

Moravian College

IDIS 298

Perspectives on Youth Violence

Syllabus, Fall 2010

Class meets: M-W Period 6B, 2:35-3:45 Room: South Campus HILL Room 410

Service Learning: 12-15 hours as arranged by student

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People become more understanding of each other and more patient when differences are viewed as gifts to exchange instead of problems to be eliminated.

-Hill (2001, p. 9)

Course Description:

Learners will engage in exploration of youth violence, including the influence of cultural, social, and economic factors in the development and persistence of violent behavior, and become informed as to how social, economic and political forces can operate for reduction of violence. Theory and research evidence will guide the discussion of current issues of youth violence. Learners will conduct their own examination of issues in youth violence in the local community through observation, interview, and service learning projects in selected agencies.

Course Objectives:

Through participation in this course, learners will:

1. Identify determinants of youth violence and strategies to decrease violent behavior.
2. Gain awareness that the problem of violent behavior in youth develops in context, including influences from home, family, community and society.
3. Develop a deeper awareness of and appreciation for the diversity in youths' lifestyles and cultural backgrounds through a service learning experience.
4. Integrate theory and research with real-life experiences of youth, especially as they relate to aspects that place youth at risk for violent behaviors.
5. Examine one's personal beliefs about youth violence within the broader context of cultural, social and economic forces.

Required textbook:

Beaudoin, M. & Taylor, M. (2009). *Responding to the culture of bullying and disrespect: New perspectives on collaboration, compassion and responsibility*. Thousand Oaks, California: Sage Publications.

Other Required readings:

- Brown, S. L., Birch, D. A., & Kancherla, V. (2005). Bullying perspectives: Experiences, attitudes, and recommendations of 9- to 13-year-olds attending health education centers in the United States. *Journal of School Health*, 75(10), 384-392. **(on Blackboard)**
- Frisen, A., Jonsson, A., & Persson, C. (2007). Adolescents' perception of bullying: Who is the victim? Who is the bully? What can be done to stop bullying? *Adolescence*, 42(168), 749-761. **(on Blackboard)**
- Jaycox, L. H., McCaffrey, D., Eiseman, B., Aronoff, J., Shelley, G. A., Collins, R. L., & Marshall, G. N. (2006). Impact of a school-based dating violence prevention program among Latino teens: Randomized controlled effectiveness trial. *Journal of Adolescent Health*, 39(5), 694-704. **(on Blackboard)**
- Leve, L. D., Chamberlain, P., & Reid, J. B. (2005). Intervention outcomes for girls referred from juvenile justice: Effects on delinquency. *Journal of Consultation and Clinical Psychology*, 73(6), 1181-1185. **(on Blackboard)**
- Marcus, R. F. (2007). *Aggression and violence in adolescents*. Cambridge, New York: Cambridge University Press. . **(selected chapters as noted on topical outline) (on reserve in library)**
- McWhirter, J., McWhirter, B., McWhirter, E., & McWhirter, R. (2007). *At risk youth: A comprehensive response for counselors, teachers, psychologists, and human services professionals*. 4th edition. Belmont, CA: Thomson Brooks/Cole. **(selected chapters as noted on topical outline) (on reserve in library)**
- Psychiatry in the news. (2008). 'Cascading effect' may explain teen violence. *Psychiatric Annals*, 38 (12), 762. **(on Blackboard)**
- Rappaport, N. & Thomas, C. (2004). Recent research findings on aggressive and violent behavior in youth: Implications for clinical assessment and intervention. *Journal of Adolescent Health*, 35, 260-277. **(on Blackboard)**.
- Richard, A. (1999). *Roots of violence in the U.S. culture: A diagnosis toward healing*. Nevada City, CA: Blue Dolphin Publishing. **(selected chapters as noted on topical outline) (on reserve in library)**
- Smolowe, D. et al. (April 26, 2010). Bullied to death? Inside her torment. *People Magazine*. Time Warner Publications. **(on reserve in library)**
- Spriggs, A. L., Iannotti, R. J., Nansel, T. R., & Haynie, D. L. (2007). Adolescent bullying involvement and perceived family, peer and school relations: commonalities and differences across race/ethnicity. *Journal of Adolescent Health*, 41(3), 283-93. **(on Blackboard)**.
- Sullivan, T. N., Farrell, A. D., Bettencourt, A. F., & Helms, S. W. (2008). Core competencies and the prevention of youth violence. In N. G. Guerra & C. P. Bradshaw (Eds.), *Core competencies to prevent problem behaviors and promote*

positive youth development. New Directions for Child and Adolescent Development, 122, 33–46. (on Blackboard).

Szalavitz, M. & Perry, B. D. (2010). *Born for love: Why empathy is essential---and endangered*. New York: HarperCollins Publishers. **(selected chapters as noted on topical outline) (on reserve in library)**

Vigil, J. D. (2003). Urban violence and street gangs. *The Annual Review of Anthropology, 32, 225-242. (on Blackboard).*

****Additional readings may be assigned****

Required Audio-Visual components:

Estes, J. A. (Writer/Director). (2004). *Mean Creek* [Motion Picture]. United States: Whitewater Films. **(media link on Blackboard)**

Washington, D. (Director). (2002). *Antwone Fisher* [Motion Picture]. United States: Twentieth Century Fox Films. **(media link on Blackboard)**

Course requirements:

1. **Class attendance is an expectation.** Students are expected to be prepared and attend all class meetings. This includes completing assignments prior to attending class. The student can expect to work approximately 10-12 hours per week in preparing for this class. Tardiness is a distraction to the class and will not be tolerated.
2. **If unable to attend a class,** please contact the course faculty via email or phone. Students are responsible for providing a doctor/health center excuse for an excused absence. Students are responsible for obtaining any notes, handouts, or other class items from classmates. Students who do not follow this policy and miss class without an excuse will have 1 point deducted from their final grade for each unexcused absence.
3. Plagiarism is the intentional use of another's words or ideas as your own. This can range from using another individual's direct words or changing the words slightly (paraphrasing) without the appropriate citation to purchasing a paper from the Internet or a professional writing service. Refer to the Moravian College Academic Honesty Policy in the Student Handbook. APA format is required for all written assignments.
4. Accommodations for learning and other disabilities cannot be provided until authorization is received from the appropriate disability support provide on campus. (Extension 1510). Students who wish to request accommodations in this class for support of learning disabilities should contact Mrs. Laurie Roth, Director of Learning Services or Dr. Joseph Kempfer, Assistant Director of Learning Services for Disability Support. Students who wish to request accommodations for support of other disabilities should contact Dr. Ron Kline, Director of the Counseling Center.
5. It is within the instructor's purview to apply qualitative judgment in determining grades for an assignment or for a course.

6. The flow of the topical outline may be subject to change at the discretion of the faculty.

Methods of Evaluation:

Some learning activities will be non-graded but designed to facilitate thought and/or processes involved in achieving learning outcomes.

Graded learning activities are as follows:*

Total Percentage

Student-led seminar	20%
Perspective paper	20%
Creative Project expressing personal meaning of service learning project (and logs of service)	10%
Journal reflections on service learning experiences (4 Journals x 5%)	20%
Class assignments, preparation and participation **	10%
Final exam	20%
TOTAL:	100%

***Directives for assignments may be accessed on the course Blackboard site**

(<http://blackboard.moravian.edu/?bbatt=Y>)

**Class assignments are noted on the topical outline. You will receive a credit or no credit for completing an assignment. Preparation for class and participation will be assessed by the quality and quantity of one's contribution to the class discussion on readings or presentations.

Grading Policy:

1. Where applicable, class assignments are to be typed and submitted according to APA style (5th Ed.). Use of a computer, Internet access, and electronic searches of databases are required.
2. Assignments are expected in hard copy format on or before their due date. If class assignments are submitted late, five points per day will be deducted from the grade.

The grading scale is as follows:

A = 93-100	B- = 80-82	D+ = 67-69
A- = 90-92	C+ = 77-79	D = 60-66
B+ = 87-89	C = 73-76	D- = 60-62
B = 83-86	C- = 70-72	F = <60

SERVICE LEARNING COURSE COMPONENT

This is a service-learning course which combines relevant and meaningful service with the community with enhanced academic learning and purposeful civic learning. You will have the opportunity to learn about factors contributing to the causes of youth violence, while implementing strategies with a selected community partner to address youth violence and prepare you for active civic participation in society. The service component of the class is required for satisfactory course completion.

Site for service-learning projects:

- ***Fountain Hill Elementary School*** (Member of Community Schools of the Lehigh Valley)

1330 Church Street
Bethlehem, PA 18015
Phone: 610-865-5881

Service-learning Activities:

1. Students will work in pairs in grades K-5 under the supervision of guidance counselors. The initial contact will be to meet and greet the children and their teachers and to become acquainted with the school and classroom environment.
2. Students will conduct an assessment activity with the children to gauge their understanding of and experience with bullying.
3. Each week the student pairs will prepare and present an age-appropriate activity in one or more class sessions for the purpose of addressing some aspect of bully behavior.
4. In the final week of the service-learning project students will conduct a follow-up evaluation of the children's learning about bullying.
5. Students are expected to participate 12-15 hours at the school in conducting their service-learning project.
6. Students will maintain appropriate logs of their dates and hours of participation at the school.
7. Written assignments for the service-learning project are posted on the blackboard course site.
8. Students must provide their own transportation to Fountain Hill Elementary School (FHES). LANTA bus service is easily accessible near Moravian College and has a drop off location a short distance from FHES.
9. Sign-up sheets for days and times of participation at FHES will be available by the second week of class.

Organization of the course: After the first few weeks of the course, one class day will be devoted to faculty or guest speaker presentation of material and related discussion. On the remaining class day students will engage with material via assigned student led seminar discussions on selected topics.

Evaluation of Community Impact: Fountain Hill Elementary School will evaluate the impact of the service learning projects according to the achievement of collaborative goals and outcomes arranged in the agency contract. Youth served in the school will be asked to share their reactions to the service learning projects, completing an evaluation form where appropriate, with particular attention to the effect of the program on violence prevention or intervention. Fountain Hill Elementary School representatives will be invited to attend the final presentations by Moravian students.

Date	Topic	Readings and Learning Activities
8/30 Mon	Introduction to course Review of syllabus and course requirements	Syllabus Assessments activities
9/1 Wed	Preparations for service learning Cultural Discourses: Unraveling assumptions	Beaudoin & Taylor: chapters 1, 2, 3 Develop assessment on bullying (in class)
9/6 Labor Day	Labor Day Holiday: No Class	
9/8 Wed	Service Learning Presentation: Jennifer Pizarro, Fountain Hill Elementary School Bullying Behavior Prevention Program	Pre-Assessment: Perceptions about community schools Beaudoin & Taylor: chapters 7, 8, 9
9/13 Mon	Overview of youth violence: Risk factors and determinants of youth violence	Read p. 25-39 from this website: http://www.who.int/violence_injury_prevention/violence/global_campaign/en/chap2.pdf • Bring to class a newspaper article or other media report on bullying in schools
9/15 Wed	Perspective-taking: Seeing the person behind the violence	Beaudoin & Taylor chapters 4, 5, 6
9/20 Mon	Determinants of youth violence: Growth and Developmental factors	Marcus: chapter 2 <i>Psychiatric Annals</i> (2008) (on blackboard) Updates on Service-learning
9/22 Wed	Exploring evidence-based strategies to prevent youth violence And Strategies for Strengthening communities	Learn about the Stryve initiative: http://www.safeyouth.gov/Pages/Home.aspx Click on the online training: Lesson 1: Complete Module E of Lesson 1 Lesson 2: Complete all modules Read about the social/ecological model: http://www.cdc.gov/ViolencePrevention/overview/social-ecologicalmodel.html
9/23 Thurs day	FALL CONVOCATION 1030-12 NOON JOHNSTON HALL	All students attend
9/27 Mon	Criminal justice perspective on youth violence: Gangs and their behavior Guest Speaker: Ed Bachert from Safe and Secure Schools & Industries	Rappaport & Thomas (2004) (on Blackboard) Journal #1 Due

9/29 Wed	Student-led seminar: Strengthening families	Review these websites: http://www.strengtheningfamilies.org/html/programs_1999/14_SFP10-14.html http://www.nursefamilypartnership.org/ http://www.fftinc.com/
10/4 Mon	Social factors in youth violence: Urban violence and street gangs. Guest Speaker: Mr. Chris Curry	Vigil (2003) (on blackboard)
10/6 Wed	Student-led seminar: Developing effective gang intervention	Listen to each module on this website: http://www.nationalgangcenter.gov/Comprehensive-Gang-Model/Online-Overview
10/11 Mon	Fall Break No Class	
10/13 Wed	Social Factors in youth violence: The role of bullying in youth violence	Movie: <i>Mean Creek</i> (link on Blackboard) Spriggs et al. (2007) (on Blackboard)
10/18 Mon	Understanding bullying behaviors	Frisen et al. (2007) (on Blackboard) Brown et al. (2005) (on Blackboard) Journal #2 Due
10/20 Wed	Student-led seminar: When bullying becomes deadly: suicide among victims	Smolowe et al. (2010) (on reserve) Read this website: http://www.cbc.ca/news/background/bullying/index.html
10/25 Mon	Neuroscience/Biological Perspective of youth violence	Beaudoin & Taylor: Ch 11 Szalavitz & Perry: Ch 1
10/27 Wed	Student-led seminar: The role of empathy in eliminating violence	Szalavitz & Perry: Ch 3
Nov 1 Mon	Global perspectives on youth violence Guest Speaker: Sharon Brown Director of Institutional Diversity and Multicultural Affairs	Richard: chapter 4 <ul style="list-style-type: none"> Bring to class a newspaper article or other media report on an incident of youth violence in the global community Journal #3 Due
Nov 3 Wed	Student-led seminar: Violence in romantic relationships in youth	Jaycox et al. (2006) (on Blackboard) Marcus : chapter 5 Read website: http://www.cdc.gov/violenceprevention/datingmatters.html
Nov 8 Mon	Political/economic factors in youth violence	Richard: chapters 3 and 7 <ul style="list-style-type: none"> Bring to class a newspaper or journal article or a media report on one of the following: <ol style="list-style-type: none"> Political factors in youth violence Economic factors in youth violence Immigrant teens as victims or perpetrators of violence
Nov 10 Wed	Student-led seminar: Electronic media and youth violence	http://www.cdc.gov/violenceprevention/pdf/EA-TipSheet-a.pdf Read about a Face Book tragedy at this website: http://www.meganmeierfoundation.org/

		<p>Choose two articles from the following website for your peers to read in preparation for the class discussion:</p> <p>http://www.jahonline.org/content/suppl07</p>
Nov 15 Mon	Legislative responses to youth violence	<p>Leve et al. (2005) (on Blackboard)</p> <ul style="list-style-type: none"> Bring to class a newspaper or journal article or a media report on teen arrest, judicial process or rehabilitation related to violent acts. <p>Perspective Paper Due</p>
Nov 17 Wed	<p>Programs for prevention and early intervention in youth violence</p> <p>Student-led seminar: Mentoring strategies</p>	<p>http://www.cdc.gov/ViolencePrevention/youthviolence/index.html</p> <p>Read about best practices for youth violence prevention:</p> <p>http://www.cdc.gov/violenceprevention/pub/YV_bestpractices.html</p> <p>Read Mentoring strategy: p. 163-188 at:</p> <p>http://www.cdc.gov/violenceprevention/pdf/chapter2b-a.pdf</p>
Nov 22 Mon	<p>Programs for prevention in youth violence:</p> <p>Individual, developmental, and societal strategies</p>	<p>McWhirter et al. (2007) Chapter 13</p> <p>Read about youth violence prevention: p. 39-49 at this website:</p> <p>http://www.who.int/violence_injury_prevention/violence/global_campaign/en/chap2.pdf</p>
Nov 24 Wed	Thanksgiving Break No Class	
Nov 29 Mon	<p>Programs for prevention and early intervention in youth violence:</p> <p>Social-Cognitive strategies</p> <p>And</p> <p>Building Resilience in youth</p>	<p>Read Social-Cognitive strategies: p. 119-140 and tables: P. 153+ at:</p> <p>http://www.cdc.gov/violenceprevention/pdf/chapter2b-a.pdf</p> <p>McWhirter et al. (2007) chapter 6</p> <p>Journal #4 due</p>
Dec. 1 Wed	Student-led seminar: School initiatives to address violence: Creating Partnerships with Youth And Peer Mediation Programs	<p>McWhirter et al. (2007) chapter 14</p> <p>Beaudoin & Taylor: Chapters 12 & 13</p>
Dec 6 Mon	Sharing of Creative Projects Community members invited	Service Learning Creative Projects Due
Dec. 8 Wed	Coming full circle: Hope for children of violence Last class day Wrap up and evaluations	<p>Movie: <i>Antwone Fisher</i></p> <p>Service Learning Log Due</p>
Dec. 14 Tues	Take home final exam due at 1:30 pm	Final Exam must be submitted in hard copy format