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, gender construction, the implications of living in a rape culture, intersections between gender violence and other forms of violence, 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 intersections among 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 student victims 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 a facilitation preparation retreat at the beginning of the semester, facilitating at least two workshops for UW-Madison students, and reflecting on those experiences. 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: Wednesday, September 2, 6:00-8:30m
Topics: Introductions, Syllabus, Social Work Framework, Thinking Upstream

Required Readings:
None

Week 2: Wednesday, September 9, 6:00-8:30pm
Topics: Foundations: Evidence-informed Prevention, Social Norms, Bystander Intervention

Required Readings:

Retreat: Saturday, September 12, 9:00am-5:00pm
Location: 333 East Campus Mall; meet in first floor lobby by elevators (lunch provided)
Topics: Presentation & Facilitation Skills, Workshop Practice, Active Listening

Required Readings:
~ “Tonight” UW-Madison’s first year sexual assault/dating violence prevention program available via the following link: http://evoc.wisc.edu/story_html5.html
~ Standard Workshop Facilitation Competencies for SW672 PAVE (available on Learn@UW)
~ SW 672 PAVE Workshop Guide (available on Learn@UW)
Week 3: Wednesday, September 16, 6:00-8:30pm  
Assignment Due: Victim Rights Applied Research Assignment Due By Noon on September 16  
Assignment Due: Retreat/Facilitation Preparation Paper Due by Noon on September 18

**Topic:** Confidential Campus and Community Resources for Victims

**Speakers:** Representatives from UHS EVOC, Rape Crisis Center, Domestic Abuse Intervention Services (DAIS), and Meriter Hospital’s Sexual Assault Nurse Examiner (SANE) program

**Required Readings:**


Week 4: Wednesday, September 23 or Thursday, September 24

**Topics:** Using Humor and Interactive Theater in Gender Violence Prevention

You must attend the entirety of one of the following performances and check in with Taewee or Hannah (who will be in attendance) to record your attendance. You are welcome to attend both performances and bring friends with you.

**Wednesday, September 23:** 8:00-9:30pm, Gordon Dining & Event Center (Symphony Room)  
*Sex Signals: The Real Life Funny Sort-of-Improv Show about Dating and Other Stuff*

**Thursday, September 24:** 8:00-9:30pm, Dejope Residence Hall (Lake Mendota Room)  
*The Hook Up: Going Beyond “No Means No”*

**Required Readings:**


Week 5: Wednesday, September 30, 6:00-8:30pm  
Assignment Due: Reading Reaction Discussion Initial Posts on Week 4 Event(s) Due by Noon on September 26 and Response Posts by Noon on September 30

Topics: Entitlement, Alcohol, Racialized and Sexual Violence on College Campuses

Speaker: Reonda Washington, MPH, UHS

Required Readings:

Week 6: Wednesday, October 7, 6:00-8:30pm  
Assignment Due: Media Analysis Applied Research Assignment Due by Noon on October 7

Topic: Intimate Partner Violence and Stalking

Required Readings:

Week 7: Wednesday, October 14, 6:00-8:30pm  
Assignment Due: Week 7 Reading Reaction Questions Due by Noon on October 14

Topic: UW-Madison Data: Results from the UW-Madison Sexual Misconduct Climate Survey

Speakers: Dr. Sarah Van Orman, UHS; Jeanette Kowalik, Ph.D., UHS

Required Readings:

~ UW-Madison AAU Climate Survey website: [http://www.uhs.wisc.edu/aausurvey.html](http://www.uhs.wisc.edu/aausurvey.html)


**Week 8: Wednesday, October 21, 6:00-8:30pm**

*Assignment Due: Week 8 Reading Reaction Questions Due by Noon on October 21*

**Topic:** Systems and Grassroots Advocacy

**Speaker:** TBD

**Required Readings:**


**Week 9: Wednesday, October 28, 6:00-8:30pm**

*Assignment Due: Week 9 Reading Reaction Questions Due by Noon on October 28*

**Topic:** TBD

**Speaker:** TBD

**Required Readings:**

~ TBD

**Mid-Term Course Evaluations (Weeks 4-9)**

**Week 10: Wednesday, November 4, 6:00-8:30pm**

*Assignment Due: Bystander Intervention Applied Research Due by Noon on November 4*

**Topic:** TBD

**Speaker:** TBD

**Required Readings:**
Week 11: Wednesday, November 11, 6:00-8:30pm
Assignment Due: Systems Advocacy Assignment Due by Noon on November 11
Assignment Due: Week 11 Reading Reaction Questions Due by Noon on November 11

Topic: Healthy Masculinities and Engaging Men as Allies

Speakers: Molly Zemke, MPH, UHS; Robert Brown, MA, Multicultural Student Center

Required Readings:

Week 12: Wednesday, November 18, 6:00-8:30pm
Assignment Due: Reporting Options Applied Research Due by Noon on November 18

Topic: How Institutions of Higher Education Respond to Sexual Assault

Film: The Hunting Ground

Speakers: TBD

Required Readings:
~ TBD

Recommended Video:
~ UW-Madison Reporting Options: https://www.youtube.com/watch?v=WT3lhYuFBkM

Week 13: Wednesday, November 25 – No Class

Week 14: Wednesday, December 2, 6:00-8:30pm
Assignments Due: Two Facilitations Must Be Completed by December 2; paperwork completed by December 7
Assignment Due: Week 14 Reading Reaction Questions Due by Noon on December 2

Topics: “Walk the Line”

Required Readings:


**Week 15: Wednesday, December 9, 6:00-8:30pm**

**Assignment Due:** Final Reaction Paper Due in Dropbox by Noon on December 9

**Assignment Due:** Week 15 Reading Reaction Questions Due by Noon on December 9

**Topic:** Final Class: Reflection, Empowerment, and Staying Involved

**Required Readings:**


**Final Course Evaluations (Weeks 10-15)**

**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 (4 @ 10 points)</td>
<td>40 points</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 Tracy (tschroepfer@wisc.edu) and Taewe and Hannah (peereducation.pave@gmail.com) to let them know you will be absent. You must send this email before class 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: Retreat Attendance**
   Learning how to facilitate PAVE’s standard workshop is critical and is the basis for assignments and service learning activities. In addition to the general attendance policy, you are **required** to attend the entire facilitation preparation retreat in order to stay enrolled in the course:
   ~ Saturday, September 12 (Saturday), 9:00am-5:00pm (lunch provided)

   *Attendance at the retreat is mandatory; if you miss it, 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 two classes and retreat must be uploaded to your Learn@UW SW672 dropbox no later than noon on Friday, September 18. 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 (4 @ 10 points each = 40 points)**
   You will are required to complete the four applied research assignments listed below. Each assignment will be worth a total of 10 points. These assignments are available on Learn@UW.
Victim Rights Applied Research Assignment Due September 16
Media Analysis Applied Research Assignment Due October 7
Bystander Applied Research Assignment Due November 7
Reporting Options Applied Research Assignment Due November 18

6. **Reading Reactions Questions (7 @ 1 point each = 7 points)**
   For weeks 7, 8, 9, 11, 14 & 15, you are required to provide a written response to specific questions about that week’s readings and come to class prepared to discuss them. The questions for each week can be found on Learn@UW. You can earn up to 1 point per reading reaction for a total of 6 points. Your reading reactions should be uploaded to the Learn@UW dropbox by noon on the due date. You will not receive credit for uploading your reading reactions after that time.

   For the Week 4 event, you will be required to participate in a discussion thread, which will be worth 1 point. For this discussion thread, you will need to make three posts: an initial post and two response posts. Your initial post will be in response to one of three questions that will be uploaded to Week 4 on Learn@UW. You will then respond to two of your peers. Your postings are to be at least five sentences; no single sentence postings will be accepted. You will be graded on the depth of your post, critical thinking employed, and your ability to triangulate, that is, incorporate lecture material, readings, and event content and experience. You will need to complete your initial post no later than noon on Saturday, September 26. Your two response postings must be completed by noon on Wednesday, September 30.

   **Please note:** Although not required, it has been helpful to students in the past to bring to class a hard copy of the questions and your responses.

7. **Workshop Facilitations (2 @ 9 points each = 18 points)**
   ~ You must facilitate two PAVE workshops by December 2 and turn in all materials by December 7.
   ~ For each workshop, you must complete two forms and upload them to Learn@UW: the Post-Workshop Reflection Form and the Workshop Attendance Tracking Form.
   ~ NO credit will be given for any workshop facilitations conducted after December 2 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. Taewee and Hannah 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 Taewee and Hannah (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, Hannah or Taewee immediately, EVEN IF IT IS LATE AT NIGHT.
   - Workshop Attendance Tracking Form. This form must be completed in-depth and turned in via Learn@UW 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. Hannah 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.
   - Please upload this form to Box by noon within 5 calendar days of the workshop. This means that if the workshop is on the 10th of the month, you must upload the reflection form by the 15th of the month no later than noon.

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 a systems problem directly related to sexual assault, intimate partner 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 11. 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 upload your completed final reaction paper in the Learn@UW dropbox no later than noon on December 9. 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 1 inch margins all around
  - 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. Do not include this information at the top of your paper

**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.