Part I: Course information
SW 8361-Identification and Assessment of Family Violence
2 credits

Faculty contact:
Name: 
Email: 
Phone: 
Office Location: 

Course descriptions:

a. **Short Version**
   Course prepares advanced practice SWers for work ending family violence. Examines skills development required for successful identification & assessment of family violence w/the contextual knowledge of behaviors of perpetrators, victims, and survivors, across the lifespan, by gender, race, culture, age, ability, SES, and sexual orientation.

b. **Long Version**
   Violence within families is not a new phenomenon - it has probably existed in families since the beginning of time. This course will examine the breadth and magnitude of violence in families, screening and assessment skills in assessing violence in families, the consequences of violence in families and what is known about the many factors that contribute to this violence. The course will include an overview of ways that professionals respond to disclosures of violence in families. There will be a special emphasis on discussion of prevention strategies to decrease and/or eradicate violence within families.

   Each of the major topics – intimate partner violence, child maltreatment, and abuse of vulnerable adults is examined with a critical examination of basic and innovative research, policy interventions in each area and prevention strategies for ending the violence. Social workers are mandated reporters of child and vulnerable adult abuse. Specific attention will be paid to requirements of mandated reporting according to Minnesota statutes. Course content will be delivered using a variety of lecture and instructional methods. Lectures, dyad and large group discussions, guest speakers, videotapes, role playing and small groups will be utilized.

Pre-requisites:
1. This is an advanced social work class, and the material presented in this class is at an advanced level. Social Work students enrolled in this course should have completed the foundation classes listed below, or have advanced standing status.
   SW 5051 - Human Behavior and the Social Environment
   SW 5801 - Policies and Programs in American Social Welfare
   SW 8151 - Social Work Practice Methods: Individuals and Systems
   SW 8152 - Social Work Practice Methods: Families and Groups
   SW 8153 - Models of Community Intervention
   SW 8841 - Social Work Research Methods
2. If you are not a Social Work student, you need permission of the instructor

**Clinical Licensure Hours:**

This course contains some clinical content, as required by the Minnesota Board of Social Work for eligibility for the Licensed Independent Clinical Social Worker (LICSW). The number of hours in each required category is listed below:

<table>
<thead>
<tr>
<th>Area</th>
<th>Differential Diagnosis</th>
<th>Assessment based treatment planning</th>
<th>Clinical Intervention Methods</th>
<th>Evaluation methodologies</th>
<th>SW values and ethics</th>
<th>Culturally specific clinical assessment</th>
<th>Other areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours</td>
<td>2</td>
<td>8</td>
<td>10</td>
<td>0</td>
<td>5</td>
<td>5</td>
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</table>

**Part II: Course outcomes**

**Course Objectives**

By the end of this course students will have developed skills and capacities to:

1. Describe an overview of the issues in assessing families experiencing violence across the lifespan.
2. Describe screening and assessment techniques used in assessment of all types of violence that occurs in families.
3. Describe individual, family, community and social levels of prevention of violence in families within a cultural context.
4. Understand research that supports and disputes the continuum of theories and perspectives on violence in families.
5. Have knowledge of the types and degree of violence in families internationally.

**Social Work Practice Competencies**

Successful completion of this concentration course implies that the student has achieved competency in the following advanced practice behaviors:
**Competency: 2.1.1 – Identify as a professional social worker and conduct oneself accordingly**

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers:

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Covered in class through (i.e., activity, reading, content)</th>
<th>Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Apply knowledge of social services, policies and programs relevant to their area of practice</td>
<td>Weeks 1-14</td>
<td>Assignments a-g</td>
</tr>
</tbody>
</table>

**Competency: 2.1.2 – Apply social work ethical principles to guide professional practice**

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers:

<table>
<thead>
<tr>
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<tr>
<td>• Identify and analyze value-based and ethical dilemmas that arise in their area of practice, using professional codes of ethical standards and through appropriate professional consultation.</td>
<td>Weeks 1-2</td>
<td>Assignments a and c</td>
</tr>
</tbody>
</table>

**Competency: 2.1.3 – Apply critical thinking to inform and communicate professional judgments**

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers:

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>• Identify and synthesize multiple sources of knowledge to understand policy and practice issues related to their area of practice.</td>
<td>Weeks 1-2</td>
<td>Assignments a and b</td>
</tr>
<tr>
<td>• Identify and evaluate models of assessment, prevention, intervention and evaluation that are appropriate to their area of practice.</td>
<td>Weeks 2</td>
<td>Assignment g</td>
</tr>
</tbody>
</table>

**EP 2.1.4 Engage diversity and difference in practice**

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender,
gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers:

<table>
<thead>
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<tr>
<td>• Engage in practice that challenges the systems of privilege and oppression by utilizing the culturally relevant assessments and interventions specific to the context of their area of practice</td>
<td>Weeks 9 and 11</td>
<td>Assignment c, f, and g</td>
</tr>
</tbody>
</table>

**EP 2.1.5 – Advance human rights and social and economic justice**
Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers:

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<tr>
<td>• Gain a full comprehension about disparities and their development, contribute to knowledge about institutional barriers to equality and apply concentration-appropriate strategies to advance social and economic justice.</td>
<td>Weeks 7 and 8</td>
<td>Assignment g</td>
</tr>
</tbody>
</table>

**EP 2.1.6 – Engage in research-informed practice and practice-informed research**
Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers:

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<tr>
<td>• Demonstrate ability to evaluate practice and/or programs in an area of concentration</td>
<td>Week 1-3</td>
<td>Assignment g</td>
</tr>
<tr>
<td>• Demonstrate ability use practice experience to shape research questions, methods and processes to advance knowledge in an area of concentration.</td>
<td>Week 1-3</td>
<td>Assignment g</td>
</tr>
</tbody>
</table>
### Competency: 2.1.7 – Apply knowledge of human behavior and the social environment
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers:

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</thead>
<tbody>
<tr>
<td>• Evaluate and synthesize theories and perspectives of human behavior and the social environment to choose and apply methods of assessment, intervention and evaluation in their area of practice</td>
<td>Week 1-3</td>
<td>Assignment g</td>
</tr>
</tbody>
</table>

### Competency: 2.1.8 – Engage in policy practice to advance social and economic well-being
Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers:

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<tr>
<td>• Understand, compare, analyze, formulate and advocate for policies in an area of practice</td>
<td>Weeks 2, 3, and 4</td>
<td>Assignment g</td>
</tr>
</tbody>
</table>

### Competency: 2.1.9 – Respond to contexts that shape practice
Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers:

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<tbody>
<tr>
<td>• Assess the impact of historical and contemporary contexts on practice and policy in their area of practice.</td>
<td>Week 2</td>
<td>Assignment b</td>
</tr>
<tr>
<td>• Organize and advocate with community members, program participants, service providers, community organizations, policy makers and the public to improve practice and service delivery in their area of practice.</td>
<td>Week 8</td>
<td>Assignment a</td>
</tr>
</tbody>
</table>

### FC Competency: 2.1.10 (a)-(b) – Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities
Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to
practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

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</thead>
<tbody>
<tr>
<td>• Engage: Use empathy and collaborative interviewing skills to engage clients in identifying their strengths and problems.</td>
<td>Weeks 1-14</td>
<td>Assignments a, d, c, d</td>
</tr>
<tr>
<td>• Engage: Establish rapport and maintain effective working relationships with clients in clinical mental health settings.</td>
<td>Weeks 1-14</td>
<td>Assignments a, d, c, d</td>
</tr>
<tr>
<td>• Engage: Employ diverse strategies to arrive at a collaborative focus of work and desired outcomes in clinical social work mental health practice.</td>
<td>Weeks 1-14</td>
<td>Assignments a, d, c, d</td>
</tr>
<tr>
<td>• Assess: Conduct comprehensive bio-psychosocial, spiritual and culturally appropriate assessments as needed for social practice with families and children</td>
<td>Weeks 1-14</td>
<td>Assignments a, d, c, d</td>
</tr>
<tr>
<td>• Assess: Assess individuals, families, groups, organizations, and communities to determine a range of potentially effective and appropriate interventions to improve practice outcomes related to clinical social work practice in mental health.</td>
<td>Weeks 1-14</td>
<td>Assignments a, d, c, d</td>
</tr>
<tr>
<td>• Intervention: Use appropriate evidenced-based interventions to help clients resolve identified and agreed upon problems.</td>
<td>Weeks 1-14</td>
<td>Assignments a, d, c, d</td>
</tr>
<tr>
<td>• Evaluate: Apply research skills to analyze, monitor, evaluate and improve treatment alliance and interventions and programs in clinical social work practice in mental health.</td>
<td>Week 1-3</td>
<td>Assignment g</td>
</tr>
<tr>
<td>• Evaluate: Communicate and disseminate research and</td>
<td>Weeks 1-3</td>
<td>Assignment g</td>
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</tbody>
</table>
Part III: Course requirements


2. **Assignments** – Course assignments and in-class work will assess the degree that students have attained these competencies. These assignments and in-class work include student in-class discussions and demonstrations of their understanding of these issues and their skills in implementing them.

   a. **Thresholds of Violence Reflection** – 15 points – Using the exercise we did in class, write a 3 page reflection paper by answering the following questions:

   b. Discuss the items you ranked high (7-10) and those particularly low (1-3). What process did you use to rank these items? Intent, severity of violence, cumulative effects? Respond to the following questions:

   "Family structure" – How would members of your family identify to one another that a conflict existed? How was the conflict resolved within your family? Was there someone who had the final say in settling a conflict? How, if all, were individuals outside your family, involved with conflict that occurred among family members?

   "Neighborhood" – Identify ways that members of your neighborhood or community (including schools, community centers, playmates, block clubs, etc.) handled conflicts. Were there informal or formal rules about physical fights, gender expectations, punishment, etc.?

   "Religion and Culture": What traditions or rituals helped to create your understanding of gender roles and expectations, interpersonal violence, and conflict resolution? How have these influenced (positively or negatively) your beliefs and experiences with conflict?

   "Experiences": How has your personal or professional experience with violence contributed to your response?

   c. **Case Study - 15 POINTS** - on-line case study: “Angela’s Story: A Story of Intimate Partner Violence”. Before reading the case study, ask yourself these questions and provide answers in page 1 of your paper:

   1. What is your definition of “abuse” in the context of family relationships? Give an example.
   2. In your view, what makes a behavior “extremely abusive”? Give an example.
3. In your view, what makes a behavior “moderately abusive”? Give an example.
4. In your view, what makes a behavior “mildly abusive”? Give an example.
5. Go the MINCAVA WEBSITE www.globalvp.umn.edu. Select Angela’s case study.
   Follow the directions for completing the case study, reading the links.
6. In the next 3 pages typed reflection paper answer the following questions:

   This family fell through the cracks in many ways. Identify the points of time where things could have gone different. Where could assessment of their situation been improved, by whom and when? What interventions could have been used with Angela and her family that might have brought about different outcomes? Where were the missed opportunities for prevention of further violence for Angela and her family? What were two things you learned from this case study?
   Total of 4 pages, double spaced.

d. CHILD MALTREATMENT CONTROVERSIES MOODLE FORUM – 20 POINTS - DUE WEEK 4

e. Guest Speaker Response Papers- TWO DUE – 15 points each.

In a three page typed response papers DUE ONE WEEK after a guest speaker’s presentation, discuss: How did discussion and lecture contrast or support the readings? What theory(ies) or perspective is the guest speaker working from. What theory or perspective would you use in addressing the speaker’s content? Name two new facts you learned.

   Select Irene’s case study. Follow the directions for completing the case study, reading the links.

   In a three page typed reflection paper, discuss:
   1. What/where is the role for domestic violence advocates in this scenario?
   2. Is elder abuse more or less serious than child abuse? Why?
   3. Do you agree with the definition of elder abuse? Draft another definition that you believe is more appropriate and justify your answer.
   4. Are guardianships and conservatorships the best way to protect elders from abuse? What are other alternatives?
   5. What was new information for you and the potential impact of it on your current practice/field placement?

g. Annotated Bibliography and Paper: Family Violence and Issues of Diversity – 85 points

   The purpose of this assignment is to encourage students to focus on and explore current issues related to family violence and diversity, and the implications on individuals, families and society. This assignment will give students the opportunity to choose and research a particular area of interest related to family violence. (issues specific to children, teens, men, women,
elderly, persons with disabilities, same-sex of a specific ethnic group, i.e. Native American women and violence, African American teen dating violence, Hmong family violence, Latino same-sex relationship violence, etc.

1. **Prepare an annotated bibliography listing 5 professional journal articles or books** discussing family violence research as it relates to your chosen topic. It should provide sufficient information about the article so the reader can determine whether or not the article is going to be useful for the reader. Annotations are usually about 50-100 words in length. Please use APA citation.
   a. Typically an annotation includes:
   b. Name of author, short statement about the author (usually discipline
   c. Author’s purpose in writing this article
   d. What audience are they writing for?
   e. What method of obtaining data was used? Is the author’s writing based on personal opinion or experience, interviews, research, questionnaires, assessment tools, etc.
   f. What conclusion does the author draw?

2. **Write a 5 page paper** covering the following:
   a. a description of the cultural group as it relates to family violence
   b. how this issue affects the individual, family, society
   c. how the information in the article is relevant to social work practice
   d. your own ideas about this issue and response to the literature

3. **Prepare a 10 minute summary of your bibliography to be shared in class in either Week 14 or 15.** All bibliographies will also be posted to the moodle site.

4. **Assignments** – All assignments may be turned in via the moodle dropbox or in-class on their due date.

**ASSIGNMENT SUMMARY:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thresholds of Violence</td>
<td>10</td>
</tr>
<tr>
<td>Angela’s Case Study</td>
<td>15</td>
</tr>
<tr>
<td>Child Maltreatment Controversies – Moodle Forum</td>
<td>20</td>
</tr>
<tr>
<td>Intimate Partner Violence Controversies – Moodle Forum</td>
<td>20</td>
</tr>
<tr>
<td>Irene’s Case Study</td>
<td>15</td>
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<tr>
<td>Guest Speaker Response Papers Two Due - 10 points each</td>
<td>20</td>
</tr>
<tr>
<td>Annotated Bibliography (bib = 60/grp pres. 25)</td>
<td>85</td>
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<tr>
<td>Attendance and Participation</td>
<td>15</td>
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<tr>
<td>TOTAL</td>
<td>200</td>
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Lateness to class and missing class affects quality of student’s participation and are considered in the assignments for class participation. Class participation means students’ active engagement in class discussion and activities in ways that enhance class discussion. We will be
discussing sensitive issues related to violence, i.e., racism, sexism, homophobia, classism, ageism, abelism, as well as analyzing political and legal controversies. Most issues will include the cultural contexts of the underpinnings of violence that may be different than your own. In order to create a constructive and supportive learning environment, it is expected that all class members will participate in class discussions, listen well to others, respect differing opinions, avoid degrading or disrespectful language and understand the multicultural atmosphere of this learning environment. Confidentiality is requested for all personal sharing. Please do not interrupt others, speak without regard for others who might want to speak and monopolize class time. The purpose of this course is for instruction, not individual counseling or therapy. If you have needs beyond what the course offers, please see the instructor for referrals to other services.

Students are expected to turn off cell phones and pagers while the class is in session. Use of laptops in class is permitted to view course material. Students choosing to respond to e-mail, write other papers, post on facebook, etc. will be asked to leave their laptops outside the classroom.

Grading Scale

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>93-100</td>
<td>A</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
</tr>
<tr>
<td>70-72</td>
<td>C-</td>
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<tr>
<td>&lt;63</td>
<td>F</td>
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</table>

University Grading Standards for Graduates

A = achievement that is outstanding relative to the level necessary to meet course requirements.
B = achievement that is significantly above the level necessary to meet course requirements.
C = achievement that meets the course requirements in every respect.
D = achievement that is worthy of credit even though it fails to meet fully the course requirements.
F (or N) Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.
I (Incomplete) Assigned at the discretion of the instructor when, due to extraordinary circumstances, e.g., hospitalization, a student is prevented from completing the work of the course on time. Requires a written agreement between instructor and student.

Course Policies

There are many University and School of Social Work policies that govern this course. Please go to http://www.cehd.umn.edu/ssw/Documents/SSWCoursePolicies.pdf to see a complete description of all the policies.
Part IV: Course content

Week 1

Introductions/Review Syllabus
- Review of Family Health Perspective
- Family violence and the NASW Code of Ethics – review of values, ethics, principles and policy statements as applied to family violence
- THRESHOLD OF VIOLENCE exercise; response paper due next week

Week 2

Introduction to Family Violence/History, Definitions and Consequences of Violence in Families
- Overview of three areas of family violence: child abuse, intimate partner violence and elder abuse

Readings:

Thresholds of Violence Assignment Due

Week 3

Research Methodology, Assessment and Theories of Family
Craig Kennedy’s Podcast on Aggression - Vanderbilt University
http://www.promoteprevent.org/publications/ebi-factsheets

Readings:
2. View Aggression Research Program website: http://www.rcgd.isr.umich.edu/aggr/

Week 4

CHILD NEGLECT AND PSYCHOLOGICAL MALTREATMENT
CHILD PHYSICAL ABUSE
ASSIGNMENT: Controversies in Child Maltreatment (moodle forum)

Readings:
2. Child Abuse Reporting Manual, Minnesota
https://edocs.dhs.state.mn.us/lfserver/Legacy/DHS-2917-ENG
4. Wexler “When the Mask Slips
http://www2.wsiu.org/highlights03/030118protectingchildren2/whenthemaskslips.pdf

Child Maltreatment Controversies - Moodle Forum 20 points
Week 5

CHILD SEXUAL ABUSE
MISSING AND SEXUALLY EXPLOITED CHILDREN/TRAFFICKING

Readings:

Week 6

ABUSED AND ABUSIVE ADOLESCENTS
BULLYING
DATING VIOLENCE

Readings:

Week 7

DATING AGGRESSION - college age and young adults
SEXUAL ASSAULT, SEXUAL COERCION AND RAPE
STALKING

Readings:

Week 8

CHILD WITNESSING OF DOMESTIC VIOLENCE
VISITATION CENTERS/PROGRAMS
GUEST SPEAKER - MINCAVA or Breaking the Silence Video HZ809 B828 1993

Readings:
### Week 9

**ABUSED HETEROSEXUAL PARTNERS: PRIMARILY WOMEN**

Blaming the victim, criminal justice system response  
Screening, Assessment, lethality, danger assessment, femicide; safety assessment

Readings:  

**Intimate Partner Violence Controversies - Moodle Forum 20 points**

### Week 10

**ABUSIVE HETEROSEXUAL PARTNERS: PRIMARILY MEN**

PRACTICE AND POLICY  
FATHERING AFTER VIOLENCE  
DVD: Something my Father Would Do – Overcoming Legacies of Family Violence

Readings:  
2. View Breaking the Cycle: Fathering after Violence. Futures Without Violence website:  

### Week 11

**ABUSE OF ELDERLY AND PERSONS WITH DISABILITIES**

In-class case study - women and disabilities

Readings:  

### Week 12

**PREVENTION/ COORDINATED COMMUNITY RESPONSE**

Duluth Model DVD

Readings:  
2. Violence Prevention: An invitation to intersectoral action (pdf on moodle)  
3. Mobilizing Communities to Prevent Domestic Violence. Shepard, Melanie w/contributions from Deborah Zelli.  

### Week 13

**ABUSED AND ABUSIVE PARTNERS IN UNDERSTUDIED POPULATIONS: Cross-cultural, immigrant/ethnic/racial/same-sex and military groups**

DVD – Film – We Will Harbor You - history of creation of women of color shelters in Minnesota or Journey to Safety in-class exercise

Readings:

### Week 14

**ANNOTATED BIBLIOGRAPHY PRESENTATIONS**

### Week 15

**ANNOTATED BIBLIOGRAPHY PRESENTATIONS**

**Class Evaluation**

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**Additional Bibliography**


