I. Course Overview
The PAVE (Promoting Awareness, Victim Empowerment) Peer Education program uses the tool of peer education to begin a dialogue with students on campus around the issue of sexual violence and other forms of gender violence. As a peer education facilitator, you will be educated on the issues of sexual assault, intimate partner violence, stalking, and gender construction, the implications of living in a rape culture, and the strategies for working towards de-normalizing an environment that accepts inequality and violence. You will also be trained to effectively facilitate conversations with your peers and educate those who attend your facilitations. This is a two-credit course offered through the School of Social Work and serves as a service learning course.

Objectives:
~ Increase participant knowledge of the dynamics, impact, prevalence, and root causes of sexual assault, dating violence, and stalking
~ Dispel commonly held rape myths and change victim blaming attitudes
~ Increase participant ability to articulate the relationship between oppression, rape supportive culture, and violence against women through an increased knowledge of the anti-violence movement
~ Increase empathy for survivors and build skills in responding to students who disclose
~ Enhance participant knowledge of campus/community resources for survivors of sexual assault, dating violence, and stalking
~ Increase participant understanding of contemporary primary prevention theories and strategies
~ Promote students’ proficiency in PAVE peer education facilitation competencies and group facilitation methods
~ Promote participant’s understanding of the generalist social work framework, their role in community organizing, and the impact one can have on creating social justice for individuals, groups, and larger communities
~ Provide participants with a platform to personally reflect on their own identity and the impact of sexual/dating violence on marginalized communities

**Principles:**
~ To work as a group to support one another while working with these difficult topics
~ To collaborate with other PAVE members, campus, community, state, and national organizations working to prevent violence
~ Reflect on personal assumptions, beliefs, values, and behaviors regarding gender roles, sexual assault, dating violence, and rape supportive/victim blaming culture
~ Critically analyze how your beliefs and values may influence your assessment of others’ behavior and situations, and the challenges they may present in a peer education setting
~ Reflect on personal, relational, community, and societal implications of living in a rape supportive culture and de-normalizing the acceptance of sexual violence within
~ PAVE is a student organization working to end sexual assault and dating violence through education and activism

**Description of Service Learning:**
Service Learning is a pedagogical model that combines classroom learning with service to the community. This model allows for a triangulation of learning methods: classroom lectures and discussion, reading materials and service provision.

PAVE peer education students serve the UW-Madison campus community through violence prevention education workshops. The partnership among the School of Social Work, PAVE, and University Health Services End Violence on Campus (EVOC) provides students with the opportunity to use the knowledge obtained in the classroom to address sexual assault, dating violence, and stalking in the campus community. This model allows students to develop their analytical, creative, and problem solving skills.

For SW672, the Service Learning component includes 12 hours of facilitation preparation at the beginning of the semester and facilitating at least three workshops for UW-Madison students. In addition, students’ demonstration of applying all aspects of their knowledge acquired through readings, the classroom, and outside experiences within a series of reaction papers, add to the Service Learning aspect of the course.

**The Role of Reflection in Service Learning:**
By contemplating your involvement, you can better understand your Service Learning experience, appreciate what you and others are doing to make a difference, and examine how
your experience relates to what you have been studying in class. Reaction papers should not simply state your experience, but should relate what you are doing in your service to course content and your life. As a student, you are part of the UW-Madison campus and should integrate your own community experiences in with your reflection process.

II. Course Content:

Week 1: Facilitation Preparation I, Wednesday, September 3, 6:00-9:00pm
Topics: Social Work Framework, Prevention, Workshop Demonstration

Required Readings:
~ Standard Workshop Facilitation Competencies for SW672 PAVE (available on Learn@UW)

Week 2a: Facilitation Preparation II, Monday, September 8, 6:00-9:00pm
Topics: Mastery of Content and Social Norms

Required Readings:

Week 2b: Facilitation Preparation III, Wednesday, September 10, 6:00-9:00pm
Topics: Presentation Skills and Workshop Practice

Required Readings:
~ “Tonight” UW-Madison’s first year sexual assault/dating violence prevention program available via the following link: [http://evoc.wisc.edu/player.html](http://evoc.wisc.edu/player.html)

*Please note: If you miss a Facilitation Preparation class, you will need to drop the class no later than Friday, September 12 in order to obtain 100% tuition refund.*

Week 3a: Facilitation Preparation IV, Monday, September 15, 6:00-9:00pm
Topics: Professionalism, Difficult Scenarios, and Workshop Practice

Facilitation Preparation Evaluations

Required Readings:

Victim Rights Applied Research Assignment Due By Noon on September 17

Week 3b: Resource Panel, Wednesday, September 17, 6:00-8:30pm
Topic: Confidential Campus and Community Resources for Victims
Speakers: Resource panel: Eve Bertrand, Rape Crisis Center (RCC); Ann Goth, Domestic Abuse Intervention Services (DAIS); Jamie Temple, University Health Services (UHS); and Meriter Sexual Assault Nurse Examiner Program (SANE)

Required Readings:

Facilitation Preparation Reaction Paper Due by Noon on September 22

Week 4: Wednesday, September 24, 6:00-8:30pm
Topic: Sexual Assault on College Campuses
Speaker: Carmen Hotvedt, UHS

Required Readings:

Week 5: Wednesday, October 1, 6:45-9:00pm LOCATION TBA
Topic: Men Can Stop Rape: Where Do You Stand? Engaging Men in Bystander Intervention
Speaker: Pat McCann, Ph.D.; Adrian Valdivia

Required Readings:
6:45pm Location TBD

*Media Analysis Applied Research Assignment Due by Noon on October 8*

**Week 6: Wednesday, October 8, 6:00-8:30pm**
*Topic*: Intimate Partner Violence  
*Speakers*: Carmen Hotvedt

**Required Readings:**

**Week 7: Wednesday, October 15, 6:00-8:30pm**
*Topic*: Stalking  
*Speaker*: Carmen Hotvedt, Jess Walowit

**Required Readings:**

**Week 8: Wednesday, October 22 – No class**

**Week 9: Wednesday, October 29, 6:00-8:30pm**
*Topic*: LGBT Intimate Partner Violence  
*Speaker*: Gabe Javier, MS, Assistant Dean of Students and Director, LGBT Campus Center

**Mid-Term Course Evaluations (Weeks 3-9)**

**Required Readings:**

~ Room 2b Safe: an initiative designed to educate about healthy and unhealthy relationships in lesbian, gay, bisexual, and transgender (LGBT) communities in Wisconsin: www.rm2bsafe.org/

Additional information: You should come to class with a basic understanding of what sexual orientation, gender identity, and “LGBTQ” mean. These websites may be helpful if you want more information.

~ UW-Madison LGBT Campus Center. http://www.lgbt.wisc.edu/

Week 10: Wednesday, November 5, 6:00-8:30pm
Topic: Systems Advocacy
Speaker: Kelly Moe Litke, Wisconsin Coalition Against Sexual Assault

Required Readings:


Reporting Options Applied Research Assignment Due Before Noon on November 12

Week 11: Wednesday, November 12, 6:00-8:30pm
Topic: Reporting Options
Speakers: Tonya Schmidt, MS, Assistant Dean of Students; Jamie Temple, EVOC; TBD

Required Readings:


Suggested Video:
~ UW-Madison Reporting Options: https://www.youtube.com/watch?v=AMaqhRK_F7A
Advocacy Assignment Due by Noon on November 19

Week 12: Wednesday, November 19, 6:00-8:30pm
Topic: Veterans
Film Screening: “The Invisible War”

Required Readings:

Week 13: November 26 - No class

Week 14: Wednesday, December 3, 6:00-8:30pm
Topic: “Walk the Line”
Speaker: Tracy Schroepfer, Ph.D., School of Social Work

Required Readings:

THREE FACILITATIONS MUST BE COMPLETED BY DECEMBER 5

Week 15: Wednesday, December 10, 6:00-8:30pm
Topic: Final Class: Reflection, Empowerment, and Staying Involved
Speakers: Tracy Schroepfer, Carmen Hotvedt, Taewee Kahrs, Jess Walowit

Final Course Evaluations (Weeks 10-15)

Required Readings:


**FINAL REACTION PAPER DUE IN DROPBOX BY NOON ON DECEMBER 10**

### III. Texts and Reading Materials for the Course
- All additional required readings are posted on Learn@UW.

### IV. Evaluation of Student Outcomes: Assignments, Grading and Methods

#### Grading Scale & Standards

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>What the point totals &amp; subsequent grade generally indicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>A</td>
<td>Outstanding, excellent work in all areas</td>
</tr>
<tr>
<td>88-93</td>
<td>AB</td>
<td>Outstanding, excellent work in many areas</td>
</tr>
<tr>
<td>82-87</td>
<td>B</td>
<td>Meets expectations in all areas</td>
</tr>
<tr>
<td>76-81</td>
<td>BC</td>
<td>Meets expectations in most areas; below in others</td>
</tr>
<tr>
<td>70-75</td>
<td>C</td>
<td>Below expectations in most areas; not acceptable graduate work</td>
</tr>
<tr>
<td>64-69</td>
<td>D</td>
<td>Below expectations in all areas</td>
</tr>
<tr>
<td>&lt;64</td>
<td>F</td>
<td>Course failure</td>
</tr>
</tbody>
</table>

#### Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points/Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitation Preparation Reaction Paper</td>
<td>10 points</td>
</tr>
<tr>
<td>Applied Research Assignments (3 @ 10 points)</td>
<td>30 points</td>
</tr>
<tr>
<td>Reading Reactions (8 @ 1 point each)</td>
<td>8 points</td>
</tr>
<tr>
<td>Workshop Facilitations (3 @ 9 points each)</td>
<td>27 points</td>
</tr>
<tr>
<td>Advocacy Assignment</td>
<td>10 points</td>
</tr>
<tr>
<td>Final Reaction Paper</td>
<td>15 points</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>100 points</strong></td>
</tr>
</tbody>
</table>

1. **Attendance Policy**
   In order for you and your classmates to benefit from this course, class attendance and active participation are mandatory; therefore, you will be dropped one-half of a letter grade for each unexcused class absence. You are allowed one excused class absence (not a facilitation preparation class) and must do the following to receive makeup points:
   ~ By noon on the day of the class you are unable to attend, you must email Taewee and Jess (peereducation.pave@gmail.com) and Tracy (tschroepfer@wisc.edu) to let them know you will be absent. You must send this email or your absence will not be counted as excused.
Complete the makeup assignment. The reading and directions can be found on Learn@UW. Your make-up paper must be placed in the Learn@UW dropbox no later than noon of the next class day following your excused absence: no exceptions will be made for late make-up papers.

2. **Promptness Policy**
   - Prompt arrival to all classes is required.
   - Consistent tardiness, significantly late arrivals or early departures will be counted as an unexcused absence, which will result in a one-half letter grade drop.

3. **Facilitation Preparation**
   Learning how to facilitate PAVE’s standard workshop is critical and is the basis for assignments and service learning activities. You are **required** to attend all four classes focusing on facilitation preparation in order to stay enrolled in the course:
   - September 3 (Wednesday), 6:00pm-9:00pm
   - September 8 (Monday), 6:00pm-9:00pm
   - September 10 (Wednesday), 6:00pm-9:00pm
   - September 15 (Monday), 6:00pm-9:00pm

   *Attendance at these classes is mandatory; if you miss one, you will be required to withdraw from the course.*

4. **Facilitation Preparation Paper (10 points)**
   A three full-page paper critically reflecting on the first four class meetings must be uploaded to your Learn@UW SW672 dropbox no later than noon on September 22. Assignment instructions and the grading rubric are available on Learn@UW. You can earn up to 10 points on this paper.

5. **Applied Research Assignments (3 @ 10 points each = 30 points)**
   You will be required to complete the three applied research assignments listed below. Each assignment will be worth a total of 30 points. These assignments are available on Learn@UW.

   - Victim Rights Applied Research Assignment Due September 17
   - Media Analysis Applied Research Assignment Due October 8
   - Reporting Options Applied Research Assignment Due November 12

6. **Reading Reactions Questions (8 @ 1 point each = 8 points)**
   You are required to answer specified questions about the readings each week in writing and come to class prepared to discuss them. The questions for each week can be found on Learn@UW. Your reading reactions should be uploaded to the Learn@UW dropbox by 6pm on the weeks they are due. You will not receive credit for emailing or uploading the reading reaction questions after that time. Reading reactions questions are due for the following weeks of class: 4, 6, 7, 9, 10, 12, 14 and 15. You can earn up to 1 point for each reading reaction for a total of 8 points. The answers to the questions are expected to be at least one
paragraph in length, which is to be written succinctly and demonstrate depth and critical thinking.

7. **Workshop Facilitations (3 @ 9 points each = 24 points)**
   ~ You must facilitate three PAVE workshops by December 5
   ~ For each workshop, you must complete two forms: the Post-Workshop Reflection Form and the Workshop Attendance Tracking Form.
   ~ NO credit will be given for any workshop facilitations conducted after December 5 or for late or missing facilitation forms.
   ~ You can earn up to 9 points for each workshop as outlined below:
     1. Pre-Workshop professionalism in preparing and facilitating the workshop: (3 points)
        - Know date and time of workshop
        - Show up to the location of the workshop 15 minutes early
        - Pick up your facilitation kit during PAVE office hours at least 24 hours prior to facilitation
        - Twenty-four hours prior to the workshop, one facilitator will email the contact person for the workshop to confirm. Jess and Taewee must be copied on the email.
        - Notify the course peer education facilitators 24 hours prior to the workshop if you are unable to facilitate due to an emergency situation, etc.
     2. Post-Workshop professionalism in wrap-up: (3 points)
        - Each facilitator should email Jess and Taewee (peereducation.pave@gmail.com) by noon of the day after the PAVE workshop is held. Please include a brief (two sentence) review of the workshop, details about any specific situation that arose or questions that were left unanswered. Also, if you are ever in danger or something happens in a workshop that causes you concern, please contact Tracy, Carmen, Jess and Taewee immediately.
        - Workshop Attendance Tracking Form. This form must be completed in depth and turned in to Jess or Taewee’s mailbox (in the PAVE office) within 48 hours of completing the workshop.
        - Within 24 hours post workshop, the facilitator who did not send the pre-workshop confirmation email will email the contact person to thank them for the opportunity to present and to include any resource information promised during the workshop. Jess and Taewee must be copied on the email.
        - Return your facilitation kit within 48 hours
     3. Reflection on Workshop: (3 points)
        - Complete Post-Workshop Reflection Form. Questions to reflect on will be on the form. Your points earned will be determined by the reflection of your effort, which should include: 1) triangulation; 2) depth and 3) critical thought.

8. **Advocacy Assignment (10 points)**
   In this assignment, identify a systems problem you can advocate to change. You must research the topic, interview at least one person who is knowledgeable about the topic you are researching, develop a planning worksheet, and write a letter to a decision maker to advocate for specific change. Your assignment must address sexual assault, dating violence,
domestic violence, and/or stalking. You must upload your paper, worksheet and confirmation (screen shot or email) to your Learn@UW dropbox no later than noon on November 19. Assignment instructions and the grading rubric are available on Learn@UW.

9. Final Reaction Paper (15 points)
This five full-page paper should be a thoughtful reflection on what you accomplished and learned in this semester, as well as the potential impact on your life. You must place your completed final reaction paper in the Learn@UW dropbox no later than noon on December 10. Assignment instructions and the grading rubric are available on Learn@UW.

V. Course Policies
Reading Assignment Policy:
You are required to read all assigned readings prior to class, and to be prepared to discuss these readings in class.

Late Assignment Policy:
The assignments listed above are due in the drop box by noon on the date specified. Students who believe they have a legitimate reason for turning in a late assignment should contact Tracy prior to the due date. Unapproved late assignments will be marked down three points for each day they are late.

Written Assignment Policy:
 Papers Must:
  ~ Be typed or computer-generated
  ~ Use not greater than 1 inch margins
  ~ Use a 12-point, Times New Roman font
  ~ Be double-spaced and each new paragraph indented ½ inch
  ~ Use APA style when citing other materials
  ~ Use page numbers
  ~ Be spell and grammar checked
  ~ Include a cover sheet (not counted as one of the required pages) with the title of the paper, your name, the date turned in, course number and course title

Paper Organization:
  ~ Each paper should have a logical flow from the introduction, to a coherent and in-depth discussion of the questions in the body of your paper, to the conclusion
  ~ Each paragraph should have a clear and concise topic sentence that reflects the content of the paragraph it introduces
  ~ Paragraphs should have smooth transitions from one to the next
  ~ A consistent tense should be used throughout the paper

Tips:
  ~ Triangulation: Incorporate lectures, discussion, relevant readings and experiences from practice/actual facilitations. These class reaction papers provide an opportunity to demonstrate your ability to incorporate all aspects of the course into one reaction
  ~ Avoid neutral criticisms such as “The speaker was good”
Use your critical thinking skills

Do Not:

~ Use contractions (for example: don’t, can’t)
~ Place final punctuation outside the quotation marks.
  CORRECT: Tommy said, “The dog ate dinner.”
  INCORRECT: Tommy said, “The dog ate dinner”.
~ Number your responses. Your paper should be structured as an essay and flow from one point to the next with transition statements.
~ Use quotes from articles, unless a 2-3 word phrase not easily put into other words.
~ Be repetitious in your writing
~ Place any headings on the body of the paper
~ Use run-on sentences
~ End sentences in prepositions (for example: with, of, at)

Student Behavior Policy
In order to learn, we must be open to the views of people different from ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In this time we share together over the semester, please honor the uniqueness of your fellow classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow students’ opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class.

Students with Disabilities
If you require accommodations to obtain equal access to this class or to any assignments given, please contact Instructor Schroepfer or Instructor Hotvedt.

Use of Technology in the Classroom: No laptops, no cell phones
In order to learn, you must be respectful to your fellow classmates, guest speakers, and the peer educators by not using technology in the classroom. Please turn off your cell phones at the start of class, do not send or receive text messages and do not use laptops. If you use your cell phone or laptop, or send and/or receive text messages during class, you will be asked to leave the classroom immediately and will need to meet with an instructor in order to be allowed to return the next class period.