Instructor Contact Information

Instructor:  
Dr. Audrey Hokoda  
Office:  
EBA415  
Office Hours:  
Tues, 2:30 – 4, or by appointment  
Email:  
ahokoda@sdsu.edu  
Graduate Assistant:  
Roya Tabrizi  
Email:  
rmtabrizi@gmail.com

Section and Enrollment Information

Class Meetings:  
Sec 2 (#20663): Tues, 4 – 6:40 pm NE 085  
Sec 1(#20662): Tues, 7 - 9:40 pm NE 085  
Course Prerequisites:  
Child and Family Development 335, 370, 375A, 375B, 375C, two units from Child and Family Development 378A, 378B, 378C, 378D (or 376), and Child and Family Development 537 and CFD 560 with a grade of C (2.0) or better.

Course Description

This course will introduce students to the multidisciplinary field of conflict resolution. Students will analyze the causes and dynamics of conflicts involving children and families across cultural contexts and across the lifespan. Students will learn theoretical approaches to conflict resolution and violence prevention (e.g., social information processing, attachment, family systems, socio-ecological), and best practice intervention techniques that focus on social competence training, parent and family skills training, classroom and school-based programs, and community interventions. Students will learn to integrate and apply these theories and research to the development of educational curriculum for teaching positive conflict resolution skills to very young children, adolescents, parents, and professionals.

This is a 4-unit course that includes a laboratory component in which students complete a 12-week internship. The internship consists of 36 hours of work for community agencies that provide services and resources (e.g., parenting, school-based, and community prevention) for children and families. The internship requirements vary in terms of scheduling but the lab portion requires roughly 3 hours/week onsite for 12 weeks.

Volunteer positions include work with infants and preschoolers at the Therapeutic Learning Center at ParentCare Family Recovery Center; TLC is a licensed preschool that provides specialized services to children exposed to substance abuse and family violence. Interns may help plan and run activities from the evidence-based Incredible Years program for young children with social emotional and behavioral challenges. Some students will support preschool teachers and create lessons addressing school readiness and social competence in young children. Others may work in classrooms with children with special needs, or work with parent leaders, coordinating and supporting parent workshops on positive conflict resolution and trauma-informed care. Students may work with youth leaders, who are 3rd, 4th and 5th graders at Cherokee Point Elementary, 6th and 7th graders at Wilson Middle School and high school youth involved in youth leadership programs (e.g., Youth Voice, OurSOLES) on violence prevention and resilience-building activities (e.g., sexual assault prevention) and other service learning projects. Students may also support community partners who are promoting peace and positive conflict resolution in the San Diego region (e.g., Interactions for Peace, Center for Community Solutions, San Diego County Domestic Violence Council, Health and Human Services Agency, Office of Violence Prevention, Mobilizing for Resilient Communities (MARC) initiative).
**Required Reading**

Background Information and Personal Reflection on Personal Conflict Styles, Multiple Intelligences, Adverse Childhood Events (ACES), Resilience and Trauma-Informed Approaches

http://www.infed.org/thinkers/gardner.htm


First Impressions: Exposure to Violence and a Child’s Developing Brain *(http://www.yok.to/0r4nEx)*


**Individual, Family and School Influences on Conflict Resolution: Prevention and Intervention Strategies**

- Chapter 4: Social Competence Training, pages 117 – 143.


- Chapter 1: Conflicting Perspectives: His and Her Divorce
- Chapter 2: Beyond Anger: Pain, Longing, Fear, Guilt, and Grief

Required Reading (continued)

Community Influences and Approaches to Positive Conflict Resolution:


Optional Recommended Readings

Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects.
Circle of Education. (see blackboard for sample of teacher and parent educational activities)
Readings on Incredible Years and Second Step Curriculum.

Course Materials:

Most course materials (e.g., class handouts, timesheets, lecture outlines, assignments) will be available on blackboard: (Blackboard:  http://courses.sdsu.edu/?bbatt=Y)
Two Green Scantrons Required: Answer Sheet, Form No. 882 E (ES; E-B-C)
Bring tablet, computer or phone to class; Flashdrive for internship work.
Course Requirements and Grades

1. Two Exams (150 points each/300 points total): The format of both Exams is multiple choice, and the exams cover information presented in the readings and in class lectures/presentations. Exam 2 is comprehensive, assessing information presented in readings, and class lectures/presentations over the semester.

2. Group Presentation of Research on Specific Topic and Prevention/Intervention Projects (200 points)

   Students will work within a group and prepare a powerpoint presentation for the class on a specific topic related to positive conflict resolution and violence prevention. Powerpoint presentations will focus on describing research citing the importance of the problem/topic, research supporting the need for service provision at different socio-ecological levels, and proposal of curriculum and prevention/intervention strategies based on best practices and research.

   Curriculum might involve creative ways to teach social problem-solving, anger management, affective education, and empathy. Curriculum may target youth at different ages, parents-teens, teachers-supervisors, couples, and other groups/individuals involved in conflicts. Curriculum projects (e.g., lesson plans) must target individual factors related to conflict resolution (e.g., skill building, attitudinal change), as well as, microsystem influences (e.g., family, peer, classroom), exosystem factors (e.g., school policy, churches, gangs, law enforcement, juvenile probation), and macrosystem influences (e.g., policies, cultural values, media).

   Presentations will be graded on quality of research presented, quality of writing (organization, grammar, visual appeal), and adherence to APA referencing. Curriculum projects will be graded based on its link with theory/research and its usefulness for educating youth, families, and professionals. In your presentation, you must link your curriculum projects to theory and research, making it evident how your curriculum projects target the different socio-ecological influences (e.g., individual, family, school-based, community-based) on promoting peace and positive conflict resolution. In addition to the group presentation, each student will submit their individual work (e.g., powerpoint presentation slides with background research, research-based curriculum projects, reference list).

3. Laboratory/Internship Work: 300 points total

   Training Action Documentation Assignments (TADs): 10 reports (i.e., internship reflection, application of readings to curriculum development, class participation) x 30 points each = 300

Grading Criteria

Grading is based on the following criteria (800 points total):

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<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tr>
<td>100%-93%</td>
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<tr>
<td>92%-90%</td>
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Course Policies

1. No late work is accepted. All assignments must be turned in at the start of class on the date outlined in the syllabus, as well as, posted on blackboard.
2. The papers and assignments must be typed in 12 pt. font. Please use 1-inch margins and double spacing.
3. Students are required to check the CFD 578 Blackboard site weekly for course announcements.
4. Waivers of release of liability and the “Guidelines and limitations” forms must be signed and returned by the third week of class. Fingerprinting is required for all internships. Internships cannot take place without these requirements.

Academic Honor

The work you submit must be written by you alone. Any copying (electronic or otherwise) of another person’s work, in whole or in part, is a violation of the Honor Code. If you have any questions as to whether some action would be acceptable under the Academic Honor Code, please speak to me.

Student Work Samples

Your work may be selected by the instructor to keep on file. The work that is selected will be used solely for the purposes of evaluation from higher education accreditation institutions (e.g., NAEYC, NCATE).

Student Computer Help

(http://www-rohan.sdsu.edu/~students/stylesheet.cgi?main.htm)

Students with Disabilities

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services. Your cooperation is appreciated.
## CFD578 Course Activities and Schedule

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading and Assignments</th>
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<tbody>
<tr>
<td>Tues 8/30/16</td>
<td>Reflection on Views about Conflict and Personal Conflict Styles</td>
<td>Checklist:</td>
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<td>Overview of Socio-ecological Model Applied to Promoting Positive Conflict Resolution</td>
<td>Contact/ Schedule</td>
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<tr>
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<td>Welcome – Introduction to Course Syllabus</td>
<td>Internship Preference Form</td>
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<td>Community Service Opportunities</td>
<td>Reading:</td>
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<td></td>
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<td>Reviewing Blackboard Materials (Syllabi, Assignments)</td>
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<td>Conflict Styles:</td>
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<td>T 9/6</td>
<td>Online Introduction to Conflict Styles and Multiple Intelligences;</td>
<td>Reading:</td>
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<td>Date</td>
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<td>Reading and Assignments</td>
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| 9/13 | Application of Social Cognitive Theories (e.g., Health Beliefs Model) to Prevention of Bullying and Dating Violence  
Center for Community Solutions: Domestic Violence and Sexual Assault Prevention: Individual Influences | **TAD 1 (30 points) Due:** Agency waivers, Internship guidelines contract, Internship Paperwork, Personal Conflict Styles reflection, ACEs and Resilience screening  
Reading:  
http://www.infed.org/thinkers/gardner.htm  
| 9/20 | Continued Application of Social Cognitive Theories (e.g., Social Problem-Solving; Novaco Anger Control, Social Information Processing) to Prevention of Bullying and Dating Violence  
Early Childhood Circle of Education and Bibliotherapy Activities | Reading  
Bloomquist and Schnell, Ch 5  
Sample curriculum from Circle of Education, Second Steps and Incredible Years  
| 9/27 | Socio-Ecological Framework: Family and School Influences  
Center for Community Solutions: Domestic Violence and Sexual Assault Prevention: Microsystem Influences | **TAD 2 (30 points) Due:** Trauma Self Care  
Reading  
Helping Traumatized Children Learn:  
<table>
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<th>Date</th>
<th>Topic</th>
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<tr>
<td>10/11</td>
<td>Socio-Ecological Framework: Microsystem Influences (continued)</td>
<td><strong>TAD 3 (30 points) Due</strong> Bibliotherapy, Social Problem-Solving, and Anger Control Health Belief Models and Application to Teen Relationship Violence</td>
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<tr>
<td>10/18</td>
<td>Divorce and Custody Law (continued)</td>
<td><strong>TAD 4 (30 points) Due</strong> Curriculum development for Parents and Teachers</td>
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<td>Mediation and Conflict Resolution for Diverse Populations</td>
<td>Reading: Matthews, Pepper, &amp; Lorah (2009) Fostering a healthy climate for diversity.</td>
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<td><strong>10/25</strong></td>
<td><strong>Exam 1 (100 points)</strong>&lt;br&gt;Curriculum Development Work Sessions</td>
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<td><strong>11/8</strong></td>
<td><strong>Trauma-Informed Systems: Community Responses to Children Exposed to Domestic and Gang Violence</strong>&lt;br&gt;TAD 6 (30 points) Due&lt;br&gt;Community and Organizational Strategies for Building Resilience</td>
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<td><strong>11/15</strong></td>
<td><strong>Social Media and Social Justice</strong>&lt;br&gt;TAD 7 (30 points)&lt;br&gt;Multi-component, Coordinated, and Culturally Compatible Services</td>
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<td><strong>11/22</strong></td>
<td><strong>Independent Project Work</strong>&lt;br&gt;Revisiting Trauma-Informed Care, and Community Engagement&lt;br&gt;Trauma-Informed Care and Community&lt;br&gt;TAD 8 (30 points) Due&lt;br&gt;Media and Social Policy: Effects on Children and Families</td>
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<td><strong>11/29</strong></td>
<td><strong>Community Public-Health Models (continued)</strong>&lt;br&gt;Presentations and Curriculum Projects Due (200 points)</td>
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<td><strong>12/6</strong></td>
<td><strong>Presentations</strong>&lt;br&gt;TAD 9 (30 points) Due&lt;br&gt;Internship Reflection</td>
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<td><strong>12/13</strong></td>
<td><strong>Presentations</strong></td>
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<td><strong>12/20</strong></td>
<td><strong>Final Exam (100 points)</strong>&lt;br&gt;TAD 10 Due&lt;br&gt;TAD 10 (Includes Final Timesheet – 30 points)</td>
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#1 Don Allen ParentCare Family Recovery Center, Vista Hill: Child Care Intern

Description of Position: This position will allow students to apply their knowledge in child and family development to working with toddler and/or preschool-aged children who are at risk due to exposure to family trauma. ParentCare Family Recovery Center in La Mesa runs the Therapeutic Learning Center (TLC), a licensed preschool that provides specialized services to children exposed to substance abuse and violence in their families. Interns may help plan and lead activities that promote school readiness and social competence while working with preschool children in their classrooms. Interns may also learn activities from the evidence-based Incredible Years program for young children with social emotional and behavioral challenges and work with staff involved in ParentCare’s parent education programs.

Qualifications Needed:
- Fingerprints cleared
- TB test- negative
- Signed confidentiality statement on file
- Negative drug UA screen

Time Commitments:  
The volunteer would be available weekly on: Day(s) Tuesday, Wednesday, Thursday or Friday  
Time: 8:45-11:45, 9:00-12:00 or 9:15 – 12:15

Supervisor: Patty Bonetti at pbonetti@vistahill.org will be the point-of-contact at the site. Marisa Katzman at mkatzman@vistahill.org will handle background clearance and introduction.

#2 Vista Hill Incredible Families: Parent-Family Support Interns

Description of Position: This position will allow students to apply their knowledge in child and family development to working with families involved in the Child Welfare System. Interns would help set up and participate in a weekly visitation program. Duties would include set up food preparation, assisting families with their children, observation and activity prep. Only 2 interns max will be accepted for this internship. Interns must be on separate nights.

Qualifications Needed:
- Fingerprints cleared
- TB test- negative
- Signed confidentiality statement on file
- Negative drug UA screen

Time Commitments:  
The volunteer would be available weekly on: Day(s) Monday, Tuesday, Wednesday, Thursday 3- 6 pm  
Supervisor: Deni Cuevas Horita at dceuvases-horita@vistahill.org  
Marisa Katzman at mkatzman@vistahill.org will handle background clearance and help get you started

Location: 4990 Williams Ave, La Mesa
#3 delibrainy LLC – Parenting & Behavioral Health Program for children ages 0-5: Parent Education/Childcare Volunteer (5 spots available):

Description of Position: This position will allow students to apply their knowledge in child and family development to working with children ages 0-5 who are at risk for developmental delays and behavioral issues. Volunteers may help plan and lead activities that promote social emotional wellness while working with children whose parents are participating in parenting workshops in the Central & East Regions of San Diego.

Qualifications Needed:
- Background Check including sex offender
- Signed confidentiality statement on file

Time Commitments:
The volunteer would need to be available on one of these day(s): M (8:30am-12pm), M (5-8pm), W (4-8pm), Saturday (10am-1pm)

Supervisor: Lidor Shuster
Location: Volunteer opportunities will be in Central & East regions of San Diego. delibrainy’s head office is at 11315 Rancho Bernardo Road, Suite 129, San Diego CA 92127 (this is where the volunteer orientation will take place).

#4 Cherokee Point Elementary Trauma-Informed Community School: Early Childhood Teacher Support (Preschool to Kindergarten)

Learn Circle of Education music program and Second Step curriculum that helps young children learn school readiness skills. Learn songs and lessons that focus on social and emotional skills affected by trauma (e.g., affective education, anger control, social problem solving), and accompanying activities for teachers and parents.

Responsibilities:
- Help preschool and kindergarten teachers with class activities that teach social-emotional skills.

Time Commitments:
- On-site school visits: TBD (Mon – Fri, 7:30 – 2:30)

Supervisor Team: Carmen Rodriguez (mariarodriguez0501@gmail.com), Audrey Hokoda (ahokoda@sdsu.edu);

Location: Cherokee Point Elementary School, 3735 38th St, San Diego, CA 92105
#5 Cherokee Point Elementary Trauma-Informed Community School: Special Education Support Intern

Help special education teachers at Cherokee Point work with children with special needs (preschool to grade 5). Learn Circle of Education music program and Second Step curriculum that helps young children learn social and emotional skills (e.g., affective education, anger control, social problem solving), and accompanying activities for teachers and parents.

Responsibilities:
Help special education teachers with class activities and individual lessons; focus is on social-emotional skill-building.

Time Commitments:
On-site school visits: TBD (Mon – Fri, 7:30 – 2:30)

Supervisor Team: Carmen Rodriguez (mariarodriguez0501@gmail.com), Audrey Hokoda (ahokoda@sdsu.edu);

Location: Cherokee Point Elementary School, 3735 38th St, San Diego, CA 92105

#6 Cherokee Point Elementary Trauma-Informed Community School: Parent Leader Support

Responsibilities:
Work with Spanish-speaking parent/resident leaders, and teachers as they: lead parent workshops (e.g., First 5 Pathways to Competence, trauma-informed practices) and support parent involvement with lessons on school readiness and activities that can help their children’s achievement. May help support them as they lead workshops at Central Elementary and at other community events/conferences (e.g., Early Childhood Mental Health – We Can’t Wait).

Time Commitments:
On-site school visits: TBD (between 8 – 2, Mon, Wed or Fri)

Supervisor Team: Carmen Rodriguez (mariarodriguez0501@gmail.com), Audrey Hokoda (ahokoda@sdsu.edu);

#7 Cherokee Point Elementary Trauma-Informed Community School: Youth Leadership Support (4 students)

Work with an interdisciplinary team of students and teachers (e.g., CFD, Criminal Justice) and 3rd/4th/5th grade student leaders on activities that promote positive conflict resolution, restorative and trauma-informed practices, resilience building, social emotional learning, and youth civic engagement. Interns may collaborate with community based partners (e.g., law enforcement, youth leadership programs) on youth-led Service Learning projects (e.g., bullying, homelessness, human rights, gang violence), and may be involved in making videotapes for classrooms that highlight youth leaders’ work and/or writing blogs for local school newsletter(s), City Heights Life, ACEs Connection, etc.

Time Commitment: Mon 2:00 pm–5:00 pm*
*2:00 pm - 3:30 pm will be with the Cherokee Point youth leaders with the additional hours focused on curriculum development and dissemination of youth-generated educational materials agreed upon with your supervisor

Supervisor Team: Dana Brown (danabrownforyouth@gmail.com);
Carlos Ocadiz (carlos.ocadiz10@gmail.com)
#8 Wilson Middle School “Restorative Justice Social Leadership Club (2 students)

Work with interdisciplinary team of students (e.g., CFD, Criminal Justice):
Support CPE youth leader graduates along with students at Wilson Middle by providing them with leadership skill set development on social-emotional learning, anger management, trauma informed and restorative practices, mindfulness and resiliency
- Learn teen dating violence/sexual assault prevention curriculum, train Wilson youth leaders, and help co-create with youth ways for them to continue to do outreach and educate others
- Co-design with students an i-Movie or YouTube for outreach and recruitment
- Co-design with students their youth-led Restorative Justice message for their campus and peers
- Write Blogs for local school newsletter(s), City Heights Life, ACEs Connection, etc.
- Co-create with students a Club Newsletter for dissemination with Wilson teachers, staff, and families

Time Commitments: Commit to every Thursday from 1:00 pm to 4:00 pm*
* 1:00pm – 2:30 pm with the Middle School students; additional hours focused on curriculum development and dissemination of youth-generated educational materials agreed upon with your supervisor

Supervisor: Dana Brown (danabrownforyouth@gmail.com)

#9 Youth Voice (4 students)

Youth leadership opportunity at Mid-City Police Division. Work with youth, ages 11 to 24, on a program that partners directly with the Juvenile Services Team and develop leadership skills as public speakers, agents of change on policy/procedures of systems change, project based learning with a specific aim on social justice, and connection to Self, Others, Community, and Law Enforcement. Learn activities teaching about civic engagement, teen relationship violence, communication skills, multiple intelligence, and cultural competence.

Responsibilities: Support youth-led social media campaign and curriculum development of drop-in, structured, and sustainable projects in collaborative partnership with youth and law enforcement. Fall campaign is on Teen Relationship Violence and Domestic Violence.

Time Commitments:
Thursday from 3:00 pm to 6:00 pm in Mid-City Police Division located at 4310 Landis Street, San Diego, CA 92105 (upstairs community meeting room)

Supervisor: Dana Brown (danabrownforyouth@gmail.com);
OurSOLES – Our Students of Leadership - Empowerment - Service (2 students per site)

Work with Youth, ages 14 to 26, develop skills as agents of change through Service Learning projects with a specific aim on Social Justice. The youth-adult partnership deepens connectedness with Self, Others, and Community through trauma informed - resilience building activities developing communication skills, multiple intelligence, cultural competence, civic engagement, and peer to peer mentoring through projects based learning.

Responsibilities: Implement on-going curriculum development of trauma informed, sustainable projects in collaborative partnership with youth through i-Movies, YouTubes, Social Media.

#10 OurSOLES at Diego Valley Charter School, 511 N. Second Street, El Cajon, CA 92021

Time Commitments: Tuesday, 12:00 pm - 3:00 pm

Supervisor Team: Dana Brown (danabrownforyouth@gmail.com);
Estela DeLosRios (estela@c4sa.org)

#11 OurSOLES at Diego Springs Academy (National City campus), 2 North Euclid, National City, CA 91950

Time Commitments: Tuesday 12:00 pm - 3:00 pm

Supervisor: Catherine Jardine (cjardine@diegosprings.org)

#12 Diego Springs Academy (Chula Vista campus) 310 Broadway, Chula Vista, CA 91950

Time Commitments: Tuesday12:00 pm - 3:00 pm

Supervisor: Tara Booze (jbooze@diegosprings.org)

#13 Lincoln Youth Leaders at Lincoln High School (2 interns please)

Youth leadership development, after school, with inner city high school students through multiple intelligence, service learning, advocacy, and civic engagement (e.g., cultural competence, anger management, social problem solving).

Responsibilities: Multi-generational model of co-leading activities that teach social-emotional and leadership skill set development. Supporting Lincoln High students with their youth-driven service projects with a specific aim on social Justice.

Time Commitment: On-site school visits: Wednesday, 1:00 pm - 4:00 pm

Location(s): Meet at Estela's office (131 Avocado Avenue, El Cajon, CA 92020) at 1:00 pm in El Cajon for briefing. Drive to Lincoln High School located at 4777 Imperial Avenue, SD 92113 for Lincoln Leaders.

Supervisor: Estela DeLosRios (619)444-5700 Estela@c4sa.org
**Interactions for Peace© (I4Peace)**

I4P values physically and emotionally safe learning environments where all are included and treated with dignity and respect. The mission of **Interactions for Peace** is to educate and create life-long peaceful problem solvers. Our Vision is to empower individuals of all ages with the understanding, knowledge, strategies and skills embodied in our Five Essential Elements (Self Awareness, Cooperation, Communication, Conflict Resolution and Transformation, Parent and Community Connections). Our curriculum supports systemic change and includes: **Primary Peacemakers** (pre-school – 2nd grade); Restorative Practices (all ages); **Peace Patrol™©** and **Bullying Awareness™** (3rd grade – adult). www.interactionsforpeace.org

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**#14 I4Peace Classroom Experience**..1st Grade Classroom- McMillin Elementary, Chula Vista (3 students)

The purposes of this project are:
- to support this Primary Peacemakers’ classroom by assisting with lessons and student participation (Primary Peacemakers is a curriculum for pre-school- 2nd grade students);
- to support the existing Peace Patrol (a youth empowerment program teaching conflict resolution and peer mediation skills); and
- to empower youth to become the teachers of peace using Restorative Practice approaches.

**Intern Responsibilities:** Interns will work with I4Peace Trainer and First Grade Teacher, Sean Chumbley, to assist I4Peace groups and classrooms. This internship will be perfect for individuals who want direct experience with elementary school students and have a desire to learn how to implement successful peace education including Restorative Practices and Primary Peacemakers curriculum.

**Time/Hours:** Interns will have to be available for a shift at these days/times: M-Th 8:00-3:00, Fri- 8:00-1:30

Interns will coordinate, with I4P Supervisor, the best time/schedule to meet the needs of the school and the interns.

**Supervisor:** Sean Chumbley, I4P Director, Primary Peacemakers Trainer, Peace Patrol Advisor, Primary Teacher at McMillin Elementary School in Chula Vista, CA. sean.chumbley@cvesd.org or sean.i4p@gmail.com

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**#15 I4P PEACE PATROL**… Hands on Experience supporting the Peace Patrol at McMillin Elementary School in Chula Vista (1 intern)

The purpose of this project is to support the Peace Patrol Advisor and Students at McMillin School as well as support outreach to other Peace Patrol schools. Peace Patrol is a youth empowerment program teaching conflict resolution and peer mediation skills.

**Intern Responsibilities:** This special Intern will work closely with McMillin Fourth Grade Teacher and Peace Patrol Advisor, Shelley Chumbley. He/she will have the opportunity to work closely with the teacher in her classroom, support Peace Patrol Mediators on the playground, participate in Peace Patrol training meetings and gain a complete understanding of peace education in the elementary school through hands on experiences

**Time/Hours:** This intern will have to be available on Monday mornings; Peace Patrol meets from 8 to 8:30 so best hours are 7:30 to 10:30. Other assigned tasks can be completed during that time. For additional activities and opportunities, the intern will coordinate schedules with the supervisor.

**Supervisor:** Shelley Chumbley, I4Peace Treasurer, Peace Patrol Advisor, and Fourth Grade Teacher at McMillin Elementary School shelley.chumbley@gmail.com
#16 San Diego Domestic Violence Council (3-4 students)

Responsibilities: Support the San Diego Domestic Violence Council (SDDVC) that is planning Domestic Violence Awareness Month (DVAM) activities to occur throughout October. The SDDVC is made up of hundreds of social service, healthcare, educational, and criminal justice entities from throughout our county.

Mandatory events and times:

12-5:30 pm on October 4th: Kick-Off event for DVAM

Main events/ceremony will be held at the new downtown library in the Shiley Suite (9th floor). The main events/ceremony from **3:30-4:30 pm** will include students holding up messages of hope and prevention and keynote speakers to include officials - District Attorney Bonnie Dumanis, City Attorney Jan Goldsmith, HHSA Director Nick Machionne, Chief Shelly Zimmerman (SDPD), Sheriff Gore, and Jessica Yaffa (SDDVC President). **We would like to invite a handful of your students to participate in our on-stage ceremony,** and the remainder to attend with their friends and family. They would be asked to work with us on developing creative signs with messages that they will hold up while our invited officials are speaking.

9/15 from 8 am-4 pm to help with training on Mandated Reporting

Other events/projects: HOPE Regional Rallies, General SDDVC meetings/training, marketing for the October 4th, assistance at resource booths, etc.

**Supervisors:**

Terra Marroquin, M.S.W., DV Prevention Specialist, San Diego DA's Office (Terra.Marroquin@sdcda.org)
Jessica Yaffa, San Diego Domestic Violence Council - SDDVC President (jessica@jessicayaffa.org)

#17 Mobilizing Action for Resilient Communities (MARC) – San Diego Trauma Informed Guide Team (2 students)

**Responsibilities:**

MARC is a national effort that aims to support community projects seeking to overcome adversity by promoting health, well-being and resilience. MARC goals in San Diego focus on strengthening and growing the San Diego - Trauma-Informed Guide Team (SD-TIGT) as a cross-sector movement aimed at promoting resilience and preventing/reducing Adverse Childhood Experiences (ACEs). The SD-TIGT network includes professionals from youth serving and behavioral health organizations (e.g., Center for Children, San Diego Youth Services, Harmonium, County Health and Human Services) and its goals include addressing ACEs and promoting resilience by establishing system change within the policy, program and practice levels. Other goals include enhancing the capacity to address early childhood trauma and increasing youth, resident and community voice in addressing ACEs within their communities.

Interns will attend SD-TIGT meetings, and assist the MARC implementation team in tracking progress (e.g., MARC membership from different sectors, posts on ACEs Connection). Interns will help SD-TIGT committee members in the development of training materials, assessment tools and organizational tips on ACEs and resilience.

**Time Commitment: Fridays, 12 to 3 pm**

**Supervisors:** Audrey Hokoda (ahokoda@sdsu.edu) and Heidi Echeverria (hecheverria@harmoniumsd.org)
#18 Office of Violence Prevention (OVP) Internship: San Diego Domestic Violence Council (SDDVC)

Background
The SDDVC’s mission is to bring our community together to end domestic violence and promote healthy relationships in San Diego County. The SDDVC is made up of a county-wide team of over 300 member organizations including domestic violence service programs, criminal justice agencies, social service agencies, healthcare, primary and higher education, and others, as well as community members. The SDDVC seeks to increase public awareness, build capacity through professional training, and bring professionals and community members together in coalitions and committees to develop cross-collaborative initiatives, policies, and protocols to better equip staff, agencies and community members to appropriately and effectively identify and respond to the needs of individuals and families affected by domestic violence.

Internship Description: Internship is with the San Diego Domestic Violence Council (SDDVC), with supervision by Ches Blevins, MPH (SDDVC Executive Team member) and Izzybeth Rodriguez, MPH, SDDVC member (preceptors). Student will commit to fulfilling required internship hours from Sep 2016 through Dec 2016. Majority of work will be conducted independently, with weekly or biweekly meetings with intern preceptor in person or by phone. Student will also maintain a weekly log of hours and description of activities conducted.

Internship Goals:
1. Gain Knowledge and experience in public health approaches to violence prevention.
2. Assist with the development and implementation of a violence prevention public awareness campaign for San Diego County.

Internship Objectives:
1. Assist with development of “Now is the time campaign messages, and corresponding activities.
2. Compile and summarize focus group results from sessions conducted by council partners
3. Assist with tracking the distribution of campaign materials to target audiences; responsible for distributing materials directly to a minimum of one target group (for example: University/colleges, or healthcare settings, etc.)
4. Participate in October DV Awareness month activities and assist with event activities.
5. Participate in DV 101 training.

Additional Activities:
- Assist with meetings and connect with SDDVC Partners and community based agencies.
- Assist with the development of a strategic marketing plan for “Now is the time…” Campaign.
- Articulate issues regarding violence to community organizations.
- Other activities assigned as needed.

Supervisors:
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#19  ACEs Connection – San Diego County online group  (3 students)

Responsibilities:
- Support and assist Southern CA Regional Community Facilitator with county wide resilience building movement.
- Support capacity building of San Diego Trauma Informed Guide Team.
- Write Blogs for ACEs Connection’s San Diego County online group.
- Populate Assets Map on San Diego County group.

Time Commitments:  Flexible

Supervisor:  Dana Brown  DanaBrownForYouth@gmail.com

#20  Center for Community Solutions (CCS)

Support collaborative work between SDSU and the Center for Community Solution (CCS) on CCS grant (funded by the California Department of Public Health Rape Prevention Program - CDPH-RPE). Learn curriculum that aims to reduce sexual violence by increasing knowledge and skills related to relationships, consent, personal boundaries, and respectful problem solving. The curriculum includes age-appropriate lessons for young children, school-aged children and adolescents, and incorporates aspects of the Centers for Disease Control and National Sexual Violence Resource Center’s Engaging Bystanders (2008) that offers specific steps for positive bystander behavior. Help CCS educators prepare educational materials and give presentations with youth and young adults in the County (e.g., Man-Up, Star Pals, Mesa College).

Time Commitments:  Wed afternoons and TBD

Supervisor:
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