



SCHOOL OF SOCIAL WORK

SWK 497: VIOLENCE PREVENTION
Web-based Course

INSTRUCTOR: Dianna R. Jones
OFFICE: Mesquite Complex (by appointment)
OFFICE HOURS: By appointment
OFFICE PHONE: 405-412-9247 (cell)
E-MAIL: Dianna.Jones@tamuc.edu

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 AND 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:

SWK 497: Violence Prevention

- 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 Video & other media resources
- Online Discussion

SWK 497: Violence Prevention

- Online collaboration
- Written papers and projects
- Student presentations

RESOURCE MATERIALS:

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

DiCocco, F., (2012). Raising Awareness & Promoting Respect. A resource for the education & prevention of sexual assault & domestic violence. Lexington, KY: CreateSpace, Inc. **(not required)**

CLASS ATTENDANCE AND PARTICIPATION:

Students are expected to attend class, reflecting responsibility which is inherent in the development as a social work professional. Roll will be taken regularly. Students are expected to be on time and prepared to participate when class begins as well as be present throughout the entire class meeting. Classroom exercises, discussions, role plays, guest speakers and other in-class experiential exercises are essential for a student's professional learning and continued development of self-awareness. Tardiness (or early departure) of more than 15 minutes will count as .5 absence (2 tardies/early departures = 1 absence). A student is considered absent if he/she arrives more than 30 minutes late to class, leaves 30 or more minutes early or does not come to class.

The following penalties for absences (unexcused, or excused, according to university policy) will be administered:

Weekly	Up to 2 absences No penalty	3 absences 1 letter grade drop	4 absences Class grade of "F"	
Bi-weekly	Up to 3 absences No penalty	4 absences 1 letter grade drop	5 absences 1 letter grade drop	6 absences Class grade of "F"
Summer 10-week	Up to 1 absence No penalty	2 absences 1 letter grade drop	3 absences Class grade of "F"	

ONLINE OR WEB-ENHANCED CLASSES: Just as students are required to attend face-to-face classes, students are required to log in and participate in online components. To receive credit for attendance online via eCollege, students must log in and complete assignments in a timely manner. Not logging in to eCollege (which can be monitored by the instructor) and completing assignments online during the appropriate time is the equivalent of an absence for each week this occurs.

Final evaluation and grades depend on both presence and participation. 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 F2F classrooms, students are expected to spend time reading and studying class materials.

NOTE: PROBLEMS WITH YOUR INTERNET CONNECTION AND/OR COMPUTER ARE NOT CONSIDERED AS REASONS FOR LACK OF PARTICIPATION. You have access to the university's computer labs (in the social work department AND other campus facilities, including the library) as well as local libraries and other access to computers and ISPs. If you believe that you are unable to fulfill the requirements for the course you should talk with your instructor about the possibility of dropping or withdrawing.

Class participation has three components: (1) Appropriate interactions with classmates, (2) Attentiveness, and (3) Active involvement in class activities. Evaluation of class participation is based on instructor observation. Students will be given feedback if problems are evident.

ASSIGNMENTS

Format

All papers must adhere to the following format:

Must contain Headings to organize/summarize each point

APA Format (as needed)

1 inch margins, Double-spaced 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 Assignments: Due Friday by 5pm

Active participation in class lectures, discussions, and exercises are necessary. Students are expected to participate in the online discussions (minimum of 2 per week) to discuss assigned readings, material presented in lectures, and any additional material (i.e. assigned video or article). **No late participation allowed.**

Instructor will assign Discussion Manager(s) to facilitate key discussion points each week. Assignments made by end of first week. There will be at least 2 Discussion Managers and **Each** must **respond to at least 50% of class.**

Other Participants will provide **minimum of 2 responses per week.**

****This is part of your 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.

Assignment 1:

****You will be required to submit online by Friday at 5pm of the stated week.**

Reaction Paper 1—Due week 4

Write a 2-3 page reaction paper in which you succinctly discuss the topics previously covered. Pick 2-4 topics that interest you the most and summarize those.

Reaction Paper 2—Due week 8

Write a 3-5 page reaction paper in which you succinctly discuss the topics for Weeks . Pick 2-4 **different** topics or additional readings/articles that interest you and discuss in detail.

Comprehensive Reaction Paper --Due Week 12

Write a 5-6 page reaction paper in which you succinctly discuss the additional topics introduced. This paper should reflect a **culmination** of all readings, articles, discussions, etc. in a format that synthesizes all the information. You may utilize your assignments to develop your Campaign and Manual assignment.

Assignment 2: Campaign & Manual Part A&B-Due week 14

You and your group are required to present your campaign to a campus or community group/department/organization directly. Instructor will provide Signature Form for Verification.

1. You will list your top two preferences for topics, and you will be placed into groups based upon your topic and geographical location provided during initial weeks of class.
2. You can choose from any of the topics below or discuss alternative topic with instructor.
 - Cyberstalking
 - Domestic Violence
 - Mobilizing Men
 - Sexual Assault
 - Consent is Sexy
 - Relationship jeopardy (Utilize a fun, competitive game to educate and test students' knowledge about healthy relationships, safer sex, sexual violence, relationship diversity and more.)
 - Redefining masculinity / redefining femininity
 - Relationship assertiveness for college students
 - Alcohol and Hooking Up
 - Relationships and Media Messages
 - Harassment and Stalking in Relationships: How to Recognize and Prevent it
 - Intervening Effectively

Campaign Write-up should include the following:

- Presentation to be approximately 30 minutes (15-25 slides) in length and target peers, campus and/or community.
- Facilitator Manual (instructor will provide example) based on Presentation—***This includes information ('notes') pages for each slide.***
- Additional visual and/or media aides, as needed

The above Presentation will be utilized to complete an inclusive and comprehensive campaign and practice manual for future students and additional training. Our intention is to use the campaigns you create as part of the Project RESPECT Campus and Community Program.

Additional Requirements

- You are required to do college-level outside research on the campaign – that is, you must:
- Consult sources in addition to your course readings and class notes.
- You should look into (1) campaign formats 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 campaign.

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.

Length and Format of Written Manual. This campaign is a semester-long research project, and therefore, should be in depth. Your campaign should include activities and presentation of materials for at least 45 minutes, and the manual should be in-depth enough so that an educated person who isn't familiar with your program will be able to easily teach your campaign for you. If your campaign includes power point slides, those should be handed in as well.

Group Work During the Semester: Group members will be expected to: Participate fully in assignment completion, including group meetings and ensure completion. Remember, this is a **group** project, so each group member will be responsible for all parts of the project. Please inform your instructor early if there is a problem with group member.

Evaluating Group Members:

Attitude
Helpfulness
Cooperation
Preparation
Overall contribution

You should also write a brief summary of the contribution of each group member – all positive and negative aspects of working with this person.

Grading of the Group Campaign: The grade on your group campaign will be determined by the three aspects of this assignment:

- Quality of the Written Manual (75 points possible)

SWK 497: Violence Prevention

- The Quality of Overall Campaign-including presentation (100 points possible)
- Group Members' Evaluations of Your Contribution (25 points possible)

Note: Major deductions will be taken if the members of your group report that your contribution was poor.

****It is possible for each member of the group to receive different grades.**

Certificate Exam-Week 15

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	25
Reaction Paper 2	50
Comprehensive Reaction Paper	75
Campaign (Written Manual & Presentation)	150
Certificate Exam	100 (min. of 70 points for certificate)
Online Discussions	70
Discussion Manager Participation	30
Total	500 points

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

POLICY ON DUE DATES:

POLICY ON PLAGIARISM AND CHEATING:

Every student is expected to do his/her own work. Law, ethical standards, university policy, and departmental policy demand that students refrain from plagiarism and any form of cheating. Plagiarism is the "Act of appropriating the literary composition of another, or parts of passages from of his [or her] writings, or the ideas or language of the same, and passing them off as the products of one's own mind." (Black's Law Dictionary, Abridged Fifth Edition, 1983). When using others' words, phrases, or ideas in writing, the original author should be given proper credit.

Cheating may take different forms. These include, but are not limited to, copying others' answers during an exam, using notes or other forms of help during an examination or quiz, except when explicitly permitted by the instructor, giving or receiving help on exams or

SWK 497: Violence Prevention

assignments, or submitting work for one class which has already been submitted for another class for credit. Use of citations from the Internet without paraphrasing content AND proper referencing is regarded as plagiarism. Professors have the right to use electronic review programs (such as Turn It In™) to identify plagiarism.

The department does not tolerate plagiarism or cheating. A student found to be engaging in such illegal and unethical conduct may receive a failing grade in the course and may be subjected to further disciplinary proceedings. Any assignment or exam that lacks honesty will be given a grade of "0".

ACCEPTABLE CLASSROOM BEHAVIOR:

“Students at Texas A&M University-Commerce are expected to obey all federal, state, and local laws, in addition to the regulations of the University. The standards of Student Conduct including disciplinary rules and procedures are designed to provide and conform to the basic tenets of due process, as developed by institutions of higher education. As such, the University distinguishes these procedures and regulations as an educational and growth process which is not intended to conform to adversary proceedings as in a court of law. (Student’s Guide Book, 2011, p. 35).

CODE OF CONDUCT FOR SOCIAL WORK STUDENTS

The Department of Social Work expects all social work students to conduct themselves in an ethical, professional manner. Professional ethics are at the core of social work. The profession articulates its basic values, ethical principles, and ethical standards as set forth in the *NASW Code of Ethics* to guide social workers’ conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve. Accordingly, we expect social work students to demonstrate courtesy, respect and support for fellow students, instructors, clients, and all other persons.

All students enrolled in BSW or MSW classes are expected to observe the tenets of the NASW Code of Ethics and the Social Work Student Code of Conduct. Our Code of Conduct is reflective of professional and academic expectations – a student who cannot demonstrate appropriate behaviors will not be appropriate for practice in the social work profession. Students who violate these Codes may be asked to meet with appropriate Social Work faculty (instructors or Program Directors). In addition, the department’s Academic and Professional Issues (API) Committee is responsible for dealing with student issues when requested by faculty.

STUDENTS WITH DISABILITIES

It is the policy of Texas A&M University-Commerce and the Social Work Department to do everything we can to accommodate students with disabilities, pursuant to federal and state law, and the University’s commitment to providing equal opportunities. Any student with a disability who needs accommodation, for example, in accessibility, seating placement or in arrangements

SWK 497: Violence Prevention

for examinations should not hesitate to inform the instructor. If required, large type, Braille or cassette recordings of syllabus or assignments can be provided.

Students with conditions that require special attention or accommodation should contact the Director of Disability Resources & Services at 903-468-5150 (located in the Library, Room 132).

COURSE SCHEDULE

Week	Reading(s)	Assignment/Activities	Link to Comp.	SLO
1	Introduction to the course; Syllabus review;	See Online		
2	The Scope of Sexual Violence on Campus	See Online		
3	Alcohol and Sexual Violence Among College Students	See Online		
4	Drug-Facilitated Rape	Reaction paper 1 Due		
5	Feminist Approaches to Addressing Violence Against Women	See Online		
6	Men Mobilizing! Bystander Intervention and Campus Innovators	See Online		
7		Activity/Video		
8	Changing Campus Culture: Prevention with Innovators	Reaction paper 2 Due		
9	Preventing Relationship Violence (Intimate Partner Violence)	See Online		
10	Sexual Assault: in marginalized populations	See Online		
11		Activity/Video		
12	Sexual Assault and your University (Prevention & Response)	Comp. Reaction paper due		
13	Interventions for Survivors of Sexual Assault	See Online		
14		Campaign & Manual Due		
15	Summary Remarks: Emerging Themes and Implications: <u>Wrap Up</u>	See Online		
16	Certification Exam	See 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.