Children Exposed To Domestic Violence: Promoting Resiliency
Psy 316 – Online

Summer Session One: Monday, May 15th, 2017 – Thursday, June 29th, 2017

Instructor: NiCole T. Buchanan, Ph.D.

OFFICE HOURS: By appointment

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 “Buchanan, NiCole”
  e) Write your email in the window that appears, which is the compose email message window.

Initially, the instructor will only communicate through D2L email. However, when needed, other ways of communication will be arranged as appropriate (e.g., Google Hangouts, Skype). If you email the instructor at the msu.edu or gmail.com account, the instructor will not see your message and you will likely receive an automatic response stating that your email will cannot be read.

Technology Requirements:
  • A high-speed (broadband) internet connection
  • Computer manufactured within the last four years
  • Minimum screen resolution of 1024 x 768
  • Access to Desire2Learn
  • Access to articles via MSU Libraries
  • Access to internet content (e.g., google).

Note: If you will be in a part of the world that limits access to websites and content on the internet, you may not be able to access links to videos and content that are necessary for this class.

Technical Assistance:
  • This course will be delivered entirely online through the course management system, Desire2Learn (D2L).
  • If you need technical assistance at any time during the course or want to report a problem, you can visit the Desire2Learn Help Site (http://help.d2l.msu.edu) or call (517) 432-6200 or call Toll-free: (844) 678-6200 (North America and Hawaii).
  • Please contact the D2L Help Desk, not the instructor. D2L staff can identify technical difficulties and provide remedies that the instructor cannot provide. Thus, please contact D2L directly with any technical problems. They are available to help you 24 hours a day, 7 days a week.

Office Hours:
  • Office hours are by appointment using Google Hangout, Skype, D2L Discussion, or phone.
  • For HELP on how to use Google Hangout, please follow the link provided: https://support.google.com/hangouts/answer/3115553?hl=en
For HELP on how to use Skype, please follow the link provided: https://support.skype.com/en/skype/windows-desktop/

Email Policy:
- The instructor will reply to emails within 24 hours during business hours (Monday-Friday. 9-5pm, excluding holidays).
  - This means that an email Friday morning may not receive a response until Monday. Emails sent after 5pm will be answered on the following Monday.
  - Keep this in mind as you plan to work on assignments. If you send an email over the weekend or the day before an assignment is due it may be too late. Please look at assignments in advance to avoid challenges at the last minute.
- THE D2L EMAIL WILL BE THE ONLY EMAIL ADDRESS MONITORED BY THE INSTRUCTOR FOR THIS CLASS. Follow the steps in the instructor portion of the syllabus above when contacting the instructor. You must use the D2L email system to contact the instructor or your email will not be seen.

Course Objectives:
- To provide a comprehensive understanding of the nature and prevalence of domestic violence and its effects 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 behavior.
- 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 with the other parent ends.
- To explore the variety of ways that mothers attempt to protect themselves and their children from domestic violence.
- To examine factors that promote children’s resilience.
- To critique current interventions designed to assist children exposed to domestic violence.

Course Structure:
- This course will be delivered entirely online through the course management system, Desire2Learn (D2L). Online lessons, course material, additional resources, assignments, and posted grades will only be available at the D2L website for this class.
- All times posted in this syllabus are EST (specifically Eastern Daylight Time).
- This course is built on a weekly framework. Each week, course material for the upcoming week will become available at 11:00 pm on Sunday, unless stated otherwise. Once the weekly course materials are opened, the folders will remain open the rest of the semester.
- Assignments may be completed and submitted early during the week they are due, however all materials need to be posted no later than the EST time on the due date listed in the ‘Reading and Assignment Schedule’ section listed in the syllabus.

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, US17-PSY-316- Children Exposed to Domestic Violence, listed under My Courses and available from the Select a Course pull down menu.
- If you ARE registered, but the course does not appear, contact the D2L Help Desk immediately.
An Important Note about this Course

- The main topic of this course is intimate partner violence, including sexual violence, and as such explicit language will be present in some readings and viewing materials and students may use accurate language when violent and/or sexually explicit themes are being discussed. It is possible that some may find these readings and conversations uncomfortable, inappropriate, or upsetting. Please take this into careful consideration before committing to taking this class.

- It is likely that some of the individuals in this course are survivors of domestic violence, sexual violence or related topics. Please be respectful of the fact that issues being discussed are likely deeply personal to others present (even if you yourself identify as a survivor!).

- This is an academic course. As such, class discussions will not be used to examine personal experiences. If you believe that the topics in this course could be upsetting to you in anyway, please consider whether this is the right time to take in this class. If you would like to continue to take the course, please participate in self-care before and after logging onto the class.

- It should also be made very clear that the Instructor of this course is a mandated reporter. This means that I am required to report all disclosures of sexual assaults, stalking or relationship violence that have occurred on MSU’s campus, at an MSU sanctioned event or involve someone that is a risk to members of the MSU community. Therefore, if you choose to share these experiences during the course of the class, I will be required to share your name and the details of the disclosure to the Office of Inclusion. The Office of Inclusion will then include these facts (but not your personal information) in their university statistics on sexual violence. They will also reach out to you via a confidential email, to see if you would like to pursue legal action and to provide you with additional university resources. **You have the right to choose whether or not you would like to utilize any of these services or even respond to the university’s email.**

- While this policy will be discussed and critiqued throughout the semester, it is a MSU required mandate that I am required to follow as a MSU employee. Given this, you should not disclose experiences of sexual violence related to MSU unless you are comfortable having this information shared with the Office of Inclusion. Despite the mandate, I do not want to further the culture of silence surrounding sexual violence in this class. All are encouraged to use the resources listed on the last pages (not mandated university reporters) as they process their feelings and experiences in this course.
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Psy 316 -- Online

Assignments & Grading Criteria

❖ Please refer to the schedule below for the posting due dates. Unless you notify the instructor about challenges in meeting a deadline, no points will be awarded after missing an assignment deadline.

A. Weekly Participation in our Online Learning Community Discussions (10 pts week 1-6/60 total)
Traditional face-to-face classes allow the instructor and students to discuss key topics, emerging ideas, concerns, class assignments, etc. We will create a similarly vibrant online learning community with dialogue and interaction by using the D2L Discussion Boards.

Each week, each student must:

1. Post one substantive, in-depth comment/reflection based on the current week’s course materials and in response to the instructor’s weekly post

❖ Note: Questions about course materials, should be posted 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.
   • See the “Discussion Post Rubric” for detailed instructions, examples, and point breakdown.
   • You will not be able to see anyone else’s posts for the week until you have submitted your comment for the week.
   • You are highly encouraged to initiate conversations with other classmates, however, your weekly grading will be based solely on your initial post.
   • It is normal and expected that as a learning community, we will have disagreements, contrasting points of view, and reactions to the course material and opinions shared in this class. To maintain a productive learning environment, it is important that reflections/comments/questions posted to the class be respectful in the language and the overall tone. I encourage disagreement and lively debate, as a learning environment, these should still be communicated in a thoughtful and respectful manner.

❖ The discussion board will function as follows:

• The instructor will post a reflection with the opening of every weekly module. This reflection will highlight key aspects of the week’s course material. You will have to post an in-depth comment/reaction to the instructor’s post that demonstrates that you have engaged all the course material for that week (lectures, videos, and readings).
• 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 fail to include reference to the readings (e.g., only discusses material from the lectures or videos).
• Remember: Posts should reflect your engagement in and critical thinking/analysis of the course material.
Examples of posts that will NOT receive points: “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,” or “What do you think motivates batterers to use coercive methods like those described in the power and control wheel?”

An example of a post that WILL BE DEDUCTED points: “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 10 points: “The wheel of power and control is useful because it highlights the need to understand DV as related to issues of power and control. DV is often thought of 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 Smith (2015) article showed how skewed media portrayals of DV are in the media. It is clear that the media should also reflect a greater understanding of the power and control wheel, given that the more subtle expressions of power and control are often minimized or overlooked when stories of DV are reported.”

Note: As these examples demonstrate, you must invest time and be familiar with course materials presented each week in order to post an informative comment/reflection that will earn full credit. Take your time to read, reflect, and post a comment that demonstrates critical thinking of course material.

Remember:
- Use discussion posts to pose questions about course materials only AFTER you have posted your in-depth comment/reflection.
- You are encouraged to react to classmates’ posts, but your grade will be based solely on your single weekly post.
- If your question is not answered in the discussion forum or you are still unclear about the course material, please email the instructor and request further clarification.

Warning/Limits to Confidentiality: As the instructor, I must report the following information to other University offices (including the Department of Police and Public Safety) if you share the following types of information during this class:
- 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.

B. Quizzes (10 pts each week 1-5 /50 total)
There will be a quiz each week (during weeks 1-5). Quizzes will measure your knowledge of the readings, videos and lecture material for that week. Students have until Sunday at 11PM EST of the same week the modules open to complete each quiz. For example, if the content for Week 3 opens on the prior Sunday at 11pm, the quiz for Week 3 will be due on the Sunday at the end of Week 3 by 11PM.
You will have **60 minutes** to complete each quiz. Please plan accordingly before beginning your quiz sessions.

D2L will not allow access to the week’s quiz until you have opened each class item within D2L for the week (e.g., articles, videos, lectures). Meaning, if you access the articles from MSU, you will need to click the link through D2L for the system to register that you accessed the article.

**C. Response Papers (25 pts each week/50 total)**

You will be asked to write two 1-2 page Response Papers (during week 2 and week 4). The purpose of the Response Papers is to give you a chance to think about and thoroughly respond to the assigned readings for that week.

Students must exhibit not only that they have read, but also have thought about each reading critically. Specifically, students will be graded on how well s/he has **analyzed, synthesized, and/or evaluated** the content of that week’s readings.

These papers give you an opportunity to exhibit not only that you have read, but also have thought critically about course materials and are prepared to provide an expert opinion on key topics associated with DV.

- Papers must meet the following specifications
  - 1-2 pages long, not including the title page and reference page
  - Double spaced
  - 1 inch margins on all 4 sides
  - Times New Roman font, 12 point font size
  - APA format (including citations and references)
  - Cite all references for critical points within the paper

- See the **“Response Papers Rubric”** for detailed instructions and point breakdown.

**Sources for APA 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 left hand side with links to specific reference types
  - [https://owl.english.purdue.edu/owl/resource/560/05/](https://owl.english.purdue.edu/owl/resource/560/05/)

**D. Exam (40 points)**

You will be asked to complete a **short essay exam** that will test your knowledge of the material covered from week 1-6. The exam will be administered through D2L and will be open from **5AM on Sunday, June 25th until 11PM on Monday, June 26th**. You will have **1.5 hours (90 minutes)** to complete the exam. You will not be able to start and stop during the exam. You must finish the entire exam in one session. Please plan accordingly before beginning your examination session.

**Grading Procedures:**

- Course material and grades will be posted to the class website on Desire2Learn (https://d2l.msu.edu). You are responsible for any and all items posted on the course website. Please check it often for new material, class announcements, changes, etc.
Final grades will be based on a percentage of total points earned. Total points earned will be
divided by the total points for the class (200 points). This percentage will be translated into your
final grade (see chart below). As such, you are not being graded on a curve; it is possible for
every student in the class to receive a grade of “A”. If there is any extra credit it will be added to
your total points, but the total points will always be based on 200.

- Weekly Online Discussions 60 points
- Weekly Quizzes 50 points
- Response & Reflection Papers 50 points
- Exam 40 points

I have written the computer program to automatically round any final grade percentage ending
in a 4.5 or a 9.5. For example, an 84.5 would become an 85% and an 89.5 would become a 90%.

Final grades will be based on a percentage of total points earned out of a total of 200 possible
points.

- 4.0 = 90% of 200 points = 180 points and above
- 3.5 = 85% of 200 points = 170 points to 179 points
- 3.0 = 80% of 200 points = 160 points to 169 points
- 2.5 = 75% of 200 points = 150 points to 159 points
- 2.0 = 70% of 200 points = 140 points to 149 points
- 1.5 = 65% of 200 points = 130 points to 139 points
- 1.0 = 60% of 200 points = 120 points to 129 points
- 0.0 = Less than 60% of 200 points = less than 120 points

Your final grade will not be or altered in any way. Do not request extra points or additional
assignments or a mercy boost at the end of the semester to try to get a better grade!
# Children Exposed to Domestic Violence: Promoting Resiliency

## Psy 316 – Online

### Reading List & Assignment Schedule

#### WEEK 1: Monday 5/15-5/21

<table>
<thead>
<tr>
<th>Assignments Due</th>
<th>Discussion Post: <strong>Post by</strong> Sunday, May 21st by 11PM EST</th>
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<tbody>
<tr>
<td></td>
<td>Quiz: <strong>Complete by</strong> Sunday, May 21st by 11PM EST</td>
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<td><strong>Extra credit-Practice using dropbox:</strong></td>
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<td></td>
<td>• <strong>Submit to Dropbox by</strong> Thursday, May 18th by 11PM EST</td>
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<td>• Submit a paper with your name and 1-2 sentences on why you took this class</td>
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#### Module 1: Introduction and ecological systems theory

<table>
<thead>
<tr>
<th>Topics</th>
<th>Introduction &amp; Syllabus</th>
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<tbody>
<tr>
<td></td>
<td>o Ground Rules, Expectations, Timeline and due dates</td>
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<tr>
<td></td>
<td>Ecological systems theory</td>
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<td>Video: Jon Stewart-A League of Condone</td>
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#### Module 2: Domestic violence (DV)

<table>
<thead>
<tr>
<th>Topics</th>
<th>Overview and history of domestic violence, Definitions, Prevalence, and Impact</th>
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<tbody>
<tr>
<td></td>
<td>Video: Gwen Moore on VAWA (Violence Against Women Act)</td>
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<td></td>
<td>Audio: Hashtag Activism</td>
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<td>Video: Esta Soler: How we turned the tide on domestic violence (Hint: The Polaroid helped)</td>
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<tbody>
<tr>
<td></td>
<td>A woman calls 911 and pretended to order pizza to alert them of domestic abuse</td>
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</table>
## Assignments Due

| Discussion Post: **Post by** Sunday, May 28th by 11PM EST  |
|-----------------|---------------------------------------------------|
| Quiz: **Complete by** Sunday, May 28th by 11PM EST                      |
| Response Paper: **Submit to Dropbox by** Sunday, May 28th by 11PM EST |

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## Module 3: Children’s exposure to domestic violence

### Topics
- What does exposure look like?
- Family roles
- How prevalent is children’s exposure to domestic violence
- Audio: Combating Domestic Violence: One size doesn’t fit all
- Video: Words speak louder than actions: Jeff Perera
- Video: Belcher shooting an act of domestic violence
- Video: What about us?
- Video: The children next door

### Readings


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## Module 4: Psychological health and behavior

### Topics
- Posttraumatic Stress Disorder (PTSD)
- Impact on children’s emotions, Internalizing and externalizing behaviors
- Video: William Gay on domestic violence: Futures without Violence
- Video: Anxiety in children
- Video: Children’s use of violence

### Readings


**Recommended:**

**WEEK 3: Monday 5/29- 6/4**

<table>
<thead>
<tr>
<th>Assignments Due</th>
<th>Discussion Post: <strong>Post by</strong> Sunday, June 4th by 11PM EST</th>
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<tr>
<td>Quiz: <strong>Complete by</strong> Sunday, June 4th by 11PM EST</td>
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**Module 5: Neurological and emotional development**

<table>
<thead>
<tr>
<th>Topics</th>
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<tbody>
<tr>
<td>✪ Domestic violence’s impact on children’s neurological development and brain function</td>
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<tr>
<td>✪ Developmental risk and resilience</td>
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<tr>
<td>✪ Video: Neurobiology of trauma by Dr. David Lisak</td>
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<tr>
<td>✪ Video: Attachment and Resilience: The power of one by Dr. Erica Liu Wollin</td>
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**Module 6: Academic achievement and physical health**

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<thead>
<tr>
<th>Topics</th>
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</thead>
<tbody>
<tr>
<td>✪ Impact on academic achievement &amp; intellectual functioning</td>
<td></td>
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<tr>
<td>✪ Adverse Childhood Experiences (ACEs) study</td>
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<tr>
<td>✪ Physical health</td>
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<tr>
<td>✪ Video: School stress intervention 1</td>
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<td>✪ Video: School stress intervention 2</td>
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<tr>
<td>✪ Video: How childhood trauma affects health across a lifetime</td>
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**Recommended:**  
### 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>▪ Use of violence/victimization and cycle of violence</td>
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<tr>
<td>▪ Protective factors</td>
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<tr>
<td>▪ Risk of victimization</td>
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<tr>
<td>▪ Effects of homelessness</td>
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<tr>
<td>▪ Blaming the victim</td>
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<tr>
<td>▪ Audio: Communities struggle to reach homeless students living in the shadows</td>
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<tr>
<td>▪ Video: Through their eyes</td>
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<td>▪ Video: Childhood gender roles in adult life</td>
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<th>Readings</th>
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**Recommended:**

### Module 8: Child abuse and dual exposure

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<tr>
<th>Topics</th>
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<tbody>
<tr>
<td>▪ Child abuse</td>
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<tr>
<td>▪ Double/Dual exposure: Overview and prevalence</td>
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<tr>
<td>▪ Double whammy effect</td>
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<tr>
<td>▪ Audio: Childhood maltreatment can leave scars in the brain</td>
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<tr>
<td>▪ Video: What does being nice have to do with child abuse prevention</td>
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<th>Readings</th>
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</table>
### Module 9: How responsible are mothers for protecting their children?

#### Topics
- How mothers are perceived by the public
- Children’s relationship with their mothers during and after abuse
- Perceptions of mother’s responsibility in domestic violence
- Audio: Taking care of parents who didn’t take care of you
- Video: Violence against women—it’s a men’s issue by Jackson Katz

#### Readings

**Recommended:**

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

#### Topics
- Father-child relationship/Batterers as parents
- Risk to children from men who batter
- Factors that influence attitudes towards violence against women
- News Example: How the murder of a young woman took Turkey to a social tipping point
- Video: A call to men by Tony Porter
- Video: Attitudes to gender equality and violence against women

#### Readings

**Recommended:**
## WEEK 6: Monday 6/19-6/25

<table>
<thead>
<tr>
<th>Assignments Due</th>
<th>Discussion Post: <strong>Post by</strong> Sunday, June 25th by 11PM EST</th>
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<tr>
<td></td>
<td><strong>Quiz:</strong> <strong>No Quiz</strong></td>
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<td><strong>Exam:</strong> <strong>Complete by</strong> Monday June 26th by 11pm EST</td>
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**Assignments**

- **Discussion Post:** Post by Sunday, June 25th by 11PM EST
- **Quiz:** No Quiz
- **Exam:** Complete by Monday June 26th by 11pm EST
  
  (Opens Sunday June 25th at 5AM)

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

<table>
<thead>
<tr>
<th>Topics</th>
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<tbody>
<tr>
<td>• Exposure to violence</td>
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<tr>
<td>• Systems collusion with batterers</td>
</tr>
<tr>
<td>• How mothers are perceived by the judicial system and child protective services (CPS)</td>
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<tr>
<td>• Audio: In the courts, assaults treated differently if a result of domestic violence</td>
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<tr>
<td>• News Example: Battered, bereaved and behind bars</td>
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<th>Readings</th>
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### Module 12: Interventions designed to promote children’s resiliency

<table>
<thead>
<tr>
<th>Topics</th>
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<tbody>
<tr>
<td>• Family safety planning</td>
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<tr>
<td>• Adolescent &amp; Teen focused interventions</td>
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<tr>
<td>• Mother-child interventions</td>
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<tr>
<td>• Video: RCGV Family Safety Planning Project</td>
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<th>Readings</th>
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WEEK 7: Monday 6/26 - Thursday 6/29

<table>
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<tr>
<th>Assignments Due</th>
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<tbody>
<tr>
<td><strong>REMEMBER:</strong> Exam must be <em>completed by</em> Monday June 26&lt;sup&gt;th&lt;/sup&gt; by 11pm EST</td>
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<tr>
<td><strong>Extra Credit Discussion Post:</strong> <em>Post by</em> Tuesday, June 27th by 11PM EST</td>
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<tr>
<td><strong>Quiz:</strong> <em>No Quiz</em></td>
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**Module 13:** Coping Strategies and factors that promote children’s resiliency

<table>
<thead>
<tr>
<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>
</tr>
<tr>
<td>▪ Video: Inside resilient children</td>
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<table>
<thead>
<tr>
<th>Readings</th>
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</table>

**Recommended:**
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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 challenge and question others’ ideas, but do so respectfully.

Complete Assignments
• All assignments for this course will be submitted electronically through Desire2Learn.
• Assignments must be submitted by the given deadline or special permission must be requested in writing prior to the due date. 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 negatively 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, e.g., do not participate actively in class assignments or activities, and have not requested that you 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 are unable to complete an assignment on time, you must inform the instructor in advance to be formally excused and still receive credit for the assignment. 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, you must contact me 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 for important dates and deadlines.

Discuss Disability Accommodations with the Instructor ASAP:
Given that this is a 7-week online class, it is important that you let me know if you have any accommodations as soon as possible!
• Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. If you have a documented disability, verification from the
Resource Center for Persons with Disabilities (RCPD), and wish to discuss academic accommodations, please contact me as soon as possible. It is the student’s responsibility to provide documentation of her/his disability to RCPD and meet with a RCPD specialist to request needed accommodations 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 are 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 to 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.

- For examples of what constitutes plagiarism, see:
  - Indiana University Writing Tutorial Services
  - Purdue Online Writing Lab
  - University of Alberta Guide to Plagiarism

**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 it 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.

**Useful Resources, Foundations, and Websites**
- MSU Safe Place
  - East Lansing, MI
  - (517) 355-1100
  - [http://safeplace.msu.edu/](http://safeplace.msu.edu/)
  - Listening Ear Crisis Intervention Center
  - Lansing, MI 48912
  - (517) 337-1717
  - [http://theear.org/newear/](http://theear.org/newear/)
- RAINN [https://rainn.org/](https://rainn.org/)
- The Joyful Heart Foundation
  - [http://www.joyfulheartfoundation.org/](http://www.joyfulheartfoundation.org/)
- Futures Without Violence
  - [http://www.futureswithoutviolence.org/](http://www.futureswithoutviolence.org/)