

**LOUISIANA STATE UNIVERSITY – Baton Rouge  
SCHOOL OF SOCIAL WORK**

**SW 7801(01, 02, 03) - FAMILY VIOLENCE**

Fall, 2002

**Instructor:** Catherine M. Lemieux**Semester Credits:** 3**Phone:** (225) 578-1350**FAX:** (225) 578-1357**Office Hours:** Tuesdays: 1:30 – 3:30**Room #303****Email:** Monday - Friday, 8:00 a.m. – 4:30 p.m. (excluding 9/3, 9/10 and 9/16 – 9/23)

Office, telephone, and online appointments scheduled as needed

**Mailing Address:** c/o LSU School of Social Work, 311 Huey P. Long Fieldhouse, Baton Rouge,  
LA 70803**PREREQUISITES**

Required technology competencies include sending and receiving email, attaching and detaching documents, using browser software to access websites, downloading materials, and using basic features of word processing. The instructor will accept assignments in Word format only.

**COURSE DESCRIPTION**

This course focuses on topics in family violence and their relevance to social work practice, program development, and interventive approaches and issues.

**OBJECTIVES OF COURSE**

Upon completion of this course, students will demonstrate:

- An ability to analyze the dynamics of family violence as a social problem
- An understanding of the various manifestations and dimensions of family violence
- A commitment to encouraging tolerant attitudes toward the victims, survivors, and perpetrators of family violence
- An ability to apply social work knowledge and skills with social interventions responding to family violence

**COURSE TEXTS**

Bergen, R. K. (1998). Issues in intimate violence. Thousand Oaks, CA: Sage.

Sipe, B., & Hall, E. J. (1996). I am not your victim: Anatomy of domestic violence. Thousand Oaks, CA: Sage.

Weiss, E. (2000). Surviving domestic violence: Voices of women who broke free. Sandy, UT: Agreka Books.

Other assigned readings are designated as such with the objectives for each **CLASS UNIT**. They are posted on the Blackboard site in PDF format in folders under “Textbooks.” A bibliography of selected sources is provided, many of which are available from the instructor's personal collection. Baton Rouge student-colleagues may sign out these articles and books for a specified amount of time.

## METHODS OF INSTRUCTION

This course uses didactic and experiential instructional methods such as small group exercises and project groups, service-learning, and class problem solving of student-colleagues' practice-related issues. Learning is facilitated by the use of learning contracts, written assignments, focused readings, student-colleague self-assessment (SCREE), and active participation in class and online discussions. Videotapes and guest speakers may also be scheduled.

**Appendix I** contains a description of the assignments, detailed instructions, and evaluation criteria. The instructor and student-colleagues will adhere to individual learning contracts. **Appendix II** contains Part II of the Learning Contract, which each class member will complete, sign, and submit so that the instructor receives it (via FAX or surface mail from class members in remote sites) **no later than 8:00 a.m. on Wednesday, September 11, 2002.**

This course includes an arrangement called "Clinic"; in which the last 30 minutes of class is devoted to class discussion of baffling or challenging clinical situations that pertain to the course's content, as requested by any class member. Student-colleagues currently in practice may use Clinic time to present cases (vigilantly safeguarding client confidentiality) that may be illustrative of issues reviewed in class. Clinic time may also be used as a forum to discuss the ethical implications of practice-related issues. To acquire Clinic time, you need only apprise the instructor of your request at the beginning of class. There will be no Clinic time if it is not requested.

Process evaluation forms will be distributed in October and November. The written comments you provide will be summarized and then distributed to all class members electronically. This mechanism will provide feedback about learning needs, student-colleague participation and instructional methods; and allow for a review of the class's development as a group.

## METHOD OF EVALUATION

Student-colleagues will participate in self-evaluation processes in this class. Student-colleagues will submit self-evaluations of their performance on assignment(s), as well as their final grade for this course. Evaluation is based on acquisition of course objectives as evidenced in performance on assignments, class attendance and participation, and demonstration of professional behavior in accordance with clearly specified criteria.

### Evaluation Process:

Students will initially submit assignment to instructor for feedback by the date and time specified in the Learning Contract. Within one week of submission, the instructor will use a rating sheet to evaluate performance based on the criteria in Appendix I, and then provide detailed feedback and suggestions for improvement. Students will have one week to submit one of the following upon receiving instructor's feedback:

- 1) Accept the instructor's evaluation and make no revisions to the assignment, and then complete and submit a self-evaluation rating sheet reflecting the instructor's ratings for each item.
- 2) Make revisions based on instructor feedback, reevaluate your performance based on these revisions, complete a self-evaluation rating sheet reflecting these changes, and submit this rating sheet with revised assignment

**SUPERIOR** performance ratings reflect completion of scholarly tasks *substantially* beyond required readings and stated expectations, well-presented critical thoughts, and excellent writing skills

**VERY WELL DONE** performance ratings reflect completion of several readings and tasks beyond those that are required in stated expectations, critical thinking, and very good writing skills

**MODERATE** performance ratings reflect completion of required readings and expectations, reflections about and reactions to course material, and fair writing skills

**MINIMAL** performance ratings reflect evidence of familiarity with required readings, completion of minimal tasks as stated in assignment expectations, and adequate writing skills

The assignments for SW 7801 are weighted as follows:

1. Values Clarification Exercise and Paper	20%
2. Family Violence Scrapbook and Report	25%
3. Community-Based Need Assessment Report	35%
4. Attendance and Participation	<u>20%</u>
	100%

Final grades are based on cumulative raw assignment scores, and they are earned and awarded as follows:

- A = 92-100
- B = 82-91
- C = 72-81
- D = 62-71
- F = 61/below

## UNITS AND CONTENT

### Session I: August 27, 2002

#### Purpose: Introduction to Course

- Review course syllabus, outline, appendixes, and Learning Contract, Parts I, II
- Introduction of students and instructor
- SCREE**

### Session II: September 3, 2002

#### Purpose: Overview of Conceptual Issues

- The concept of violence, theories of aggression, definition and perceptions of family violence

#### Readings: Bergen - Introduction

- Sipe & Hall - Prologue & Chapters 1, 2, 3
- Class Discussion Notes

Session III: September 10, 2002

Purpose: Context and Magnitude, and Contributors to Family Violence

-History and trends, incidence and demographics

Readings: Bergen - Chapters 2, 6

Sipe & Hall - Chapters 4, 5, 6

Class Discussion Notes

Session IV: October 1, 2002 *NATCHITOCHEs & BATON ROUGE CLASSES START AT 5*

Purpose: Patterns and Manifestations: Child Abuse Victims and Perpetrators, Incest, Sexual Abuse

-**SCREE**

Readings: Bergen - Chapter 1, 3, 4

Sipe & Hall - Chapters 7, 8, 9, 10, 11, 12

Martin, J. A., & Elmer, E. (1992). Battered children grow up: A follow-up study of individuals severely maltreated as children. Child Abuse and Neglect, 16, 75-87.

Class Discussion Notes

Session V: October 8, 2002

Purpose: Patterns and Manifestations: Wives/Partners Who are Victims

-Review of class members' Family Violence Scrapbooks

Readings: Bergen - Chapters 13, 14

Sipe & Hall - Chapters 13, 14, 15, 16, Afterword

Heise, L. L. (1998). Violence against women: An integrated framework. Violence Against Women, 4(3), 262-290.

Saunders, D. G. (1998). Child custody and visitation decisions in domestic violence cases: Legal trends, research findings, and recommendations. (On-Line) Available:

<http://www.vaw.umn.edu>.

Class Discussion Notes

Session VI: October 15, 2002

Purpose: Patterns and Manifestations: Wives/Partners Who are Victims

Readings: Bergen - Chapter 15

Weiss - Introduction, About the Women, Chapters 1, 2, 3, 4

Buttell, F. P. (2002). Levels of moral reasoning among female domestic violence offenders: Evaluating the impact of treatment. Research on Social Work Practice, 12(3), 349-363.

Saunders, D. G. (1986). When battered women use violence: Husband-abuse or self-defense? Victims and Violence, 1(1), 47-60.

Class Discussion Notes

Session VII: October 22, 2002 *ALEXANDRIA & BATON ROUGE CLASSES START AT 5*

Purpose: Patterns and Manifestations: Men Who Are Violent

Readings: Bergen - Chapters 5, 10, 12

Taubman, S. (1986). Beyond the bravado: Sex roles and the exploitive male. Social Work, 31(1), 12-18.

Tutty, L. M., Bidgood, B. A., Rothery, M. A., & Bidgood, P. (2001). An evaluation of men's batterer treatment groups. Research on Social Work Practice, 11(6), 645-670.

Class Discussion Notes

Session VIII: October 29, 2002

Purpose: Social Work Assessment and Intervention

-Approaches to family violence

-**SCREE**

Readings: Sipe & Hall, Commentaries 1, 2, 3

Weiss – Chapters 5, 6, 7, 8

Gauthier, L. M., & Levondesky, A. A. (1996). Assessment and treatment of couples with abusive male partners: Guidelines for therapists. Psychotherapy, 33(3), 403-417.

Class Discussion Notes

Session IX: November 5, 2002

Purpose: Social Work Assessment and Intervention

-Policy issues

Readings: Sipe & Hall - Commentaries 4, 5, 6, 7

Weiss – Chapters 9, 10, 11, 12, Afterword

Class Discussion Notes

Session X: November 12, 2002

Purpose: Special Issues in Social Work: Abuse of older Persons

Readings: Bergen - Chapters 17, 18

Tilden, V. P., Schmidt, T. A., Limandri, B. J., Chiodo, G. T., Garland, M. J., & Loveless, P. A. (1994). Factors that influence clinicians' assessment and management of family violence. American Journal of Public Health, 84(4), 628-633.

Class Discussion Notes

Session XI: : November 19, 2002

Purpose: Special Issues in Social Work

-Violence in gay and lesbian relationships

Readings: Bergen - Chapters 7, 8

Golden, G. K., & Frank, P. B. (1994). When 50-50 isn't fair: The case against couple counseling in domestic abuse. Social Work, 39(6), 636-637.

Class Discussion Notes

Session XII: December 3, 2002

Purpose: Closure Seminar

-Follow-up issues

-Student Brief Presentations: Need Assessments and Recommendations

Cyber-Session XIII

Purpose: "final"

-**SCREE**

-Submit self-evaluation of attendance and participation so that instructor receives it no later than 8:00 a.m. on December 11, 2002

**APPENDIX I**  
**SW 7801 - FAMILY VIOLENCE**  
**DESCRIPTION OF COURSE ASSIGNMENTS AND CRITERIA FOR EVALUATION**

**ASSIGNMENT #1 - 20%****VALUES CLARIFICATION EXERCISE AND PAPER****DUE: PAPER SUBMITTED BY 8:00 A.M., OCTOBER 30, 2002**

Purpose: This assignment provides you with an opportunity to reflect upon and articulate your awareness of changes in your thinking about social work practice in the area of family violence.

You will create an individual audiotape or videotape by the third class period (**9/10/02**). This tape is to be privately recorded by you, and will not be shared with the instructor or other class members.

Record a candid discussion about each of the following issues:

- 1) Your perceptions of family violence survivors and perpetrators
- 2) Your assumptions about families in which violence occurs
- 3) Victim, survivor and perpetrator types which raise negative thoughts and feelings
- 4) Your specific concerns or fears about social work practice with persons affected by family violence
- 5) How your beliefs and feelings about family violence could impact your ability to build supportive relationships with different types of victims and perpetrators

Place this tape in a safe place. You will review this recording for the first time, 6-8 weeks later.

At the end of 6-8 weeks, develop a double-spaced, four-to-six (4-6) page paper (excluding title and reference pages) discussing how the learning experiences (e.g., discussions, guest speakers, and assignments) in this class have impacted each of the five (5) issues listed above.

In your paper, be sure to:

- a) Provide specific references to your original tape
- b) Include a discussion about how specific reading material and classroom discussion or exercises may have affected your thoughts, feelings, and behaviors
- c) Conclude the paper with an appraisal about areas of acquired knowledge and skills, areas of needed growth, and those areas that warrant ongoing support and additional information
- d) Cite readings and include a reference list

**Values Clarification Exercise** papers will be evaluated according to the following criteria:

- |   |   |
|---|---|
| a) Organization of the paper with emphasis on clarity   | 4 |
| b) Comprehensiveness with emphasis on following instructions  | 4 |
| c) Creativity and quality of written work with emphasis on grammar, punctuation, and sentence structure | 4 |
| d) Depth and appropriateness of personal reactions and disclosure                                       | 4 |
| e) Relevance and breadth of readings and other sources  | 4 |

20

**ASSIGNMENT #2- 25%****FAMILY VIOLENCE SCRAPBOOK AND REPORT****DUE: SCRAPBOOK COMPLETED FOR 10/1 CLASS****DUE: SCRAPBOOK REPORT SUBMITTED BY 8:00 a.m., OCTOBER 9, 2002**

Purpose: This assignment encourages you to examine how family violence victims, survivors, and perpetrators are portrayed in your local media; and to reflect upon how criminal justice and professional responses may be influenced by this.

Students-colleagues will maintain a weekly scrapbook over a four-week time period. Include four to six (4-6) clippings of current events from your local newspapers, newsletters, and news magazines each week. Articles can refer to a wide variety of issues relating to different types of family violence and violence between intimates. Select your clippings and articles from different sources, and construct the scrapbook in a creative and professional manner. For example, you may include pictures, comics, and advertisements that suggest both traditional and nontraditional gender roles. Provide a written comment next to at least three (3) clippings or articles each week. Each comment should include:

- 1) Source and date of clipping
- 2) The societal or individual values depicted
- 3) Your thoughts and reactions to, and feelings about the clipping or article
- 4) An analysis of how the clipping relates to course material or readings
- 5) A self-assessment of your capacity to intervene (via prevention, education, advocacy, or treatment) as a social worker in the situation described in the clipping or article

After you have completed your scrapbook and shared it with your class members on 10/1, develop a three-to-five (3-5) page report (excluding title and reference pages) that summarizes the following information:

- 1) Total number of clippings
- 2) Total number of comments
- 3) The neatness and professional appearance of your scrapbook relative to others in your class
- 4) Types of family violence covered by your local media
- 5) How your local community perceives different types of family violence victims and perpetrators, based on media coverage
- 6) The relevance of course readings to your scrapbook articles and comments
- 7) Based on your comments, your self-assessment of your capacity to intervene in the different situations depicted in scrapbook articles
- 8) The overall usefulness of this exercise in increasing your awareness of how family violence is portrayed in your local media

**Family Violence Scrapbooks and Reports** will be evaluated according to the following criteria:

- |   |           |
|---|-----------|
| 1) Frequency of scrapbook clippings/articles, and comments  | 5         |
| 2) Organization of the report with emphasis on clarity  | 5         |
| 3) Comprehensiveness with emphasis on following instructions  | 5         |
| 4) Creativity and quality of written work with emphasis on grammar, punctuation, and sentence structure | 5         |
| 5) Relevance and breadth of readings  | 5         |
|   | <u>25</u> |

**ASSIGNMENT 3 – 35%****COMMUNITY-BASED NEED ASSESSMENT AND REPORT****DUE: NEED ASSESSMENT PRESENTATION FOR 12/3 CLASS****DUE: NEED ASSESSMENT REPORT SUBMITTED BY 8:00 a.m., NOVEMBER 13, 2002**

Purpose: This assignment provides you with an opportunity to identify underserved victims of partner violence in your own community, to articulate barriers to accessing shelter and advocacy services, and to develop a professional report that summarizes recommendations for practice. As a result of your participation, you will increase your knowledge about victims of domestic violence and learn about available resources in your own community. The Rural Project Specialist from the Louisiana Coalition Against Domestic Violence (LCADV) will visit this class to discuss how Community Coordinated Response Teams were established in five rural areas across the state, as well as to provide you with information about the shelter and advocacy services that are available in your community. Your service-learning project group will gather relevant information and use professional report-writing skills to synthesize information for use by LCADV.

This assignment consists of four main tasks that will be executed in small groups:

- 1) Research the different populations that live in your community
- 2) Find out whether these populations are accessing shelter and advocacy services
- 3) Describe the barriers to accessing services (e.g., language, lack of information)
- 4) Develop a plan of action for reaching underserved populations (one report per group)

Prepare For This Assignment By:

Assembling into service-learning project groups of 3-5 members based on geographical location,  
 Reviewing the complete instructions below,  
 Identifying discrete tasks for completing each step and the overall project,  
 Matching tasks for each step to individual group members' strengths and preferences, and  
 Establishing target dates for discrete tasks within each step, mindful of 11/13 report due date.

1. Research The Different Populations That Live In Your Community:

In your project group, identify the boundaries of your community.

Determine how you can find out about the different populations that reside there.

Gather and record specific information about the proportions of different populations and families that make up your community.

Based on your data, speculate about the individuals and families in your community (e.g., African-Americans, immigrants, adolescents, religious group members) who probably need shelter and advocacy services.

Record how you gathered relevant information for this step, as well as your findings and implications for services.

2. Find Out Whether These Populations Are Accessing Shelter And Advocacy Services:

Prepare relevant questions for LCADV's Rural Project Specialist who will visit class.

Determine where and how you can find out about the availability of shelter and advocacy services for victims of domestic violence.

Develop an interview guideline to help you gather relevant and comprehensive information from



each contact person or agency.

Identify the contact person(s) at shelter and advocacy services.

Use professional interviewing skills to gather information via telephone or face-to-face interview with each contact person.

Solicit information about the types of individuals and families (without disclosure of confidential information) who use shelter and advocacy services.

Using your brief report from Step #1, describe the extent to which the users of shelter and advocacy service reflect the make up of the individuals and families who reside in your community.

Record how you gathered relevant information for this step, as well as your findings.

### 3. Describe The Barriers To Accessing Services:

Determine whether brochures and other types of information about shelter and advocacy services are available in the communities in which underserved populations reside.

Determine whether persons who are knowledgeable about domestic violence are available to underserved populations.

Develop an interview guideline to help you gather information from each contact person about the availability of brochures and domestic violence expertise.

Identify contact person(s) in the communities in which underserved populations reside.

Use professional interviewing skills to gather information via telephone or face-to-face interview with each contact person.

Record how you gathered relevant information for this step, as well as your findings.

### 4. Develop A Plan Of Action for Reaching Underserved Populations:

Review the information you have gathered and recorded in Steps 1-3 above.

Develop a double spaced, seven-to-ten (7-10) page professional report to be submitted to instructor and to LCADV that synthesizes the information you recorded in Steps 1-3.

Create a thoughtful, informed, and realistic plan of action.

Based on your need assessment data, develop three to five (3-5) broad goals for improving access to shelter and advocacy services by underserved populations in your community.

For two (2) of your broad goals, develop at least two (2) specific, measurable, relevant, and trackable objectives that explicate how that particular goal will be achieved.

Justify your recommendations with specific citations to relevant materials and literature.

Provide a reference list.

**Community-Based Need Assessment Reports** will be evaluated according to the following criteria:

- |   |   |
|---|---|
| 1) Extent to which all members equally shared relevant tasks  | 5 |
| 2) Extent of immersion in community   | 5 |
| 3) Organization of the report with emphasis on clarity  | 5 |
| 4) Comprehensiveness with emphasis on following instructions  | 5 |
| 5) Creativity and quality of written work with emphasis on grammar, punctuation, and sentence structure | 5 |
| 6) Relevance and breadth of readings  | 5 |
| 7) Utility of report, as assessed by LCADV  | 5 |

35

**ASSIGNMENT 4 - 20%****ATTENDANCE AND PARTICIPATION****DUE: SELF-EVALUTION SUBMITTED BY 8:00 A.M., DECEMBER 11, 2002**

Purpose: This assignment provides you with an opportunity to demonstrate your accountability to the tasks necessary for maximizing this learning experience.

As part of this class's "final," you will use a rating sheet provided by the instructor to critically evaluate your attendance and participation based on the following criteria:

- |  |    |
|--|----|
| 1) *Attendance at each class for the entire period   | 4  |
| 2) *Consistent courteous and professional class behavior   | 4  |
| 3) Completion of <u>all</u> assigned readings prior to each class                                | 4  |
| 4) Consistent, substantive, collegial contributions to large class discussion                    | 4  |
| 5) Consistent, substantive, collegial participation in project groups and experiential exercises | 4  |
|  | 20 |

\*The instructor reserves the right to develop individualized contracts with and to stipulate specialized consequences for student-colleagues who demonstrate difficulties with punctuality, attendance, and professionalism in the classroom.

**APPENDIX II**  
**SW 7801 - FAMILY VIOLENCE**  
**LEARNING CONTRACT - PART I**

The following class policies comprise a set of expectations to which the instructor and student-colleagues agree to adhere:

Academic Integrity

1. The instructor will report any acts of suspected or actual academic dishonesty to the Office of the Dean of Students for resolution according to University policy.
2. Student-colleagues will familiarize themselves and act in accordance with, as well as be held accountable to the *LSU Code of Student Conduct*. To review this Code, select “Students” on LSU’s homepage. Then select “Dean of Students” where you will find an icon for the Code of Conduct.

Performance

3. Student-colleagues are expected to write at a graduate level with respect to spelling, grammar, organization, and conciseness. Those demonstrating considerable deficiencies in their writing skills will be referred to appropriate LSU resources for instruction and direction in completing assigned papers. Online resources are available by selecting “
4. Public speaking is a professional skill, thus, you are expected to contribute to class and small group discussions in a consistent, substantive, and courteous manner. You are expected to bring questions and observations pertaining to assigned readings to each class.
5. All drafts of papers are considered scholarly endeavors (unless otherwise noted) and must be developed in accordance with the style and format stipulated in the *Publication Manual of the American Psychological Association, Fifth Edition*.
6. All written assignments are due at the time specified in Appendix I. Assignments submitted any time after the specified submission time will be marked down 2 points each late 24-hour period, if prior arrangements have not been made with the instructor.
7. Short-answer, in-class quizzes (when applicable) cannot be made up.
8. An Incomplete (I) will not be awarded in lieu of an earned grade.

Professional Behavior

9. Student-colleagues and instructor are expected to punctually attend entire class sessions. If some event prevents class attendance, please inform the instructor. Tardy students in any class section will be asked to meet with the instructor in Baton Rouge, at the instructor’s request, to problem solve.
10. Student-colleagues anticipating or experiencing special circumstances, which may adversely affect their successful completion of course expectations or assignments as stipulated in this agreement, are encouraged to apprise the instructor as soon as possible.

11. As part of ongoing professional growth and development, the instructor and student-colleagues will strive to conduct themselves in accordance with the *NASW Code of Ethics*, with special attention given to *Ethical Standards*, subsections 2 (*Social Workers' Ethical Responsibilities to Colleagues*) and 5 (*Social Workers' Ethical Responsibilities to the Social Work Profession*). Student-colleagues are expected to familiarize themselves with these principles. (For online access, visit <http://www.naswdc.org>)

12. As a courtesy to your colleagues, beepers and phones must be turned off during class. Please excuse yourself, if necessary, to obtain your messages.

### Computer and Network Usage

13. Class members are responsible for procuring the technical support they need to succeed in this class. The instructor will supply administrative and technical support for the class Blackboard site; however, the instructor cannot provide assistance with problems related to students' personal computers or software.

14. Careful and ethical use of computing resources is the responsibility of every student. Students will be held accountable to LSU's Computer Access and Computer Usage policies (10/98), which can be found on the PAWS homepage.

### Students with Special Needs

15. Student-colleagues with special needs must contact the instructor as soon as possible to discuss necessary accommodations appropriate to successful completion of course expectations and assignments. The instructor will comply with accommodations deemed necessary and appropriate by LSU's Office of Disability Services. See "Disability Services" website for more information about this office's role.

16. Graduate school can be a very stressful time. The information covered in this and other courses, as well as some class readings may provoke strong emotions or reactions that are consistent with symptoms of Secondary Traumatic Stress. If the need arises, students are urged to procure assistance from appropriate mental health service providers in their respective communities.

### Distance Education Class Participation and Cyber-Courtesy

17. In the Distance Education classroom, you must press the microphone to be heard. The instructor can only see one remote site at a time, which is the site that last spoke.

18. If your remote site goes offline, please inform your monitor. The instructor has no way of knowing that a remote location is no longer online. Please do not leave the remote site unless the monitor or instructor dismisses you. A videotape of the missed class can be sent to your site.

19. Please sit in view of the camera so that the instructor and the students in all three sections may easily see each other.

20. Please submit assignments via email attachment in Word format. You must attach a title page *or* use your last name as a header, as well as number your pages. The file name of each assignment should be created according to the following convention:

Last Name + Assignment Number (as listed in Appendix I) + O for Original *or* R for Revision

For example, Catherine's revised Values Clarification Exercise paper would be: **Lemieux1R**  
When submitting a group report, simply use the last name of one group member. The instructor will not evaluate assignments that do not follow these conventions.

### **INSTRUCTOR AGREEMENT**

As the instructor of SW7801, FAMILY VIOLENCE:

I agree to abide by the class policies stipulated in this contract.  
I will provide a challenging, stimulating, and nurturing classroom environment appropriate to adult learners.  
I will demonstrate knowledge of the course material as a social work educator, researcher, and practitioner.  
I will adhere to the course outline while simultaneously responding to your expressed learning needs.  
I will be available to individually meet with you to discuss any aspect of this course during my office hours or at a mutually convenient time.  
I can be reached via telephone and email as indicated on the first page of the syllabus. I agree to return your phone calls and emails as soon as possible after receiving a message from you.  
I will provide detailed instructions and specific criteria for evaluation for all course assignments.  
I will provide timely, detailed feedback to assist your learning of course material.  
I will challenge your self-evaluation ratings if necessary and appropriate, and give you the opportunity to reevaluate your ratings via negotiations.  
I will clearly discuss any changes made or not made in this class resulting from student feedback.

### **STUDENT-COLLEAGUE AGREEMENT**

As a student-colleague of SW7801, FAMILY VIOLENCE:

I have read and agree to abide by the class policies stipulated in this contract.  
I have read and understand the course syllabus and outline and all of my questions have been satisfactorily answered.  
I have read and agree to abide by the *LSU Code of Student Conduct* and the *NASW Code of Ethics*. Moreover, I will not collude with fellow student-colleagues in violation of any of the principles outlined in these Codes.  
I agree to maintain confidentiality with regard to discussion of student-colleagues' practicum or work experiences and the disclosure of sensitive information  
I agree to provide feedback to the instructor with respect to my learning needs.  
I agree to perform my own work on class assignments subject to evaluation.  
I understand that the quality of my work also reflects my professional development; therefore, any assignment submitted for feedback (i.e., first and subsequent drafts) will be completed to the best of my ability.  
I have read and understand the instructions and criteria for evaluation for the course assignments I elect to complete.  
I agree to fairly and accurately assess my own or other colleagues' performance and work when required.  
I agree to conduct myself during class times as I would during any other type of professional task group.

**SW 7801 - FAMILY VIOLENCE  
LEARNING CONTRACT - PART II**

I, \_\_\_\_\_, agree to abide by the expectations set forth in the syllabus and course outline, and Appendixes I and II for this class. I agree to complete the following assignments to the best of my ability, and submit them by the dates and times stipulated below. If an emergency situation prevents completion of my work, I will notify the instructor as soon as possible to negotiate alternative arrangements. If I am unable to produce quality work and submit it on time, I agree to levy a two-point deduction per 24-hour period as a consequence.

**ASSIGNMENT #1 - 20%**  
**VALUES CLARIFICATION EXERCISE AND PAPER**

I agree to complete the Values Clarification Exercise and to submit the Values Clarification Exercise Paper by **8:00 a.m. on October 30, 2002.**

**ASSIGNMENT #2 - 25%**  
**FAMILY VIOLENCE SCRAPBOOK AND REPORT**

I agree to complete the Family Violence Scrapbook for class discussion on **October 1, 2002**, and to submit the Family Violence Scrapbook Report by **8:00 a.m. on October 9, 2002.**

**ASSIGNMENT #3 – 35%**  
**COMMUNITY-BASED NEED ASSESSMENT AND REPORT**

I agree to participate in the task group activities that will enable my work group to complete the Community-Based Need Assessment. I will ensure that my group submits the Community-Based Need Assessment Report by **8:00 a.m. on November 13, 2002.** I will also ensure that my group will be prepared to briefly present our findings **on December 3, 2002.**

**ASSIGNMENT #4 – 20%**  
**ATTENDANCE AND PARTICIPATION**

I agree to evaluate my attendance and participation according to established criteria, and to submit this evaluation by **8:00 a.m. on December 11, 2002.**

STUDENT SIGNATURE

DATE

INSTRUCTOR SIGNATURE

DATE