



TEXAS A&M UNIVERSITY COMMERCE

Violence Prevention SWK 497 Spring, 2013 Web-Based Course

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Course Description:

In the past, sexual assault and other sexual/gendered violence was addressed by examining and intervening with individual strategies that concentrated on the behavior and actions of individualized victims. Today, that paradigm has shifted and research and best-practices include other environmental and cultural factors that impact violence. This course will cover key concepts, programming and interventions in sexual assault, domestic violence, dating violence and stalking (sexual violence).

This course will explore the dynamics of sexual violence on college campuses including individual, relationship, community and societal risk and protective factors. We will examine several aspects of gender violence including culture; at-risk environments and populations; and current strategies and techniques utilized to prevent sexual violence.

Course Purpose:

The course will assist students in developing awareness and intervention strategies to utilize throughout the semester to raise awareness and become active and participatory bystanders. This course will also include additional effective strategies in addressing other forms of violence on college campuses, providing victim support and advocacy and collaboration.

Program Goals & Competencies

1. Prepare graduates for entry-level professional social work practice that reflects generalist social work knowledge and skills. Graduates will be able to demonstrate the following competencies:

- 1.1 Apply critical thinking and effective communication (2.1.3)
- 1.2 Engage in research-informed practice and practice-informed research (2.1.6)
- 1.3 Apply knowledge of HBSE to practice (2.1.7)
- 1.4 Apply knowledge of policy to practice (2.1.8)
- 1.5 Apply change strategies with all levels of systems (2.1.10)

2. Enable graduates to practice ethically and apply social work values to promote equality and justice. Graduates will be able to demonstrate the following competencies:

- 2.1 Apply social work ethics & principles (2.1.2)

- 2.2 Engage diversity in practice (2.1.4)
- 2.3 Promote human rights and social and economic justice (2.1.5)

3. Provide meaningful contexts through which students engage in leadership, service, and professional excellence. Graduates will be able to demonstrate the following competencies:

- 3.1 Identify and respond as a professional social worker (2.1.1)
- 3.2 Respond to professional contexts that shape practice, demonstrating qualities of leadership for the profession. (2.1.9)

COURSE OBJECTIVES:

Objective 1:	Students will learn dynamics and key concepts of sexual/gender violence using various printed and online resources.
Objective 2:	Students will examine and discuss various societal norms and attitudes that contribute to sexual violence based on current research.
Objective 3:	Students will develop strategies to effectively and safely respond to violence including sexual violence.

LEARNING OUTCOMES:

Course Goals include a) the knowledge the student will acquire as a result of completing the course, and b) the abilities the student will develop as a result of completing the course include the following:

Upon completion of this course, the student will:

- Be able to effectively present information and research on sexual violence including dynamics, prevention and victim-centered responses.
- Student will develop strategies to involve peers, campus and community in preventing and intervening in sexual violence issues.
- Develop campaign/presentation involving the key aspects of prevention and response to sexual violence.
- Receive certificate to provide peer training

Learning Modalities

- Online Presentation/Lecture
- Online Discussion
- Online collaboration
- Written papers and projects
- Student presentations

Text:

Note **Text can be purchased online at Amazon. I have also sent a message to previous students who would like to sell their text. I will post online the first couple of weeks of class.

Main Text

Ottens, A. J and Hotelling, K., (2001). Sexual violence on campus: policies, programs, and perspectives. New York, NY: Springer Publishing Company, Inc.

Resource Manual

DiCocco, F., (2012). Raising Awareness & Promoting Respect. A resource for the education & prevention of sexual assault & domestic violence. Lexington, KY: CreateSpace, Inc.

ATTENDANCE, EXPECTATIONS & ONLINE PARTICIPATION

Just as students are required to attend face-to-face classes at Texas A&M University-Commerce, students' **logging in and participating in online components is a requirement**. Final evaluation and grades depend on both your presence and participation in the online environment. Students' grades will be significantly impacted by inadequate participation or lack of required time commitment each week.

Students are expected to spend a comparable amount of time in the online learning environment as they would in class (3 hours a week in the classroom). In addition, just as in traditional classrooms, students are expected to spend time reading and studying class materials.

Group interaction is an important component of this course and for this class, albeit electronic communication.

NOTE: PROBLEMS WITH YOUR INTERNET CONNECTION AND/OR COMPUTER ARE NOT CONSIDERED AS REASONS FOR LACK OF PARTICIPATION.

If you believe that you are unable to fulfill the requirements for the course you should talk with your academic advisor about the possibility of early withdrawal. I will maintain weekly "office hours" for online and phone contact to discuss any issues or needs you have.

TIMELY SUBMISSION OF ASSIGNMENTS:

Each assignment is due by **midnight on the DUE DATE**. The scheduling for each week's assignments is **Monday morning through Sunday midnight**. There will be **5 points per day** deducted for major assignments turned in late. After one week, no points will be awarded. **Weekly participation in discussions and journal postings must be completed during the week assigned or no points will be awarded for that week.**

UNIVERSITY HONOR CODE

"All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment" (Student's Guide Book, 1996-97, pp. 64-70). See also: Social Work Department Policies and Procedures, NASW Code of Ethics, and your MSW student handbook.

Plagiarism is the "Act of appropriating the literary composition of another, or parts of passages of his [or her] writings, or the ideas or language of the same, and passing them off as the product of one's own mind." (Black's Law Dictionary, Abridged Fifth Edition, 1983). When a student gives proper credit to the source, it is not plagiarism.

Some examples of cheating include copying answers from another's test or assignment, using notes during an exam, giving or receiving help on assignments, and submitting work already submitted for a previous class for credit in another class. If a student suspects cheating is occurring during an exam, the student must immediately notify the instructor, so that the instructor can evaluate the situation while it is occurring.

Law, University policy, and ethical standards all require that students refrain from plagiarism or cheating in any form. Social workers must be honest, trustworthy, and therefore social work students must avoid any behavior that is dishonest, or impairs the trust of others.

Instances of suspected plagiarism and/or cheating will be thoroughly evaluated. Students found in violation of this policy will be subject to disciplinary action by the Department and University. Violation of the above guidelines will result in a failing grade and possibly dismissal from the program.

STUDENTS WITH DISABILITIES

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

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ASSIGNMENTS

Format

All papers must adhere to the following format:

Must contain Headings to organize/summarize each point

APA Format (citations as needed)

1 inch margins, 12-point Times New Roman font

Failure to conform to these guidelines will result in deductions in your grade.

In addition, you will be required to actively participate in the discussion each week. Be prepared!

Weekly Online Discussions/Activities: Due Friday by midnight

Active participation in class lectures, discussions, and activities are necessary. Students are expected to participate in the online discussions and/or activities to review assigned readings, material presented in lectures, and any additional material (i.e. assigned video or article).

Each week, an activity and/or discussion will be posted by **Monday** of each week

Each student will provide 2 responses (**minimum of 2 responses per week**) for discussions; **and complete activity assigned for that week.**

****This is part of your weekly Participation grade!**

Discussion of the readings should include the following:

1. Key ideas discussed in Readings.
2. Why these ideas are important and any points in the reading?
3. Which ideas do you agree/disagree with?
4. How can the useful ideas discussed in the paper be translated into actual practice?

The student may bring in a related topic from the media or other source during the semester, but the topic must be relevant and the student must be prepared to discuss it with the class. Speakers and/or presentations are welcome and if you know someone who can address one of the class topics, talk to the instructor for approval.

Writing Assignments

The writing assignments are produced to provide initial research and information for final project. It is recommended that you choose an overall main topic and expand research, resources and strategies that will be utilized in final Project paper and presentation.

****You will be required to submit online by Friday at midnight of that week.**

Reaction Paper 1—Due week 5

- Write a 5-7 page reaction paper in which you succinctly address your topic.
- Pick 3-5 concepts from Discussions, Readings, and Presentations that pertain to your topic. Summarize and provide your insight for each concept/topic.

Comprehensive Reaction Paper —Due week 8

- Write 7-10 page comprehensive reaction paper in which you succinctly address your topic.
- Choose 3-5 additional concepts (****concepts must be different from concepts introduced in Reaction 1 paper and should include the new concepts/strategies introduced AFTER Reaction 1)** from discussions, readings, presentations, etc. that interest you and summarize. Include your insights, personal experience, etc.
- Additionally, include at least 1-page Summary of 1 article or video that supports your topic(s) chosen.

Project Assignment: Presentation and Paper-Due Week 12

1. Provide outline of topic via Dropbox by Week 7
2. You are required to submit a Presentation **AND** a Paper on your topic.
3. You can choose from any of the topics below, topics discussed/addressed in previous papers or discuss alternative topics with instructor.
4. You may utilize a fun and interesting activities (games, graphics, etc.) to educate and test students' knowledge about your topic (healthy relationships, safer sex, sexual violence, relationship diversity and more) within your project.
 - Stalking and Cyberstalking
 - Consent
 - Sexual Assault
 - Domestic Violence
 - Relationship jeopardy
 - Redefining masculinity / redefining femininity
 - Dating Violence
 - Relationships and Media Messages
 - Harassment and Stalking in Relationships: How to Recognize and Prevent it
 - Bystander Intervention

Additional Requirements

- Presentation to be approximately 15-30 slides addressing your topic(s)
- Include additional research and resources to adequately address your topic.
- Your presentation should include activities and presentation of materials in unique ways that help "Raise Awareness and Promote Respect"
- **Length and Format of Research Paper.** This paper is a semester-long research project, and therefore, should be in-depth, clear and concise.
- Paper should be 10-15 pages in length;
- You are required to do college-level outside research on the Presentation/Paper – that is, you **must**:
 - Expand concepts (if utilized in previous papers) and include additional citations/resources.
 - Consult sources in addition to your course readings and class notes.
 - Utilize at least (1) of the preventative strategies that have been shown to be effective in teaching college students about these topics, and (2) empirically-valid information that you will present during your presentation.

Websites. Many students also like to use the Internet to conduct research. However, there are dangers in using the Internet for research because there is a lot of misinformation out there on these topics. **To be safe, use only government (*.gov) or university (*.edu) websites.** Wikipedia and other similar sites are NOT valid sources and are NOT to be used to write your paper or to cite. Wikipedia has only limited information on the topics for this class, and the validity of that information is often suspect. If in question, please check with instructor.

Library. A great place to do research is your library's website. The library can provide valid search engines for only academic and scholarly articles. Please check with the library for additional resources.

Grading of the Project:

- Quality of the Research Paper (100 points possible)
- Quality of Presentation (100 points possible)

Certificate Exam-Week 15--online

You will be required to pass (70%) comprehensive exam of class readings and key concepts introduced during the course. You will receive a Peer Training Certificate with successful completion of course.

GRADING:

POSSIBLE POINTS

Reaction Paper 1	50
Comprehensive Reaction Paper	75
Project (Written Paper & Presentation)	200
Certificate Exam	100 (min. of 70 points for certificate)
Online Discussions Participation	75
Total	500 points

Points	Grade
450-500	A
400-449	B
350-399	C
300-349	D
<300	F

Policy on Due Dates:

Late assignments will be pro-rated, with up to 10% of the grade points deducted. The following is a tentative course schedule.

Week	TOPIC	ASSIGNMENT
1	Introduction to the course; Syllabus review; What do you know.....	Introduce yourself online (Discussion tab)
2	The Scope of Sexual Violence on Campus	Chapter 1 Violence Prevention Presentation
3	Alcohol and Sexual Violence Among College Students “Get in the Game Coach” “Raising Awareness” “Be Safe & Be Smart”	Chapter 2 Manual-Sexual Assault Awareness & Prevention...p. 1
4	Drug-Facilitated Rape	Chapter 3
5	Feminist Approaches to Addressing Violence Against Women “Raising Awareness for Domestic Violence” “The Fictions of Force” “Violence is Never the Answer” “Always Do the Right Thing” “Keep Your Cool”	Chapter 4 Manual Domestic Violence Awareness & Prevention...p. 157 Domestic Violence Awareness & Prevention...p. 169 1st Reaction Paper Due
6	A Sexual Assault Education and Risk Reduction “A Program for violence prevention”	Chapter 5 Domestic Violence Awareness & Prevention...p. 205 Respecting Women & Protecting Women...p. 70
7	Bystander Intervention and Opinion Leaders “A Call to me: It’s time to stand up, step up, & speak up” “Rock the Ribbon & Raise Awareness” “A Call to Men: It’s time to stand up, step up, & speak up” “Put on your purple and raise awareness”	Articles Provided Respecting Women & Protecting Women...p. 123 Raising Awareness & Social Action Ideas...p. 53 Raising Awareness & Social Action Ideas...p. 239 Outline for Final Project Due
8	Changing a Culture: Sexual Assault Prevention in the Fraternity and Sorority Community The MVP Program: Focus on Student-Athletes	Chapter 6 Chapter 7 Comprehensive Reaction Paper Due
9	Spring Break! Have Fun & Be Safe!	
10	Helping Co-Habiting College Students Manage Angry Feelings to Prevent Relationship Violence	Chapter 8 Dating Violence Presentation Stalking Presentation

11	Sexual Assault: When Victims are Gay, Lesbian or Bisexual Students	Chapter 9
12	Sexual Assault and the University Judicial Process	Chapter 10 Presentation & Paper Due
13	Group Counseling for Survivors of Sexual Assault "What you can do to help prevent violence" "What you can do to help promote awareness" "Take the personal pledge" "Take the team pledge"	Chapter 11 Take a Stand and Make a Difference...p. 263 Take a Stand and Make a Difference...p. 291 Study Guide/Essay Questions
14	Summary Remarks: Emerging Themes and Implications Other forms of Violence	Chapter 12
15	Wrap-up	Exam-online

Additional Readings

The following articles can/may be utilized during the semester as additional reading requirements or resources for completion of assignments.

Sinclair, H. Colleen, Frieze, Irene H. (2002). Initial courtship behavior and stalking: How should we draw the line?

Rhodes, N. R., & McKenzie, E.B. (1998). Why do battered women stay? Three decades of research. *Aggression and Violent Behavior, 3*(4), 391-406.

Lisak, D. & Miller, P. M. (2002). Repeat rape and multiple offending among undetected rapists. *Violence and Victims, 17*(1), 73-84.

O'Sullivan, E., & Carlton, A. (2001). Victim services, community outreach, and contemporary rape crisis centers: A comparison of independent and multiservice centers. *Journal of Interpersonal Violence, 16*, 343-360.

Campbell, R., Wasco, S.M., Ahrens, C.E., Sefl, T., & Barnes, H.E. (2001). Preventing the "second rape": Rape survivors' experiences with community service providers. *Journal of Interpersonal Violence, 16*, 1239-1259.

Banyard, V. L. (2008). Sexual violence: Current perspectives on prevention and intervention. *Journal of Prevention and Intervention in the Community, 36* (1/2), 1-4.

Banyard, V. L., Plante, E. G., & Moynihan, M. M. (2004). Bystander education: Bringing a broader community perspective to sexual violence prevention. *Journal of Community Psychology, 32*(1), 61-79.

Borgess, A. M., Banyard, V. L., & Moynihan, M. M. (2008). Clarifying consent: Primary prevention of sexual assault on a college campus. *Journal of Prevention and Intervention in the Community, 36* (1/2), 75-88.

Moynihan, M. M., & Banyard, V. L. (2008). Community responsibility for preventing sexual violence: A pilot study with campus Greeks and intercollegiate athletes. *Journal of Prevention and Intervention in the Community, 36* (1/2), 23-38.

Banyard, V. L., Moynihan, M. M., & Plante, E. G. (2007). Sexual violence prevention through bystander education: An experimental evaluation. *Journal of Community Psychology, 35*(4), 463-481.

Banyard, V. L., Eckstein, R. P., & Moynihan, M. M. (2009). Sexual violence prevention: The role of stages of change. *Journal of Interpersonal Violence.*

Banyard, V. L., Moynihan, M. M., & Crossman, M. T. (2009). Reducing sexual violence on campus: The role of student leaders as empowered bystanders. *Journal of College Student Development, 50*(4), 1-12.