a priority EVERY TIME! Make sure that all of your work is carefully proofread and is typed, double spaced, and has one-inch margins, 12 font size, a cover page and pages are numbered, following APA guidelines. It should be easy for the reader to understand your line of reasoning. Excessive grammatical/syntactical errors will result in a lower grade. Please proofread.

For written assignments, the instructor has the goal of providing feedback to students within one week.

### CRITERIA FOR STUDENT EVALUATION

The method of grading for this course is strictly based on a point system. The table below specifies how grades will be earned in the course. Students' progress will be evaluated utilizing the following criteria:

1 Exam: Final (on Canvas @ 200 points)	200 points
9 Discussion Posts over Lesson Modules and Assigned Reading	225 points
5 Quizzes over Lesson Modules and Assigned Reading	50 points
Prevention Campaign Draft	25 points
Prevention Campaign	300points
	800 points

Overall course grades will be assigned on the basis of:

A	720-800
B	640-719
C	560-639
D	480-559
F	479 and below

## COURSE OUTLINE AND READINGS

It is expected that readings will be done **prior** to online class discussions. The instructor reserves the right to modify the schedule, as class needs dictate.

Module	GENERAL TOPIC IN CLASS	READINGS & ASSIGNMENTS
<b>Intro</b> Dec 15	<b>Class Introduction: Course Overview &amp; Expectations</b>	<ul style="list-style-type: none"> <li>• REVIEW: Syllabus &amp; Canvas Format</li> <li>• COMPLETE: START HERE &amp; Introduction and Course Overview Module on Canvas</li> <li>• COMPLETE: Student Introduction</li> </ul>
<b>Module 1</b> Dec 16	<b>Global Violence Against Women</b>	<ul style="list-style-type: none"> <li>• READ: Chapter 1 (Gosselin)</li> <li>• COMPLETE: Lesson 1 Module</li> <li>• COMPLETE: QUIZ #1</li> <li>• COMPLETE: Discussion #1</li> </ul>
<b>Module 2</b> Dec 17	<b>History of Violence in the Family</b>	<ul style="list-style-type: none"> <li>• READ: Chapter 2 (Gosselin)</li> <li>• COMPLETE: Lesson 2 Module</li> <li>• COMPLETE: QUIZ #2</li> <li>• COMPLETE: Discussion #2</li> </ul>
<b>Module 3</b> Dec 18	<b>Focus on Research</b>	<ul style="list-style-type: none"> <li>• READ: Chapter 3 (Gosselin)</li> <li>• COMPLETE: Lesson 3 Module</li> <li>• COMPLETE: QUIZ #3</li> <li>• COMPLETE: Discussion #3</li> </ul>
<b>Module 4</b> Dec 19	<b>Introduction to Child Abuse &amp; Neglect</b>	<ul style="list-style-type: none"> <li>• READ: Chapter 4 (Gosselin)</li> <li>• COMPLETE: Lesson 4 Module</li> <li>• COMPLETE: QUIZ #4</li> <li>• COMPLETE: Discussion #4</li> </ul>
<b>Module 5</b> Dec 22	<b>Investigating Child Abuse</b>	<ul style="list-style-type: none"> <li>• READ: Chapter 5 (Gosselin)</li> <li>• COMPLETE: Lesson 5 Module</li> <li>• COMPLETE: QUIZ #5</li> <li>• COMPLETE: Discussion #5</li> </ul>

Module	GENERAL TOPIC IN CLASS	READINGS & ASSIGNMENTS
<b>Module 6</b> Dec 23	<b>Adolescent &amp; Young Adult Victimization</b>	<ul style="list-style-type: none"> <li>• READ: Chapter 6 (Gosselin)</li> <li>• COMPLETE: Lesson 6 Module</li> <li>• <b>COMPLETE Campaign Draft</b></li> </ul>
<b>Dec 24- Jan 2</b>	<b>University closed; nothing due</b>	Canvas will be open; students may work ahead
<b>Module 7</b> Jan 5	<b>Adolescent Perpetrators</b>	<ul style="list-style-type: none"> <li>• READ: Chapter 7 (Gosselin)</li> <li>• COMPLETE: Lesson 7 Module</li> <li>• No assignment due</li> </ul>
<b>Module 8</b> Jan 6	<b>Intimate Partner Violence</b>	<ul style="list-style-type: none"> <li>• READ: Chapter 8 (Gosselin)</li> <li>• COMPLETE: Lesson 8 Module</li> <li>• Discussion # 8</li> </ul>
<b>Module 9</b> Jan 7	<b>LGBTI Partner Abuse</b>	<ul style="list-style-type: none"> <li>• READ: Chapter 9 (Gosselin)</li> <li>• COMPLETE: Lesson 9 Module</li> <li>• COMPLETE: Discussion #9</li> </ul>
<b>Module 10</b> Jan 8	<b>Abuse in Later Life &amp; Adult Perpetrators</b>	<ul style="list-style-type: none"> <li>• READ: Chapter 10 &amp; 11 (Gosselin)</li> <li>• COMPLETE: Lesson 10 Module part 1 &amp; 2</li> <li>• <b>Submit: PREVENTION CAMPAIGN</b></li> </ul>
<b>Module 11</b> Jan 9	<b>The Police &amp; Court Response to Intimate Partner Violence</b>	<ul style="list-style-type: none"> <li>• READ: Chapter 12 (Gosselin)</li> <li>• COMPLETE: Lesson 11 Module</li> <li>• COMPLETE: Reflection Discussion</li> <li>• <b>Complete Final Exam (Chapters 7, 8, 9, 10, 11, &amp; 12) DUE by 1/9@ 11:59 P.M. ON CANVAS</b></li> </ul>

## OVERVIEW OF COURSE ASSIGNMENTS

IMPORTANT DUE DATES & ASSIGNMENTS- SOWK 3525	Weight & Points	Due Dates
<p><b><u>Weekly Quizzes (10 points per quiz)</u></b></p> <p>A total of 5 quizzes will be given over the course of the semester. Each quiz will close at 11:59 p.m. If a quiz is submitted after this time, you will receive a zero. All quizzes are worth 10 points each for a total of 50 points over the course of the semester. Quizzes will be over the online content found in each lesson module (including videos) as well as the assigned reading in the textbook. You will be given two opportunities to take each quiz and I will take the score of your second attempt (which may, or may not be, your highest score).</p>	50 Points	Week 1-5 as stated in course outline above
<p><b><u>Weekly Discussion Posts (25 points per entry)</u></b></p> <p>A total of 9 discussion posts will be given over the course of the semester. Each discussion will close at 11:59 p.m. If posted after this time, you will receive a zero. All discussion posts are worth 25 points each for a total of 225 points over the course of the semester. Discussion posts will be over the online content found in each lesson module as well as the assigned reading in the textbook.</p>	225 Points	Weekly as stated in course outline above
<p><b><u>Exam (Final)</u></b></p> <p>A final exam will be given this semester on Canvas. Questions will be multiple choice and true/false covering concepts learned during the course. The exam is worth a total of 200 points. <b>You may use your textbook, notes or PowerPoints for the exam, but you may NOT participate in taking the exams with any other person. Students found to be dishonest when taking an exam will receive a zero and may be turned in to the Dean of Students for academic dishonesty.</b> The student is responsible for using reliable Internet access. No “do-overs” will be allowed unless there is a universal failure of technology.</p> <p>An online final exam will be given to students and <b><u>must be completed and submitted</u></b> by 01/9/2025 at 11:59 p.m. If the exam is submitted after this date and time, the student will receive a zero (0). There are 50 questions.</p>	200 Points	Final Exam: Due 1/9/2026 @ <u>11:59 p.m.</u>
<p><b><u>Prevention Campaign Draft</u></b></p> <p>Students will provide an outline draft of their prevention campaign proposal. There is an example for students to review in canvas to guide them on the submission. It will need to be in APA format</p>	25 Points	Due 12/23/2025 @ 11:59 p.m.

IMPORTANT DUE DATES & ASSIGNMENTS- SOWK 3525	Weight & Points	Due Dates
<p><b><u>Prevention Campaign</u></b></p> <p>Students will participate in developing a prevention campaign to create public awareness on family violence issues. Students will apply research and learned knowledge to select a strategy, write a proposal, and execute a public awareness campaign video.</p>	300 Points	Due 1/8/2026 @ 11:59 p.m. uploaded on Canvas

*Failure to complete all of the above assignments may result in a failing grade.*