INSTRUCTOR: Kristen Prock, MSW, LCSW

D2L EMAIL: To communicate via D2L email with the instructor, please do the following:
   a) Login to the course via D2L
   b) Click on the communication tab at the top of the page
   c) Select “Classlist”
   d) Click on the instructor’s name “Prock, Kristen”
   e) Write your email in the window that appears, which is the compose email message window.

The preferred form of communication throughout this course is D2L email. Whenever there is a need, a skype or zoom call can be scheduled, but email contacts should always be made by following these steps. If you look for the instructor’s email through the MSU website and try to contact her outside the D2L environment (by not following these steps and using alternate emails such as msu regular email, gmail, etc.), your email may not be received.

Dates: Summer Session Two: July 5th, 2017 – August 18th, 2017
OFFICE HOURS: By appointment

ONLINE COURSE
Technology Requirements:
   • A high-speed (broadband) internet connection
   • Computer manufactured within the last four years
   • Minimum screen resolution of 1024x768
   • Access to Desire2Learn

Course Structure:
   • This course will be delivered entirely online through the course management system, Desire2Learn. The website will be where you will access online lessons, course materials, additional resources and where assignments and grades will be posted.
   • All times posted in this syllabus are EST.
   • This course is built on a weekly framework. Weekly course materials will become available every Tuesday at 7:00 am. Once the weekly course materials are posted, the folders will remain open the rest of the semester.
   • Different due dates apply to different types of assignments (e.g., posts vs. quizzes vs. reflection papers). Please carefully read the Assignment Schedule below and pay particular attention to due dates.
Technical Assistance:

• If you need technical assistance at any time during the course or to report a problem, you can visit Desire2Learn Help Site. You can also call the Help Desk at Toll Free (844) 678-6200 or Local (517) 432-6200.

Please know that it is much more effective to first contact the D2L Help Desk rather than the instructor, as D2L staff can identify technical difficulties in a very efficient and expedited way. Thus, please refer first to D2L help as they are available 24/7.

• Getting Started:
  Go to MSU’s course management system – Desire-To-Learn (D2L) using this URL: https://d2l.msu.edu/. Login using your MSU username and password. If you are officially registered for the course, you will find our course, US16-PSY-316- Children Exposed to Domestic Violence, listed under My Courses and available from the Select a Course pull down menu.

Office Hours:

• After the first week of the course, the instructor will determine weekly online office hours that will remain in effect throughout the remainder of the semester.
• Individual office hours may occur via Skype conference by appointment.
• Please contact the instructor ASAP with issues concerning missing assignments or poor grades.

Email Policy:

When emailing the instructor with any questions you have regarding the course material and assignments, you should expect a reply within 24 hours of receiving the email. This applies only to emails sent PRIOR TO 5 PM EST ON FRIDAYS. Emails sent after 5pm EST on Fridays will be answered the following Monday by 2pm.

PLEASE FOLLOW THE STEPS LISTED BELOW TO CONTACT THE INSTRUCTOR BY D2L EMAIL. If you do not follow these steps, the instructor may not receive your email due to filters.

1. Login to the course via D2L
2. Click on the communication tab at the top of the page
3. Select “Classlist”
4. Click on the instructor’s name “Prock, Kristen”
5. Write your email in the window that appears (compose message)

Please keep in mind the outlined response time as you work on assignments. If you send an email regarding an assignment that is due the next day, it may be too late, and you will not receive a response in time. Extensions for assignments will not be given.
COURSE DESCRIPTION

Objectives:
• To provide a comprehensive understanding of the nature and prevalence of domestic violence and its effect on children in the United States.
• To understand how racism, sexism, heterosexism, classism and ableism interface with domestic violence.
• To explore the impact domestic violence has on children’s brains, feelings and behaviors.
• To understand the varying ways in which abusers expose children to violence.
• To explore the variety of ways in which batterers interact with systems, which continue to harm children after their relationship ends with the children’s mothers.
• To explore the variety of ways that mothers attempt to protect themselves and their children from domestic violence.
• To examine the factors that promote children’s resiliency.
• To critique current interventions designed to assist children exposed to domestic violence.

ASSIGNMENTS & GRADING CRITERIA

Weekly Participation in Online Learning Discussions – 6 discussion posts, 10 pts each
Traditional face-to-face instruction allows for the opportunity for the instructor to engage in discussion with the students on key topics. Through the D2L Discussion Board feature, we will create a similar online learning community of dialogue and interaction.

❖ One discussion board post for each week will be worth 10 points.
❖ See the rubric uploaded to D2L for detailed instructions and point breakdown.

PLEASE REFER TO THE SCHEDULE BELOW FOR THE POSTING DUE DATES. UNLESS YOU NOTIFY THE INSTRUCTOR ABOUT CHALLENGES TO MEET THE DEADLINE, NO POINTS WILL BE AWARDED AFTER MISSING A DUE POSTING DATE.

To earn all points for the discussion board, you will need to post once every week, and your post must be a well-informed and thoughtful post.

In summary, to earn all points associated with the discussion forum, each student is responsible each week for:
1. Posting one in-depth comment/reflection in response to the instructor’s weekly post.
2. You are highly encouraged to initiate conversations with other classmates, however, your weekly grading will be based solely on your initial post.
3. If you have questions about course materials, please write them AFTER you have written your in-depth comment/reflection. **QUESTIONS ABOUT COURSE MATERIALS WILL NOT COUNT AS DISCUSSION POINTS AND YOU WILL BE GIVEN ZERO POINTS IF YOU ONLY POST A QUESTION.**

The discussion board will function as follows:

The instructor will post a reflection with the opening of every weekly module. This reflection will have the purpose of highlighting key aspects being addressed each week. **You will have to post an in-depth comment/reaction to the instructor’s comments. Posting questions is acceptable, as long as they are posted AFTER your comment as the grade will be based SOLELY on the quality of your in-depth comment/reaction. Points will NOT be awarded if comments are superficial or only make reference to material addressed in the lectures.**

**Examples of posts that will NOT receive points are:** “The wheel of power and control is useful and every mental health practitioner should know it” OR “I agree with the material presented this week. The readings were informative and I learned about a new aspect of DV.”

**An example of a post that WILL BE DEDUCTED points is:** “The wheel of power and control is useful because it highlights the need to understand DV as related to issues of power and control. I also liked it because the issue of male privilege is minimally addressed in society.”

**An example of a post that WILL RECEIVE TEN POINTS is:** “The wheel of power and control is useful because it highlights the need to understand DV as related to issues of power and control. Way too often DV is portrayed in the media as exclusively consisting of physical violence. However, the wheel of power and control indicates that there are many expressions of violence including psychological, financial, and intimidation. Every health and mental health practitioner should be thoroughly familiar with this wheel to be able to identify multiple expressions of DV. Further, the media should also be informed by this understanding, as the more subtle expressions of power and control are frequently minimized or overlooked when stories of DV are reported.”

Based on these examples, it is clear that there is a need to invest time in becoming familiar with course materials presented each week, in order to post an informative post. Thus, **TAKE YOUR TIME TO READ, REFLECT, AND POST A COMMENT THAT DEMONSTRATES CRITICAL THINKING OF COURSE MATERIAL.**

**Things to remember:**

- Use discussion posts to pose questions about course materials but do so AFTER you have posted your in-depth comment/reflection. Also, you are encouraged to react to classmates’ posts but your grade will be based solely on your single weekly post.
- It is expected that students will have disagreements and contrasting points of view as a reaction to opinions shared in the discussion boards and the material included in the modules. To maintain a productive learning environment, it is important for these posts to be characterized by respectful language and tone.
LIMITS TO CONFIDENTIALITY

Please carefully read page 15 of this syllabus as there are limits to confidentiality in this course. Specifically, as the instructor, I must report the following information to other University offices (including the Department of Police and Public Safety) if you share this information:

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child,
- Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and
- Credible threats of harm to oneself or to others.

Weekly Quizzes – 5 quizzes, 10 pts each
Over the semester, 5 weekly quizzes will be given. Quizzes will measure the students’ knowledge of the readings, videos and lecture material for that week. Students have until the end of every week to complete each quiz. **EXAMPLE:** If the content for Week 2 opens on July 11th, the quiz for Week 2 will also open on July 11th at 5pm and will be due on Monday, July 17th by 11PM. **Students will have 60 minutes to complete each quiz.** Please plan accordingly before beginning your quiz session.

Brief Reflection Papers – 2 papers, 25 pts each
You will be asked to write two 1-2-page papers throughout the course of the semester (rubric is uploaded in D2L). **It is very important that you notice that the minimum length for each paper is 1 page and the maximum length is 2 pages.** Papers must meet the following specifications:

- 1-2 pages in length
- Double space
- Times New Roman font style
- 12p pt font size
- 1” margins
- Adheres to APA standards of publication
- Cite relevant references for critical points stated in the document.

The purpose of the Reflection papers is to give students an opportunity to demonstrate what they have read, and think critically about course materials as they will be asked to provide expert opinion on key topics associated with DV.

Please read the following sources for APA formatting as points will be deducted for not following adequate formatting:

- In text citations [https://owl.english.purdue.edu/owl/resource/560/02/](https://owl.english.purdue.edu/owl/resource/560/02/)
- Reference list: Basic Rules. See on left hand side links to specific reference types [https://owl.english.purdue.edu/owl/resource/560/05/](https://owl.english.purdue.edu/owl/resource/560/05/)
Exam – 40 pts

You will be asked to complete a short essay exam that will test your knowledge of the material covered from weeks 1-6. The exam will be administered through D2L and will be open from 5 AM on Monday, August 14th until 11 PM on Tuesday, August 15th. Please notice that the closing time for the exam DOES NOT correspond with the closing time for the assignments due that week. Students will have 1 ½ hours (90 minutes) to complete the exam. Please plan accordingly before beginning your exam session.

Final Grades

The total number of points possible for this class is 200 points:

<table>
<thead>
<tr>
<th>Weekly Online Discussions</th>
<th>60 points</th>
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</thead>
<tbody>
<tr>
<td>Weekly Quizzes</td>
<td>50 points</td>
</tr>
<tr>
<td>Reflection Papers</td>
<td>50 points</td>
</tr>
<tr>
<td>Exam</td>
<td>40 points</td>
</tr>
</tbody>
</table>

Final grades will be based on a percentage of total points earned.

| 90% of 200 points         | 180 points and above | 4.0 |
| 85% of 200 points         | 170 points to 179 points | 3.5 |
| 80% of 200 points         | 160 points to 169 points | 3.0 |
| 75% of 200 points         | 150 points to 159 points | 2.5 |
| 70% of 200 points         | 140 points to 149 points | 2.0 |
| 65% of 200 points         | 130 points to 139 points | 1.5 |
| 60% of 200 points         | 120 points to 129 points | 1.0 |
| Less than 60% of 200 points | less than 120 points | 0.0 |
WEEK 1: Opens Wednesday July 5th, 7 AM EST

<table>
<thead>
<tr>
<th>Assignments Due</th>
<th>Discussion Post</th>
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<tr>
<td></td>
<td>Post Due: Sunday, July 9th by 11PM</td>
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<table>
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<tr>
<th>Quiz # 1</th>
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<tr>
<td>Start Date: Wednesday July 5th, 5 PM</td>
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<td>End Date: Monday, July 10th, 11PM</td>
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Module 1: Introduction and ecological systems theory

<table>
<thead>
<tr>
<th>Topic</th>
<th>Introduction and Ecological systems theory</th>
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Module 2: Domestic violence (DV)

<table>
<thead>
<tr>
<th>Topic</th>
<th>Prevalence, overview and history of domestic violence</th>
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</table>
### WEEK 2: Opens Tuesday July 11th, 7AM EST

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Discussion Post</th>
<th>Quiz #2</th>
<th>Response Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Due</td>
<td>Post Due: Sunday, July 16th by 11PM</td>
<td>Start Date: Tuesday July 11th, 5 PM</td>
<td>Due Date: Must be submitted to D2L Dropbox by Monday, July 17th by 11PM</td>
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<td></td>
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<td>End Date: Monday, July 17th, 11PM</td>
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### Module 3: Children’s exposure to domestic violence

<table>
<thead>
<tr>
<th>Topics</th>
<th>Readings</th>
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### Module 4: Psychological health and behavior

<table>
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<tr>
<th>Topics</th>
<th>Readings</th>
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</thead>
</table>
### Module 5: Neurological and emotional development

#### Topics
- Domestic violence impacts on child’s neurological development and brain function
- Developmental risk and resilience

#### Readings

### Module 6: Academic achievement and physical health

#### Topics
- Impacts on academic achievement
- ACEs study
- Physical health

#### Readings

**Recommended:**
WEEK 4: Opens Tuesday July 25th, 7AM EST

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Discussion Post</th>
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<tbody>
<tr>
<td>Due</td>
<td>Post Due: Sunday, July 30th by 11PM</td>
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</table>

**Quiz # 4**
Start Date: Tuesday July 25th, 5 PM
End Date: Monday, July 31st by 11PM

**Response Paper**
Due Date: **Must be submitted to D2L Dropbox** by Monday, July 31st, 11PM

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**Module 7: Risk and use of violence/victimization & Homelessness**

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<thead>
<tr>
<th>Topics</th>
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<tbody>
<tr>
<td></td>
<td>Use of violence/victimization and cycle of violence</td>
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<tr>
<td></td>
<td>Protective factors</td>
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<td></td>
<td>Risk and effects of homelessness</td>
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**Readings**

Recommended:

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**Module 8: Child abuse and dual exposure**

<table>
<thead>
<tr>
<th>Topics</th>
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<tbody>
<tr>
<td></td>
<td>Child abuse</td>
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<tr>
<td></td>
<td>Double exposure: Overview and prevalence</td>
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<td>Double whammy effect</td>
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</tbody>
</table>

**Readings**
WEEK 5: Opens Tuesday August 2\textsuperscript{nd}

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<tr>
<th>Assignments Due</th>
<th>Discussion Post</th>
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<tbody>
<tr>
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<td>Post Due: Sunday, August 6\textsuperscript{th} by 11PM</td>
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**Quiz # 5**
Start Date: Tuesday August 1\textsuperscript{st}, 5 PM  
End Date: Monday, August 7\textsuperscript{th}, 11PM

**Module 9:** How responsible are mothers for protecting their children?

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<thead>
<tr>
<th>Topics</th>
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<tbody>
<tr>
<td>▪ How mothers are perceived by the public</td>
</tr>
<tr>
<td>▪ Relationship with mother during and post-abuse</td>
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</tbody>
</table>

**Readings**


**Recommended:**  
Campbell, A. (2014) *Battered, Bereaved, and Behind Bars.*  

**Module 10:** Shifting the responsibility where it belongs

<table>
<thead>
<tr>
<th>Topics</th>
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</thead>
<tbody>
<tr>
<td>▪ Batterers as parents</td>
</tr>
<tr>
<td>▪ Risk to children from men who batterer</td>
</tr>
<tr>
<td>▪ Factors that influence attitudes towards violence against women</td>
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**Readings**


**Recommended:**  
WEEK 6: Opens Tuesday August 8th, 7AM EST

<table>
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<tr>
<th>Assignments Due</th>
<th>Discussion Posts</th>
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<tr>
<td></td>
<td>Due: Sunday, August 13th by 11PM</td>
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**Exam**

Start Date: Monday, August 14th, 5 AM  
End Date: Tuesday, August 15th, 11 PM

**Module 11:** Exposure to violence after “divorce” and how batterers interact with batterers

<table>
<thead>
<tr>
<th>Topics</th>
<th></th>
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</thead>
</table>
| • Exposure to violence  
• Systems interaction with batterers  
• How mothers are perceived by the judicial system and child protective services (CPS) |

<table>
<thead>
<tr>
<th>Readings</th>
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</table>

**Module 12:** Interventions designed to promote children’s resiliency

<table>
<thead>
<tr>
<th>Topics</th>
<th></th>
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</thead>
</table>
| • Adolescent & Teen focused interventions  
• Mother-child interventions  
• Family safety planning |

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<tr>
<th>Readings</th>
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</table>
WEEK 7: Opens Monday August 15th, 7AM EST

<table>
<thead>
<tr>
<th>Assignment Due (OPTIONAL)</th>
<th>Discussion Post – BONUS POINTS</th>
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<td>Due: Sunday, August 16th by 5PM</td>
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**Module 13:** Coping Strategies and factors that promote children’s resiliency

<table>
<thead>
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<th>Topics</th>
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<tbody>
<tr>
<td>• Protective factors and resiliency</td>
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<tr>
<td>• Coping strategies</td>
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<tr>
<td>• Moving forward to end DV and violence against women</td>
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<table>
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<tr>
<th>Readings</th>
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**Recommended:**

Course Policies & Student Responsibilities

Participate:
- Everyone’s participation is needed to accomplish this course’s goals.
- Reading is of the utmost importance; please do the readings if you intend to participate.
- Disagree respectfully; it is acceptable to question others’ ideas, but do so respectfully.

Complete Assignments:
- All assignments for this course will be submitted electronically through D2L.
- Assignments must be submitted by the given deadline or special permission must be requested from instructor before the due date. **NOTE: Extensions will not be given beyond the next assignment except under extreme circumstances.**
- Technical difficulties will not be accepted as an excuse for late assignments; if you anticipate having to work through problems, begin the process early and utilize the services listed above. **Late or missing assignments will affect your grade.**

Attendance Policy:
- Students whose names do not appear on the official class list for this course may not participate with this class.
- Students who fail to log-in during the first two weeks will be dropped from the course.
- If you miss more than three consecutive weeks of class, i.e., do not participate actively in class assignments or activities, and have not communicated the instructor to be excused from class, you will receive a failing grade of 0.0 in the course.
- If you are going to be absent from class for a week (or more) and unable to complete an assignment on time, **you must inform the instructor in advance to be formally excused.** You must provide the instructor with an explanation in writing at least 24 hours before the absence. Emails received later than this will not be honored and your assignment will not be accepted.
- If you have an **emergency situation**, the instructor must to be contacted prior to the assignment due date to make alternative arrangements. Otherwise, you will receive a 0.0 for the missed assignment(s).

Understand when you may drop this course:
- It is your responsibility to understand when you need to consider un-enrolling from a course. Refer to the [Michigan State University Office of the Registrar](https://registrar.msu.edu/) for important dates and deadlines.
Limits to confidentiality:

- Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University’s student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues to protect the health and safety of MSU community members and others.

- As the instructor, I must report the following information to other University offices (including the Department of Police and Public Safety) if you share this information with me:
  - Suspected child abuse/neglect, even if this maltreatment happened when you were a child,
  - Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and
  - Credible threats of harm to oneself or to others.

- These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the MSU Counseling Center.

Discuss Disability Accommodations with the Instructor:

- Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. If you have a documented disability and verification from the Resource Center for Persons with Disabilities (RCPD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student’s responsibility to provide documentation of disability to RCPD and meet with an RCPD specialist to request special accommodation before classes start.

- Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation (“VISA”) form. Please present this form to the instructor at the start of the term and/or two weeks prior to the accommodation date (test, project, etc). Requests received after this date will be honored whenever possible.

- RCPD may be contacted by phone at (517) 884-7273 (884-RCPD), or via their website (http://www.rcpd.msu.edu). RCPD is located in 120 Bessey Hall, near the center of the Michigan State University campus, on the southwest corner of Farm Lane and Auditorium Road.
Practice Academic Honesty:

- Article 2.3.3 of the Academic Freedom Report states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the Psychology Department adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See Spartan Life: Student Handbook and Resource Guide and/or the MSU Web site: www.msu.edu.)

- Academic integrity is a minimal expectation of this course. Academic dishonesty in any form will not be tolerated. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, and submitting work of another person. Any student involved in academic dishonesty will be reported to the Office of Academic Affairs and the Office of Student Affairs and a grade of 0.0 may be issued for the course.

- Lectures and other course materials must remain the property of the Department of Psychology and must not be copied from the internet for distribution to anyone who is not registered for this course. Online discussions and exercises are confidential and should not be discussed with others who are not enrolled in the class.

- It is important for each course participant express his/her ideas. All ideas need to be respected in discussions and exercises. Any "group projects" that are required, still require individual work as a minimal expectation.

- All assignments are to be done on your own, without the assistance of additional materials, i.e., internet, texts, articles, other people, etc., unless you are instructed to do otherwise. This includes weekly assignments and exams.

Plagiarism Policy:

- Plagiarism involves taking credit for someone else's work or ideas, submitting a piece of work (for example, a paper, assignment, discussion post) which in part or in whole is not entirely your own work without fully and accurately attributing those same portions to their correct source. This includes information taken from the Internet.

- You are expected to do your own, original work on each assignment in each class. If you recycle your own course work from one class to another, you may face an allegation of academic dishonesty. If your instructor believes you have committed an act of plagiarism, he/she may take appropriate action, which includes the issuing of a “penalty grade” for academic dishonesty. Article 11 of the Academic Freedom Report for Students at Michigan State University, or the “AFR,” defines a penalty grade as “a grade assigned by an instructor who believes a student to have committed academic dishonesty. . . .” A penalty grade can include, but is not limited to, a failing grade on the assignment or in the course.