

CRIJ 3321 – Family Violence
CRN 16860
Fall 2021

PROFESSOR:

Hernandez, Alma Angelica

Department of Criminal Justice

E-mail: aahernandez4@utep.edu

CLASS DATES:

August 23, 2021- December 2, 2021

Final Due on December 8, 2021

OFFICE HOURS:

Virtual Office Hours are by appointment. I can be contacted via blackboard email and UTEP email and can meet with students via phone and skype. Please allow 24 hours to respond on weekdays and 48 hours over the weekend.

CATALOG COURSE DESCRIPTION:

This course studies definitions, prevalence, and theories of family violence. Special emphasis is given to 1) the impact of variation in definitions of family violence on scientific research and conclusions; 2) the societal response to family violence; and 3) the effectiveness of policing strategies of domestic violence.

COURSE OVERVIEW:

From a criminological and sociological perspective, this course will provide students with an overview of one of our society's "dirty little secrets," family violence. We will begin by acquainting students with the tools necessary to study family violence: a history of family violence, theories of family violence, and methods use to study family violence. The remainder of the course will be devoted to discussing different forms of family violence---elder abuse, child abuse, and intimate partner violence—a as well as how violence is shaped by social location—race, class, and gender as well in heterosexual and homosexual families. We will end the class by discussion prevention strategies and intervention as well as the role of social service agencies and the criminal justice system.

This course examines controversial theories of domestic violence: For example, battering is a learned behavior versus a psychological behavior; assessing for the dangerousness of domestic violence. The course also provides the tools and knowledge that will assist students to work with victims/survivors/batterers in making decisions that are in their own best interests. Students will be able to identify the necessary services that are available for referral and understand how best to interact with other agencies on behalf of the victim/survivor, children or batterer.

LEARNING OBJECTIVES:

Upon completion of this course students will:

- Know the historical background of family violence,
- Know the personal and social consequences of family violence,
- Know the empirical literature on family violence
- Know the various theoretical perspectives on family violence,

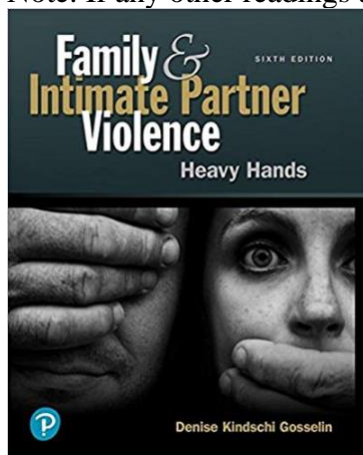
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- Understand how women and children have been particularly affected by family violence,
- Know how family violence is experienced within special populations (i.e. gay and lesbian couples, minority families, police families, military families, etc.),
- Know the roles of the criminal justice system and how it protects victims of family Violence

REQUIRED TEXT:

Gosselin, Denise Kindschi. Heavy hands: Family and Intimate Partner Violence (6th Edition)
ISBN-13: 978-0134868219
ISBN-10: 0134868218

Note: If any other readings are required, I will provide those articles in the week's class module.



GRADING:

Your grading will be based on the following point criteria:

Syllabus Quiz	(10 pts)	10 Points*
Weekly Discussions	(40 pts X 10)	400 Points
Quizzes	(100 pts X 3)	300 Points
Final Proposal	(100 pts)	100 Points
Final Paper	(200 pts)	200 Points

GRADING SCALE: 1000 possible points

NOTE: Grades are assigned according to the total points earned.

*** Extra credit points**

Refer to Blackboard for more information regarding the grading criteria for each assignment

The letter grade for the class is determined by the number of points you accumulate during the semester, so every point will count. Your points will be recorded in the “My grades” section of Blackboard. Every assignment a grade will be recorded by the point values—not percentages.

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DETAILS OF COURSE REQUIREMENTS

I. Final PAPER:

Each student will be required to choose a documentary or ted talk from a list provided that presents one or more major concepts of family. The purpose of the paper is not a review the TED talk or documentary itself, but rather exercise a practical application and analysis that shows your learning and understanding of the major concepts and theme of the class. The idea here is to critically consider and apply concepts from the class to a real-life scenario. Therefore, the more concepts and ideas identified from the text and class discussions there are, the better your paper will be. The Final Paper is due on Friday **12/08/21**. ***Refer to Blackboard for more information and list of documentaries and TED talks regarding your Final Paper and grading rubric.***

II. Final Proposal

Throughout the class, you are expected to devote time towards completing the Final paper. An initial rough draft is due on **Sunday 10/10/21** in which you will identify the documentary or TED talk you choose from the list. This assignment is designed to get you started so that you don't leave all the work for the last week of class. Watching the documentary or TED talk around the mid-point of this course should help you get started in identifying the ethical dilemmas and concepts that you will discuss in the final paper. ***Refer to Blackboard for more information regarding these assessments***

III. Discussion Participation

You will be required to submit weekly discussions that must be answered thoroughly and completely. The class schedule lists a total of ten discussions that serve as the participation and active engagement components of the online classroom. Your participation in our discussion forum should be scholarly and thorough.

In terms of expectations, you are ***required to respond to the main discussion topic as well as respond to two students/peers' discussion posts*** in a manner that provokes thought. You must respond with more than "Good job," or "I agree." Your response to your peers during discussion posts should provide evidence that you read and reflected on the class material. In addition, discussions for this class should not focus solely on opinions. They are about arguments that are informed by the reading materials that have been assigned. Thus, I encourage you to guide your discussion-based Bloom's Taxonomy of higher order thinking and keep in mind that the point of discussions is not to reach definitive answers, but to keep the conversation going (please see the figure below as well as the section on).

Special Note:

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It is likely that some of the students in this course are victims, perpetrators, or witnesses of family violence. Therefore, some special guidelines are being established:

- (Withholding): Do not feel obligated to reveal your own experiences. Reveal only what is comfortable for you.
- (Confidentiality): Any revelations made in this course to the professor must not be reported in an identifiable way to others.
- (Respect): We should respect victims and their decisions even if we disagree with those decisions. We should also respect perpetrators and recognize their own victimization while still holding them responsible for their own actions.
- Disagreements should be handled through constructive dialogue. It is easy to get angry with those who disagree with us on these topics and with entire categories of people.
- (Hope and activism): It is easy to get depressed and to despair about this subject. Keep in mind that the situation is better today than 10 years ago, because activists in the area have worked for change. Things will be better 10 years from now **IF** we keep insisting on it.

ONLINE ETIQUETTE AND EFFECTIVE COMMUNICATION

You must maintain an academic attitude and uphold UTEP policies. Being disrespectful, using profanity or unprofessional behavior will not be tolerated. All your online communications must be composed with fairness, honesty, and tact.

Please carefully read the following rules for online etiquette and effective communication:

Language: Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or offensive language, all capital letters, and the excessive use of exclamation points. If you feel particularly strongly about a point, it may be best to write it first as a draft and then to review it, before posting it, in order to remove any strong language.

Respect: A Web-based classroom is still a classroom, and comments that would be inappropriate in a regular classroom are likely to be inappropriate in a Web-based course as well. Treat your professor and your fellow students with respect. Remember that members of the class and I will be reading any postings.

Be Forgiving: If someone states something that you find offensive, mention this directly to the professor. Remember that the person contributing to the discussion is also new to this form of communication. What you find offensive may quite possibly have been unintended and can best be cleared up by the professor.

This is Permanent: Think carefully about the content of your message before contributing it. Once sent to the group, there is no taking it back. When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.

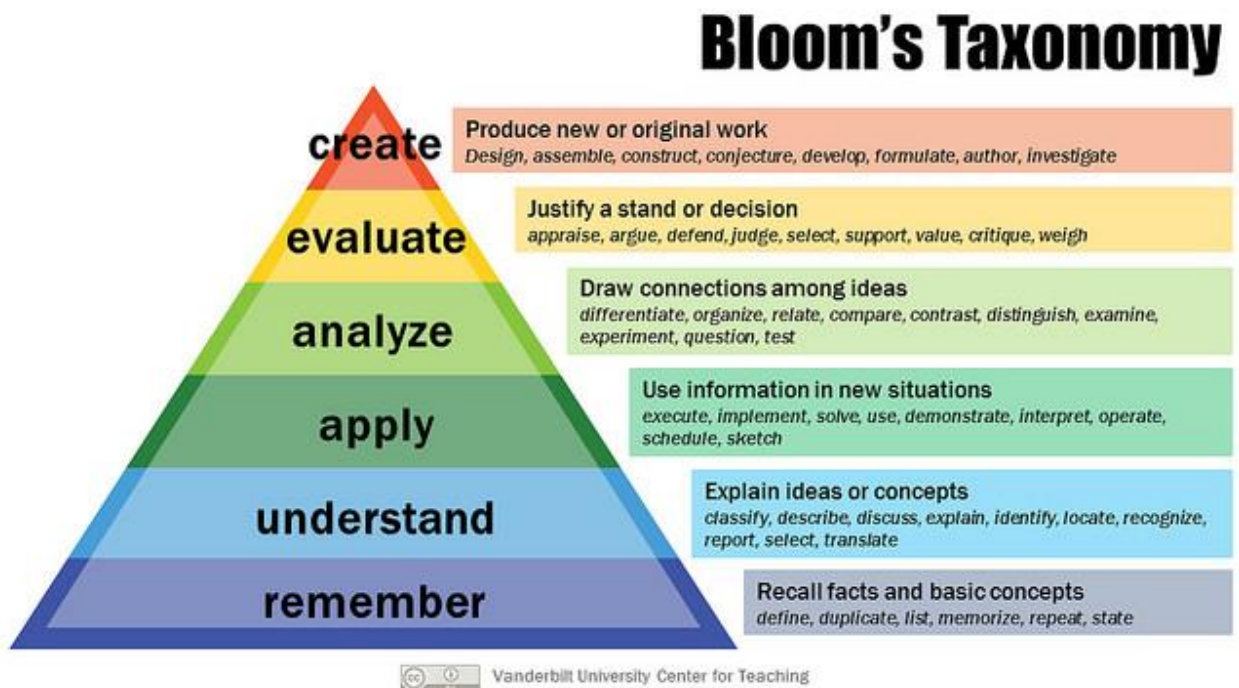
Edit Your Work: The grammar, spelling, and punctuation of a message are part of the grading criteria – you should not expect your professor and peers to decode misspelled words or poorly

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constructed sentences. It is a good practice to compose and check your comments in a wordprocessor before posting them.

Test for Clarity: Messages may often appear perfectly clear to you as you compose them, but turn out to be perfectly obtuse to your reader. One way to test for clarity is to read your message aloud to see if it flows smoothly. If you can read it to another person before posting it, even better.

Follow the Parameters/Stick to the Point: Follow the posting requirements and parameters set up by your professor. Contributions to a discussion should have a clear point, and you need to stick to the subject. Do not waste others' time by going off on irrelevant tangents. Also keep in mind that no credit will be received for yes/no answers. Posts should justify positions and provide specific examples. Students must demonstrate that they have read the assignment and their classmates' comments carefully and thoughtfully.



LATE ASSIGNMENTS

Due dates are specified in this syllabus. Plan accordingly. You can submit all assignments early. Weekly Modules will be made available every Sunday at midnight and you will be able to access them at any time after each week is released. Late assignments will be deducted 10% for each day the assignment is late. Assignments submitted more than 2 days late, will not be accepted.

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IV. QUIZZES

There will be 3 quizzes, worth 100 points each (**SEE schedule for quiz dates**)

- **Quizzes** will consist of a combination of Multiple choice, True/False, and/or Essay questions.
- **Quizzes must be submitted in Blackboard by the due date.**

MAKE-UP QUIZ POLICY:

- Each student is expected to take the quizzes as scheduled.
- **To make-up a quiz, students MUST email me (aahernandez4@utep.edu). Student must have a verifiable excuse and it is the instructor's discretion as to what is a valid excuse.**

EMAIL PROTOCOL

When e-mailing me, please put the course and section number in the subject line. In the body of your e-mail clearly state your question. At the end of your e-mail, be sure to put your first and last name that you are registered under. This will help me locate you and get you an answer in a timely manner.

V. Important University Policies

ACADEMIC DISHONESTY:

Academic dishonesty includes cheating on an exam, turning in someone else's assignment from a previous class, or plagiarism: "(1) use by paraphrase or direct quotation of the published or unpublished work of another person without fully and properly crediting the author with citations or biographical reference; (2) unacknowledged use of work/materials prepared by another person or agency engaged in the selling of term papers or other academic materials; (3) unacknowledged use of original work/material that has been produced through collaboration with others without release in writing from collaborators."

I take cases of alleged academic dishonesty seriously. For students who are found to have allegedly engaged in any form of academic dishonesty, the case will be referred to the Office of Student Conduct and Conflict Resolution (OSCCR). While the case is being investigated by OSCCR, an "I" (Incomplete) will be assigned until the case is resolved. If the student is found by OSCCR to have engaged in misconduct, sanctions may include a failing grade on the assignment or exam in question, a failing grade in the course, suspension, or dismissal from the University. See <http://www.utep.edu/dos>

UTEP DROP POLICY:

If unforeseen circumstances happen where a drop is necessary, *students* are responsible for initiating any course drop. It is the student's responsibility to determine how dropping courses may affect financial aid. **Students are limited to dropping no more than 6 courses over their entire academic career of all courses taken at any public college or University in Texas.**

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- Students who drop a course within the first 2 weeks ***before the “official census date,”*** the course will not appear on the transcript, and doesn’t count toward the 6-course drop limit.
- Dropping a course ***after the official census date, but before the “course drop date”*** will generate a “W” in the course—although the drop shows on your transcript, a “W” does not lower your GPA. However, this type of drop counts against your 6-drop limit.
- If the course is dropped ***after the “course drop date”*** or if the student just stops coming/taking tests, etc., UTEP requires the instructor to issue an “F” in the course that permanently remains on the transcript. This type of drop counts against the 6-drop limit.
- UTEP also allows instructors to administratively drop any student because of excessive absences, lack of effort, or disciplinary reasons. In this case, the student will be notified of the course drop through their UTEP email account. A “W” will be issued if the drop occurs before the course drop date, and an “F” will be issued if a student is administratively dropped for disciplinary reasons or after the course drop date. This type of drop counts against the 6-drop limit.
- If circumstances occur where a student must miss an excessive number of classes and/or is unable to submit multiple assignments (e.g., student medical reasons, medical conditions of a family member, death of a family member, active military service), they should first discuss the possibility of withdrawal from all classes with their academic advisor. If a student withdraws completely from all classes, please notify me at aahernandez4@utep.edu. Complete withdrawals from all classes in the same semester do not count against the 6-drop limit.

TECHNOLOGY POLICIES & TECHNOLOGICAL PROBLEMS/QUESTIONS

Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, scanner, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP’s Microsoft Office Portal. Click the following link for more information about Microsoft Office 365 and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP Help Desk as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

Phone: 915.747.4357 or toll free: 1-877-382-0491

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E-mail: helpdesk@utep.edu

Website: <http://admin.utep.edu/Default.aspx?tabid=74092>

In Person: UTEP Library, Room 300

COVID-19 PRECAUTIONS & ACCOMMODATIONS

While we will not meet in person for this class, however, please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID-19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit epstrong.org.

Further COVID-19 Precautions

You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at screening.utep.edu. If you know of anyone who should report any of these three criteria, you should encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu.

Under no circumstances should anyone go to campus when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let the University know as soon as possible, and alternative instruction will be provided. Students are advised to minimize the number of encounters with others to avoid infection.

Students who refuse to follow UTEP's preventive COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 Health and Safety and Section 1.2.2.5 Disruptions in the UTEP Handbook of Operating Procedures.

Please note that if COVID-19 conditions deteriorate in the City of El Paso, all course and lab activities may be transitioned to remote delivery.

COVID-19 Accommodations

Students are not permitted on campus when they have a positive COVID-19 test, exposure, or symptoms. If you are not permitted on campus but have face-to-face classes, you should contact your professors as soon as possible so necessary and appropriate accommodations can be arranged.

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Students who are considered high risk according to CDC guidelines and/or those who live with individuals who are considered high risk may contact Center for Accommodations and Support Services (CASS) to discuss temporary accommodations for on-campus courses and activities.

VI. Class Schedule

MODULE	OBJECTIVES	REQUIRED READINGS	ASSESSMENTS	BLACKBOARD DISCUSSIONS	NOTES
Week 1 <i>Introduction to the Study of Family Violence</i> 08/23/21 to 08/29/21	Syllabus & Course Overview Complete Module 1 Class Introductions Introduction to Family Violence		Complete Syllabus Quiz Discussion #1: Introduce yourself to class and answer the discussion question. -I expect everyone to introduce themselves to break the ice and facilitate further discussion. -	DQ #1 Initial response to instructor's post due by Thursday 08/26/21 (11:59 pm) Respond to another student's response by Sunday 08/29/21 (11:59 pm)	Refer to Blackboard for course readings, discussion guidelines, Final paper instructions, and class modules
Week 2 <i>The Study of Family Violence</i> 08/30/21 to 09/05/21	Module 2	Chapter 2 in the required text	Discussion #2	DQ #2 Initial response due by Thursday 09/02/21 (11:59 pm) Student-2-Student response due by Sunday 09/05/21 (11:59 pm)	Refer to Blackboard to view class module & readings
Week 3 <i>Theory & Research in Family Violence</i>	Module 3	Chapter 3 in the required text	Discussion #3:	DQ #3 Initial response due by Thursday 09/09/21 (11:59 pm)	Refer to Blackboard to view class module, readings, & Final paper draft instructions

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09/06/21 to 09/12/21				Student-2- Student response due by Sunday 09/12/21 (11:59 pm)	
Week 4 <i>Data & Statistical Trends</i> 09/13/21 to 09/19/21	Module 4	Article #1 Provided in this week’s class module – read it carefully and completely	<u>Quiz 1 - due by Sunday 09/19/21 (11:59 pm)</u> No Discussion	No Discussion	Refer to Blackboard to view class module, readings and Quiz 1 instructions
Week 5 <i>Data & Statistical Trends continued</i> 09/20/21 to 09/26/21	Module 5	Article #2 Provided in this week’s class module	Discussion #4	DQ #4 Initial response due by Thursday 09/23/21 (11:59 pm) Student-2- Student response due by Sunday 09/26/21 (11:59 pm)	Refer to Blackboard to view class module & readings
Week 6 <i>Intersectionality</i> 09/27/21 to 10/03/21	Module 6	Article #3 Provided in this week’s class module	Discussion #5	DQ #5 Initial response due by Thursday 09/27/21 (11:59 pm) Student-2- Student response due by Sunday 10/03/21 (11:59 pm)	Refer to Blackboard to view class module & readings
Week 7 <i>Course Midpoint Review week</i> 10/04/21 to 10/10/21	Module 7		<u>Quiz 2 - due by Sunday 10/10/21 (11:59 pm)</u> <u>Paper Proposal by Sunday 10/10/21 (11:59 pm)</u>	No Discussion	Refer to Blackboard to view class module, readings, and Quiz 2 instructions

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<p>Week 8</p> <p>10/11/21 to 10/17/21</p> <p><i>Child Abuse</i></p>	<p>Module 8</p>	<p>Chapter 4 in the required text</p>	<p>Discussion #6</p>	<p>DQ #6 Initial response due by Thursday 10/14/21 (11:59 pm)</p> <p>Student-2- Student response due by Sunday 10/17/21 (11:59 pm)</p>	<p>Refer to Blackboard to view class module & readings</p>
<p>Week 9</p> <p>10/18/21 to 10/24/21</p> <p><i>Adolescent/ Young Adult</i></p>	<p>Module 9</p>	<p>Chapter 6 in the required text</p>		<p>No Discussion</p>	<p>Refer to Blackboard to view class module & readings</p>
<p>Week 10</p> <p><i>Intimate partner violence</i></p> <p>10/25/21 to 10/31/21</p>	<p>Module 10</p>	<p>Chapter 8 in the required text</p>	<p>Discussion #7</p>	<p>DQ#7 Initial response due by Thursday 10/28/21 (11:59 pm)</p> <p>Student-2- Student response due by Sunday 10/31/21 (11:59 pm)</p>	<p>Refer to Blackboard to view class module & readings</p>
<p>Week 11</p> <p><i>Elderly Abuse</i></p> <p>11/01/21 to 11/07/21</p>	<p>Module 11</p>	<p>Chapter 10 in the required text</p>	<p>Discussion #8</p>	<p>DQ #8 Initial response due by Thursday 11/04/21 (11:59 pm)</p> <p>Student-2- Student response due by Sunday 11/07/21 (11:59 pm)</p>	

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<p>Week 12</p> <p><i>Adult Offenders</i></p> <p>11/08/21 to 11/14/21</p>	<p>Module 12</p>	<p>Chapter 11 in the required text</p>	<p>Discussion #9</p>	<p>DQ #9 Initial response due by Thursday 11/11/21 (11:59 pm)</p> <p>Student-2- Student response due by Sunday 11/14/21 (11:59 pm)</p>	<p>Refer to Blackboard to view class module & readings</p>
<p>Week 13</p> <p>11/15/21 to 11/21/21</p> <p><i>Intervention, prevention, policies, and solutions</i></p>	<p>Module 13</p>	<p>Chapter 12 in the required text</p>		<p>No Discussion</p>	<p>Refer to Blackboard to view class module & readings</p>
<p>Week 14</p> <p><i>Policies, and solutions</i></p> <p>11/22/21 to 11/28/21</p> <p>-Happy Thanksgiving Holiday-</p>	<p>Module 14</p>	<p>Chapter 14 in the required text</p>	<p>Discussion #10</p> <p>Final Paper - due by Thursday 12/08/21 (11:59 pm)</p> <p><u>Quiz 3 is due by Sunday 12/02/21 (11:59 pm)</u></p>	<p>DQ #10 Initial response due by Friday 11/26/21 (11:59 pm)</p> <p>Student-2- Student response due by Sunday 11/28/21 (11:59 pm)</p>	<p>Refer to Blackboard to view Final Paper Submission Instructions</p>
<p>Week 15</p> <p>11/29/21 to 12/02/21</p> <p><i>Review: Lessons Learned/What can we do today?</i></p>	<p>Module 15</p> <p>Short week- Catch up!</p>		<p><u>Quiz 3 is due by Sunday 12/02/21 (11:59 pm)</u></p> <p>Last day of class is Thursday 12/02/21 (11:59 pm)</p>	<p>No Discussion</p>	<p>Refer to Blackboard to view class module, readings, and Quiz 2 instructions</p>
<p>Week 16</p> <p>12/06/21 to 12/08/21</p> <p><i>Finals Week</i></p>	<p>No Module</p> <p>Focus on Finals</p>		<p>Final Paper due on Wednesday 12/08/21 (11:59 pm)</p>		<p>Refer to Blackboard to view Final Paper Submission Instructions</p>

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***I reserve the right to add assignments if necessary and amend the schedule to suit the needs of the class.**

VII. Resources, References, Etc.

STRATEGIES FOR BUILDING CRITICAL THINKING

- **Cultivate a Healthy Skepticism.**
 - Critical thinkers do not take information at face value or trust their gut reaction. They ask questions and investigate claims to determine if there is sufficient evidence.
- **Be Open-Minded and Humble.**
 - If you find information that undermines your values, you may be reluctant to give it credence. However, critical thinkers understand that they do not have all the answers. They seek out other perspectives and do not immediately discount information that contradicts their assumptions.
- **Keep a Reflective Journal.**
 - Critical thinkers are honest with themselves. They are quick to point out their own biases and understand how they may be influenced by their past experiences or feelings. To facilitate this honest reflection, keep a journal where you record your thoughts, values, and beliefs, and how they change as you encounter different people and situations.
- **Follow the Critical Thinking Process.**
 - When faced with a problem or question, work through the steps of the critical thinking process (described below). Once you have done so repeatedly, it will start to become second nature. For the first few times, you may want to write out the steps and your responses to the reflective questions for each step.

The Critical Thinking Process*

1) **Select the problem or question you want to answer.**

2) **Identify assumptions.** An assumption—meaning something that you automatically accept as true, based on your upbringing, values, or beliefs—can be immediately apparent to you or hidden. To determine what these assumptions are, talk to others, view video programs, read texts, and free write in a journal on the problem or question. How you respond reveals your assumptions.

- **Reflective questions for this step:**
 - What do I assume to be true about the problem?
 - What do I assume to be true about the people affected by the problem?
 - What do I assume to be the correct solution?
 - Why?

3) **Check accuracy and validity.** At this stage in the process, conduct research to see if your assumptions are correct. The type of research depends on the type of problem you want to solve.

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- **Reflective questions for this step:**

- What research can I do to test my assumptions?
- Is this research credible?
- How does the research support or refute my assumptions?

4) **Find alternative perspectives.** This step is an extension of Step 3. Part of critical thinking is discovering perspectives that contradict or clash with your own. These perspectives can show how your original thinking was flawed or incomplete. To discover a true solution, it is important to investigate many different viewpoints during the research phase.

- **Reflective question for this step:**

- In what way(s) do I need to adjust my thinking?

5) **Take informed action.** The next step in the process is to decide or pursue a solution, based on the thorough research you conducted.

- **Reflective questions for this step:**

- What is the best course of action for this problem?
- Why?

6) **Analyze the action.** After any decision or solution has been applied, it is a good idea to analyze that action to determine if it had the desired effect.

- **Reflective questions for this step:**

- What were the results of the action?
- Were those results intended? If not, what were the flaws in my reasoning that may have led to an inappropriate action?
- What about my thinking process do I need to change for next time?

*Adapted from Brookfield, S. (2007). *Developing critical thinkers*. Retrieved from <https://www.mnsu.edu/grants/ipesl/Stephen%20Brookfield%20Mankato%20Pkt.pdf>

[Preventing Crime: What Works, What Doesn't, What's Promising \(summary\)\[complete\]](#)

[Sourcebook of Criminal Justice Statistics](#)

[Bureau of Justice Statistics](#)