

## **Syllabus 'Sustainable Communities & Domestic Violence' CHE**

**Name of Institution:** CHE / Ede Christian University of Applied Sciences (Netherlands)

**Course Number/Name:** Sustainable Communities & Domestic Violence

Place in year: 1<sup>st</sup> of Sept - before or after Christmas (can be ended online after Christmas)

**Number of Contact Hours (full semester total):** 840

**Number of Credits (or EC, please specify):** 30 EC

**Prerequisites for the course:** 2 years of Higher Education

**Length of the course (in weeks):** 20

**Instructor Name(s):**

- Ms Jantine Dekker
- Mr Jelle Terpstra

**Textbooks used:**

- Isabel Rimanoczy: "The Sustainability Mindset Principles", 2020
- Articles related to weekly topics related to Positive Health, and the Urban Poor.
- For term II (track 'Domestic Violence'):
  - o Handbook on Domestic Violence
  - o Articles on Intrafamilial Child Sexual Abuse, Abuse in different settings

The semester is made up of two consecutive terms. The first term is a more general introduction in the arena of sustainability, personal professionalism and community building. For the second term students may choose between a focus on domestic violence or global health. This syllabus is written for track Domestic Violence.

See learning outcomes below for more information.

**Learning Outcomes.**

Term 1 (Sept+Oct)

1. *Develop a Comprehensive Understanding of Sustainability Concepts:*
  - Students will gain an in-depth understanding of sustainability principles and their application in various professional contexts. This includes an awareness of social, economic, and environmental dimensions of sustainability.
2. *Enhance Critical Thinking and Ethical Decision-Making:*
  - Through analysis of case studies and engagement in debates, students will refine their critical thinking skills. They will learn to evaluate ethical dilemmas and make informed decisions in their professional lives.
3. *Apply Intervention Mapping and Community Engagement Techniques:*
  - Students will acquire practical skills in intervention mapping and community engagement, enabling them to design and implement sustainable solutions in diverse settings.

By analyzing a case and proposing solutions, students learn to apply theoretical knowledge to real-world scenarios. This enhances their problem-solving skills, crucial for any professional role.

Working in small groups fosters teamwork and leadership abilities. Students learn to collaborate, delegate, and lead projects, skills highly valued in the workplace.

Engaging with communities teaches empathy, social awareness, and the importance of sustainable practices in a social context. These are key competencies for professionals in fields related to social work, urban planning, and public policy.

## Term 2 (Nov+Dec):

### Domestic Violence Program Learning Outcomes:

#### 1. *Understanding Domestic Violence Dynamics:*

- Students will understand the role of community building in preventing and addressing domestic violence. They will gain insights into the dynamics of domestic violence, including its causes and effects, and learn how strengthening community ties and fostering healthy family relationships can contribute to sustainability and violence reduction.

#### 2. *Skills in Non-Violent Communication:*

- Students will develop non-violent communication skills crucial for community building and support. They will learn to identify and appropriately respond to signs of domestic abuse, emphasizing the importance of community support systems in providing a sustainable and safe environment for victims..

#### 3. *Intercultural and Religious Perspectives on Violence:*

- Students will explore how cultural and religious contexts impact community responses to domestic violence. They will learn to navigate these influences in promoting community-driven, sustainable solutions to domestic violence, understanding the diverse ways communities perceive and address these issues.

### **What is studied? (List of assignment in the course and their value within the course):**

The semester consists of two terms, each providing 15 EC's.

In the first term (Sep+Oct):

1. The individual assignment consists of a building a Position Paper in which they explain and defend their position on sustainability and their professional identity. In it they analyze a relevant case, and come up with solutions, related to their profession and with arguments springing forth from the sustainability mindset principles.
2. Students are required to participate (in small groups) one day / week in creating sustainable communities. The method they will use is Intervention Mapping, targeting lifestyle and health promotion. The reason is that community life creates a

sense of belonging and connection among the members of a community, while also promoting the health and well-being of those individuals. And this relates strongly to the SDG's : to create inclusive, safe, resilient and sustainable society.

3. Students may choose for their third assignment, between a workshop-track on intercultural conversation (practicum-oriented) or a live debate which is prepared thoroughly. For this debate students will study the way specific nations stand and have certain opinions regarding human rights and health based on their cultural and religious background.

In the second term (Nov+Dec) students may choose between two tracks. They either focus on the issue of either Domestic Violence or on the issue of Global Health.

Assignments for Domestic Violence are:

4. The individual assignment consists of an essay in which the student needs to theoretically explore the subject of 'global health' based on the knowledge he/she acquired during this course.  
Next to this theoretical essay student needs to show a portfolio (collection) of assignments, reflection on intercultural communication and on field trips, and finally a personal reflection on working in this course.  
This assignment will provide 5 European Credits (EC).
5. Students work together in project groups and do thorough research together on a nation of their choice in order to analyze the current health situation. Together this project group prepares a written advice (report) for the Ministry of Health (MOH) of that country.  
This project will provide 10 European Credits (EC).

### **Subjects that are studied.**

In the first term subjects are:

1. A stewardship perspective on sustainability (from a Christian worldview).
2. Sociological issues (justice) and well-being (a flourishing society)
3. Sociological issues (poverty, social exclusion, education) and human capital
4. Biological questions related to our use of the earth and biodiversity
5. The economic and political question of climate change
6. History of urbanization and trends for the coming decade

Each accounts for circa 2 EC (a total of 10 EC).

In the second term subjects are:

1. Orientation on Domestic Violence and Vulnerable Groups
2. Child Abuse
3. Non-violent communication
4. Partner-violence

5. Sexual abuse
6. Religion and violence, intercultural issues

Each accounts for circa 1 EC which is included on the two assignments mentioned before. Other credits are gained by group work, research, skills training and fieldtrips.

In total the student gains 30 EC in this semester.