



#EnoughIsEnough: Dating and Domestic Violence

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.

At the end of this course, participants will reflect on new learning in this course and develop an implementation plan to utilize in their work.

Clock Hours / Continuing Education Units: 10

Learning Objectives:

- 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
- Evaluate 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
- Develop new lessons that can be used in the classroom and professional development setting

Course Requirements: To receive full credit for the course, participants must complete ALL assignments. Failure to complete all assignments will result in a non-passing 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 login 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.

Course Outline:

Lesson Number	Lesson Description	Clock Hours
1	Introductions and Overview: 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!	0.2 Hours
2	Relationships and Family Dynamics 101 – Participants will browse various websites 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.	0.85 Hours

3	Introduction to Domestic and Dating Violence – 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.	0.85 Hours
4	Domestic/Dating Violence and the Law – Participants will examine the various policies and laws pertaining to domestic / dating violence, including the Violence Against Women Act and Title IX.	0.85 Hours
5	Screening Processes for Domestic Violence –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.	0.85 Hours
6	Intimate Partner Violence and Its Impacts in the LGBTQ Community – 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.	0.85 Hours
7	Bystander Approach – 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.	0.85 Hours
8	Consequences of Domestic Violence – Participants will read online sources discussing the lasting impacts that domestic violence has on an individual throughout their whole life.	0.85 Hours
9	Resources and Aftercare – Participants will review resources available to help survivors of various types of violence.	0.85 Hours
10	Course Reflection: In this lesson, participants will write a summary of their reflections throughout the course, including new learnings	1.00 Hours
11	Implementation Plan: For this final portion of the course, participants will develop a lesson that can be utilized in the classroom, homeroom period, or professional development training that encompasses the new learnings within this course.	2.00 Hours
	TOTAL HOURS	10 Hours

Student Requirements and Assessment: No outside materials will be required for the completion of this course.

Participants will be assessed in three different ways:

- Quizzes:** Participants are required to complete a series of electronic quizzes to assess their understanding. Participants can earn up to 64 points total for the course. Each quiz may be taken up to three times, with the highest score recorded in the final grade. All quizzes must be completed in order to earn credit.
- Course Reflection:** Participants will be required to write a reflection summarizing their new learnings within the course. Participants can earn up to 10 points total for the reflection. The reflection will be graded using the following rubric:

Grading Rubric for Discussion Forums		
		Points
Critical Thinking	Makes connections to the other content and real-life that are supported by reference(s) and/or example(s)	2
	Offers new ideas, connections, or applications	1
	Expresses and justifies personal opinion	1
Assignment Specific Criteria	Addresses all parts of the reflection	6
Total Points Possible		10

- 3. Implementation Plan:** Participants will construct an implementation plan for how their new knowledge can be directly implemented into the classroom, training setting, or professional development environment. Implementation plans will be graded using the following rubric:

Grading Rubric for Implementation Plan		
		Points
Background Information	Lesson / Title Identified	1
	Target Audience and Subject/Course Setting Identified	1
	Learning Goals are measurable objectives students are expected to meet by the end of the lesson.	2
	Lesson Ties to Specific State Standards for Students, Educators, or Professionals	2
	Materials Listed	1
Lesson Plan	<i>Engage:</i> Lesson hooks audience and introduces lesson effectively.	5
	<i>Explore and Explain:</i> Lesson actively engages participants in learning new material using best practices.	5
	<i>Evaluate:</i> Lesson effectively assesses participant understanding.	5
Implementation	Writing is clear, well developed, and organized. No or few grammar and spelling errors	2
	Is realistic in their approach – understands limitations may exist	2
Total Points Possible		26

Grading Scale:

100-80% (80-100 Points)	Pass
79%-Below (<80 points)	No Pass

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 email academy@iowasafeschools.org or call 515.381.0588.

Professional Development: Prior to purchasing a course registration, it is your responsibility to ensure that National Safe Schools Convening Online Academy coursework satisfies the license renewal requirements for your state and/or district.