



## Course Syllabus: #EnoughIsEnough: Dating and Domestic Violence

**Number of Credits:** 1\*

**Course Instructors:** Miriam Woods, Jordan Mix, and Dana Van Renterghem

**Course Description:** According to the CDC, “teen dating violence is defined as the physical, sexual, psychological, or emotional aggression within dating relationship.” What can start off as seemingly normal behavior between teenagers can develop into unhealthy relationships with lasting ramifications from college and adulthood. *The 2015 National Youth Risk Behavior Survey* outlines that approximately 12% of high school females and 7% of high school males experienced physical violence from a dating partner with a year of completing the survey. As such, there is still a persistent need to educate teenagers in healthy relationships and support those who are experiencing domestic and sexual abuse.

This course will examine aspects of healthy relationships and determine when a relationship is unhealthy. The cycle of violence and ways that educators can stop this cycle will be analyzed. It will also look at specific statistics regarding violence and domestic violence against LGBTQ+ individuals. It will explain the implications of domestic violence on the future of the individual who is affected. Activities will include watching several video testimonies to engage in the discussion of domestic violence from the perspective of a survivor among others, reading and watching videos about bystander approach, in-depth reflection on articles that were read, and designing a violence prevention program.

**Learning Objectives:** Upon completion of this course, students will be able to:

- Define domestic violence and discuss how it can be a result from unhealthy relationships and family dynamics.
- Understand and analyze situations where an individual may be experiencing violence either at home, from peers, or from an intimate partner.
- Identify the disparities in experiencing violence that occur in LGBTQ+ communities and how that can negatively impact their mental health
- Develop techniques to ask questions to intervene when you suspect someone is a victim of violence, explain the lasting negative effects of violence on the individual, and be able to direct individuals towards necessary resources

**Resources:** No texts are required for purchase to complete this course.

Langford, J. (2018). **The Pride Guide: A Guide to Sexual and Social Health for LGBTQ Youth** ISBN-10: 1538110768

*This text focuses on sex education, relationships, and physical safety for LGBTQ Youth. This book outlines how adults can teach queer youth how to protect themselves, find resources, explore who they are, and respectfully interact with peers. It specifically addresses the topics of puberty, dating violence, and personal safety.*

Weisz, A. and Black, B. (2009). **Programs to Reduce Teen Dating Violence and Sexual Assault: Perspectives on What Works** ISBN-10: 9780231134538

*This text outlines over fifty dating violence and sexual assault programs across the United States. It provides strategies for effective teen dating violence prevention supported by research and experiences from the violence prevention community. This text addresses goals, recruitment strategies, membership, structure, community involvement, and core techniques for successful prevent programs.*

**Course Requirements:** To receive full credit for the course, participants must complete ALL assignments and respond to specific questions outlined in each assignment. Failure to complete all assignments will result in a disqualification in the course and a failing grade.

**Getting Started**

- After registering for the course, you will be sent an email with the website address, password and course key you need to access your online course, along with log in instructions.
- Access each assignment through the course home page. All assignments will be submitted through the Moodle platform on each respective assignment page.
- Please save a backup copy of all course assignments and completed work.

**Participation:**

- You are not required to be present (i.e. online) specific days or times. You will work at your own pace. The course is structured in 3 Weekly Units, however all assignments will not be due until the final day of the course.
- All responses will be posted online. Large documents, files, photographs or PowerPoint presentations may be attached as part of your response by using the “Attachment” option.
- You may work collaboratively and submit similar responses on all assignments except the Implementation Paper, which must be individually authored.

**INTASC Standards that are addressed in this course:**

- 2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
- 3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- 4. The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving and performance skills.
- 5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- 9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professional in the learning community) and who actively seeks out opportunities to grow professionally.
- 10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.

**Check the Iowa Teaching Standards that are addressed in this course:**

X	1. Enhance Student Achievement		5. Monitoring Student Learning
	2. Content Knowledge	X	6. Classroom Management
X	3. Planning and Preparation	X	7. Professional Growth
X	4. Instructional Strategies	X	8. Professional Responsibilities

**Assignment List/Timeline:** This assignment list with estimated times for completion is meant to serve as a helpful checklist for you as a learner in completing all the assignments! This is a recommended amount of time to review all articles, webinars, videos, and other materials associated with each assignment. You may take longer or shorter to complete each assignment and times are only estimates based on past learners experiences.

<b>Topic/Activity</b>	<b>In Class</b>	<b>Out of Class</b>
<b>Getting to Know the Class; Additional Readings:</b> Take the time to get to know the class layout, read over the Help Section, and review any other materials present in the class to get started. Take your time!		3 hours
<b><u>Week 1 - "I don't always have a relationship, but when I do ... it's healthy!"</u></b>		
<b>Discussion: Introductions</b> – Participants will introduce themselves to their class and discuss what they hope to gain from the course.	1 hour	2 hours
<b>Discussion: Relationships and Family Dynamics 101</b> – Participants will browse various websites and a lecture to learn about the basics of how teenage relationships work and understand which aspects can be healthy vs. unhealthy. There will also be a general introduction to family dynamics and how certain parenting styles affect relationships with children. Participants will share their reflections in a discussion post.	1 hour	2 hours
<b>Discussion: Introduction to Violence</b> – Participants will look at online resources to understand the basics of violence and how it can occur in a cycle with certain unhealthy relationships. We will also introduce the topic of domestic violence and have participants read online what this entails and the current laws that are surrounding different areas of violence (i.e., Title IX). Participants will share their reflections in a discussion post.	1 hour	3 hours
<b>Discussion: What is Domestic Violence?</b> – Participants will examine the CDC website and infographics to learn the basics of domestic violence and statistics on LGB suicide and experiences of violence. They will also explore a website giving information on child abuse. After reflecting on these resources, they will share out in a discussion post.	2 hours	3 hours
<b><u>Week 2 – Domestic Violence - It's No joke</u></b>		
<b>Discussion: Screening Processes for Domestic Violence</b> –Participants will look at websites that analyze the behavioral and physical signs in children that have been abused and hopefully learn to better become aware of how to spot a student who is in trouble. Participants will also examine the tools to go out and ask certain questions that may help screen for domestic abuse. Lastly, resources on intervention will be provided. In a discussion post, participants will share their analysis on a given scenario.	1 hour	3 hours
<b>Discussion: Intimate Partner Violence</b> – Participants will learn about domestic violence in varying relationships through the National Coalition Against Domestic Violence and the specifics of LGBTQ+ relationships and relationship violence through the CDC and NIH. Participants will elaborate on their understanding through a discussion post.	2 hours	3 hours
<b>Discussion: Bystander Approach</b> – Participants will watch a PSA on Bystander Intervention. They will also learn how to effectively be an active bystander when recognizing that someone is a victim of violence. Participants will share their reflections on three different scenarios in a discussion post.	2 hours	3 hours
<b><u>Week 3 - What Do We Do Now?</u></b>		
<b>Discussion: Consequences of Domestic Violence</b> – Participants will watch a TedX talk and browse other websites that aim to discuss the lasting consequences for survivors of domestic violence. They will also read online sources discussing the lasting impacts that domestic violence has on an individual throughout their whole life. Participants will share their new learnings in a discussion post.	1 hour	2 hours

<b>Discussion: Resources and Aftercare</b> – Participants will review resources available to help survivors of various types of violence. They will use this to refer individuals they encounter throughout their career and life, briefly discussing the responsibility of being a mandatory reporter. They will also learn about how important their role is not only as a stable and safe adult in the life of someone who has been abused but also how they can stop the cycle of domestic violence.	2 hours	2 hours
<b>Final: Implementation Plan</b> – Participants will submit a paper on how they will use the information they gained in the course in their educational setting. They will be asked to give specific examples of how they will work to improve the lives of their students or motivate their colleagues to do the same.	2 hours	4 hours
<b>Total Class Time</b>	<b>15 hours</b>	<b>30 hours</b>

**Coursework:** Participants can earn up to 75 points total for the course. The following table depicts the breakdown of points possible for the required coursework

Activity	Points
9 Discussions (5 points each)	45
Final Implementation Plan/Paper	25
<b>Total</b>	<b>70</b>

#### Grading Scale – Graduate Credit

100-90% (70-69 points)	A
89-80% (68-56 points)	B
79-70% (55-49 points)	C
69-60% (47-42 points)	D
59%-Below (<42 points)	F

#### Grading Scale - License Renewal Credit

100-80% (70-56 points)	P
79%-Below (<56 points)	NP

**Student Requirements:** Students are required to:

- Participate in all discussion forums
- Complete all quizzes
- Complete a final implementation plan

**Americans with Disabilities Act:** If you are a student with a disability and require any auxiliary aids, services, or other accommodations for this class, please see the instructor to discuss your accommodation needs.

**Statement of Plagiarism:** Academic dishonesty results in failure of this course. Give credit where credit is due. Use the APA Publication Manual to cite references when needed. Not crediting ideas or words of others is unacceptable scholarship as is submitting work that was done for a previous course or that is not your own origin in design or completion. Submit original assignments. Do not submit work for this course that you have done for other courses.

### Grading Rubrics for Individual Activities

**Discussion Forums (45 points possible):** Discussion Forums are asynchronous ways to engage in class discussions. They require you to submit an answer to a question and respond to the posts of other peers. Because they are an integral part of sharing strategies, analyzing research, and sharing ideas, discussion forums in this course comprise a significant percentage of your final grade. It's highly recommended that you read and respond to more than the required two peer postings because greater participation will facilitate a greater depth of understanding. Additionally, it's important to make posts in a timely manner to benefit from peer responses.

<b>Grading Rubric for Discussion Forums</b>		
		<b>Points</b>
<b>Critical Thinking</b>	Makes connections to the other content and real-life that are supported by reference(s) and example(s)	1
	Offers new ideas, connections, or applications	1
	Expresses and justifies personal opinion	1
<b>Assignment Specific Criteria</b>	Addresses all parts of the assignment, cites sources	1
<b>Participation (Responses to at least 2 peer posts)</b>	Responds to other posts (when available)	1
<b>Total Points Possible</b>		5

**Implementation Plan (25 points possible)** - The implementation plan is a critical part of this course. Participants must complete a one-page implementation plan. The paper is meant to be a reflection as well as a chance to state what you will use going forward. The rubric below will be used to grade the Implementation Plan, but additional details will be provided within the course.

<b>Grading Rubric for Implementation Plan</b>		
		<b>Points</b>
<b>Critical Thinking</b>	Highlights any new knowledge gained as a result of course.	5
	Offers new ideas, connections, or applications	5
	Expresses and justifies personal opinion	3
	Discusses Overall Implications	2
<b>Assignment Specific Criteria</b>	Addresses all parts of the assignment, cites sources	2
<b>Mechanics</b>	Writing is clear, well developed, and organized, No or few grammar and spelling errors	2
<b>Implementation</b>	Clearly states ideas to use in the future	2
	States resources to be used	2
	Is realistic in their approach – understands limitations may exist	2
<b>Total Points Possible</b>		25