University of Maryland College Park
School of Public Health

FMSC 460 Violence in Families-Online

Semester: Winter 2016 Session Section WB 11
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***Canvas Messaging or Email is the best way to reach me.

Required Textbook:

Required: CHOOSE ONE of the following three books:

Additional Materials Required: Internet and Canvas access, on campus or with any internet connection. This course has a Canvas space, available at [www.elms.umd.edu](http://www.elms.umd.edu). Use the same ID and password assigned to your ID@umd.edu email account.

Course Description:
Violence in the family, as it affects all family members, is reviewed from the perspective of psycho-social development, sex roles, inter-familial patterns, and within the context of social mores and community pressures. Historical, psychological, sociological, legal and political trends will be examined as they relate to family violence. Online technologies used in this course include Canvas and general internet use. The entire course will take place in the ELMS environment.

Course Learning Objectives:
Upon completing this course, the student will be able to:
1. Describe the complexity of diverse opinions surrounding issues of family violence
2. Describe the cultural, socio-political, and historical patterns which promote violence in families
3. Recognize the magnitude of family violence, how family violence is assessed, and the consequences of family violence
4. Identify some of the immediate as well as underlying causes or factors that contribute to violence in families
5. Obtain community resources available to families and the professional, social and legal system responses to family violence, including clinical treatments, educational efforts, and prevention programs
6. Inform others about the major issues related to family violence.

Program Competencies Addressed in this Course:
The following competencies for the FMSC 460 are addressed in this course:
A. Evaluate policy and programmatic interventions to address social and behavioral factors that influence family well-being
B. Analyze and critique the range of social structures and systems such as health, legal, and economic that affect family well-being.

Specific Course Modules and Objectives
Following are the specific modules grouping the course content into manageable topics and the specific objectives for each module. Assignments and assessment activities have been developed based on these specific objectives.
- Module A- Overview of Family Violence, Myths, Cultural Responses
- Module B-Professional Responses to Family Violence, Prevention and Intervention
- Module C-Child Abuse and Neglect
- Module D-Sexual Abuse
- Module E-Adolescent Abuse and Neglect
- Module F-Runaways and Delinquency
- Module G-Emotional Violence
- Module H-Intimate Partner Violence
- Module I-Dating Violence and the Construct of Gender
- Module J-Batterer Response
- Module K-Elder Abuse
- Module L-Family Violence Special Topics and Public Policy
Canvas
This class will be conducted through the Canvas space. Class notes, some assignments, the syllabus and other information will be posted there. To access the website, go to: www.elms.umd.edu
Use the same ID and password assigned to your ID@umd.edu email account. You can access Canvas from any computer lab on campus or with any internet connection.

Evaluation/Grading
Grading Procedures:
Grades may be accessed any time at http://www.elms.umd.edu. Final grades will be assessed as follows:
93-100% = A  90-92% = A-  87-89% = B+  83-86% = B  80-82% = B-
77-79% = C+  73-76% = C  70-72% = C-  60-69% = D  Below 60% = F

Plus/Minus Grading
In Fall 2005, the University Senate voted to adopt a policy for plus/minus grading, which was approved by the President. A slight revision to the policy was passed by the Senate and approved by the President in Fall 2011. Beginning with implementation in Fall 2012, plus/minus grading will be the University’s new official grading policy. Under the policy, quality points for each letter grade from A through D will reflect plus and minus components of the grade, as shown below. The plus/minus system will apply to both undergraduate and graduate courses. For more information on Plus/Minus grading see: http://www.testudo.umd.edu/plusminusimplementation.html

Quality Points for Letter Grades
Quality points (points used in calculating Grade Point Average) associated with each letter grade under the plus/minus grading policy and the current grading policy are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>New Plus/Minus Grade Policy</th>
<th>Old Grade Policy</th>
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</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>4.0</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>3.0</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
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<tr>
<td>B-</td>
<td>2.7</td>
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<tr>
<td>C+</td>
<td>2.3</td>
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<tr>
<td>C</td>
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<tr>
<td>C-</td>
<td>1.7</td>
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<td>D+</td>
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<td>F</td>
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Course Expectations and Policies
Lectures are in the form of MP4 podcasts. Students are expected to listen to all lectures. I encourage you to take additional notes on material that may not be included in the slides.

Respect for Each Other
Participation in this online course will be conducted through discussion board postings. Although everyone will not always agree with each other, I expect everyone to be respectful of others in the class; this involves respectfully disagreeing to others’ online posts and refraining from any derogatory comments or name calling in the discussion board postings. If you are disrespectful in your discussion board posting, it will be removed from the site and you will not receive credit for that posting.

FMSC 460 698V Winter Section WB 31 2016
Evaluation & Grades
Work in this course will require your participation in a variety of ways. First, the course is writing intensive with assignments ranging from short paragraphs to longer, more formal reflections. You will submit electronic assignments as described in the assignments tool for each module. Additionally, discussion group topics will ask you to address module topics and converse with your classmates regarding the topics. Finally, you will have several online tests and papers to also submit. Details are indicated below.

Written Assignments
1) Discussion Group Topics-(15% of final grade)- Students are expected to participate in reflective assignments and online discussions which include small group sessions. Students must address topical questions and also respond to their classmates reflections. Discussions must be posted in the thread window, and not as word documents attached to the forum. Word documents or other substitutes will not be credited for participation in the discussion group as the purpose of the discussion board is to facilitate participation and communication between students. All discussion topics support both program competencies.
   *Summaries should address all questions listed and reflect time and effort. Responding with "I agree" will not count for response entry. You must respond to one person per topic and you must choose a variety of folks to reply to. (In other words, do not go the whole time just speaking with one classmate) each time. There should be evidence of conversation in your group thread and I will look for evidence of individual effort to contribute.

2) Research Project/Annotated Bibliography (20% of final grade). For this research project you will critique five peer-reviewed journal articles on a topic of your choice. The paper must be written in APA format. This project supports students’ acquisition of program competency B. Analyze and critique the range of social structures and systems such as health, legal, and economic that affect family well-being.
   a. Select and clear a topic with me. You should be able to justify how this topic relates to family violence.
   b. Write a page description of the problem you are studying and how the different concepts you're studying are related. Discuss the kinds of articles you selected and why they were selected. Document why this problem is an important topic to study. This is the introduction to your paper.
   c. Find 5 articles from professional journals on your topic, or which you believe relates to the topic and write up the following (We will discuss examples of professional journals):
      1) Author, year, title of article, name of journal, volume, and pages (APA format)
      2) A brief 1-2 paragraph summary of the article content – worth 50%
      3) A critique of the article - how you feel about the article, what is the major useful contribution of the article, who might find the article useful, what are the limitations of the article, how does it relate to your general topic
   Include the abstract or the first page of the article with each analysis. Write a page summary/conclusion of the major findings and implications of your articles. Again, relate this conclusion to the initial problem stated in the introduction. Include a Reference List-Complete citation list of the articles used in your paper. **Total–7 page typed, double-spaced paper.**

C. Prevention/Intervention Paper (15%)-We will complete a 5-page paper assignment where you evaluate an existing prevention or intervention program related to family violence. This assignment supports students’ ability to acquire program competency A: Evaluate policy and programmatic interventions to address social and behavioral factors that influence family well-being. It will need to include all of the following components:
   a. Description of type of program (primary, secondary, tertiary)
   b. Name the Goals/Objectives
   c. Name the targeted audience
   d. List the Program activities
   e. Identify the Theory of Change
   f. Research-based findings related to program outcome (citations and references)
   g. Cost effectiveness
   h. Strengths and Weaknesses
   i. Long-term and short term outcomes

3) Online test covering book choice (10%)- Saving Bernice is a vivid illustration of the risk factors and results of intimate partner violence. The test for "Saving Bernice" is multiple choice. The Glass Castle deals with child neglect. Empty Chairs deals with child sexual abuse, physical abuse, and the dynamics of running away. The tests for the Glass Castle and Empty Chairs will not be strictly multiple choice, rather they will include a variety of format. The tests will be available online to be completed by the end of the semester as indicated on the syllabus. It is open-book, but time-limited. Completion of this online tests supports both competencies. Opening any one of the tests is equivalent to choosing to complete that test.

4) Two Online Exams: (15% each)-There will be two exams online covering topics from the book, lectures, movies, and websites referred to in the activities and discussion boards. Completion of these exams supports both competencies.

5) Assignment Activities-(10% total) There will be activities related to the course content to be completed in assignments. The totality of these activities is worth 10% of your grade. All activities support both program competencies. Adhere to the posted deadlines.
For Graduate Students Only in the Class-FMST 698V:
You are to write a research paper on a topic that you can justifiably relate to family violence. I do not want a paper that gives me exclusively statistics related to violence, but I want information that integrates material we have and furthers our thinking about this topic. Be creative in your approach. For example, if your interest is in therapy, you might write on a specific intervention that could be helpful toward working with abusers or the abused; if you're interested in research you might design a research proposal that would attempt to further our knowledge about violence.

Research Paper
  a. Select and clear your topic with me
  b. Make sure you use a minimum of 10 articles from professional journals
  c. The paper should be written in APA format
  d. The paper should be approximately 15 typed, double-spaced pages.

Prevention Paper
Your prevention paper should follow the guidelines for FMSC 460, however, the length should be 5-8 pages and include peer reviewed journals as resources.

Disability Services
Students who are registered with Disability Support Services are eligible for accommodations. All students with documented disabilities must contact me during the first week of class to arrange for accommodations for assignments or exams. Students with questions about disability support services may call the campus DSS office in the Shoemaker Building at (301) 314-9969.

Additional Campus Services
The Learning Assistance Services (LAS) offers help with study skills, time management, test prep, grammar review, support for returning students, English as a second language, and more specialized help in learning. Interested students may contact LAS in the Shoemaker Building at (301) 314-7693.

The Center for Healthy Families provides free and confidential services by professional therapists to all UMD students (individuals, couples, and families). Many students take advantage of these services when encountering personal, social, career, and academic issues that call for assistance beyond advice provided by friends and family. You may schedule an appointment by phone at (301) 405-2273.

Academic Honesty/Integrity
I take academic honesty very seriously. The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student, you are responsible for upholding these standards for this course. If you violate any piece of the Code, I will report you to Honor Council – no exceptions! It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit www.shc.umd.edu. To further exhibit your commitment to academic integrity, please remember to sign the Honor Pledge on all exams and assignments: “I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/exam.”

In addition, you must sign the electronic course agreement included in the syllabus area of our ELMS space.
<table>
<thead>
<tr>
<th>DATE</th>
<th>MOD</th>
<th>COURSE LEARNING OBJECTIVES</th>
<th>TOPICS</th>
<th>CHAPTER READING</th>
<th>ASSIGNMENT DUE</th>
</tr>
</thead>
</table>
| Jan 4,   | A   | 1, 2, 3, 4                 | Overview of Family Violence  
Myths  
Cultural Responses | Chapter 1  
Chapter 2 pp 46-57  
Chapter 1 pages 26-33  
Chapter 2 pages 125-138  
Chapter 4 pages 183-193  
Chapter 5 pages 236-247  
Chapter 6 pages 295-301  
Chapter 10 boxes, summaries, case histories | Discussion board postings and assignments for A and B due on Jan 7 at 11:59pm  
Research topic and article citations due Jan 7 at 11:59pm  
Course agreement (in “Syllabus”) due by Jan 6 at 11:59pm to verify enrollment. |
| 5, 6     |     |                            |                                                                        |                                                                                |                                                                                |
| Jan 7,   | B   | 1, 2, 3, 5                 | Professional Responses to Family Violence  
Prevention and Intervention | Interventions sections in all chapters |                                                                                |
| 8, 9     |     |                            |                                                                        |                                                                                |                                                                                |
| Jan 11,  | C   | 1, 3, 4, 5, 6              | Child Abuse and Neglect | Chapters 3 and 4 | Discussion board postings and assignments for C and D due on Jan 9 at 11:59pm  
Prevention and Intervention Paper due on Jan 9 at 11:59pm |
| 10, 11,  |     |                            |                                                                        |                                                                                |                                                                                |
| 12       | D   | 3, 4, 6                    | Sexual Abuse | Chapter 5 |                                                                                |
| Jan 13,  | E   | 4, 5                       | Adolescent Abuse and Neglect | Chapter 6 (not sibling abuse) | Discussion board postings and assignments for E and F due on Jan 12 at 11:59pm  
Midterm exam online in assignments due on Jan 12 at 11:59pm. |
| 14, 15   |     |                            |                                                                        |                                                                                |                                                                                |
| Jan 16,  | G   | 1, 2, 3, 4, 5, 6           | Emotional Violence and Sibling Abuse | Chapter 6 pages 265-277  
Chapter 8  
Chapter 9 | Discussion board postings and assignments for G and H due Jan 15 at 11:59pm  
Research Paper due by Jan 15 at 11:59pm |
| 17, 18,  |     | 1, 4                       |                                                                        |                                                                                |                                                                                |
| 19       | H   | 1, 2, 3, 4, 5, 6           | Intimate partner violence | Chapters 7, 8, and 9  
Chapter 10 pages 511-520 |                                                                                |
| Jan 20,  | I   | 2, 4                       | Dating Violence and the Construct of Gender | Chapters 7, 8, and 9 | Discussion board postings and assignments for I and J due on Jan 19 at 11:59pm |
| 21, 22   |     |                            |                                                                        |                                                                                |                                                                                |
| Jan 22   | J   | 5, 6                       | Batterer Response | Chapter 11 |                                                                                |
| K        |     | 1, 2, 4, 5                 | Elder Abuse  
Family Violence in Public Health and Public Policy | Chapter 12 and posted materials | Discussion board postings and assignments for K and L due on Jan 21 at 11:59pm  
Final Exam online in assignments due by Jan 21 at 11:59pm  
Book Choice  
Online Test completed Jan 22 at 11:59pm |
| L        |     | 3, 5, 6                    |                                                                        |                                                                                |                                                                                |
ONLINE STUDENTS SHOULD FILL THIS OUT ONLINE IN THE MODULES AREA OF THE COURSE. THIS IS ATTACHED FOR YOU TO HAVE A PAPER COPY IF YOU WISH

AGREEMENT WITH FAMILY SCIENCE COURSE REQUIREMENTS

ACCOMMODATION FOR STUDENTS WITH DISABILITIES
All students with documented disabilities must see their instructor at the beginning of the semester if special arrangements need to be made for assignments or exams. Only students who have registered with Disability Support Service are eligible for accommodations. Students with questions about disability support services may call 314-7682.

ACADEMIC INTEGRITY
The Department of Family Science, as a unit within the University at College Park supports and abides by the University's Code of Academic Integrity. * This code states, "All members of the University community–students, faculty, and staff--share the responsibility and authority to challenge and make known acts of apparent academic dishonesty."

Definitions
The Code of Academic Integrity of the University of Maryland defines "ACADEMIC DISHONESTY" as "any of the following acts, when committed by a student:

CHEATING: intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
FABRICATION: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
FACILITATING ACADEMIC DISHONESTY: intentionally or knowingly helping or attempting to help another to violate any provision of this Code.
PLAGIARISM: intentionally or knowingly representing the words or ideas of another as one’s own in any academic exercise.

STUDENT CONDUCT
Additionally, the Office of Judicial Programs advises that: “Faculty members are responsible for management of the classroom environment. Classroom disruption should be seen as a disciplinary offense, as defined by the University’s Code of Student Conduct.* The term ‘classroom disruption’ means behavior a reasonable person would view as substantially or repeatedly interfering with the conduct of a class. Examples include repeatedly leaving and entering the classroom with authorization, making loud or distracting noises, persisting in speaking without being recognized, or resorting to physical threats or personal insults.”

CLASSROOM COMMUNITY
This course requires University level work and, as such, requires University-level participation. Every student will be expected to treat his or her peers as members of a scholarly community, to provide useful critique, and to refrain from destructive or harassing commentary. Do not talk while your peers are talking. Turn off cell phones when you arrive. Do not disrupt the class by packing up your materials before our meeting time has ended.

RELIGIOUS HOLIDAYS
Family Science, as a unit of the University of Maryland, supports the policy that students should not be penalized because of observances of their religious belief. Students shall be given an opportunity, wherever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. It is the students’ responsibility to inform the instructor of any intended absences for religious observations in advance. Notice should be provided in writing as soon as possible but no later than the end of the scheduled adjustment period.

COMPLIANCE
Yes, I have read the syllabus for FMSC 460/698V, including the passages from the Code of Academic Integrity and the Code of Student Conduct, and I understand all requirements of this class.

Student’s Name (Print): ____________________________________________________________________________

Student’s Signature: ____________________________________________________________________________

Date: _________________________________________________________________________________________

*Copies of these documents are available from the Office of Judicial Programs, 2118 Mitchell Building or on the web at http://www.inform.umd.edu/jpo/. Students are encouraged to obtain copies of these documents and read them in their entirety.