I. Course Overview

The SW672 Violence Prevention through Peer Education course 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 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 students, 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 those spheres

~ Promoting Awareness Victim Empowerment (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.

Peer education students serve the UW-Madison campus community through violence prevention education workshops. The partnership among the School of Social Work, Promoting Awareness Victim Empowerment (PAVE), and University Health Services End Violence on Campus (UHS 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 7, 6:00pm-8:00pm
Topics: Introductions, Community Guidelines, Syllabus Review, Self-Care Activity

Week 2: Wednesday, September 14, 6:00pm-8:00pm
Assignment Due: Week 2 reading reaction questions due by noon on Wednesday, September 14
Topics: Mastery of Content (definitions, dynamics, prevalence, myths)

Required Readings:
~ “Tonight” UW-Madison’s first year sexual assault/dating violence prevention program
  Read about the program here: [http://www.uhs.wisc.edu/tonight/](http://www.uhs.wisc.edu/tonight/)
  You must view the program in Learn@UW under the course named “Tonight Fall 2016”
  and complete the pre-test, program, and post-test, even if you have completed the Tonight
  program in the past as a first year or transfer student
~ American Association of Universities (AAU) Sexual Misconduct and Sexual Assault Climate
  tables.

Week 3: Wednesday, September 21, 6:00pm-8:00pm
Assignment Due: Week 3 online reading discussion reaction due by noon on Wednesday, September 21; two follow up posts due by 12midnight on Friday, September 23
Topics: Prevention Concepts, Social Work/Social Ecology (social norms, bystander intervention, empathy, attitudes)

Required Readings:
  programming: what we know about program effectiveness and implications for
  ing.pdf](http://www.vawnet.org/assoc_files_vawnet/ar_evaluationcampusprogramm
  ing.pdf)
  (pp. 1-17; 36-57). Naperville, IL: Sourcebooks, Inc.
  New History of the Civil Rights Movement from Rosa Parks to the Rise of Black Power.

Retreat: Saturday, September 24, 9:00am-4:00pm
Location: 333 East Campus Mall; meet in first floor lobby by elevators (lunch provided)
Topics: Presentation & Facilitation Skills, Workshop Practice, Active Listening

Required Readings:
Week 4: Wednesday, September 28, 6:00pm-8:00pm
Assignment Due: Victim Rights Applied Research Assignment due by noon on Wednesday, September 28
Assignment Due: Week 4 reading reaction questions due by noon on Wednesday, September 28
Assignment Due: Retreat/Facilitation Preparation Paper Due by Noon on Monday, Oct. 3

Topic: Confidential Campus and Community Resources for Victims

Speakers: Representatives from UHS End Violence on Campus (UHS EVOC), Rape Crisis Center (RCC), Domestic Abuse Intervention Services (DAIS), and the UnityPoint--Meriter Hospital Forensic Nurse Examiner Program (FNEP)

Required Readings:

Week 5: Wednesday, October 5, 6:00pm-8:00pm
Assignment Due: Week 5 online reading discussion reaction due by noon on Wednesday, October 5; two follow up posts due by 12midnight on Friday, October 7

Topics: The Weaponization of Alcohol, Racialized and Sexual Violence

Speaker: Jenny Rabas, MS, ICPS
        UHS ATOD Program Coordinator

Required Readings:

Week 6: Wednesday, October 12, 6:00pm-8:00pm (Yom Kippur ends)
Assignment Due: Week 6 reading reaction questions due by noon on Wednesday, October 12

Video: Out in the Night: http://www.outinthenight.com/

Required Readings:
~ Amber, J. (2015, March). In Her Own Words: Marissa Alexander Tells Her Story. Essence. retrieved from: http://www.essence.com/2015/03/04/marissa-alexander-exclusive

Week 7: Wednesday, October 19, 6:00pm-8:00pm
Assignment Due: Week 7 online reading discussion reaction due by noon on Wednesday, October 19; two follow up posts due by 12midnight on Friday, October 21

Topic: Intimate Partner Violence and Stalking
Speakers: One Love (Escalation Workshop)

Required Readings:

Optional Readings for background on the murder of Yeardley Love:

Mid-Term Course Evaluations (Weeks 1-7)

Week 8: Wednesday, October 26, 6:00pm-8:00pm
Assignment Due: Week 8 Reading Reaction Questions due by noon on October 26
Assignment Due: Media Analysis Applied Research Assignment due by noon on October 26

Topic: Facilitation Practice and Discussion

Required Readings:
Week 9: Wednesday, November 2, 6:00pm-8:00pm
Assignment Due: Week 9 Reading Reaction Questions due by noon on November 2
Topic: Framing Issues and Mobilizing Power

Required Readings:


Optional Readings that will be useful for your Issues Analysis Applied Research Assignment:


Week 10: Wednesday, November 9, 6:00pm-8:00pm
Assignment Due: Week 10 online reading discussion reaction due by noon on Wednesday, November 9; two follow up posts due by 12midnight on Friday, November 11

Topic: At the Dark End of the Street Book Discussion

Required Readings:


Week 11: Wednesday, November 16, 6:00pm-8:00pm
Assignment Due: Issue Analysis Assignment due by noon on November 16
Assignment Due: Week 11 reading reaction questions due by noon on November 16
Assignment Due: First workshop must be completed no later than November 18; paperwork is to be completed by November 21

Topic: Healthy Masculinities and Engaging Men as Allies

Speakers: Molly Zemke, UHS Violence Prevention Specialist, Ashley Viager, Assistant Director, Chadbourne Residential College

Required Readings:


**Week 12: Wednesday, November 23, Thanksgiving - No Class**

**Week 13: Wednesday, November 30, 6:00pm-8:00pm**

Assignment Due: Reporting Options Applied Research due by noon on Wednesday, November 30

Assignment Due: Week 13 reading reaction questions due by noon on November 30

**Topic:** How Institutions of Higher Education Respond to Sexual Assault

**Speakers:** TBA

**Required Readings:**


~ TBA

~ UW-Madison reporting options video: [https://www.youtube.com/watch?v=EsCKRpsyL6Y](https://www.youtube.com/watch?v=EsCKRpsyL6Y)

**Week 14: Wednesday, December 7, 6:00pm-8:00pm**

Assignment Due: Week 14 online reading discussion reaction due by noon on Wednesday, December 7; two follow up posts due by 12midnight on Friday, December 9

Assignment Due: Final reaction paper due in dropbox by noon on December 9

Assignments Due: Second facilitation must be completed no later than December 9: paperwork is to be completed by December 12

**Topics:** “Walk the Line”

**Speakers:** Dr. Tracy Schroepfer

**Required Readings:**


**Week 15: Wednesday, December 14, 6:00pm-8:00pm**

**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

<table>
<thead>
<tr>
<th>Grading Scale &amp; Standards</th>
<th>Points</th>
<th>Grade</th>
<th>What the point totals &amp; subsequent grade generally indicate</th>
</tr>
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<tbody>
<tr>
<td>94-100</td>
<td>A</td>
<td>Outstanding, excellent work in all areas</td>
<td></td>
</tr>
<tr>
<td>88-93</td>
<td>AB</td>
<td>Outstanding, excellent work in many areas</td>
<td></td>
</tr>
<tr>
<td>82-87</td>
<td>B</td>
<td>Meets expectations in all areas</td>
<td></td>
</tr>
<tr>
<td>76-81</td>
<td>BC</td>
<td>Meets expectations in most areas; below in others</td>
<td></td>
</tr>
<tr>
<td>70-75</td>
<td>C</td>
<td>Below expectations in most areas; not acceptable graduate work</td>
<td></td>
</tr>
<tr>
<td>64-69</td>
<td>D</td>
<td>Below expectations in all areas</td>
<td></td>
</tr>
<tr>
<td>&lt;64</td>
<td>F</td>
<td>Course failure</td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points/Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitation Courses &amp; Retreat Paper</td>
<td>10 points</td>
</tr>
<tr>
<td>Applied Research Assignments (4 @ 10 points)</td>
<td>40 points</td>
</tr>
<tr>
<td>Reading Reactions and Online Discussion (12 @ 1.25 points each)</td>
<td>15 points</td>
</tr>
<tr>
<td>Workshop Preparation and Facilitation (2 @ 10 points each)</td>
<td>20 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 nor the retreat) 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 Cara and Janie (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.
   ~ Absence from any class does not relieve you of your responsibility to turn in the assignments due that day. If there is an emergency, email Tracy (tschroepfer@wisc.edu) immediately to make arrangements.
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 the 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 24 (Saturday), 9:00am-4:00pm (lunch provided), University Health Services (333 East Campus Mall)

   *Attendance at the retreat is mandatory; if you miss it, you will be required to withdraw from the course.*

4. Facilitation Classes & Retreat Reaction Paper (10 points)
   A three full-page paper critically reflecting on the first three classes and the retreat must be uploaded to your Learn@UW SW672 dropbox no later than noon on Monday, Oct. 3. 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 be 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 28
   - Media Analysis Applied Research Assignment Due October 26
   - Framing the Issues Applied Research Assignment Due November 16
   - Reporting Options Applied Research Assignment Due November 30

6. Reading Reactions Questions & Online Discussion Posts (12 posts @ 1.25 each = 15 points)
   Each week of class except for the first and last, you are required to provide a written response to specific questions about that week's readings and come to class prepared to discuss them. Some weeks will be designated for reading reaction questions, which will be uploaded to dropbox by noon on the date due. Other weeks will be designated for online discussion posts, with the initial post due Wednesday at noon and two additional posts in response to your peers by Friday at midnight. Regardless of the week, you can expect to write 15-20 well-written sentences for the assignments.
You can earn up to 1.25 point per reading reaction or online discussion for a total of 15 points. You will not receive credit for uploading your reading reaction questions or posting to the discussion forums after the deadlines.

Week 2: Reading Reaction Questions Due: September 14
Week 3: Online Reading Reaction Posts Due: September 21 & 23
Week 4: Reading Reaction Questions Due: September 28
Week 5: Online Reading Reaction Posts Due: October 5 & 7
Week 6: Reading Reaction Questions Due: October 12
Week 7: Online Reading Reaction Posts Due: October 19 & 21
Week 8: Reading Reaction Questions Due: October 26
Week 9: Reading Reaction Questions Due: November 2
Week 10: Online Reading Reaction Posts Due: November 9 & 11
Week 11: Reading Reaction Questions Due: November 16
Week 13: Reading Reaction Questions Due: November 30
Week 14: Online Reading Reaction Posts Due: December 7 & 9

7. Workshop Preparation and Facilitation (2 @ 10 points each = 20 points)
   ~ You must facilitate your first workshop by November 18 and turn in all materials by November 21 no later than noon.
   ~ You must facilitate your second workshop by December 9 and turn in all materials by December 12 no later than noon. Note: We strongly recommend that you complete both your workshops by the Thanksgiving holiday weekend.
   ~ NO credit will be given for any workshop facilitations conducted after December 9 or for late or missing facilitation forms.
   ~ You can earn up to 10 points for each workshop as outlined below:
      a. Pre-Workshop professionalism in preparing and facilitating the workshop: (2 points)
         - Know date and time of workshop (.25 point)
         - Show up to the location of the workshop 15 minutes early (.25 point)
         - At least 24 hours prior to facilitation, pick up your facilitation kit during PAVE office hours (.5 point)
         - Twenty-four hours prior to the workshop, one facilitator must email the workshop contact person to confirm. Cara and Janie must be copied on the email (.5 point)
         - Notify the course peer education facilitators 24 hours prior to the workshop if you are unable to facilitate due to an emergency situation, etc. (.5 point)
      b. Post-Workshop professionalism in wrap-up: (2 points)
         - Each facilitator should email Cara and Janie (peereducation.pave@gmail.com) by noon of the day after the workshop. 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 the following people in the order listed: Tracy, Carmen, Janie or Cara immediately, even if it is late at night (.5 point)
         - The Workshop Attendance Tracking Form must be completed in-depth and turned in via Learn@UW within 48 hours of completing the workshop (.5 point)
Within 24 hours post-workshop, the facilitator who did not send the pre-workshop confirmation email will be responsible for emailing the contact person to thank them for the opportunity to present and to include any resource information promised during the workshop. Janie and Cara must be copied on the email. (.5 point)

For each workshop, you must complete the Workshop Attendance Tracking Form and include it in the facilitation kit that you return to the PAVE office. (.25 point)

Return your facilitation kit within 48 hours. (.25 point)

c. Reflection Essay on Workshop: (6 points)

You will need to write a cohesive reflection essay about your workshop based on questions that will be given to you. You must incorporate not only your reflections but also the feedback you received as part of your SW672 training. Within five calendar days of the workshop, please upload this assignment to the dropbox by noon. For example, if the workshop is on the 10th, you must upload your assignment no later than noon on the 15th. The late assignment policy will apply.

8. 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 (tschroepfer@wisc.edu) prior to the due date. Unapproved late assignments will be marked down three points for each day they are late (including assignments turned in after noon on the date they are due).

Written Assignment Policy:

Papers Must:
~ Use 1 inch margins all around
~ Use Times New Roman 12 pt. 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 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 & Classroom Climate

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 that will serve to enhance the learning of their colleagues. In this time we share together over the semester, please honor the uniqueness of your 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 not discuss issues of a personal or professional nature outside of the classroom.

Meeting course objectives requires that the instructor and students actively work to create a learning environment that is respectful and safe so that ideas can be examined honestly and diverse viewpoints shared. On the first day of class, we will discuss creating a brave space in the classroom, cultural humility, the art of dialoguing, and the establishment of community guidelines. I want to insure that our classroom is an inclusive space free from discrimination, harassment, bullying and victimization.

The success of this Student Behavior Policy & Classroom Climate relies on all of us accepting the responsibility not to be offensive to each other nor participate in or condone harassment or
discrimination of any kind. Should you experience or witness such behavior, please schedule an appointment with me so that together we can discuss and address the issue.

**Students with Disabilities**
If you require accommodations to obtain equal access to this class or to any assignments given, please contact Professor Tracy Schroepfer or Co-instructor Carmen Hotvedt.

**Use of Technology in the Classroom: No laptops, tablets, or no cell phones**
In order to learn, you must be respectful to your fellow classmates, guest speakers, and 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 Professor Schroepfer to before returning to the next class.