



**College of Public Service & Community Solutions**  
**SCHOOL OF SOCIAL WORK**

**SWG 546 Approaches to Teen Dating Violence Prevention**

**Course Instructor:** Dr. Lauren Reed, MSW, PhD (Lead instructor)

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**Office hours:** By appointment

- I. NAME AND NUMBER OF COURSE:** SWG 546 Approaches to Teen Dating Violence Prevention
- II. PROGRAM LEVEL:** MSW Students
- III. COURSE REQUIREMENTS**
  - Credits: 3 credits
  - Elective or Required: Elective
  - Prerequisites: None
- IV. COURSE DESCRIPTION:** This course will cover theoretical and practice frameworks for understanding and preventing teen dating violence. Specifically, this course will provide an overview of intimate partner violence in the adolescent developmental context, will consider risk factors and impacts of victimization, and will investigate methods of assessing and preventing dating violence in multiple contexts. Students will critically engage with how practitioners and researchers might engage in dating violence risk reduction and prevention throughout the course, building up to a final project in which they will develop their own prevention program. The course will focus on issues of gender throughout the semester, and will highlight the importance of community-based and culturally-responsive prevention and intervention. Students will have the opportunity to think critically about the current understanding of dating violence, explore their own attitudes about teen dating violence, and develop ideas for effective intervention and prevention.
- V. COURSE RATIONALE:** Dating violence has been defined as actual or threatened physical, sexual, psychological, or emotional abuse of a current or former dating partner, including stalking, and can take place in person or online (Centers for Disease Control, 2012). Although estimates vary widely, recent national data report that 9.8% of high school aged adolescents experienced physical abuse from a dating partner in the past year (Centers for Disease Control, 2009). It is important to differentiate dating violence from

adult intimate partner violence or domestic violence because of the developmental context in which it occurs (typically age 12-21). The developmental context is important because adolescents understand and experience romantic relationships differently than adults, during a time when peer acceptance is at its peak and teens are learning how to have healthy intimacy in close relationships. Decades of research have shown that experiencing abuse in adolescence is associated with detriments to physical and mental health. Furthermore, early dating violence has a profound impact on close relationships across the lifespan – making prevention of dating violence an important concern.

Due to its prevalence and impact on youth, social workers need to learn how to identify, intervene, and prevent dating violence in any context where they may interact with adolescent clients. In this course, students will think critically about dating violence through the lens of the adolescent developmental context, drawing from perspectives from social work, psychology, communications studies, and feminist theory. Students will learn about issues of gender, race, and culture throughout the course, studying culturally responsive interventions and prevention efforts. Students will also learn basic practice skills in assessing and responding to adolescents experiencing or perpetrating dating violence. Finally, students will synthesize course material to develop a dating violence prevention program of their own, showing how social workers might address dating violence across multiple contexts.

## VI. COURSE COMPETENCIES & LEARNING OUTCOMES

SWG 546 is an elective designed to provide an overview of teen dating violence practice skills and prevention. Following completion of the course and associated learning activities, students will gain skills and knowledge in the following areas:

VII. EPAS Competency	VIII. EPAS Practice Behaviors	IX. Outcomes – Measures, assignments, tasks, or activities
<b>(1) Demonstrate Ethical and Professional Behavior</b>	Social workers... <ul style="list-style-type: none"> <li>• Make ethical decisions by applying the standards of the NASW code of ethics, relevant laws and regulations;</li> <li>• Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;</li> <li>• Demonstrate professional demeanor in behavior; and oral, written, and electronic communication;</li> <li>• Use technology ethically and appropriately to facilitate practice outcomes</li> </ul>	Review laws and regulations around mandated reporting for clients involved in dating violence under the age of 18.  Reflect on how their personal values and experiences relate to and influence their understanding of and practice around issues of dating violence.

		<p>Participation in all class activities, interactions, and communication with classmates and instructor.</p> <p>Learning about digital dating abuse and the use of social media as a context for abuse and a tool for dating violence prevention.</p> <p>Assignments including the Self-reflections and Prevention Program Project.</p> <p>Outcome: When given a contemporary case study students will be able to identify issues of digital dating abuse recognizing the ramifications of laws and policies as currently written for minors.</p>
<b>(2) Engage Diversity and Difference in Practice</b>	<ul style="list-style-type: none"> <li>• Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</li> <li>• Present themselves as learners and engage clients and constituencies as experts of their own experiences; and</li> <li>• Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</li> </ul>	<p>Participation in class discussion.</p> <p>Focus on youth participatory methods for dating violence prevention.</p> <p>Assignments including the Self-reflections and Prevention Program Project.</p> <p>Outcome: Students will be capable of describing 3 personal biases and values that would influence their work with clients from diverse</p>

		backgrounds.
<b>(3) Advance Human Rights and Social, Economic, &amp; Environmental Justice</b>	<ul style="list-style-type: none"> <li>• Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and</li> <li>• Engage in practices that advance social, economic, and environmental justice.</li> </ul>	<p>Participation in class discussion.</p> <p>Conceptualizing dating violence as a form of gender-based violence and a social issue.</p> <p>Outcome: When defining the term gender-based violence students will be able to name 2 primary assumptions of the theoretical framework and why it constitutes social justice.</p>
<b>(4) Engage in Research-informed Practice</b>	<ul style="list-style-type: none"> <li>• Use practice experience and theory to inform scientific inquiry</li> <li>• Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and</li> <li>• Use and translate research evidence to inform and improve practice, policy, and service delivery.</li> </ul>	<p>Participation in class discussion around weekly reading assignments.</p> <p>Assignments including the Prevention Program Project.</p> <p>Outcome: Through the Prevention Program Project students will compare service delivery models using both quantitative and qualitative information.</p>
<b>(5) Engage in Policy Practice</b>	<ul style="list-style-type: none"> <li>• Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</li> </ul>	<p>Participation in class discussion.</p> <p>Outcome: Students will identify at least two policies related to teen dating violence and social justice movements.</p>
<b>(6) Engage with Individuals, Families, Groups, Organizations,</b>	<ul style="list-style-type: none"> <li>• Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;</li> </ul>	<p>Learn the influence of developmental stage of adolescent on experience of abuse.</p>

<b>and Communities</b>	<ul style="list-style-type: none"> <li>• Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</li> </ul>	<p>Participation in class discussion.</p> <p>Learn basic practice skills around engaging survivors of dating violence.</p> <p>Assignments including Self-reflections, Current eve/Media Presentation, and Prevention Program Project.</p> <p>Outcome: During the Media Presentations students will identify 4 theoretical frameworks and compare strengths and weaknesses for applying to the case example presented.</p>
<b>(7) Assess Individuals, Families, Groups Organizations, and Communities</b>	<ul style="list-style-type: none"> <li>• Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.</li> <li>• Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</li> </ul>	<p>Participation in class discussion.</p> <p>Learn assessment tools for dating violence.</p> <p>Assignments including the Prevention Program Project.</p> <p>Outcome: Student will identify an intervention strategy for the Prevention Program Project using 3 current research studies appropriate for the client(s).</p>
<b>(8) Intervene with Individuals, Families, Groups, Organizations, and</b>	<ul style="list-style-type: none"> <li>• Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</li> <li>• Negotiate, mediate, and advocate with and</li> </ul>	<p>Participation in class discussion on effective treatments and interventions for adolescents involved in dating violence.</p>

<b>Communities</b>	on behalf of diverse clients and constituencies	<p>Develop evidence-based prevention programs for dating violence in diverse contexts.</p> <p>Assignments including the Self-Reflections and Prevention Program Project.</p> <p>Outcome: Through class discussion students will identify 5 service models currently used to address teen dating violence.</p>
<b>(9) Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</b>	<ul style="list-style-type: none"> <li>• Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical framework in the evaluation of outcomes.</li> <li>• Critically analyze, monitor, and evaluate intervention and program processes and outcomes</li> </ul>	<p>Evaluate interventions and prevention programs for teen dating violence.</p> <p>Assignments including the Prevention Program Project.</p> <p>Outcome: Through the Prevention Program Project students will compare and critique 2 interventions and decide the theoretical framework underlying each model.</p>

## **X. COURSE UNITS**

1. Introduction
2. Adolescent Dating Relationships
3. Impacts & Risk Factors
4. Identity & Dating Violence
5. Assessment & Evidence-Based Interventions

## **XI. KEY COURSE CONCEPTS**

Abuse  
 Psychological abuse  
 Physical abuse  
 Sexual Abuse  
 Digital dating abuse

Cyber abuse  
 Social Media  
 Cyberstalking  
 Online Harassment  
 Sexting

Sexual coercion  
Sexual assault  
Cyberbullying  
Youth participatory action  
School-based interventions  
Gender symmetry  
Adolescent development  
Socialization

Media  
New media  
Culturally responsive interventions  
Program evaluation  
Cycle of violence  
Mandated reporting  
Evidence-based Intervention  
School-based Intervention

## **XII. ASU AND RELATED PROFESSIONAL POLICIES**

Students are responsible for reviewing and complying with all ASU policies, including the following:

### **Academic Integrity Policy<sup>1</sup>:**

- a. <http://provost.asu.edu/academicintegrity/policy>

### **Student Code of Conduct:**

<http://students.asu.edu/srr/code> (click on ABOR Student Code of Conduct)

### **Computer, Internet, and Electronic Communications Policy:**

<http://www.asu.edu/aad/manuals/acd/acd125.html>

### **Missed Classes Due to University Sanctioned Activities:**

<http://www.asu.edu/aad/manuals/acd/acd304-02.html>

### **Accommodations for Religious Practices:**

<http://www.asu.edu/aad/manuals/acd/acd304-04.html>

\*Absences, extensions can be granted if instructor is notified of religious holidays and practices at the beginning of the semester. Please let me know before the second week of class about any such instances that you expect will arise during this semester.

### **Commercial Note Taking Services:**

<http://www.asu.edu/aad/manuals/acd/acd304-06.html>

### **Handling Disruptive, Threatening, or Violent Individuals on Campus:**

<http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>

### **School of Social Work Student Academic Integrity Policy:**

<http://ssw.asu.edu/filelib/students/AcademicIntegrityPolicy.pdf/view>

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<sup>1</sup> The ASU student [academic integrity policy](#) lists violations in detail. These violations fall into five broad areas that include but are not limited to: (1) Cheating on an academic evaluation or assignment; (2) Plagiarizing; (3) Academic deceit, such as fabricating data or information; (4) Aiding academic integrity policy violations and inappropriately collaborating; (5) Falsifying academic records.

**Social work students are responsible for reviewing and complying with the National Association of Social Workers Code of Ethics:**

<http://www.socialworkers.org/pubs/code/code.asp>

The SSW upholds our profession's Code of Ethics, which directs us to "*promote policies that safeguard the rights of and confirm equity and social justice for all people*" and "*act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability*" (NASW, Code of Ethics, 2008).

**Therefore we will not tolerate bigotry, racism, sexism, xenophobia, homophobia, transphobia, ableism, or hostility towards historically oppressed groups.**

Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty, staff, and guests. ASU expressly prohibits [discrimination](#), [harassment](#), and [retaliation](#) by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information ([ACD 401: Prohibition Against Discrimination, Harassment, and Retaliation](#)).

As an ASU SSW student, if you experience or witness harassment or a crime while on campus or in an online course, here are resources and options available to you:

1. **Notify Police (911);** ASU Police non emergency (480-965-3456).
2. **Contact the Assistant Dean of Students.**
3. **Contact the Dean of Students at your campus (*Online SSW students please contact the Downtown Phoenix Campus Dean of Students, Dr. Sharon Smith*)**
  - a. **Downtown Phoenix Campus (602-496-4357), Dr. Sharon Smith ([sharon.smith@asu.edu](mailto:sharon.smith@asu.edu)); Assistant Dean of Students, Dr. Ron Briggs ([Ronald.briggs@asu.edu](mailto:Ronald.briggs@asu.edu))**
  - b. **Polytechnic Campus (480-727-5269), Lance Harrop**
  - c. **Tempe Campus (480-965-6547), Jennifer Hightower**
  - d. **West Campus (602-543-8152), Dr. Cassandra Aska**
4. **You may also reach out to any staff/faculty you feel comfortable with to seek support in conveying an incident to the Assistant Dean of Students (Dana Newell) here within the college**

**ASU also offers [counseling services](#) and support 24/7.** During business hours, area students can come to any of the four campus locations or call and ask to speak with a counselor. No appointment is necessary. Offices are open Monday-Friday, 8 a.m. - 5 p.m.

- a. Downtown Phoenix: 602-496-1155
- b. Polytechnic: 480-727-1255
- c. Tempe: 480-965-6146
- d. West: 602-543-8125

## **Title IX**

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <http://sexualviolenceprevention.asu.edu/faqs/students>.

As a mandated report, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services is available if you wish to discuss any concerns confidentially and privately.

## **XIII. ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

Please let me know by the first or second week of class of any special accommodations that you need, due to documented learning disability, religious practices, physical requirements, or medical needs. I will be happy to accommodate these needs.

If you are a student with a disability and have need of assistance or special accommodations, please review the following policy:

<http://www.asu.edu/aad/manuals/ssm/index.html#700> and contact the ASU Disability Resource Center (DRC). Students requesting accommodations for a disability must be registered with the DRC, and must submit appropriate documentation to the instructor from the DRC. Students enrolled with the School of Social Work Downtown Phoenix Campus and Tucson Component locations may contact the DRC at the Downtown Phoenix Campus: <http://campus.asu.edu/downtown/DRC>

## **XIV. HIPAA STATEMENT**

Students are subject to HIPAA regulations that protect client health information. To comply with these regulations, any client information you present from your internship or work must be de-identified. Any information that would allow someone to determine the client's identity must be changed or eliminated. This includes obvious information like names and birthdates. Other information so unique to the person that it will allow for identification may include such variables as diagnosis, race/ethnicity, gender, sexual orientation, and place of residence.

## **XV. PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM**

Professional conduct is expected in the classroom setting. That is, students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. Masters courses bring together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. This course may deal with complex and controversial issues that often feel challenging and uncomfortable. We will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, students must engage with one another with civility, respect, and professionalism. Students are asked to carefully evaluate their own thinking about violence against women, including their biases, work experiences, and understandings.

## **XVI. WRITING GUIDELINES & SUPPORT AVAILABLE**

This course requires that all written assignments are typed and in line with American Psychological Association (APA) style guidelines. The following website provides helpful guidance: <https://owl.english.purdue.edu/owl/resource/560/01/>

All ASU undergraduate or graduate students — can benefit from visiting the Writing Center to explore, plan, and develop ideas; organize and structure a paper; integrate and cite sources; engage in writing and revision; discuss editing and proofreading strategies; find a place to write. ASU students can schedule a 30-minute, in-person [appointment](#) for one-on-one writing tutoring. To schedule a one-on-one writing appointment in one of the writing centers, please [view the schedule](#) of available sessions and select an appointment time. <https://tutoring.asu.edu/student-services/writing-centers>

## **XVII. SELF-CARE, UNANTICIPATED DISTRESS & COUNSELING SERVICES**

Throughout the learning that occurs in this course, students are asked to continually and carefully evaluate their own thoughts and feelings, be mindful of their reactions to the material, and practice self-care as needed. Given the nature of the material presented, the emotional content may be difficult.

Students may experience unexpected and/or distressing responses to course content and discussions. Please communicate with me if you need support around distress arising from course content. Please also be aware that ASU offers counseling services for enrolled students. For more information, please go to the ASU Counseling Services website: <https://eoss.asu.edu/counseling> or call (480) 965-6146, Monday – Friday 8am – 5pm. After business hours, call the EMPACT ASU-dedicated hotline at (480) 921-1006

[Student Advocacy and Assistance](#) in the Dean of Students office guides students in resolving educational, personal and other difficulties by linking students with appropriate university and community resources.

## **XVIII. PRONOUNS**

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities, and all humans have the right to be addressed in accordance with their personal identity. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise the instructor of your preference early in the semester.

## **XIX. REQUIRED READING**

Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, materials that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

Required text: "Programs to Reduce Teen Dating Violence & Sexual Assault: Perspectives on what works" by Arlene Weisz & Beverly Black (2009).

Additional required readings are listed in the course schedule below and will be posted on Blackboard or available for download through the ASU library system or via public websites. Please note that reading requirements may change throughout the course of the semester. Any changes will be announced in class and via Blackboard.

Anthony, E. K., Williams, L. R. & LeCroy, C. W. (2012). Trends in adolescent development impacting social work practice: How can we catch up? *Journal of Human Behavior in the Social Environment*, 24(4), 487-498.

Baker, N. L. Buick, J. D., Kim, S. R., Moniz, S., Nava, K. L. (2012). Lessons from examining same-sex intimate partner violence. *Sex Roles*, 69, 182-192.

Banyard V. L., Cross C. (2008). Consequences of teen dating violence: Understanding intervening variables in ecological context. *Violence Against Women*, 14, 998-1013.

CSBA & California Partnership to End Domestic Violence. (2014). Promoting healthy relationships for adolescents: Board Policy Considerations. Governance Brief.

Adolescent Developing: A Reference for Professionals (2002). American Psychological Association.

Hamby, S. (2009). The gender debate about intimate partner violence: Solutions and dead ends. *Psychological Trauma: Theory, Research, Practice and Policy*, 1, 24-34.

Hébert, M., Daspe, M., Lapierre, A., Godbout, N., Blais, M., Fernet, M., & Lavoie, F. (2017). A meta-analysis of risk and protective factors for dating violence victimization: the role of family and peer interpersonal context. *Trauma, Violence, & Abuse*, 1-17.

Hautala, D. S., Sittnew Hartshorn, K. J., Armenta, & Whitbeck, L. (2017). Prevalence and correlates of physical dating violence among North American indigenous adolescents. *Youth & Society*, 49, 295-317.

Iratzoqui, A. (2017). Domestic violence and the victim/offender overlap across the lifecourse. *International Journal of Offender Therapy and Comparative Criminology*, 1-16.

Lippman, J. & Campbell, S. W. (2014) Damned If You Do, Damned If You Don't...If You're a Girl: Relational and Normative Contexts of Adolescent Sexting in the United States. *Journal of Children and Media*, 8, 371-386, DOI: 10.1080/17482798.2014.923009

McNaughton Reyes, H. L., Foshee, V. A., Chen, M. S., & Ennett, S. T. (2016). Patterns of dating violence victimization and perpetration among Latino youth. *Journal of Youth and Adolescence*. DOI 10.1007/s10964-016-0621-0.

McElwain, A., McGill, J. & Savasuk-Luxton, R. (2017). Youth relationship education: A meta-analysis. *Children and Youth Services Review*, 82, 499-507.

Miller, E. (2016). Prevention of and interventions for dating and sexual violence in adolescence.

Reed, L. A., Tolman, R. M., Ward, L. M. (2017). Gender matters: Experiences and consequences of digital dating abuse victimization in adolescent dating relationships. *Journal of Adolescence*.

Rueda, H. A., Nagoshi, J. L. & Williams, L. R. (2014). Mexican American and European American adolescents' experiences across the ecosystem: Implications for healthy relationships within an ecodevelopmental framework. *Journal of Human Behavior in the Social Environment*, 24, 358-376.

Storer, H. L., Casey, E. A., & Herrenkohl, T. I. (2017). Developing a "whole school" bystander intervention: The role of school-settings in influencing adolescents' responses to dating violence and bullying. *Children and Youth Services Review*, 74, 87-85.

Vagi, K., Rothman, E., Latzman, N., Tharp, A., Hall, D., & Breiding, M. (2013). Beyond correlates: A review of risk and protective factors for adolescent dating violence perpetration. *Journal of Youth and Adolescence*, 42, 633-649. doi:10.1007/s10964-013-9907-7

Ward, L. M., Reed, L., Trinh, S., & Foust, M. (2013). Sexuality and entertainment media. In D. Tolman, L. M. Diamond, J. Bauermeister, J., William, G., Pfaus, J., & Ward, L.M. (Eds.), *APA Handbook of Sexuality and Psychology, Volume 2: Contextual Approaches* (pp. 373-423). Washington, DC: American Psychological Association.

Williams, L.R. & Adams, H. L. (2013). Parties, drugs, and high school hook-ups: Socioemotional challenges for European and Mexican American adolescents. *Affilia: Journal of Women and Social Work*, 1-16.

## XX. RECOMMENDED READINGS

**\*\*These readings are not required for this course, but are recommended for further learning.**

Ackard, D. M., Eisenberg, M. E., & Neumark-Sztainer, D. (2007). Long-term impact of adolescent dating violence on the behavioral and psychological health of male and female youth. *The Journal of Pediatrics*, 151, 476-481. doi:10.1016/j.jpeds.2007.04.034

Adams, H. L. & Williams, L. R. (2014). "It's not just you two:" A grounded theory of peer-influenced jealousy as a pathway to dating violence among acculturating Mexican American adolescents. *Psychology of Violence*, 4, 294-308.

Borrajo, E., Gámez-Guadix, M., & Calvete, E. (2015a). Cyber dating abuse: Prevalence, context, and relationship with offline dating aggression 1. *Psychological Reports*, 116, 565-585.

Callahan, M. R., Tolman, R. M., Saunders, D. G. (2003). Adolescent dating violence victimization and psychological well-being. *Journal of Adolescent Research*, 18, 664-681.

Close S. M. (2005). Dating violence prevention in middle school and high school youth. *Journal of Child and Adolescent Psychiatric Nursing*, 18, 2-9.

Crooks, C. V., Scott, K. L., Broll, R., Zwarych, S., Hughes, & Wolfe, D. A. (2015). Does an evidence-based healthy relationships program for 9<sup>th</sup> graders show similar effects for 7<sup>th</sup> and 8<sup>th</sup> graders? Results from 57 schools randomized for intervention. *Health Education Research*, 30, 513-519.

Cutter-Wilson, E., & Richmond, T. (2011). Understanding teen dating violence: Practical screening and intervention strategies for pediatric and adolescent healthcare providers. *Current Opinion in Pediatrics*, 23, 379-383. doi:10.1097/MOP.0b013e32834875d5.

Dahlberg, L.L., Toal, S.B., Swahn, M., Behrens, C.B. (2005). Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools, 2nd ed., Atlanta, GA: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control.

De La Rue, L., Polanin, J. R., Espelage, D. L., & Pigott, T. D. (2016). A meta-analysis of school-based interventions aimed to prevent or reduce violence in teen dating relationships. *Review of Educational Research*, 1-28.

Fox, J., Warber, K. M., & Makstaller, D. C. (2013). The role of Facebook in romantic relationship development: An exploration of Knapp's relational stage model. *Journal of Social and Personal Relationships*, 30(6), 771-794. doi:10.1177/0265407512468370.

Fox, J., Osborn, J. L., & Warber, K. M. (2014). Relational dialectics and social networking sites: The role of Facebook in romantic relationship escalation, maintenance, conflict, and dissolution. *Computers in Human Behavior*, 35, 527-534. doi:10.1016/j.chb.2014.02.031.

Giordano, P. C., Soto, D. A., Manning, W. D., & Longmore, M. A. (2010). The characteristics of romantic relationships associated with teen dating violence. *Social Science Research*, 39, 863-874.

Glass, N., Clough, A., Case, J., Hanson, G., Barnest-Hoyt, J., Waterby, A., ... & Perrin, N. (2015). A safety app to respond to dating violence for college women and their friends: the MyPlan study randomized controlled trial protocol. *BMC public health*, 15, 871.

Helm, S., Baker, C. H., Berlin, J. Kimura, S. (2015). Getting in, being in, staying in, and getting out: Adolescents' descriptions of dating and dating violence. *Youth & Society*, 1-23.

Korchmaros, J. D., Ybarra, M. L., Langhinrichsen-Rohling, J., Boyd, D., & Lenhart, A. (2013). Perpetration of teen dating violence in a networked society. *Cyberpsychology, Behavior, and Social Networking*, 16, 561-567. doi:10.1089/cyber.2012.0627.

Love, S. R. & Richards, T. N. (2013). An exploratory investigation of adolescent intimate partner violence among African American youth: A gendered analysis. *Journal of Interpersonal Violence*, 28, 3342-3366.

Lucero, J. L., Weisz, A. N., Smith-Darden, J., & Lucero, S. M. (2014). Exploring gender differences: Socially interactive technology use/abuse among dating teens. *Affilia*, 29, 478-491.

Martin-Storey, A. & Fromme, K. (2017). Mediating factors explaining the association between sexual minority status and dating violence. *Journal of Interpersonal Violence*, 1-28.

Miller, J., & White, N. A. (2003). Gender and adolescent relationship violence: A contextual examination. *Criminology*, 41(4), 1207-1248.

Molidor, C., Tolman, R. M. (1998). Gender and contextual factors in adolescent dating violence. *Violence Against Women*, 4, 180-194.

Papp, L., Danielewicz, J. Cayemberg, C. (2012). "Are we Facebook official?" Implications of dating partners' Facebook use and profiles for intimate relationship. *Cyberpsychology & Behavior*, 15(2), 85-99. doi: 10.1089/cyber.2011.0291

Reed, L. A., Tolman, R. M., Ward, L. M., Safyer, P. (2016). Keeping tabs: Attachment insecurity and electronic intrusion in high school dating relationships. *Computers in Human Behavior*, 58, 259-268.

Reidy, D. E., Early, M. S., Holland, K. M. (2017). Boys are victims too? Sexual dating violence and injury among high-risk youth. *Preventative Medicine*. doi: 10.1016/j.ypmed.2017.05.018

Reidy, D. E., Smith-Darden, J. P. Cortina, K., Kernsmith, R. M., & Kernsmith, P. D. (2015). Masculine discrepancy stress, teen dating violence, and sexual violence perpetration among adolescent boys. *Journal of Adolescent Health*, 56, 619-624.

Rodenhizer, K. E. & Edwards, K. M. (2017). The impacts of sexual media exposure on adolescent and emerging adults' dating and sexual violence attitudes and behaviors: A critical review of the literature. *Trauma, Violence, & Abuse*, 1-14.

Rueda, H. A., Lindsay, M., & Williams, L. R. (2014). "She posted it on Facebook:" Mexican American adolescents' experiences with technology and romantic relationship conflict. *Journal of Adolescent Research*, 1-27.

Rueda, H. A. & Williams, L. R. (2015). Mexican American couples communicating about conflict: An integrated developmental and cultural perspective. *Journal of Adolescent Research*, 1-29.

Sharkey, J. D., Reed, L. A., & Felix, E. (2017). Dating Violence Research in Schools: Balancing Human Subjects Protections with Mandated Reporting Laws. *American Journal of Community Psychology: Special Issue on Ethical Dilemmas in Community Research and Practice*.

Vagi, K. J., O'Malley, E., Basile, K. C., Vivolo-Kantor, A. M. (2015). Teen dating violence (physical and sexual) among U.S. high school students: Findings from the 2013 National Youth Risk Behavior Survey. *JAMA Pediatrics*.

Williams, L. R. (2012). "Love is...": How adolescents define and experience romantic love. In M. Paludi (Ed.), *The psychology of love*. Santa Barbara, CA: ABC-CLIO.

Wolfe, D. A., Wekerle, C., Scott, K., Straatman, A., Grasley, C. & Reitzel-Jaffe, D. (2003). Dating violence prevention with at-risk youth: A controlled outcome evaluation. *Journal of Consulting and Clinical Psychology*, 71, 279-291.

## XXI. COURSE SCHEDULE – PLAN OF INSTRUCTION

**\*\*Required text:** Weisz, A. N. & Black, B. (2009). Programs to reduce teen dating violence & sexual assault: Perspectives on what works. Columbia University Press.

**\*\*All other course readings can be found on Blackboard.**

Date	Key Concepts	Assignments/Activities/Readings
<b>Unit 1: Introduction</b>		
WEEK 1 <b>Introduction</b>	Review of syllabus Classroom expectations Course unit overview APA format	<i>*Sign up for class discussion facilitation and Current Event/Media Presentations.</i>
WEEK 2 <b>What is Dating Violence?</b>	Definitions Types of dating violence Dating violence statistics Theoretical approaches	<i>*Current event/Media Presentation</i> <i>*Initial Reflection Due</i> <ul style="list-style-type: none"><li>• Weisz &amp; Black (2009) Chap. 3</li><li>• CSBA &amp; California Partnership to End Domestic Violence. (2014)</li></ul>
WEEK 3 <b>Introduction to Prevention</b>	Why is prevention important? Prevention models Risk Reduction vs. Primary Prevention Healthy Relationships	<i>*Current event/Media Presentation</i> <ul style="list-style-type: none"><li>• Weisz &amp; Black (2009) Chap. 1, 2, 4</li><li>• McElwain, McGill, &amp; Savasuk-Luxton (2017)</li></ul>
<b>Unit 2: Adolescent Dating Relationships</b>		
WEEK 4 <b>Adolescent Developmental Context</b>	Intimacy Identity Egocentrism Importance of peers Need for autonomy	<i>*Current event/Media Presentation</i> <ul style="list-style-type: none"><li>• Adolescent Development: A Reference for Professionals (APA)</li><li>• Anthony, Williams, &amp; LeCroy (2012)</li></ul> <i>Recommended reading:</i>

		<ul style="list-style-type: none"> <li>Williams, L. R. (2012)</li> </ul> <p><i>*Meet with Prevention Program Group</i></p>
<p>WEEK 5</p> <p><b>How do adolescents learn about relationships?</b></p>	<p>Messages learned about dating (socialization) from:</p> <p>Peers</p> <p>Parents</p> <p>Media</p> <p>School</p>	<p><i>*Current event/Media Presentation</i></p> <ul style="list-style-type: none"> <li>Rueda, Nagoshi, &amp; Williams (2014)</li> <li>Ward, Reed, Trinh, &amp; Foust (2013). Pgs. 379-382, 398-402</li> </ul> <p><i>*Meet with Prevention Program Group</i></p>
<p>WEEK 5</p> <p><b>Dating in Today's World</b></p>	<p>Hook-up culture</p> <p>Dating apps</p> <p>Contemporary dating</p> <p>Social media</p>	<p><i>*Current event/Media Presentation</i></p> <p><i>*Prevention Program Project context, population, facilitator selections due</i></p> <ul style="list-style-type: none"> <li>Rueda, Lindsay, &amp; Williams, L. R. (2014)</li> <li>Williams &amp; Adams (2013)</li> </ul>
<p><b>Unit 3: Impacts &amp; Risk factors</b></p>		
<p>WEEK 6</p> <p><b>Impacts</b></p>	<p>Short term impacts</p> <p>Long term impacts</p> <p>Injury</p> <p>Mental health</p> <p>School performance</p>	<p><i>*Current event/Media Presentation</i></p> <ul style="list-style-type: none"> <li>Banyard &amp; Cross (2008)</li> <li>Iratzoqui (2017)</li> </ul> <p><i>*Meet with Prevention Program Group</i></p>
<p>WEEK 7</p> <p><b>Risk factors</b></p>	<p>Risk factors for perpetration</p> <p>Risk factors for victimization</p> <p>Co-occurrence of victimization &amp; perpetration</p>	<p><i>*Current event/Media Presentation</i></p> <ul style="list-style-type: none"> <li>Hébert, Daspe, Lapierre, Godbout, Blais, Fernet, &amp; Lavoie (2017)</li> <li>Vagi, Rothman, Latzman, Tharp, Hall &amp; Breiding (2013)</li> </ul>
<p>WEEK 8</p> <p><b>Digital dating abuse</b></p>	<p>Digital media as a context and tool for abuse</p> <p>Digital boundaries</p> <p>Sexting</p>	<p><i>*Current event/Media Presentation</i></p> <ul style="list-style-type: none"> <li>Lippman &amp; Campbell (2014)</li> <li>Reed, Tolman, &amp; Ward (2017)</li> </ul> <p><i>Recommended reading:</i></p> <ul style="list-style-type: none"> <li>Lucero, Weisz, Smith-Darden, and Lucero (2014)</li> </ul>

		<i><b>*Meet with Prevention Program Group</b></i>
<b>Unit 4: Identity &amp; Dating Violence</b>		
WEEK 9 <b>Gender</b>	Gender symmetry debate Gender dynamics of abuse Men as Victims	<i><b>*Current event/Media Presentation</b></i> <ul style="list-style-type: none"> <li>• Weisz &amp; Black (2009) Chap. 6</li> <li>• Hamby (2009)</li> </ul>
WEEK 10 <b>Diverse identities</b>	Same-sex couples LGBTQ youth Ethnic/racial minority youth (including Latino and Native youth)	<i><b>*Current event/Media Presentation</b></i> <ul style="list-style-type: none"> <li>• Weisz &amp; Black (2009) Chap. 9</li> <li>• Hautala, Sittner Hartshorn, Armenta, &amp; Whitbeck (2017)</li> </ul> <p><i>Choose one of the following:</i></p> <ul style="list-style-type: none"> <li>• Baker, Buick, Kim, Moniz, S., Nava (2012)</li> <li>• McNaughton Reyes, Foshee, Chen, &amp; Ennett (2016)</li> </ul> <i><b>*Meet with Prevention Program Group</b></i>
<b>Unit 6: Assessment &amp; Evidence-based Interventions</b>		
WEEK 11 <b>Working with survivors</b>	Assessments How to talk to survivors in practice settings Ethics of working with survivors/mandated reporting Working with perpetrators	<i><b>*Current event/Media Presentation</b></i> <ul style="list-style-type: none"> <li>• Weisz &amp; Black (2009) Chap. 14, 15</li> <li>• Miller, E. (2016)</li> </ul>

WEEK 12 <b>Evidence-based interventions</b>	School-based programs Risk reduction programs Prevention programs Group work Individual counseling	<b><i>*Current event/Media Presentation</i></b> <ul style="list-style-type: none"> <li>• Weisz &amp; Black (2009) pg. 274-275</li> <li>• Storer, Casey, &amp; Herrenkohl (2017)</li> </ul> <b><i>*Meet with Prevention Program Group</i></b>
WEEK 13 <b>Prevention Program Presentations</b>		<b><i>Prevention Program class presentations</i></b>
WEEK 14 <b><i>Prevention Program Project Paper due</i></b> <b><i>Final Reflection due</i></b>		

## XXII. Evaluation of learning

### ASSIGNMENTS (OUT-OF-CLASS)

Initial Reflection	10
Prevention Project Paper	30
Final Reflection	10
<b><i>Total</i></b>	<b><i>50</i></b>

### READING & PARTICIPATION (IN-CLASS):

Class attendance & participation	4
Reading Quizzes	6
Class discussion facilitation	10
Current event/Media presentation	15
Prevention Program Presentation	15
<b><i>Total</i></b>	<b><i>50</i></b>

***Grade Total: 100 points***

## XXIII. Additional grading rubrics and information will be posted at the discretion of the instructor.

A+ -	97 - 100 points
A -	94 - 96
A- -	90 - 93
B+ -	87 - 89
B -	84 - 86
B- -	80 - 83
C+ -	77 - 79
C -	73 - 76

C- -	69 - 72
D -	65 - 68
E -	65 and below

Assignments are due before class time on the due date. All assignments will be submitted on Blackboard (except Class Discussion Facilitation questions which will be brought to class). If an assignment is within 24 hours late, 10% will be deducted from the grade. Assignments submitted more than 24 hours from the due date will **NOT** be accepted. With the exception of documented medical/personal emergencies, if notification is given *before* an assignment is due, at the discretion of the instructor, the assignment will be accepted with a deduction of 5 points per day late.

In assigning grades, it is assumed that excellence is the standard as befits a Master's level program.

An A grade at the graduate level means that a student is doing outstanding or excellent work, in which a student attends class regularly, hands in all of the course assignments and demonstrates a thorough grasp of the material. To receive an "A" students must go above and beyond the basic expectations for the course.

A B grade at the graduate level means that a student is doing at least satisfactory work, and meeting the minimum requirements for the course. The student attends class regularly, hands in all of the course assignments, and demonstrates a basic level of understanding of the course concepts.

A C grade at the graduate level means that a student is doing inconsistent work. The student does not attend class regularly, fails to hand in some of the course assignments, and/or fails to demonstrate a basic level of understanding of the course concepts.

A D or E at the graduate level means that a student is doing unacceptable work, demonstrating a complete lack of understanding of course concepts.

## XXIV. ASSIGNMENTS

### **Class Attendance and Active Participation (4 points)**

Class attendance and participation are essential to learning in this course. The instructor will pass around an attendance sheet randomly throughout the semester. It is each student's responsibility to remember to sign this attendance sheet. Students are expected to come to class having carefully completed all reading assignments. This class will be a community in which we all need to participate and do our part to contribute to the success of the community. Students are encouraged to get "out of their comfort zone" a bit as they take part in some of the exercises. The class participation grade encompasses more than physical attendance; in this class, students are expected to actively participate in discussion and small group exercises and to appropriately give and accept professional feedback each week. For learning purposes, debate is welcomed and encouraged, but

disrespect will not be tolerated. If you disagree, challenge the idea, not the person. Doing work or reading for other classes, surfing the Internet, and using cell phones are unacceptable behavior during class.

The use of laptops for anything other than course purposes is **not** permitted in class. Cell phone use is **not** permitted in class. Failure to follow these guidelines will affect your participation grade.

***Acknowledging that unforeseen emergencies do occur, each student will be permitted 1 absence before there will be an adverse effect on the grade. If you have two unexcused absences, your grade will be lowered by 1 point. If you have 3 unexcused absences, your grade will be lowered by 3 points. Consistently arriving late (more than 10 minutes) or leaving early will also impact your grade (up to 3 points).***

If you require an excused absence (only granted with a doctor's note, a note from the athletic department, or other accepted documentation including religious holidays), you must give the instructor documentation and let her know *in advance* when possible. If you are granted an excused absence, you will still be expected to turn assignments in on time.

### **Reading Quizzes (6 points)**

To promote student accountability in keeping up with required course readings, the instructor will give three random reading quizzes throughout the semester. These quizzes will be handed out at the beginning of class and will include two multiple choice and/or short answer questions about the content of that week's required readings. Each reading quiz will be worth 2 points, for a total of 6 points for the semester.

### **Class Discussion Facilitation (10 points)**

On the first day of class each student will pair up with another student and sign up to lead one class discussion. For this class discussion, the students will be responsible for developing at least 2 discussion questions based on the required class readings for that day. Discussion questions should be submitted to the instructor **at least 24 hours before class time**. The instructor can then electronically distribute these questions to the other students in the class. Questions should be designed to create a dialogue of complex issues relevant to social work. Students will be graded on their ability to lead and moderate class discussion and the capacity of the 2 discussion questions to generate critical thinking (whether or not they are actually used during the discussion). Students are encouraged to incorporate current events into their discussions when applicable. Students will receive up to 5 points for the quality of their discussion questions, and up to 5 points for the quality of their discussion facilitation. Student facilitator pairs will be individually graded, so both need to equally contribute to developing discussion questions and facilitating class discussion.

### **Reflections (10 points for Initial Reflection and 10 points for Final Reflection)**

At the beginning of the semester, students will be asked to write a 2-3 page Initial Reflection on their background knowledge of teen dating violence, any relevant

practice/volunteer experience they have had, interests related to teen dating violence, and any questions or concerns they have about the topic. This reflection should not exceed 3 pages and is not expected to be in APA format (what is required: 12 point times new roman font, 1 inch margins, double-spaced, complete sentences with proper spelling and grammar). This is an opportunity for the instructor to get a sense of the knowledge and experience that students are bringing to the class, and also to help shape the course material based on your questions and interests.

At the end of the semester, students will be asked to again write a 2-3 page Final Reflection in which they discuss what they learned this semester about teen dating violence, any thoughts or responses to course material, and how they will apply the course material to social work practice or community work. This is an opportunity for students to synthesize what they have learned throughout the semester and apply it to their roles as social workers. This reflection should not exceed 3 pages and is not expected to be in APA format (what is required: 12 point times new roman font, 1 inch margins, double-spaced, complete sentences with proper spelling and grammar).

### **Current event/Media Presentation (15 points)**

Each student will pair up with another student and assigned a week to give a brief presentation on a current event (e.g., news story, radio story) or piece of media (e.g., youtube video, book, website) related to teen dating violence. This event or media should be recent (ideally, within the past year, but exceptions may be given). Students should make an effort to fit the presentation the class theme for that week, when possible. Students will be encouraged to choose a different week than they are leading class discussion. The students are expected to bring in evidence (article, video, radio clip, etc.) of the current event/media to show the class. The presentation will consist of giving an oral summary of the current event/media piece to the class, explaining why it was chosen, and how it relates to course material. The student should also explain the implications of this current event/media piece for social work- how it might inform practice, how we might incorporate it in our work with a client, or how it might inspire advocacy around this issue. The student should also be prepared to answer class questions about their current event/media piece. The presentation should range from 5-10 minutes, with a 5 minute discussion.

\*Students must receive approval of current event/media piece by instructor at least 48 hours before class time.

### **Prevention Program Project (30 points for paper and 15 points for oral presentation; 45 points total)**

For the Prevention Program Project, students will be assigned to work in small groups. These groups will be assigned in the first few weeks of class, and they will have time throughout the semester to meet in class and discuss their project. Each group will be tasked with developing their own prevention program for teen dating violence, incorporating course reading, class material, and relevant practice experience. Each group will be assigned a setting (school-based, community-based, or online) and a target population age (middle or high school students). Mid-semester, groups will submit a brief

one-page proposal to the instructor to get approval to move forward with their idea. Groups will be asked to identify the following in their outline for the presentation and paper:

1. Name of the program
2. Demographic characteristics of their target youth (should not be a primarily white target group)
3. Program mission statement/values
4. Stakeholders (who will need to be involved and help make this program happen?)
5. Resources needed and proposed funding sources (budget details not needed)
6. Who will implement the program? (teachers, peer educators, researchers, etc.)
7. How will youth be recruited?
8. How will you promote retention and engagement?
9. Dosage
10. Crisis intervention plan/Ethical considerations
11. Expected outcomes
12. Evaluation plan (how will you know if your program works?)

For the presentation and paper, groups will be expected to address the following questions:

- What challenges do you anticipate in implementing this program?
- What are the strengths of your program?
- How are youth engaged in your program? (not as participants)
- What efforts have you made to make your program developmentally appropriate and culturally responsive?
- What organizations in the Phoenix area might you collaborate with to implement, improve, and evaluate this program?

The presentation should also include:

- Any creative product your group has created for your program (a logo, ideas for t-shirts, recruitment materials, short video, etc.)
- Example of one activity, program session, or presentation you have created that would be part of your program. For example, if it is an online program- what kinds of activities or resources would youth engage with? What might an app look like? If it is a school-based or community-based program- what would one session of your program look like?

The paper should also include:

- Information on the group's process: How did you decide on the various components of the program? How did the group divide up the work for the presentation and the paper? What obstacles arose, and how did you move past them?
- What course material or class discussion informed your program?
- What remaining questions does your group have about dating violence prevention or your program specifically?

A detailed rubric will be posted on the blackboard and students will be given class time to work in small groups to refine the project. Papers will be submitted on Blackboard before class time on Week 14. Papers should not exceed 10 pages (double spaced), and must follow APA style guidelines (12 font, in-text citations, references, etc.). Grading will include whether prevention program is culturally responsive.

During the last week of class all student groups will present to their peers. Class will provide input to their peers about the conceptualization of the prevention program. Presentations will be graded on quality of slides, organization and preparation, description of the program, and ability to engage other students in discussion about the complexities and ethical dilemmas posed the program. Groups will have the opportunity to incorporate class feedback into their papers, as the paper will be due a week after the presentation. A presentation rubric will be available to all students on black board.

## **XXV. Other Expectations and Student Resources**

### **Evaluative Procedures & Course Requirements**

Students are expected to read the texts and apply content to classroom discussions, presentations and papers. Students will be encouraged to share experiences based on their current placements and/or work experiences. Opportunities will be available for group exercises. Attendance in this course is critical since class sessions involve discussions of concepts in large groups, small group exercises, and presentations.

The Student Success Center (<https://studentsuccess.asu.edu/>) is available to students who seek additional help with writing and assignments.

### **Assignments**

Most written assignments for this course will be due in electronic form to Blackboard. E-mailed assignments will not be accepted; please *submit assignments on Blackboard*. If an assignment is not turned in by the assigned due date and time (usually before classtime on the due date), it is considered late. Assignments turned in within 24 hours of the due date and time will receive a deduction of 10%. No assignments will be accepted 24 hours passed the due date and time unless special arrangements are made with the instructor.

You are expected to proofread and spell-check your work. Papers should be written in APA style, including references and citations. For more information about APA style, refer to your APA Publication manual or the APA paper example posted on Blackboard.

### **Drafts**

The instructor will look over partial drafts (up to 1 page) of your papers during office hours. You may choose to show a part of your paper that you are particularly unsure about, or a section that you think is representative of your overall performance on the paper. It is best to email the instructor a partial draft at least one day *before* you plan to come office hours. This way she may be able to read it briefly before office hours. Regardless, the instructor will always be able to discuss the draft during office hours. The instructor will not discuss drafts of papers over email—you must come to office hours.

The instructor is always happy to answer *specific* questions you have regarding papers in office hours or over email, but please do not wait until the night before papers are due.

### **Contesting a Grade**

If you do not agree with a grade that you have received on an assignment, you are able to submit a written petition for a grade change. You must wait **2 days** before submitting a petition to give you an opportunity to thoroughly review my comments and to formulate your argument as to why you deserve a grade change. You must submit the petition within **one week** of receiving a grade to contest that grade. You must contest your grade *in writing* with a note attached to the graded assignment or an e-mail. The instructor will review your petition and evaluate whether a grade change will be granted.

\* The instructor reserves the right to modify this syllabus at any time.