SRVL: 493D*: Special Topics – Sexual Assault Advocates
Course Syllabus

SPTP: Sexual Assault Advocate 001 – CRN 89731 (New Peer Advocates)
SPTP: Sexual Assault Advocate 002 – CRN 89736 (Second Semester Peer Advocates)
Fall 2015

Course Format: On Site Service-Learning project with weekly class meetings and occasional weekend sessions.

Credit Hours: 3 credit course (60 minimum service hours) per term.

Service Hours:
SRVL 493D(A)001 and SRVL 493D(B)002 3 Credits= Completion of 60 minimum service hours

Course Meeting Day & Time:
1. Both sections 493A and 493B will meet every Tuesday from 6:00 – 8:50 PM (September 1 – December 15th) at CPASS 102 Classroom, unless date, time and meeting location is specified in #3 differently.
2. Both sections of this course requires an initial meeting with the Instructor(s), RDVIC support staff as well as other designated staff and the Center for Service and Learning. The meeting will consist of an informational overview, intake screening and participation in a background check. *Students will not be admitted to the class without successful completion of a background check. Student who fail to pass a background check prior to the add or drop date set forth by the University, will be responsible for withdrawing from this course and paying any financial fees associated with the removal from the course.*
    a. Students should visit the following websites prior to their appointment:
        i.   WELLWVU (www.well.wvu.edu)
        ii. RDVIC (www.rdvic.org)
        iii. CS&L website (http://service.wvu.edu)

3. After the initial meeting and informational interview, both sections (493A and 493B) students will be required to attend a series of classroom and/or training events on the following days:
    a. **Section 493A 3 Credits = 60 (minimum) training service hours**.
        i. *The pre-requisite for this section is the completion of application package, informational interview, initial intake screening and successful completion of a background check.***
            – Week 3 Course overview – iServe instruction – Introduction to partners
            – Week 4 Developing skills – Gender roles and Society Understanding
            – Week 5 Special Session - TBA

**Background checks will be performed on all students applying to this class. More information will be given out during the informational session.

- September 18th 1-6 pm, September 19th-20th 9-5 pm
  - Peer Advocate "Immediate Crisis Intervention" Training
- Week 6 – Advocate role
- Week 7 – Title IX resources
- October 4th 8:00 am – 4:00 pm – Challenge Course
- Week 8 – Booster #1
- Week 9 – Investigation (MPD)
- Week 10 – Booster #2
- Week 11 – UPD resources, Clery, LiveSafe, PROTECT
- Week 12 – Booster #3
- Week 13 – Counseling (Carruth/RDVIC)
- Week 14 – Judicial options/law clinic and resources
- Week 15 – Criminal options
- Week 16 – Preparation for final project
- December 10th-16th- Final project Due

b. **Section 493B 3 Credits = 45 service and update training hours**.

i. Pre-requisite completion of 45 service training hours, 2 successful instructor and/or mentor observations, and continued completion of a background check.
- Week 3 Course overview – iServe instruction – Introduction to partners
- Week 4 Developing skills – Gender roles and Society Understanding
- Week 5 Special Session - TBA
- September 18th 1-6 pm, September 19th-20th 9-5 pm
  - Peer Advocate "Immediate Crisis Intervention" Training
- Week 6 – Advocate role
- Week 7 – Title IX resources
- October 4th 8:00 am – 4:00 pm – Challenge Course
- Week 8 – Booster #1
- Week 9 – Investigation (MPD)
- Week 10 – Booster #2
- Week 11 – UPD resources, Clery, LiveSafe, PROTECT
- Week 12 – Booster #3
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- Week 14 – Judicial options/law clinic and resources
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Things to consider for this course:

- Be sure to consider the site location and potential meeting points that will be discussed during the informational interview *(do you have transportation to get there)*?
- Be sure to consider the Campus Peer Advocate's potential commitment schedule *(does this fit in with your classes, job, etc.)*?

- Read about the WELLWVU and RDVIC's mission and programs *(does this fit your skills, talents, and interests)*?
- Consider the population served there *(is this experience a good fit for your learning goals)*?
- Be sure to consider the commitment, confidentiality, level of professionalism needed and severity of topics covered (are you mentally and emotionally prepared)?

Through the Department of Justice, Campus Safety Grant, WELLWVU has partnered with both internal and external organizations to streamline victim centered services and reporting for student effected by power-based personal violence on and off campus. The grant will also provide opportunities to educate the student body on policies and programs that not only meet all requirements but exceed them in prevention efforts.

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Office hours: *In case of an emergency please call 911.*
Informational appointments may be requested any time by email or phone. In case of immediate assistance please call RDVIC 304-292-5100 (24/7 Free Confidential Hotline).

1. **WELLWVU:** 8:15 am – 4:45 pm Monday – Friday and after hours by appointment.
2. **RDVIC debrief sessions:** Mondays 11:00 am – 12:30 pm and Thursday from 2:00 – 4:00 pm and after hours by appointment.
3. **Center for Service and Learning:** 8:15 am – 4:45 pm Monday – Friday and after hours by appointment.
4. **Carruth Counseling:** 8:15 am – 4:45 pm Monday – Friday and after hours by appointment.
5. **Title IX:** 8:15 am – 4:45 pm Monday – Friday and after hours by appointment.
6. **University Police Department and Morgantown Police Department:** 24/7 or by appointment.
7. **Law Clinic sessions**: 8:15 am – 4:45 pm Monday – Friday and after hours by appointment.

I. Course Description:

Definition of service-learning: *"Service-learning is a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities for reflection designed to achieve desired learning outcomes."* (B. Jacoby, *Service-learning in Higher Education*, 1996)

The purpose of this course is to provide students with a solid foundation to respond and advocate for student victims of sexual assault and power-based personal violence. Goals of this course include:
- Students will be able to assist the Campus Coordinated Response Team (CCRT) in victim-centered services both on and off campus for fellow students.
- Students will be able to describe the DOJ Campus Safety Grant and WVU's commitment to improving power-based personal violence reporting, resources, and recovery on/off campus.
- Students will be able to accurately restate and review policies and regulations around sexual and power-based personal violence, Title IX, Campus Save Act, Clery and Violence Against Women Act (VAWA).
- Students will be able to introduce peers on campus to service-learning and the academic impact of civic engagement.
- Students will understand social perspectives on sexual and power-based personal violence and factors that promote, support, oppose or restrict violence.

The Breakdown of responsibilities are subject to change upon final completion of the 2015-2016 MOU DOJ Grant Agreement and under the Project Director discretion. RDVIC will provide immediate crisis intervention response instructions. Center for Service and Learning will provide overall supervision for the service-learning projects and iServe assistance. WELLWVU will provide direction and structure of the Campus Peer Advocate program, SRVL classes and instruction of Campus Peer Advocates.

The **basic** academic responsibilities of the student, instructor, and service-Learning community partner agency are outlined below.

The student will:

1. Complete the total minimum required service hours in a professional work setting, using iServe to track their service.
2. Complete a **Service-Learning Contract**, which details the placement setting and his/her responsibilities within that setting, as well as a plan to connect the student's service to course outcomes, and submit revisions to this form if the placement details change.
3. Communicate effectively and within a timely manner with their instructor.
4. Complete all required training and service hours, service activities, guided reflection entries, academic coursework, and final project requirements.
5. Attend assigned class meetings, trainings, and events as determined by the instructor.
6. Abide by confidentiality agreements at all times.

The instructor will:

1. Assist the student in understanding the class goals, learning outcomes and class structure.
2. Serve as a liaison between the student and partners, providing guidance, continuous support, and mediation when needed.
3. Supervise the student's academic work and provide feedback and grading as well as communicate with staff partners to evaluate on-site work and/or project outcomes.
4. Facilitate reflection activities, class meetings, or community partner meetings when needed.

The service-learning partner will:

1. Review and approve a schedule of hours and assigned tasks/activities (with the needs of the agency and the student receiving mutual benefit) that provide the student with a plan for successful completion of their required service hours and project goals.
2. Supervisor in the student's learning experience, monitor their progress, and provide guidance and in accordance with the intent of the service-learning experience. The supervisor will also complete forms related to the student's placement including (but not limited to) the SL Contract and SL Evaluation.
3. Contact the instructor for assistance, clarification or concerns, in a timely and pro-active fashion as to facilitate success for the student, the assigned service project, and the agency.

II. Expected Learning Outcomes:

As a result of this course, it is expected that students will be able to:

1. ***Develop expertise with WVU's victim-centered response and resources available to students.***

2. ***Demonstrate the ability to be a first responders on/off campus and advocate for students who are victims of acts of power-based personal violence.***

3. ***Develop a familiarity with campus and off campus partner(s) resources,*** its mission, programs, and people served, putting special emphasis on empowering all WVU students to live healthy, happy and productive lives.

4. ***Complete a service-learning placement*** that includes direct service (on-site working directly with clients) and/or indirect service (working on-site/off-site on project-based tasks).

5. ***Enhance personal strategies for problem solving skills by applying academic theories*** and the foundation existing from past courses and academic experience, as well as learning opportunities presented during the service placement.

6. ***Demonstrate critical thinking through understanding developed during service***, including the identification, framing, resolving, and readdressing of social issues or problems.

7. ***Identify how at least three (3) theories or concepts from your major/minor area of study have contributed to your understanding about the service placement*** you completed and social issues/problems facing the community in which you served.

8. ***Demonstrate connection to academic study, lessons learned, and interpersonal value of service-learning experience*** through design and presentation of an Electronic Project Portfolio (EPP).

III. Course Schedule

Date	Section 493 (A and/or B)	Activity/Assignment Due
Weeks of August 17th, 24th and 31st	A and B	Sign up for class, course materials emailed to students, meet with instructor and team to do informational session and interview.
September 1st	A and B	Class begins. Overview. iServe Instruction. Organization interviews. Meet with Community Partner, complete **Service-Learning Contract** and return to CS&L **any time before but no later than 4:00pm, Wednesday, September 2nd.** *You may begin service hours ONLY after this has been submitted to the instructor.*
September 2nd	A and B	Meeting with CS&L and **iServe** Registration <u>must</u> be complete
September 8th	A and B	Gender roles and cultural understanding.
September 9th	A and B	'The Hunting Ground' – Gluck Theatre
Monday, September 14th	A	Guided Reflection **Journal 1** due (email to instructor by 11:59pm)
Tuesday 15th	A and B	***Special session TBA***
September 18th-20th	A and B	**Peer Advocate Immediate Crisis Intervention Training** (Evansdale Library, Ruby)
Tuesday, September 22nd	A and B	**Advocate Role** (RDVIC Office)
Sunday, September 27th	A	Guided Reflection **Journal 2** due (email to instructor by 11:59pm)
Tuesday, September 29th	A	**Title IX resources and investigation** (Title IX Office)
	B	**Project 1: Clery Panel and LiveSafe Event** (Mountainlair/Rec Center)
Due By: Wednesday, September 30th	A	**Article 1 – Scholarly** Review due (email to instructor by 11:59pm)

Date		Activity/Assignment Due
Sunday, October 4th 8:00 AM – 12:30 PM	A and B	**Midterms? No sweat.** We will meet at the Adventure Challenge Course for some fun teambuilding and problem solving skill development!
Tuesday, October 6th	A and B	**Booster #1 Mid-Semester Class Meeting** (time/day/location TBA)- Group Reflection Session (1 hour)
Due by 11:59 PM Sunday October 11th	A and B	**Kognito Student Training – online 3 module training to complete at your own pace.**
Saturday, October 10th through Monday, October 12th		*Fall Recess—Have a great break!!*
Tuesday, October 13th	A	**Morgantown Police Department investigation** (MPD – Downtown)
	B	**Project 2: LGBTQ Panel discussion – Flashmob Planning**
Tuesday, October 20th	A and B	**Booster #2 – SAFE Zone Training**
Sunday, October 25th	A and B	**Article 2** Bias Media Review due (email to instructor by 11:59pm)
Tuesday, October 27th	A	**University Police Department investigation** collaboration, resources, off/on campus, LiveSafe/PROTECT (UPD location)
	B	**Project 2: Continued**
Friday, October 30th	A and B	**Flashmob Event**
Date		Activity/Assignment Due
Sunday, November 1st	A and B	Guided Reflection **Journal 3** due (email to instructor by 11:59pm)
Tuesday, November 3rd	A	**Election Day – Did you vote?**
	B	**Booster #3 – *"Your brain on sex" Panel* and Mock Trial preparation.**
Tuesday, November 10th	A and B	**Carruth Counseling** long term recovery and overcoming trauma
Sunday, November 15th	B	Guided Reflection **Journal 4** due (email to instructor by 11:59pm)
Tuesday, November 17th	A and B	**Judicial Student Conduct– Law Clinic Preparation (Law School)**
Wednesday, November 18th	B	**Friendship Leadership Group**
Thursday, November 19th	A and B	**Law Clinic Mock Trial**
Saturday, November 21st through Sunday November 29th	A and B	**Fall Break - Relax you deserve it!** Start preparing final EPP presentations when you return.
Sunday, November 29th	B	**Article 3** Review due (Email to instructor by 11:59 p.m.)

Date		Activity/Assignment Due
Tuesday, December 1st	A and B	**Criminal options** – **legal advocates** (Magistrate Court) – Prepare for Final EPP Presentations
Sunday, December 6th	A and B	**GreenDot** – What's Your GreenDot?
Tuesday, December 8th	A and B	**End of the Year Celebration –** Use this week to finish final presentation and for make-up sessions. We will go over next steps and signing up for shifts for Spring 2016.
December 14th – 16th	**FINALS for A and B**	**Electronic Project Portfolio (EPP) Presentations (MANDATORY)** Final Schedule and Location for presentations TBA
		All must be completed by 4:00pm (by email or in person) • Complete and report in iServe all required service hours • Submit Service-Learning Evaluation completed by partner • Submit final version of EPP by email • Guided Reflection **Journal 5** due

**The instructor reserves the right to alter, change, add and delete any syllabus item, activity, assignment date and/or time throughout the semester at any point.

IV. Required Text - While there is no required text for this course, there are six (6) articles you will need to read and fully understand. Articles will be emailed to you in pdf format. Topics include:

1. Sexual Assault
2. Prevention
3. Advocacy
4. Counseling
5. Recovery
6. Trauma

V. Assignments and Grading
Grading Scale
See Point breakdown for Assignments by Credit Hours Section.

Grading Policy
See Academic Dishonesty statement at the end of this syllabus. Special note: An automatic **un-forgivable F** will be given to any student who has forged or falsified any signatures, documents, service hours or activities as part of this program/ class. An **automatic and un-forgivable F** will be given to any student who violates the confidentiality policies of this program as set by DOJ (Department of Justice), VAWA (Violence Against Women Act), West Virginia University Student's Code of Conduct, RDVIC's (Rape and Domestic Violence Information Center's) and internal confidentiality policy; including breaches to other confidential sources with-in and outside of this program. Students should contact Project Director for questions regarding the DOJ, VAWA compliance, Mariana Matthews for Campus Peer Advocate confidentiality agreements and Amy Chandler, Judy King and/or the RDVIC staff mentor on-call with any questions about the RDVIC confidentially policies. If student fails a background check at any point during the application process, class meeting and/or during their role as a Campus Peer Advocate, they may be automatically removed from their role as a Campus Peer Advocate, training, class structure and events without prior notice. They will also receive an un-forgivable F.

Attendance Policy

The instructor will evaluate student attendance using verification through training, booster sessions, and event attendance, as well as confirmation through iServe. If you are unable to attend, the instructor needs to be notified as soon as possible with reasoning as to why attendance will be missed.

Assignment Due Dates

- *Late work will not be accepted unless you have received permission from the instructor by e-mail prior to the due date.*
- SRVL 493A and SRVL 493B is a semi- self-paced course and is only approved for students who exhibit the skills necessary to be responsible for ensuring that they can complete assignments and service hours in a timely way without consistent guidance.
- In the event that you foresee having an issue turning in an assignment on time or attending a training session/event, you may ask the instructor permission for an extension (only acceptable by email). Extensions will only be granted if the request is made prior to the assignment due date, and the instructor reserves the right to deduct points for late work.

Course breakdown by Credit Hours:

Section	Credit Hours	Service Hours	# of Journal entries	Assignment 1	Assignment 2	Assignment 3	Assignment 4	Total Points Possible
A	3	60	3	Instructor Article 1	Instructor Article 2	EPP		400
B	3	60	3	Instructor Article 1	Instructor Article 2	Student Article	EPP	440

Point breakdown for Assignments by Course Section and Scale:

SRVL 493A – 3 Credit Hours	Points possible
Article 1 Review	35
Article 2 Review	35
Guided Reflections Journals (10 points each x 3--Reflections #1, #2 and #3)	30
Presentation of Electronic Project Portfolio (EPP)	15
Electronic Project Portfolio (EPP) Final version submission	85
Completion of required hours	100
Partner Evaluation	10
Event(s) Participation	85
SAFE Zone Training	5
TOTAL	**400**
Grading Scale: A 400-356 B 355-316 C 315-277 D 276-237 F 236 & below	

SRVL 493B – 3 Credit Hours	Points possible
Article 1 Review	35
Article 2 Review	35
Article 3 Review	35
Guided Reflections Journals (10 points each x 3—Reflections #3, #4 and #5)	30
Presentation of Electronic Project Portfolio (EPP)	15
Electronic Project Portfolio (EPP) Final version submission	85
Completion of required hours	100
Partner Evaluation	10
Event(s) Participation	85
SAFE Zone Training	10
TOTAL	**440**
Grading Scale: A 440-396 **B** 395-352 **C** 351-308 **D** 307-264 **F** 263 & below	

B. Service-Learning Project and Service Hours

Students in this course will lead a project completing their service hours (see course credit/service hours chart) in a professional work setting under the Campus Peer Advocate Program. Service-learning projects should produce deliverable products for partners that are lasting and meaningful as well as effective in meeting community needs. The instructor and partners will evaluate the student on willingness to learn new ideas/concepts, punctuality, reliability, attendance, appropriateness of behavior, level of application and commitment to assigned tasks, and demonstration of learning outcomes. This evaluation must be returned to the CS&L by date given in the above **Course Schedule**.

Service Hours and SLCE form

In order to successfully complete projects, students must serve a minimum of the recommended service hours per credit hours chosen. Students are required to create an account in iServe, the online service management system used by the Center for Service and Learning, and report all service hours in the system.

1. Create your *iServe Account*
    - Log on to **http://iserve.wvu.edu**
    - Create your user account
    - Use a unique username and password
2. You are responsible for planning a meeting with your Community Partner. Please be respectful of their schedule and availability.
3. You will complete **page 1 of the Service-Learning Contract and Evaluation (SLCE)** form during this meeting with your Partner. Be sure to write all the details about your service assignment on the contract form.
4. Completed forms should be turned in to Alexis McMillen, Program Coordinator with the CS&L or alexis.mcmillen@mail.wvu.edu by the due date indicated.
5. Upon approval, **the CS&L will place you with your designated service-learning opportunity** in iServe. You will be notified by email to confirm your placement. **Do NOT sign-up with the organization in iServe.**

6. Complete your service-learning project hours by the due date indicated in your syllabus.
7. Log into your account at **http://iserve.wvu.edu** and click on <u>Report My Service</u> to submit your service hours. You may do so anytime, and should try to report service periodically as you complete hours. Fill out all information regarding your service, including whether your hours were "on-site" or "off-site" (use the Service Activity text box) and be sure to pick **Specific Course** as **Reason for Service**. You then can choose **SRVL 493** from the next drop-down menu.
8. Once verified and approved by your Community Partner, the hours will be finalized in your logbook for your records.
9. **Page 2 of the SLCE form** is the Evaluation that your partner will complete regarding your performance at the end of your placement. **It is the student's responsibility to ensure that once completed, it is returned to the CS&L before the due date indicated in your syllabus.**

B. Guided Reflection Journals

You will write reflective journals as you complete your service assignment. The journal should <u>not</u> be a log of the events and activities, but rather a collection of the various connections and reflections you have made during your service experiences. See the following guidelines for each of your required journal entries. Each should be at least **1 single-spaced page** in length **– 12 pt font**. Grammar and transitions between thoughts are critical. Journal entries are due **as listed in the Course Schedule**.

Reflection 1: PRE-SERVICE REFLECTION

Write this journal <u>before</u> your initial training. This exercise will help you develop a frame of reference through which you will observe your interactions and be able to become aware of your own expectations and stereotypes.

- What are some of the major social issues/problems facing this our students on campus and in the community regarding acts of power-based personal violence?
- How do they compare with your hometown? (If you are from the local area, tell about how this compares to the nation as a whole?)
- What comes to mind when you hear the word "community"? What about the word "service"?
- What role do you think that service-learning will have in your college education?
- What might students expect from you as a Campus Peer Advocate?

Reflection 2: CONSIDERING THE CULTURE

Write this journal <u>after</u> your initial training. You should think about the Project Acceptance Contract you completed with the partner and the commitments made by both parties.

- What is the mission of your partner organizations? What programs are offered to carry out the mission? Are there other sites in the community that offer similar programs?
- What social issue/problem does the organizations aim to address? Write about someone you know (including yourself if applicable) who may benefit from the services at these agencies.
- What role will you play as a Campus Peer Advocate to contribute to the mission, programs, or alleviation of social issues/problems?
- What specific life changes can you do to help start shifting culture on our campus to create a violence free campus for all Mountaineers?

Reflection 3: SERVICE-LEARNING THROUGH PHOTOGRAPHS

For this journal entry, you will need to take <u>at least 3 photographs</u> of you engaging in your service-learning project. The cover photo (not included in one of your 3 photos) should be of you in front of one

of the partners or something unique to their department like an event. The first photo should be of you interacting with the staff or clients of your agency* (i.e reading a book to children, going over papers with your supervisor, working on a specific part of your service). The second and third photo are of your choice but related to your service-learning. The photos should be pasted into your reflection paper at the end. ** You must first receive permission from your instructor, team and any person(s) in photo(s) before taking and submitting them in your project. (Your instructor has photo/video release forms)*

- Describe your service assignment or project and the environment in which you are working. For each photo, describe what or whom it portrays, and why you chose it for your reflection. What does each photo capture about your service-learning project?
- Show your pictures to a friend who is new to or not from this community. What can you tell them about your community partner site and about what you've learned so far? What can you tell them about the social issues or problems being addressed by the partner organization?
- What have you learned about the population affected by this issue? Why is it a problem and what do you think is the cause? What is needed to alleviate this problem? Be creative, honest and open- continuing the same type of prevention and advocacy efforts will only keep us where we currently are as a field. What new approaches do you suggest we can do?!

Reflection 4: CONNECTIVITY OF PERSONAL EXPERIENCE TO THEORY
Think about the concepts and theories that you have studied throughout your college career. Some, most likely from your major/minor areas of study probably stand out to you. Now think about your view of the world and the amount to which you've been civically engaged.

- List two concepts/theories you've learned in college and an example of how you've utilized them in your service placement. Did you expect this to happen? Do you think it helped you understand the concept?
- How did your experiential learning differ from the classroom learning you were offered previously? Is this a way that you learn effectively?
- How has your experience contributed to your growth in any of these areas: civic responsibility, political consciousness, professional development, spiritual fulfillment, social understanding, intellectual pursuit, or global citizenship? Please explain.

Reflection 5: FUTURE IMPLICATIONS
<u>*This reflection should be completed as close to the end of (or after) your required service-hours as possible,*</u> <u>*this portion should not be completed prior to Tuesday, December 8th.*</u> *Think about how this learning experience has impacted the way you view the world and social issues/problems. Consider what your core beliefs and values have been since you were a child and then consider if this experience has affected that in any way.*

- How will your efforts with the Campus Peer Advocate program contribute to social change? How will your experience influence your own choices and future career? What changes would you make to this experience if it were repeated? Be as honest and critical as you like – it will only improve the program!
- How can societies be more compassionate/informed/involved regarding the people served by these partners or the social issues they aim to address?
- What social and economic policy changes would alleviate the social issues/problems you encountered? What concepts/theories relate to how these changes might be made?
- What needs to be done from here? Who else needs to get involved? How will <u>you</u> continue to be involved? How can you engage other students specifically those in your field?

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C. Article Reviews

Each article review should be at least **3 pages in length**, typed, **double-spaced**, in **12 point font** (Calibri, Cambria, Ariel, or Times New Roman), with 1" margins and labeled with **proper heading** (i.e. Article 1 Review, Name, Date, Course).

MLA format should be utilized for internal citations. For help with MLA format, students should check out: http://owl.english.purdue.edu/owl/resource/747/01/. Each review will be graded on student's explanations of article connections, responses to the guided questions, proper grammar, sentence transition, and well-developed thoughts. Reviews must be turned in on time, **as listed in the above Course Schedule**, to get full credit.

Student chosen Article 1 – PPV on Campus

This assignment will require the student to research one article of the student's choice related to power-based personal violence on college campuses and write a review of that article explaining the connection of the article to their project and major. Article 1 must be from a scholarly journal (one that is reviewed by a panel of experts in that particular field). Databases such as EbscoHost and JSTOR cite appropriate articles for this assignment. At the end of the review of Article 1, the student needs to list the full MLA citation of the article (see link above for help).

Instructor chosen Article 2 – Bias Media

This assignment will require the student to research one article or media source of the student's choice related to personal bias, culture and belief around sexuality and "rape culture". Write a review of that article/media source explaining the connection of the source to their role as a Campus Peer Advocate. Article 2 must be from a scholarly journal (one that is reviewed by a panel of experts in that particular field) or prior approved media source(s). Databases such as EbscoHost and JSTOR cite appropriate articles for this assignment. At the end of the review of Article 2, the student needs to list the full MLA citation of the article.

Guided Questions:
1. *Discuss rape culture, sexuality and sexual taboos and how personal bias and beliefs impact victims on campus. What role does culture, religion, and personal choice of sexuality effect acts of power-based personal violence? What are reasonable ways to improve?*

2. *How do beliefs in the classroom or community reflect one another? How does this model compare to the service-learning project you are doing for this class? Compared to your major, do you think prevention or advocacy education is a good discipline to do service-learning? Imagine and describe ways to creatively teach about positive sexual media/articles/beliefs.*

3. *Discuss culture change and what that means to you? Discuss the term "social transformation" and how this project impacted you personally.*

Instructor chosen Article 3 – Friendship Room

This assignment is designed to allow you to have exposure to many diverse populations, age, gender, socio-economic status, levels of education and with various stages of health and well-being. The questions are set-up to allow you to think about and understand what types of clients you may

encounter and who you will and will not be comfortable working with and to help you gain understanding about Morgantown community and some of the services available.

Guided Questions

4. *How did talking with the group impact you? Were there issues approached that you were unfamiliar with? Were there topics that you felt you needed more information on?*

5. *Understanding the diversity of the population that unitizes the Friendship Room and that many of the group member have a mental health diagnosis, were there any individuals that stood out to you, or that you felt un-prepared to work with?*

6. *Would you like to lead a group discussion in the Friendship Room, why or why not?*

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Training Sessions:

Kognito Student Training

Kognito offers research-proven training simulations designed to prepare students to: (1) recognize when someone is exhibiting signs of psychological distress or underlying trauma and (2) manage a conversation with the goal of connecting them with the appropriate support.

In these online courses, users engage in practice conversations with virtual humans. With the help of a virtual coach, users learn effective methods for engaging in difficult conversations, including applying motivational interviewing skills, asking open-ended questions, and avoiding common pitfalls. These conversations address chronic disease, PTSD, behavioral health, suicide prevention, substance abuse, screening and brief intervention and social change, among others, and provide users with a low-risk environment to practice conversations hands-on.

GreenDot

The Green Dot etc. strategy is a comprehensive approach to violence prevention that capitalizes on the power of peer and cultural influence across all levels of the socio-ecological model. Informed by social change theory, the model targets all community members as potential bystanders, and seeks to engage them, through awareness, education, and skills-practice, in proactive behaviors that establish intolerance of violence as the norm, as well as reactive interventions in high-risk situations – resulting in the ultimate reduction of violence. Specifically, the program targets influential and respected individuals from across community subgroups. The goal is for these groups to engage in a basic education program that will equip them to integrate moments of prevention within existing relationships and daily activities. By doing so, new norms will be introduced and those within their sphere of influence will be significantly influenced to move from passive agreement that violence is wrong, to active intervention.

SAFEZONE

The mission of Safe Zone is to foster an atmosphere of support and celebration of Lesbian, Gay, Bisexual, Transgender, and Questioning individuals on the WVU campus. Safe Zone is also designed to improve visibility and support of LGBTQ issues. This is especially important because while other members of minority groups can often identify mentors and role models, the invisibility of sexual orientation makes

it difficult for WVU students, faculty, and staff who are LGBTQ to identify those to whom they can safely turn for support, advocacy, and information. Safe Zone provides access to more easily discernible individuals who are available to provide support and information. WVU's Safe Zone symbol is a message that a campus community member has participated in Safe Zone training and is committed to fostering an atmosphere of support and celebration of Lesbian, Gay, Bisexual, Transgender, and Questioning individuals on the WVU campus.

FINAL PROJECT:

E. Electronic Project Portfolio (EPP)
The EPP is a way for you to build a reflective summary of the activities and connections you have experienced throughout the semester. The EPP is an interactive PowerPoint presentation (other presentation formats will be accepted for use upon request). Each step of the EPP will incorporate the guided reflections and the academic articles. Below is a more detailed description of the sections, along with the points assigned to each. Students will need to sign up for a time slot listed in the above **Course Schedule** to present their EPP. Presentation of the EPP is MANDATORY as is submission of the final EPP to the course instructor by email. See the **Course Schedule** for due dates.

Presentations should be 10-15 minutes long and include the following key points.

Introduction:
- Discuss your reasons for taking this course.
- How did you decide to become involved with this project?
- Give a description of the intended project.

Your Community Partners:
- Give a description of each community/campus partner that you worked with.
- Discuss the clients served and services provided by the agency (link to partner website)
- Write about the following:
  - Personal Connection
  - Education connection
  - Impact of your project on the agency and the community

Your "hands on" experience:
- Material will be given out after mid-terms.

Your academic enhancement:
- What skills did you use?
- What theories relate to this topic, culture and your work?
- What other areas (academic courses) could have had an impact on your learning?

The project:
- Include hours worked during your project.
- Pictures/samples are **mandatory** (photos of events or documents you created).

Debrief:
- How have you changed personally and academically throughout the course?
- What were the positives and negatives of this experience?

- How has the agency or community been effected by this experience?

VI. UNIVERSITY POLICIES

A. ACADEMIC HONESTY AND INTEGRITY
This course, and all WVU courses, upholds academic honesty and integrity. Students are expected to subscribe to the following statement: "Students should act to prevent opportunities for academic dishonesty to occur and in such a manner to discourage any type of academic dishonesty. Academic dishonesty includes plagiarism; cheating and dishonest practices in connection with examinations, papers, and projects; and forgery, misrepresentation, and fraud" (WVU Undergraduate Catalog). The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials (WVU Student Handbook). **An automatic <u>Unforgivable F</u> will be given to any student who has forged or falsified signatures, service hours, or activities.**

B. CONDITIONS FOR GIVING AN "I"
Students are expected to complete course work in the semester in which the course is taken. From time to time, events that are clearly beyond the control of the student may prevent the timely completion of a course. Should you find yourself facing such circumstances, you may wish to discuss this with your instructor and see if an incomplete should be given until the late work can be completed. Faculty are not required to give an incomplete and would not be expected to do so where there are not compelling reasons to justify the request.

C. West Virginia University (WVU) does not tolerate sexual misconduct, including harassment, stalking, sexual assault, sexual exploitation, or relationship violence [BOG Policy 44]. It is important for you to know that there are resources available if you or someone you know needs assistance. You may speak to a member of university administration, faculty, or staff, but keep in mind that they have an obligation to report the incident to the Title IX Coordinator. If you want to speak to someone who is permitted to keep your disclosure confidential, please seek assistance from the Carruth Center, 304-293-9355 or 304-293-4431 (24-hour hotline), and locally within the community at the Rape and Domestic Violence Information Center (RDVIC), 304-292-5100 or 304-292-4431 (24-hour hotline). For more information please consult WVU policies at http://titleix.wvu.edu.

OPEN DOOR POLICY   The Center for Service and Learning has an open door policy. Any student enrolled in this class who has any concerns about the course may take these concerns to the instructor or Dr. Kristi-Wood Turner.

RESOURCES: WELLWVU: The Student's Center of Health promotes prevention and provides services for all of your health and wellness needs. Check out our website at **well.wvu.edu** for a complete list of medical, mental and preventive health services.

DAYS OF SPECIAL CONCERN   WVU recognizes the diversity of its students and the needs of those who wish to be absent from class to participate in Days of Special Concern, which are listed in the Schedule of Courses. Students should notify their instructors *by the end of the second week of classes* regarding Day

of Special Concern that will affect their attendance. Students must abide by the attendance policy of their instructors on their syllabi. Faculty will make reasonable accommodation for work that a student misses as a result of observing a Day of Special Concern.

ACADEMIC APPEAL PROCESS   Students are informed of the appeal process for dealing with academic behavior or grade appeals. Students should first attempt to resolve all academic behavior/grade appeals with the faculty member teaching the course as early as possible. If a reasonable resolution cannot be reached at this time, the student should write a letter of appeal to the Chair of the Department within which the course was taught. If a reasonable resolution is not reached from this level of appeal, further written appeals should be addressed first to the Associate Dean and then Dean of the College. *Timelines apply to each of these stages*. Please see the student handbook for specific information

Academic Integrity *
The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the West Virginia University Academic Catalog at http://catalog.wvu.edu/undergraduate/coursecreditstermsclassification/#academicintegritytext. Should you have any questions about possibly improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see me before the assignment is due to discuss the matter.

Adverse Weather Commitment *
In the event of inclement or threatening weather, everyone should use his or her best judgment regarding travel to and from campus. Safety should be the main concern. If you cannot get to class because of adverse weather conditions, you should contact me as soon as possible. Similarly, if I am unable to reach our class location, I will notify you of any cancellation or change as soon as possible within 1 hour before class starts, using MIX to prevent you from embarking on any unnecessary travel. If you cannot get to class because of weather conditions, I will make allowances relative to required attendance policies, as well as any scheduled tests, quizzes, or other assessments.

Inclusivity Statement *
The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion.

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Accessibility Services (293-6700).

For more information on West Virginia University's Diversity, Equity, and Inclusion initiatives, please see http://diversity.wvu.edu

Sale of Course Materials
All course materials, including lectures, class notes, quizzes, exams, handouts, presentations, and other materials provided to students for this course are protected intellectual property. As such, the

unauthorized purchase or sale of these materials may result in disciplinary sanctions under the Campus Student Code.

Attendance Policy

At West Virginia University, class attendance contributes significantly to academic success. Students who attend classes regularly tend to earn higher grades and have higher passing rates in courses. Excessive absences may jeopardize students' grades or even their ability to continue in their courses. There is a strong correlation between regular class attendance and academic success. Faculty are strongly encouraged to require attendance in all 100-level classes.
http://catalog.wvu.edu/undergraduate/enrollmentandregistration/#enrollmenttext

Be aware of the University's Academic Integrity and Dishonesty Policy http://catalog.wvu.edu/undergraduate/coursecreditstermsclassification/#academicintegritytext. You can review the rules, regulations, and procedures concerning student conduct and discipline for the main campus of West Virginia University, at http://campuslife.wvu.edu/r/download/180235.

Technical Requirements

Students need to have access to a computer for word processing, e-mail and access to eCampus. Access to the Internet is necessary for completion of this course. Run the Browser Check. This tool will check that you are using a supported Internet browsers and have a valid Java version installed. The required technical skills to participate in this course are:

1. Navigate the web
2. Use email with attachments
3. Create and submit files in commonly used word processing program formats
4. Copy and paste
5. Download and install software
6. Consult software tutorials and other online sources as a method of learning software features

Technical Support

Technical support regarding your use of eCampus is available by contacting 304-293-4444 (telephone), 1-877-327-9260 (toll free number), itshelp@mail.wvu.edu (email), and/or http://it.wvu.edu (website).

Phone: (304) 293-4444
Toll Free: 1(877) 327-9260
Email: ITSHelp@mail.wvu.edu