

Community Planning 10: Comprehensive Community Violence Prevention Strategies

Community and Economic Development Program: Los Angeles Trade Technical College

N.B. This course includes many sessions on Critical Consciousness of Culture, Community and Self, and of racism and other structural barriers, oppression, trauma, healing and personal transformation.

Semester: Fall 2015

Dates: September 1 – October 15th, 2015; Tuesdays & Thursdays, 1pm – 5:00pm (room F – 216)

Instructors: Eric Lam (elam@urbanpeaceinstitute.org; 213-404-0129), Fernando Rejon (frejon@urbanpeaceinstitute.org; 213-404-0126)

Office Hours: Tuesdays: 12:30 – 1:30pm; Thursdays: 12:30 – 1:30pm

Course Description:

The course prepares students for work in the field of violence reduction as it pertains to community based intervention. Students will practice the understanding of self and community, exploring personal history and identity to further propel students into the framework of violence reduction. Students will also learn practices of personal transformation including life skills and dealing with trauma. The course will provide students an overview of the concepts and implementation of the Comprehensive Violence Reduction Strategy. Students will become familiar with cultural competency and relationship based intervention as they relate to violence reduction.

Student Learning Objectives:

- To gain the necessary knowledge and skills to understand community context for violence and how to build and sustain a comprehensive violence reduction strategy to address and prevent community violence
- For students to be able to apply theory and directly practice components of relationship based intervention as related to building a peace infrastructure in communities
- To develop students' skills in critical thinking, public speaking, and violence reduction practices

Grading: 100 Points

Students will be graded on a 100 point scale. Students are expected to complete assignments and participate to gain the maximum amount of points.

Attendance and Participation: 28 Points (14 Classes, 2 points each)

Students are expected to fully participate in class sessions, individual and small group assignments. As part of the service learning element of the class students will help develop and participate in a violence intervention field project in the community. Class begins at 9:30am. Breaks will be provided throughout the class. Email or phonecall notification must be provided by student if they are going to miss class.

Assignments: 30 Points

Written 1 page Weekly Reflections on given topics (5 points each)

Individual/Group Project: 42 Points

Assigned as final project, to be completed and turned in on last day of class (Thursday, October 15th, 2015), showing understanding of direct practice of relationship based intervention and Comprehensive Violence Reduction Strategy.

Course Outline:

Class Schedule	Course Subject	Homework, Assignments, Reading
Class 1 (9/1/15)	Introduction of Course <ul style="list-style-type: none">• Orientation & Policies• Literacy Assessment & Pre Test	
Class 2 (9/3/15)	Understanding Violence <ul style="list-style-type: none">• Public Health Approach• Comprehensive Violence Reduction Strategy Intervention Overview <ul style="list-style-type: none">• History of Intervention• Roles & Responsibilities	Framework for understanding the Comprehensive Violence Reduction Strategy <i>Weekly Reflection Assigned</i>
Class 3 (9/8/15)	Conditioning & Self-Differentiation	<i>Weekly Reflection Due</i>

	<ul style="list-style-type: none"> • Childhood Conditioning & Mindset • Decision Making 	
Class 4 (9/10/15)	Self-Awareness & Reflection <ul style="list-style-type: none"> • Transformation & Self-Assessment • Genograms 	<i>Weekly Reflection Assigned</i>
Class 5 (9/15/15)	Spirituality, Trauma & Healing <ul style="list-style-type: none"> • Reoccurring Trauma • Reflection 	<i>Weekly Reflection Due</i>
Class 6 (9/17/15)	Community Trauma <ul style="list-style-type: none"> • Recognizing & De-escalating Trauma • Community Healing 	<i>Weekly Reflection Assigned</i>
Class 7 (9/22/15)	Life Skills <ul style="list-style-type: none"> • Professionalism • Time Management & Communication 	<i>Weekly Reflection Due FINAL Project Given</i>
Class 8 (9/24/15)	Responsibility <ul style="list-style-type: none"> • Self-Determination & Accountability • Action Plans 	<i>Weekly Reflection Assigned</i>
Class 9 (9/29/15)	Leadership <ul style="list-style-type: none"> • License to Operate • Leadership in the Field & in Crisis 	<i>Weekly Reflection Due</i>
Class 10 (10/1/15)	Cultural Competence <ul style="list-style-type: none"> • Prejudice • Immigrant Experience 	<i>Weekly Reflection Assigned</i>
Class 11 (10/6/15)	Ethnic Dynamics <ul style="list-style-type: none"> • Ethnic Wars • Success Stories & Tools 	<i>Weekly Reflection Due</i>
Class 12 (10/8/15)	Changing Street Dynamics <ul style="list-style-type: none"> • Structures, Neighborhoods • Social Media – Cyber Banging 	<i>FINAL PROJECT Preparation</i>
Class 13 (10/13/15)	Relationship Based Intervention <ul style="list-style-type: none"> • Leveraging Relationships • Community, Schools, Hospitals Intervention 	<i>FINAL PROJECT Preparation</i>
Class 14 (10/15/15)	FINAL PRESENTATIONS	<i>FINAL Group or Individual Project Due</i>

Standard of Student Conduct

A student enrolling in one of LACCD colleges may rightfully expect that the faculty and administrators of the college will maintain an environment in which there is freedom to learn. (Damage to property, college documents, disruption of classes will not be tolerated). Please refer to your college catalog board rules for further information.

Academic dishonesty policy

Violations of academic integrity of any type of a student provides grounds for disciplinary action by the instructor or college. Violations of Academic Integrity include, but are not limited to, the following actions: cheating on an exam, plagiarism, working together on an assignment, paper or project when the instructor has specifically stated students should not do so, submitting the same term paper to more than one instructor, or allowing another individual to assume one's identity for the purpose of enhancing one's grade. For more information on the Standards of Student conduct refer to the college catalog available in hardcopy and online at www.lattc.edu.

Incomplete Policy

Students will not be given an incomplete grade in the course without sound reason and documented evidence as described in the Student Handbook. In any case for a student to receive an incomplete, he or she must be passing and must have completed a significant portion of the course.

Disclaimer:

- Syllabus and schedule subject to change.
- It is the student's responsibility to drop or withdraw from classes.

Special Accommodations:

Students with disabilities: Students who need any assistance or accommodations should contact the instructor in the beginning of the semester. Students should also contact the Disabled Student Programs and Services (DSPS) Center located in E-110 or call 213-763-3773.