1. General Information

1a. Submitted by the College of: SOCIAL WORK

Date Submitted: 1/7/2016

1b. Department/Division: Social Work

1c. Contact Person

Name: Melanie Otis

Email: Melanie.Otis@uky.edu

Phone: 859-257-1574

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: Yes 4

2b. Prefix and Number: SW 519

2c. Full Title: Understanding Intimate Partner Violence

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

SEMINAR: 45

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

MAY 13 2016

OFFICE OF THE SENATE COUNCIL

New Course Report



- 2j. Course Description for Bulletin: The course is designed to provide students with opportunities to explore the prevalence and impact of intimate partner violence (IPV) and history of systemic response to it. Students will be introduced to methods of engagement, assessment, and intervention based on current research and practice knowledge. Particular attention will be given to the examination of personal and professional values regarding IPV as well as co-occurring issues.
- 2k. Prerequisites, if any:
- 21. Supplementary Teaching Component:
- Will this course taught off campus? No If YES, enter the off campus address:
- 4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes

If No, explain:

- 5. Are facilities and personnel necessary for the proposed new course available?: Yes
 If No, explain:
- 6. What enrollment (per section per semester) may reasonably be expected?: 25
- 7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: No

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: This course will be of interest to students in gender and women's studies, sociology, psychology, and family studies, among others. The course has been previously offered as a SW 580 seminar, and the composition of the class has typically been approximately half social work and half other disciplines.

- 8. Check the category most applicable to this course: Relatively New Now Being Widely Established, If No, explain:
- 9. Course Relationship to Program(s).
 - a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

- 10. Information to be Placed on Syllabus.
 - a. Is the course 400G or 500?: Yes
- b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes

New Course Report



Distance Learning Form

Instructor Name: Reiko Ozaki

Instructor Email: ozaki.r@uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

1.How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? The instructor is available via email and will schedule face-to-face or video conferences upon request. The instructor will respond to all student emails within 24 hours except for weekends and holidays which may take 48 hours.

- 2.How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. s a newly developed upper-division elective, this course has only been taught in an online format. However, the course materials, expectations and learning outcomes are comparable to courses taught in traditional format.
- 3.How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. All assignments are submitted to Blackboard/Canvas via SafeAssign. Online tests are also taken through Blackboard/Canvas. These tests are taken during a time-limited set window. Additionally, students cannot pause the test once in progress.
- 4.Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? Since this course is being taken as an elective, and often by students from other disciplines, it is not possible to accurately address this question.

If yes, which percentage, and which program(s)? N/A

5.How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? Links connecting students to technology, library, and distance learning resources are included in the syllabus. Additionally, information on accommodations and the Disability Resource Center, as well as available counseling and support resources, is also provided.

6.How do course requirements ensure that students make appropriate use of learning resources? Distance Learning Library Services The following information is included on page 4 of the syllabus: The library services specifically for students enrolled in distance learning courses are available. Information on Distance Learning Library Services http://www.uky.edu/Libraries/DLLS DL Librarian: Carla Cantagallo, Phone: 859-218-1240, Email: dllservice@lsv.uky.edu

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. N/A

New Course Report



8.How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)? The following information is included on page 4 of the syllabus: Technical Difficulties If you need any assistance on technology, contact UK Analytics and Technologies (UKAT) Service Desk at 859-218-HELP(4357), toll-free 1-877-481-8548, or helpdesk@uky.edu (http://www.uky.edu/ukat/Help/). I recommend calling particularly if you need something resolved quickly. Blackboard The large majority of the course delivery is done through Blackboard. The instructor will also make announcements and send individual emails via Blackboard regularly. Thus, you must be current with the UK email and check it on a regular basis even if you do not use it for other purposes. If you experience technical difficulties with Blackboard, contact UKAT Service Desk. Please also inform the instructor when having technical problems and to notify the instructor.

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

- 10.Does the syllabus contain all the required components? YES
- 11.1, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Reiko Ozaki

SIGNATURE|MDOTIS00|Melanie D Otis|SW 519 NEW College Review|20160205 SIGNATURE|JMETT2|Joanie Ett-Mims|SW 519 NEW Undergrad Council Review|20160413 SIGNATURE|ZNNIKO0|Roshan N Nikou|SW 519 NEW Graduate Council Review|20160512

New Course Form

| Open in full window to print or save | | | Ge |
|--|--|--|--|
| Attachments: | Upload File | | |
| ID Attachment | | | |
| Delete 6360 SW 519 UGC Review Checklist.docx | · | | |
| Delete 6665 SW 519 Intimate Partner Violence revi | sed.pdf | | |
| Filst 1 Edst | | | |
| | • | | |
| | (*den | otes required fields) | |
| 1. General Information | LAIODIC | | 10040 |
| a. * Submitted by the College of: SOCIA | | | 2016 |
| b. * Department/Division: Social Work c. | | <u> </u> | |
| * Contact Person Name: | Melanie Otis | Email: Metanie.Otis@uky.edu | Phone: 859-257-1574 |
| * Responsible Faculty ID (if different fr | rom Contact) | Email: | Phone: |
| d. * Requested Effective Date: © Seme | ster following approval OR 🔾 Spe | ecific Term/Year ^{1.} | ······································ |
| e, Should this course be a UK Core Course | a2 a5 a5 | | |
| If YES, check the areas that apply: | " ⊖Yes ® No | | |
| _ | | Maria W | |
| ☐ Inquiry - Arts & Creativity | Composition & Communica | tions - II | |
| Inquiry - Humanities | Quantitative Foundations | | |
| ☐ Inquiry - Nat/Math/Phys Sci | Statistical Inferential Reaso | oning | |
| ☐ Inquiry - Social Sciences | U.S. Citizenship, Communi | ty, Diversity | |
| Composition & Communications - | I Global Dynamics | | |
| 2. Designation and Description of Proposed | Course. | | |
| a. * Will this course also be offered throug | gh Distance Learning? 🤏 Yes 🚣 🖔 |) No | |
| b. * Prefix and Number: SW 519 | | | |
| c. * Full Title: Understanding Intimate | Partner Violence | | |
| d. Transcript Title (if full title is more than | 40 characters): | | |
| e. To be Cross-Listed ² with (Prefix and No | umber): | | |
| f. * Courses must be described by at leas | | w. Include number of actual contact ho | ours ³ for each meeting pattern type. |
| Lecture | Laboratory ¹ | Recitation | Discussion |
| Indep. Study Research | Clinical Residency | Colloquium 45 Seminar | Practicum Studio |
| Other | If Other, Please explain: | Marco 10 (10) 11 (10) 11 (10) 12 (10) 11 (10 | |
| g. * Identify a grading system: | | | |
| Letter (A, B, C, etc.)Pass/Fail | | | |
| ় Pass/ran ় Medicine Numeric Grade (Non-medi | cal students will receive a letter gra | ade) | |
| Graduate School Grade Scale | | | |
| | | | |

| | j. *Course Description for Bulletin: The course is designed to provide students with opportunities to explore the prevalence and impact of intimate partner violence (IPV) and history of systemic response to it. Students will be introduced to methods of engagement, assessment, and intervention based on current research and practice knowledge. Particular attention will be given to the examination of personal and professional values regarding IPV as well as co-occurring issues |
|-------|---|
| | |
| | k. Prerequisites, if any: |
| | |
| | |
| | 1. Supplementary teaching component, if any: Ocommunity-Based Experience Service Learning Oboth |
| 3. | * Will this course be taught off campus? |
| 4. | Frequency of Course Offering, |
| | a. * Course will be offered (check all that apply): 🛂 Fall 🔯 Spring 🖺 Summer 🖺 Winter |
| | b. * Will the course be offered every year? |
| | |
| 5, | * Are facilities and personnel necessary for the proposed new course available? |
| | * What enrollment (per section per semester) may reasonably be expected? 25 |
| 7. | Anticipated Student Demand. a. * Will this course serve students primarily within the degree program? O Yes ® No |
| | b. * Will it be of interest to a significant number of students outside the degree pgm? Ø Yes No |
| | If YES, explain: This course will be of interest to students in gender and women's studies, sociology, psychology, and family studies, among others. The course has been previously offered as a SW 580 seminar, and the composition of the |
| 8, | * Check the category most applicable to this course: |
| | ☐ Traditional - Offered in Corresponding Departments at Universities Elsewhere ☑ Relatively New - Now Being Widely Established ☐ Not Yet Found in Many (or Any) Other Universities |
| 9. | Course Relationship to Program(s). |
| | a, * Is this course part of a proposed new program? ① Yes ⑩ No If YES, name the proposed new program: |
| 1 | b. * Will this course be a new requirement ^S for ANY program? |
| 10. | Information to be Placed on Syllabus. |
| | a. * Is the course 400G or 500? |
| | b. (2) * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10 attached. |
| | Distance Learning Form |
| This | form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL fields are required! |
| educa | tuction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, distance learning is defined as a fo titional process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors ame place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies |

| A number of specific requirements are listed for DL courses. The department proposing the change in delivery method is responsible for ensuring that the requirement |
|---|
| are satisfied at the individual course level. It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent expe |
| students utilizing DL (available at http://www.ukv.edu/USC/New/forms.htm), |

| Course Number and Prefix: | SW 519 | Date: | 1/5/2016 |
|---|---|--|---|
| Instructor Name: | Reiko Ozaki | Instructor Email: | ozaki.r@uky.edu |
| Check the method below that | best reflects how the majority of the course cor | | - Hybrid □ |
| urriculum and Instruction | | | |
| • | | en students and faculty and am | ong students? Does the course syllabus conform to University |
| The instructor is | fically the Distance Learning Considerations? available via email and will sche aspond to all student emails withing. | dule face-to-face or v n 24 hours except for | video conferences upon request. The weekends and holidays which may take 48 |
| How do you ensure that the of student learning outcome | | that of a classroom-based stude | ent's experience? Aspects to explore: textbooks, course goals, |
| | | | ught in an online format. However, the purses taught in traditional format. |
| How is the integrity of students policy; etc. | dent work ensured? Please speak to aspects suc | h as password-protected course | portals, proctors for exams at interactive video sites; academ |
| All assignments ar Blackboard/Canvas. | e submitted to Blackboard/Canvas These tests are taken during a t | via SafeAssign. Online ime-limited set window | tests are also taken through Additionally, students cannot pause the |
| Will offering this course via as defined above? | a DL result in at least 25% or at least 50%* (ba | sed on total credit hours requir | ed for completion) of a degree program being offered via any f |
| | | d often by students fr | om other disciplines, it is not possible |
| Which percentage, and wh N/A | ich program(s)? | | |
| *As a general rule, if appromonths from the date of a | | r more of a program being deli | vered through DL, the effective date of the course's DL delivery |
| Links connecting s | tudents to technology, Library, a | nd distance learning r | nt of a student taking the class in a traditional classroom setting esources are included in the syllabus. enter, as well as available counseling and |
| ibrary and Learning Resou | rces | | |
| 6. How do course requiremen | nts ensure that students make appropriate use c | of learning resources? | |
| Distance Learning The following info | Library Services rmation is included on page 4 of | the syllabus: | |
| 7. Please explain specifically N/A | how access is provided to laboratories, facilities | , and equipment appropriate to | the course or program. |
| | | | |
| tudent Services | | | |
| the course, such as the Int | d of procedures for resolving technical complain formation Technology Customer Service Center ermation is included on page 4 of | (http://www.uky.edu/UKIT/)? | tities available to offer technical help with the delivery and/or a |
| © Yes | d via services available through the Distance Le | arning Program (DLP) and the I | Academic Technology Group (ATL)? |
| ○ No If no, explain how student | s enrolled in DL courses are able to use the tech | nology employed, as well as ho | w students will be provided with assistance in using said techn |
| | | | |
| 10. Does the syllabus contain | all the required components, below? ☑ Yes | | |
| Instructor's virtual | | | |
| • The technological re | equirements for the course. | | |
| , | n for Distance Learning programs (<u>http://www.u du/UKTT/Help/;</u> 859-218-HELP). | ky.edu/DistanceLearning) and I | Information Technology Customer Service Center |
| Procedure for resol | ving technical complaints. | | |
| Preferred method for | or reaching instructor, e.g. email, phone, text ศ | essage, | |
| Maximum timefram | ne for responding to student communications. | | |
| . Language pertainin | o academic accommodations: | | |

- "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or <u>ikarnes@email.uky.edu</u>."
- · Specific dates of face-to-face or synchronous class meetings, if any.
- Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)
 - Carla Cantagalio, DL Librarian
 - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
 - Email: dliservice@email.uky.edu
 - DL Interlibrary Loan Service; http://www.ukv.edu/Libraries/libpage.php?iweb_id=253&llib_id=16
- 11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

 Instructor Name:

 Reiko Ozaki

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (http://www.uky.edu/UKIT/Help)

Rev 8/09

^[11] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

 $^{^{\}rm [2]}$ The chair of the cross-listing department must sign off on the Signature Routing Log.

¹¹ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. La meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

^[4] You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

 $[\]underline{i51}$ in order to change a program, a program change form must also be submitted.

Course: SW 519 University Senate Syllabi Guidelines Review Checklist

| General Course Information | | | | |
|---|---|--|--|--|
| igstyle igstyle Full and accurate title of the course | Course prefix, number and section number | | | |
| Departmental and college prefix | Scheduled meeting day(s), time and place | | | |
| | | | | |
| Instructor Contact Information (if specific details are unknov | n, "TBA" is acceptable for one or more fields) | | | |
| | Office address | | | |
| Contact information for teaching/graduate | □ UK email address | | | |
| assistant, etc. | ☐ Times of regularly scheduled office hours and if | | | |
| ☑ Preferred method for reaching instructor | prior appointment is required | | | |
| Office phone number | | | | |
| | | | | |
| Course Description | | | | |
| Reasonably detailed overview of the course | | | | |
| Student learning outcomes | | | | |
| Course goals/objectives | | | | |
| Required materials (textbook, lab materials, etc.) | | | | |
| Outline of the content, which must conform to the Bullet | n description | | | |
| $igstyle{igstyle}$ Summary description of the components that contribute | to the determination of course grade | | | |
| Interval to the course schedule that clarifies topics, specifies assignment due dates, examination date(s) | | | | |
| $\overline{igwedge}$ Final examination information: date, time, duration and location | | | | |
| For 100-, 200-, 300-, 400-, 400G- and 500-level courses, numerical grading scale and relationship to | | | | |
| letter grades for undergraduate students | | | | |
| For 400G-, 500-, 600- and 700-level courses, numerical grading scale and relationship to letter | | | | |
| grades for graduate students. (Graduate students cannot receive a "D" grade.) | | | | |
| Relative value given to each activity in the calculation of course grades (Midterm=30%; Term Project=20%, etc.) | | | | |
| Note that undergraduate students will be provided with a Midterm Evaluation (by the midterm | | | | |
| date) of course performance based on criteria in syllabus | | | | |
| Policy on academic accommodations due to disability. Standard language is below: | | | | |
| If you have a documented disability that requires academic accommodations, please see me as soon as possible | | | | |
| during scheduled office hours. In order to receive accom | | | | |
| Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in | | | | |
| | | | | |
| • | the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at dro@uky.edu . Their web address is http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/ . | | | |
| | eview (Date) | | | |
| 1 002.11 | · · · · · · · · · · · · · · · · · · · | | | |

Course number should be updated on the syllabus

References to Blackboard should be updated to Canvas

Update due dates for assignments

Update Disability policy, Academic Integrity, and Excused Absences policy

| | Committee Review (Date) |
|---|-------------------------|
| Course Policies | Comments |
| Attendance | |
| | |
| Make-up opportunities | · |
| Verification of absences | 1,100 |
| Submission of assignments | |
| Academic integrity, cheating & plagiarism | |
| Classroom behavior, decorum and civility | |
| Professional preparations | |
| Group work & student collaboration | |

University of Kentucky College of Social Work

SW 519 Understanding Intimate Partner Violence

(3 credit hours)

Instructor:

Reiko Ozaki, MSW, LISW-S (Ohio)

Office:

529 Patterson Office Tower

E-mail:

ozaki.r@uky.edu. Email is the preferred method of contact. I will respond to

student emails within 24 hours except for weekends and holidays which may take

48 hours to respond.

Office Hours:

By appointment only. Email to schedule an appointment (video conference or

in-person meeting available as needed).

Class Format:

Distance Learning Course. Online exams and quizzes are scheduled on Wed.

7:00 - 8:00pm as indicated in the Course Schedule below.

Class Location: Online

Course Description

The course is designed to provide students with opportunities to explore the prevalence and impact of intimate partner violence (IPV) and history of systemic response to it. Students will be introduced to methods of engagement, assessment, and intervention based on current research and practice knowledge. Particular attention will be given to the examination of personal and professional values regarding IPV as well as co-occurring issues.

About Distance Learning Course

This is a distance learning course, which requires all students to participate in all course activities online. Each student is responsible for securing access to a reliable computer and high-speed internet connection and meeting other technical requirements. Please refer to the "Technical Requirements and Support for the Course" section of this syllabus for more information. Each student must be self-disciplined and able to work independently to be successful in this course.

Course Objectives

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

- 1. Describe varying definitions of intimate partner violence (IPV) applied in practice and research along with its prevalence and impact in the United States. (2.1.5; 2.1.6)
- 2. Demonstrate understanding of co-occurring issues that individuals and families may experience along with IPV. (2.1.10A)
- 3. Recognize their own personal values and biases related to IPV and how they may affect their professional practice, behavior, and communication. (2.1.1; 2.1.4)
- 4. Examine various theoretical analyses of IPV and their implications for prevention, assessment, intervention, and evaluation in social work practice. (2.1.3; 2.1.7)
- 5. Demonstrate understanding of diverse backgrounds of people and communities and their differing as well as similar experiences of IPV. (2.1.4)
- 6. Analyze local, state, and national policies related to IPV in order to advocate for rights and justice for those in need. (2.1.5, 2.1.8, 2.1.10)

- 7. Demonstrate ability to utilize research-based knowledge to examine social work practice including engagement, assessment, intervention, prevention, and evaluation. (2.1.3; 2.1.6)
- 8. Demonstrate ability to assess for IPV and provide appropriate services at various system levels and social work practice settings. (2.1.9; 2.1.10)

Practice Behaviors (Learning Outcomes)

By the end of this course, students are expected to build toward or acquire competencies to:

Primary Practice Behaviors

- 1. Recognize and manage personal values so that professional values guide practice. (2.1.2.1)
- 2. Recognize and communicate their understanding of the importance of differences (diversity) in the shaping of an individual's life experiences. (2.1.4.3)
- 3. Understand the forms and mechanisms of oppression and discrimination. (2.1.5.1)
- 4. Engage in social work practice that advances social and economic justice. (2.1.5.3)
- 5. Use research evidence to inform practice (2.1.6.2)
- 6. Develop mutually agreed upon intervention goals and objectives. (2.1.10A4)

Secondary Practice Behaviors

- 1. Make ethical decisions by applying standards of the National Association of Social Workers (NASW) and other code of ethics. (2.1.2.2)
- 2. Analyze models of prevention, assessment, intervention, and evaluation. (2.1.3.2)
- 3. Analyze policies that advance social well-being. (2.1.8.1)
- 4. Advocate for policies that advance social well-being. (2.1.8.3)
- 5. Help clients resolve problems. (2.1.10I3)
- 6. Negotiate, mediate, and advocate for clients. (2.1.10I4)

Means Practice Behaviors

- 1. Practice personal reflection and self-correction to assure continual professional development. (2.1.1.2)
- 2. Distinguish, appraise, and integrate multiple sources of knowledge including research-based knowledge and practice wisdom. (2.1.3.1)
- 3. Utilize theoretical conceptual frameworks to guide the processes of assessment, intervention, and evaluation. (2.1.7.1)
- 4. Continuously discover, appraise, and attend to contextual changes. (2.1.9.1)
- 5. Use empathy and other interpersonal skills. (2.1.10E3)
- 6. Critically analyze and evaluate interventions. (2.1.10E)

Required Textbook

Barnett, O.W., Miller-Perrin, C.L., & Perrin, R.D. (2011). Family violence across the lifespan: An introduction (3rd ed.). Los Angeles: Sage.

Additional professional journal articles (all available through the UK Libraries e-journals) are assigned on some weeks. Please refer to the "Course Schedule" and "Bibliography" sections in this syllabus for details. You are responsible for securing all of the reading materials on your own as the articles are NOT uploaded on the course Canvas. You may contact the Distance Learning Library Services if you need assistance. Refer to the "Technical Requirements and Support for the Course" for contact information.

Supplemental Reference Books

American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington, D.C.: American Psychological Association.

All students are expected to refer to the APA manual throughout the writing process in this course. All written assignments must follow the APA guidelines.

Technical Requirements and Support for the Course

Minimum Technical Requirements

You must have access to a reliable computer and high-speed Internet throughout the course. Please go to the Distance Learning Program webpage

http://www.uky.edu/DistanceLearning/current/technology/techReqs.html and make sure that you can meet the technical requirement to take this course. The University, College, or the instructor will not be responsible for failed tests or assignments due to your inability to meet the technical requirements.

Technical Difficulties

If you need any assistance on technology, contact UKIT Service Desk at 859-218-HELP (4357), toll-free 1-877-481-UKIT(8548), or helpdesk@uky.edu (http://www.uky.edu/ukit/Help/).

Canvas

The large majority of the course delivery is done through Canvas. The instructor will also make announcements and send individual emails via Canvas regularly. Thus, you must be current with the UK email and check it on a regular basis even if you do not use it for other purposes. If you experience technical difficulties with Canvas, contact UKIT Service Desk. Please also inform the instructor when having technical difficulties if it is affecting your course work. It is the student's responsibility to resolve technical problems and to notify the instructor.

Distance Learning Library Services

The library services specifically for students enrolled in distance learning courses are available. Information on Distance Learning Library Services http://www.uky.edu/Libraries/DLLS Carla Cantagallo, DL Librarian; phone 859-218-1240

Email: carla@uky.edu

DL Interlibrary Loan Service: http://libraries.uky.edu/page.php?lweb_id=253

Course Grade

Your grade in this course is based on attendance/participation, assignments, exams, and quizzes:

| GRADED COMPONENTS | UNDERGRAD | GRADUATE |
|----------------------------|-----------|----------|
| Asynchronous Participation | | |
| Journal Entries | 10% | 10% |
| Discussion Board | 3% | 3% |
| Questions for Guests | 2% | 2% |
| (Subtotal | 15% | 15%) |
| Assignments | | |
| Reflection Paper 1 | 5% | 5% |
| Reflection Paper 2 | 5% | 5% |
| Group Wiki | 10% | 10% |
| Final Paper | 20% | 25% |
| (Subtotal | 40% | 45%) |
| Exams | • | |
| Midterm Exam | 17.5% | 15% |
| Final Exam | 17.5% | 15% |
| (Subtotal | 35% | 30%) |
| Quizzes | | |
| Quiz 1 | 5% | 5% |
| Quiz 2 | 5% | 5% |
| (Subtotal | 10% | 10%) |
| TOTAL | 100% | 100% |

Please refer to the "Assignments" and "Exams/Quizzes" sections for detailed contents and important dates related to the graded work.

Grading Scales

The following different grading scales will be used for undergraduate and graduate students:

Undergraduate Students

A = 90% - 100% Outstanding quality of work B = 80% - 89% Above average C = 70% - 79% Satisfactory work D = 60% - 69% Less than satisfactory E = 59% or below Failing

Midterm Grades

Undergraduate students will receive a mid-term grade of completed work to date during mid-term week.

Graduate Students

A = 92% - 100% Outstanding quality of work B = 80% - 91% Above average C = 70% - 79% Satisfactory work E = 69% or below Failing

Note that there is no "D" for graduate students.

Asynchronous Participation (15% total)

The participation will involve activities such as viewing videos, reviewing the PowerPoint presentations, and submitting journal entries. The following three aspects of the asynchronous participation are included in the grading:

- 1. **Journal Entries (10%):** You will submit a journal entry to reflect your learning for the week in response to the question provided by the instructor (due Mondays at 11:59pm). Each of the 10 to 12 entries should be minimum 100 words, with clarity and logic. The entries will be read and responded to only by the instructor. The rubric will be posted in Canvas.
- 2. **Discussion Board (3%):** The Discussion Board will be used for introduction during the first week of the course. This will also be a place where all "Q & A" and class interaction will take place. Just as you would in the face-to-face classroom ask a question about the exam, help your classmates clarify any confusion about the course topic, or share a new resource you found. Your participation must be relevant to the course not just ANY question or announcement.
- 3. Questions for Guest Presenters (2%): You will submit minimum of two questions for each of the two guest presenters scheduled. Selected questions from the class will be given to the presenters to address in their presentations. Each guest presentation will be recorded and uploaded in Canvas. Be creative with your questions. Ask at least one open-ended question. See Course Schedule for due date/time. More details will be posted in Canvas.

It is critical that you read all reading assignments and follow course contents weekly. Your full participation ON A WEEKLY BASIS is not only a requirement but also an essential aspect of the online course process. All students are expected to do the work assigned and keep up throughout the semester.

Assignments (40% total for undergraduates, 45% total for graduates)

Format of Written Assignments

Unless otherwise specified, all papers should be formatted with 1-inch margins, double spaced, 12-point font, pages numbered, and with a cover page. Your written work must be completed in accordance with the American Psychological Association (APA) Publication Manual (6th ed.). Assignments that do not meet the APA standards will receive a lower grade. Be sure to proofread all papers that you submit; to make sure that they are grammatically correct and free of silly errors. Poorly organized and poorly written papers will receive lower grades than polished and well-written papers. Further, any written material submitted in this course must be without plagiarism. ALL of your work for the course will be checked for plagiarism with the SafeAssign database. See the Academic Integrity Statement of this syllabus. If you would like assistance in writing, contact the Writing Center at 859-257-1368 or visit http://wrd.as.uky.edu/writing-center for more information.

Submission of Assignments

Students will submit all assignments through Canvas. If you encounter problems with Canvas or other technology, you need to contact UKIT to resolve it immediately and notify the instructor. The instructor may contact UKIT to confirm resolution of the problem if deemed

necessary. Students must keep a back-up copy of all papers in case the submitted copy does not arrive. No hard-copy assignments are accepted.

Assignments Deadline

Each assignment is due by 11:59 pm on the due date (Mondays), Eastern Standard Time (Lexington, KY), as specified in the Course Schedule below. Late assignments will be assessed a 5 point penalty for each 24 hours they are late including weekend and holidays. You are responsible for keeping track of submission of all of your assignments.

Assignments Details

- 1. Reflection Papers (10% total): Each paper should be minimum 2 pages excluding cover page and separate reference page (minimum three references).
 - a. Reflection Paper 1 (5%, Due Mon. 9/12/2016, 11:59PM): Reflect on your learning about the prevalence and impact of intimate partner violence in the U.S.
 - b. Reflection Paper 2 (5%, Due Mon. 9/26/2016, 11:59PM): Reflect on the guest presentation.

Do not merely cite the information from the readings and other materials, or summarize the guest presentation. Discuss your reaction to the information, what made the most impression on you, how certain phenomena may be seen in your field of interest, and how the information may assist you as a professional social worker. Include other class materials to make your points when appropriate. Be creative, think critically, and REFLECT on your learning. More detailed instruction will be given to assist students.

- 2. Group Wiki Project (10%, Due Mon. 10/17, 10/24, 10/31, or 11/7/2016, 11:59PM): The instruction on group formation and detailed explanation on Group Wiki such as topics and grading will be provided on the second week in Canvas.
 - a. Topics will be chosen from elder abuse, child abuse, teen dating violence, and alcohol/drug use as they relate to IPV as discussed in the course.
 - b. The Wiki is used like a webpage on which assigned group members organize materials and edit contents so the group can present cohesive information on a specific topic to the class. You can have multiple pages and add photos and links to online videos. It works almost like a poster presentation or a group paper but it can be more interactive.
 - c. The Wiki should be complete and available for review and feedback by the class on the week that the topic is covered (see dates on the Course Schedule). Students will give feedback on Wikis developed by other groups.
 - d. Remember to correctly cite and give credits to any source you utilize on your Wiki. You will need to pay attention to grammar and use of the APA guidelines in your Wiki entries.
- 3. Final Paper (20% for undergrads, 25% for grads; Due Mon. 11/28/2016, 11:59PM):
 - a. Undergraduates: Minimum 5 pages excluding cover page and separate reference page(s) with minimum 5 references, 20% of final grade
 - **b.** Graduates: Minimum 8 pages excluding cover page and separate reference page(s) with minimum 10 references, 25% of final grade

Select an area of interest in social work practice or use your field practicum as the setting of your paper. Think of ways that you may encounter IPV in the setting of your choice and articulate how you would assess, intervene, and advocate as a social worker. Apply two theoretical perspectives that would inform your intervention and advocacy plan. Explore how your personal biases and values may interfere with your practice and how you might deal with it. Discuss policy issues, such as need for change in state law regarding IPV, agency procedure on working with specific population, or others as appropriate for your setting. Non-social work majors and those without setting of choice should consult with the instructor as soon as possible. Detailed instruction will be available in Canvas.

Exams (35% total for undergrads, 30% total for grads) and Ouizzes (10% total)

The online exams and quizzes will be available during the open period of 7:00-8:00 pm on specified Wednesdays (see below). If needed, another window (on the same dates) will be arranged for those who are not available during the pre-arranged period. These tests will be available only within Canvas. The short test window is established in order to provide students with assistance in case technology problems arise. Several precautions, such as randomly ordered questions and inability to pause once the test starts, will be taken in order to ensure the test integrity by minimizing an opportunity for academic dishonesty.

Please note: Each student is expected to submit his or her own work. Students enrolled in this course are expected to follow the student code of conduct of the University of Kentucky. This code of conduct prohibits acts of plagiarism, cheating, stealing or other acts of dishonesty. Refer to the UK Student Handbook, code of conduct, section VI for additional information.

Date and percentage of each test:

Quiz 1: 9/14/2016 (5% for all)
Ouiz 2: 11/16/2016 (5% for all)

Midterm Exam: 10/5/2016 (17.5% for undergrads, 15% for grads) Final Exam: 12/14/2016 (17.5% for undergrads, 15% for grads)

Course Policies

Accommodations due to disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/.

Academic Integrity

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious

penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see http://www.uky.edu/Faculty/Senate/ for the current set of Senate Rules) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes, while leaving the organization, content, and phraseology intact, is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism. A penalty for an academic offense, such as cheating or plagiarism, can be as severe as a failing grade on the assignment or failing the course.

Make-up Opportunities

Make-up exams/quizzes/assignments will only be considered only if the excused absences.

Excused Absences

Students need to notify the professor of absences prior to class when possible. Senate Rules 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php.

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Per Senate Rule 5.2.4.2, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

Student Conduct and Behavior

Every social work student is required to adhere to the standards and guidelines of the NASW Code of Ethics (www.socialworkers.org). Violations of this code can be grounds for dismissal from the social work program. Those of you who are not social work majors are still expected to follow the same ethics code to be part of this class. In particular, it should be noted that confidentiality should be protected. Thus, personal materials shared in the classroom should not be shared with persons outside the class. You must not share identifiable client information from your employment or field placement.

The College of Social Work has strong commitments to respect of diversity and the valuing of differences among members of our academic community. Academic discovery includes discussion and debate, and the right to respectfully disagree from time-to-time. Students have a right to voice reasoned opinions contrary to those offered by the instructor and/or other students (S.R. 6.1.2) but should do so respectfully and civilly. Disagreements and opinion statements that include attacks of a personal nature or statements degrading others on the basis of race, sex, religion, sexual orientation, age, national/regional origin or other irrelevant factors may affect one's grade because they are unacceptable and do not contribute to a safe, productive learning environment.

All students are expected to act as active, respectful, and responsible learners throughout the course. Every student is an adult participant in the joint learning process and is expected to act to reflect this fact. Any behavior that is deemed inappropriate, disrespectful, and distracting to others by the instructor may result in dismissal from the course or further action.

Assistance for Students

Graduate and undergraduate classes can be stressful. The University of Kentucky Counseling Center is available to fee-paying students who are enrolled for at least six credit hours at UK, in undergraduate, graduate, or professional programs. Located on second and third floors of Frazee Hall, on Administration Drive next to the Student Center, they can be reached at (859) 257-8701 or http://www.uky.edu/StudentAffairs/Counseling/. The National Suicide Prevention Lifeline is available twenty-four hours a day at 1-800-273-TALK (8255) if you are concerned about yourself or someone else.

Course Schedule

- Our class "week" will be from Wednesday (12:00 am/midnight) to Tuesday (11:59 pm). For example, Week 3 begins on Wed. 9/7 at 12:00 am and ends on Tues. 9/13 at 11:59 pm.
- All course content is delivered in weekly asynchronous sessions for you to work on your
 own. Each week provides work load equivalent to 2.5 hours of seating time. Majority of
 the work is conducted on Canvas in which you watch videos, follow the lecture
 PowerPoint, ask questions in the Discussion Board (DB), etc. All course contents will be
 finalized and uploaded by 11:59 pm every Tuesday so you have what you need to start
 working every Wednesday.
- Check the Course Content section in Canvas on Wednesday every week for detailed information on expectations for the week.
- All assignments and asynchronous class work (e.g. journal entry, papers) are due by 11:59pm on Mondays. See the table below for specifics.
- The citation for each reading assigned is listed in the "Bibliography" section. The links to videos for asynchronous sessions are also listed there if they are currently available and will also be available in Canvas. A small number of links may be replaced with more current contents if appropriate. When this happens, you will be notified and have access to the updated links in the Canvas.

| WEEK | QUIZZES AND EXAMS | ASYNCHRONOUS SESSION | ASSIGNMENTS FOR THE WEEK |
|---------------|-------------------|---|-----------------------------|
| 8/24- 8/30 | N/A | Introduction to the Course Course overview Syllabus review Watch: Telling Amy's Story Introductory Discussion Board posting (See Canvas for details, due 11:59pm, Mon. 8/29) Journal entry (due same as above) | N/A |

| 2 | N/A | Definitions, Prevalence, and the | Read: |
|-------|-----|--|-------------------------|
| | | Historical Context of IPV in the | Barnett, Ch.1 (pp.1-25) |
| 8/31- | | U.S. | Barner & Carney (2011) |
| 9/6 | · | Watch: Pence interview | |
| | | Journal and DB (due 11:59pm, | |
| | | Mon. 9/5) | |
| | | Questions for guest (due same | |
| | · | as above) | |
| 3 | N/A | Theoretical Explanations and | Read: |
| | · | Research on IPV | Barnett, Ch.2 (p.46-74) |
| 9/7- | ٠. | Watch: Katz TED Talks | Allen (2011) |
| 9/13 | | Journal and DB (due 11:59pm, | |
| | | Mon. 9/12) | Reflection Paper 1 DUE |
| | | , | 11:59 pm, Mon. 9/12 |
| | | | |

| 9/14- 9/20 | Wed. 9/14/16, 7:00-8:00 pm Quiz 1 | Understanding IPV Victimization Assessment and Safety Planning Watch: TBA Watch: Guest presentation Groups for Wiki project finalized Journal and DB (due 11:59pm, Mon. 9/19) | Read: Barnett, Ch.8(pp.361-381; 398-414) Barnett, Ch.11(pp.527-543) |
|----------------------|--|---|---|
| 5 9/21- 9/27 | N/A | Understanding IPV Perpetration Watch: FVPF's video Watch: Emerge video Journal and DB (due 11:59pm, Mon. 9/26) | Read: Barnett, Ch.9 (pp.427-453, 461-467) Barnett, Ch.11(pp.547-561) Reflection Paper 2 DUE by 11:59pm, Mon. 9/26/2016 |
| 6 9/28- 10/4 | N/A | Dating Aggression, Sexual Assault, and Stalking Watch: Brodsky & Carter video Watch: Randel video Watch: UK-VIP Center video Journal and DB (due 11:59pm, Mon. 10/3) | Read: Barnett, Ch.7 (pp.308-318, 321-330, 341-349) Patterson et al. (2009) |
| 7 10/5- 10/11 | Wed. 10/5/16, 7:00-8:00 pm Midterm Exam | Underserved Populations and Their Unique Experience of IPV Watch: IDVAAC Journal and DB (due 11:59pm, Mon. 10/10) | Read: Barnett, Ch.10 (494-520) Perilla et al. (2010) Ard & Makadon (2011) |
| 8 10/12- 10/18 | N/A | Coordinated Community Response to IPV: Macro Social Work Watch: Paymar interview Watch: Family Justice Center Journal and DB (due 11:59pm, Mon. 10/17) | Read: Salazar et al. (2007) Scaia & Connelly (2010) Group Wiki for Week 9 due by 11:59pm, Mon. 10/17 |
| 9 10/19- 10/25 | N/A | Abuse of Elderly and Disabled Persons • Journal and DB (due 11:59pm, Mon. 10/24) • Review Group Wiki and post feedback (due same as above) | Read: Barnett, Ch.12 (pp.584-599, 605-615, 629-634) Group Wiki for Week 10 due by 11:59pm, Mon. 10/24 |

| 10/26- 11/1 | N/A | Child Neglect, Maltreatment, and Physical abuse Journal and DB (due 11:59pm, Mon. 10/31) Review Group Wiki and post feedback (due same as above) | Read: Barnett, Ch.3 (pp.93-118) Barnett, Ch.4 (pp.140-142, 163-180) Group Wiki for Week 11 due by 11:59pm, Mon. 10/31 |
|--|--|--|---|
| 11 11/2- 11/8 | N/A | Child Sexual Abuse, Abused and Abusive Adolescents Journal and DB (due 11:59pm, Mon.11/7) Review Group Wiki and post feedback (due same as above) Questions for guest (due same as above) | Read: Barnett, Ch.5 (pp.196-200, 210-235) Barnett, Ch.6 (pp. 281-294) Group Wiki for Week 12 due by 11:59pm, Mon. 11/7 |
| 11/9- 11/15 | N/A | Alcohol/drugs, Mental Health, and Physical Health Issues Watch: Bent-Goodley Journal and DB (due 11:59pm, Mon. 11/14) Review Group Wiki and post feedback (due same as above) | Read: Thomas et al. (2013) Ham-Rowbottom et al. (2005) |
| 13 11/16- 11/22 | Wed. 11/16/16, 7:00-8:00 pm Quiz 2 | Policies on IPV Watch: TBA Watch: Guest Presentation Journal and DB (due 11:59pm, Mon.11/21) | Read: Barnett, Ch.8 (385-398) |
| 14 / 11/23- 11/29 | N/A | Prevention strategies to end IPV Watch: UK Prevention Research VetoViolence online training tool Journal and DB (due 11:59pm, Mon.11/28) | Read: Coker et al. (2011) Krug et al. (2002) Final Paper DUE 11:59 pm, Mon. 11/28 |
| 15 11/30- 12/6 Final 12/14 | N/A Wed. 12/14/16, 7:00-8:00 pm Final Exam | Watch: Moore interview Course summary Review for final exam | Read: Sullivan (2011) |

<u>Bibliography</u>

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- Thomas, M. D., Bennett, L. W., & Stoops, C. (2013). The treatment needs of substance abusing batterers: A comparison of men who batter their female partners. *Journal of Family Violence*, 28(2), 121-129.

Videos/Online Resources

Note: This video resource is NOT listed according to the APA format but listed to make it easy to identify in the Course Schedule. If you want to cite resource below in your assignment, please consult the APA guidelines for proper format.

- Bent-Goodley, CSWE Study on HIV & AIDS I (10:10) at http://www.youtube.com/watch?v=qS4XC4dD0E8. This is the introduction part of the whole presentation on her research. If you are interested in this research, feel free to watch the Part II of the video on YouTube, and look for the research paper published by the presenter.
- **Brodsky & Carter**, on college sexual assault (6:43) at http://www.youtube.com/watch?v=zlExZNZBDdY
- **Emerge.** *Intimate partner violence (DV): What is Emerge?* (5:18) at http://www.youtube.com/watch?v=KBnxh9UNBGk
- Family Justice Center (7:43) at http://www.youtube.com/watch?v=HbVi4i-6rSw
- **FVPF** (Family Violence Prevention Fund). Something my father would do: Overcoming legacies of family violence (15:00) to be uploaded to Canvas. No online link available.
- **IDVAAC.** Concepts in creating culturally responsive supervised visitation centers (3:27) at http://www.youtube.com/watch?v=0zdUiaWdVOM
- Katz, Jackson. Violence against women—it's a men's issue (17:41), TED Talks, at http://www.ted.com/talks/jackson_katz_violence_against_women_it_s_a_men_s_issue.html
- Moore, Colleen, on assessment in medical setting (2:31) at http://www.powerandcontrolfilm.com/the-topics/medical/
- Paymar, Michael, on the beginning of the coordinated community response (11:20) at http://www.powerandcontrolfilm.com/the-topics/founders/ (Scroll through "Founders Video Excerpts")
- Pence, Ellen, on the creation of the Power and Control Wheel (5:38) at http://www.powerandcontrolfilm.com/the-topics/founders/ (Scroll through "Founders Video Excerpts")
- Randel, Jane, on college dating violence (3:14) at http://www.youtube.com/watch?v=iJh_IXHwmNE
- Telling Amy's Story (15:10) documentary at http://www.youtube.com/watch?v=TsFv4DiPKFg
- UK Prevention Research: The Green Dot Intervention But Does It Work? (9:18) http://vimeo.com/23589940

- **UK-VIP Center**, on what they do (6:25) at http://www.youtube.com/watch?v=8qcmHrDI<u>UVo</u>
- VetoViolence: Stop violence before it happens. This is an online prevention training tool. Explore the module on principles of prevention at http://vetoviolence.cdc.gov/apps/pop/prevention-explore.html. Specifically, click and learn from these chapters: Understanding violence (definitions and facts, CDC's role, and intimate partner violence); primary prevention (all sections); social ecological model (all sections); and public health approach (all sections). Feel free to try the pop quiz at the end of the module