PSY 317 SEXUAL ASSAULT: CONTEXT, INTERVENTIONS & PREVENTION
Summer 2017
COURSE SYLLABUS

INSTRUCTOR: Lauren Vollinger
Email: vollinge@msu.edu
Phone: 708-277-7428
Office Hours: by appointment

ONLINE COURSE SPECIFICITIES

Course 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.
• This course is built on a weekly framework. Course materials for the following week will become available at 5:00 pm on Saturday. Once the weekly course materials are posted, the folders will remain open the rest of the semester.
• Assignments may be completed and submitted any time during the week they are due, however all materials need to be posted no later than 11:55 pm (EST) on the Saturday evening following the week of class (or on the date indicated in the course outline below).
• Office hours may occur via a Skype/Google Hangout conference during the designated office hours or by appointment.

Technical Assistance:
• If you need technical assistance at any time during the course or to report a problem, you can visit:

Distance Learning Services Support Site
Desire2Learn Help Site
AN IMPORTANT NOTE ABOUT THIS COURSE:

The main topic of this course is sexual violence and as such explicit language will be present in some reading and viewing materials (although explicit imagery will not be present) and students may use accurate language when violent sexually explicit themes are being discussed. It is very possible that some may find these readings and conversations uncomfortable, inappropriate, or triggering. 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 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 triggering or upsetting to you in anyway, please consider whether this is the right time to partake in this course. If you would like to continue to take the course, please participate in self-care (intentional actions you take to care for your physical, mental and emotional health) 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 the Instructor is required to report all cases of sexual assault disclosed to have occurred on MSU’s campus or at an MSU sanctioned event. 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. It is up to your discretion if you would like to utilize any of these services or even respond to the university’s email.

While this mandate will be discussed and critiqued throughout the semester, it is still a mandate and you should not disclose experiences of sexual violence unless you are also comfortable having this information shared with the Office of Inclusion. Despite the mandate, this course does not wish to further the culture of silence surrounding sexual violence. 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.

COURSE DESCRIPTION

Objectives:

- To explore the definition of sexual assault in the United States.
- To understand the research methods used to study sexual assault
- To provide a comprehensive understanding of the nature and prevalence/incidence of sexual assault in the United States.
- To explore the contexts and situational factors that correlate with incidence
- To discover the varying ways in which victims of sexual assault experience their trauma (physical, psychological, & emotional impact)
- To understand how racism, sexism, heterosexism, classism, and ableism interface with sexual violence
• To explore the variety of services used by survivors of sexual violence and how these institutions tend to interact with survivors
• To provide a comprehensive understanding of the varying strategies used to combat sexual violence and to explore their effects and success rates
• To explore current events involving sexual assault
• To critique current interventions designed to assist sexual assault survivors
• To critique current efforts designed to prevent assault in the United States.

The scope of this course will not allow for the direct discussion of all forms of sexual violence. It will focus on adult sexual assault in the U.S., but will not include foci on: prostitution, pornography, sexual violence in a global context (e.g., female circumcision, etc.), domestic violence, child brides, rape as a tool of war, human trafficking, child sexual abuse, or other topics that are not specifically referenced in this syllabus.

Course Assumptions:
• Sexual violence is a pervasive social problem that affects everyone in some way shape or form.
• The online classroom is a safe*, but not always comfortable, space. Tough discussions will be had, but they will occur in a respectful manner. (*see An Important Note About this Course above)
• You know your life and experiences better than anyone else, including the Instructor.
• Social change is a slow and complex process; we will support one another in the meantime. Each class will end by highlighting an organization intends to address the topics covered in class that day.

Course Policies & Student Responsibilities:

• Participate:
  o Everyone’s participation is needed to accomplish this course’s goals.
  o Reading is of the utmost importance; please do the readings if you intend to participate.
  o Disagree respectfully; it is acceptable to challenge and question others’ ideas, but do so respectfully.
  o Listen as an ally; create a safe space for the sharing of varied opinions and life experiences.
  o The Instructor is the only mandated reporter; the other students in the course are not mandated reporters, but personal stories shared in class discussions will be respected and should not be repeated by other students.

• Complete Assignments
  o All assignments for this course will be submitted electronically through Desire2Learn. Please utilize the practice assignment to work out any kinks that you might have with submission.
  o Assignments must be submitted by the given deadline or special permission must be requested from Instructor at least 24 hours prior to the due date. If special permissions are granted, the instructor will provide this is written form. Extensions will not be given beyond the next assignment except under extreme circumstances.
  o 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 technical services listed above. Late or missing assignments will affect your grade.
Complete all readings prior to the lecture for which they are assigned.
Reading materials are included in the course pack (instructions for obtaining the course pack are included in the Course Resources area on D2L) and via stable links included in the Weekly Course Schedule (part of this syllabus)

- **Avoid Absences:**
  - 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 are will be contacted by the instructor and should take the appropriate steps to drop 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 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, the instructor must 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 for important dates and deadlines.

- **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 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.

Do NOT Plagiarize:

- 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

ASSIGNMENTS & GRADING CRITERIA

1. Weekly Participation in our Online Learning Community Discussions

Traditional face-to-face instruction allows for the opportunity for the Instructor to engage in discussion with the students on key topics, emerging ideas, concerns, class assignments, etc. Through the D2L
Discussion Board feature, we will create a similar vibrant online learning community of dialogue and interaction. These exchanges will occur every week under the following guidelines:

Each student and the Instructor are responsible for:

- Posting one question for discussion/comment on any lecture by 11:55 p.m. on Friday of the corresponding week (unless noted otherwise on the syllabus). Post your comment in your group’s discussion board and clearly state the lecture you’re referencing (e.g. “This week in Lecture 1.c ____”).
- Posting one response post for a lecture by 11:55 p.m. on Saturday of the corresponding week (unless noted otherwise on the syllabus). These responses may be posted on your fellow students or Instructor’s comments.
- Posting one self-care reflection comment by 11:55 p.m. on Friday of the corresponding week (unless noted otherwise on the syllabus).
- Posting in a reasonable amount of time for others to respond (i.e., not shortly before the Friday deadline!).
- Additional posts will not be given additional credit but are encouraged in the spirit of academic discourse.
- You are not expected to post in the discussion board for days that there is no lecture (i.e., Exam Days), although this might be a helpful way to ask questions to the group and to study together!
- If you’re asked to post a comment in the discussion board during lecture, you do not need to post an additional comment for the lecture. However, you will still be expected to post a response to a comment for the week.

To receive credit for your posts, questions should pertain to the lecture subject matter (e.g., the readings, the lecture, the media prompted by the lecture, etc.) and should adhere to the following guidelines:

- Focus on integrating and applying the lecture’s material. Simply stating a fact presented during class/ repeating material will not count for credit.
- Focus on encouraging discussion, but ask questions specific enough to show that you understand the material. For example, don’t write, “Author X had theory A. What do you think about A?” Instead write, “In Reading Z, Author X had theory A, but it seems as though theory A may be more complicated than Author X is suggesting. How might theory A play out in the following situations, etc.” or “, “Author X had theory A. This appears to be in contrast to Author Y’s theory B due to the following factors ..., how might one utilize both of these theories to develop a prevention program?”
- Answers should be respectful, thoughtful, and thorough, as if we were having a discussion in a face-to-face course. Comments on posts such as “Nice insight!” or “I agree” will not earn any participation points.
- Remember to keep in mind that survivors will be present for these discussions.
- REFRAIN FROM USING ALL CAPS. IT IS PERCEPTED AS SHOUTING.
- No trolling (i.e., to make a deliberately offensive or provocative online post with the aim of upsetting someone or eliciting an angry response from them.)
Self-care reflection posts should adhere to the following guidelines to receive credit:

- Posts should focus on the self-care challenge provided through D2L for the corresponding week. (Self-care challenges will be posted as “News Items” on D2L. Students may opt to complete alternative self-care options of their choosing with instructor approval.)
- Posts should address the following:
  - a description of what self-care technique you used
  - a personal reflection about the technique (e.g. Did it help? Did it not help? If it didn’t help, is there anything that could be done to make it work better for you? Did you enjoy this technique? Why or why not?)
- Answers should be respectful, thoughtful, and thorough, as if we were having a discussion in a face-to-face course.
- Remember to keep in mind that survivors will be present for these discussions.
- REFRAIN FROM USING ALL CAPS. IT IS PERCEIVED AS SHOUTING.
- No trolling (i.e., to make a deliberately offensive or provocative online post with the aim of upsetting someone or eliciting an angry response from them.)

Each post will be worth a total of 3 points, with a possibility of 9 points each week for the 3 posts (1 discussion, 1 response, 1 self-care challenge reflection).

- **0 points**: no response, an inadequate comment (such as a reiteration of facts or “Good job!”); posts are off topic, irrelevant, fail to include the readings, etc.
- **1 point**: Little effort made to be an active learner; posts do not show thoughtful engagement of the material and responses are often only one statement or sentence.
- **2 points**: Moderate effort made to be an active learner; posts show some thoughtful engagement of the material but are brief and not fully developed (i.e. posts are only one to two statements or sentences).
- **3 points**: Participant makes a clear effort to be an active learner and engage other students; includes connection to course matter along with additional insight; comments are longer than two statements or sentences.

**66 POSSIBLE POINTS**

2. *Brief Response & Reflection Papers (R&R Papers)*

Certain modules will require more reflection and discussion than is possible during our class time or on our discussion forum. You will be asked to write six 1-2 page papers throughout the course of the semester. You will be provided paper prompts for all six papers. In addition, each week you will be asked to create one multiple choice question based on the week’s lectures, that you would like to see on the midterm or final. You must provide: a question, four response options, and an indication of which response is the correct answer. I will use some of these questions on the actual midterm & final, so it is in your best interest to write great questions!

Rubrics and prompts for each week will be listed as a PDF file under “Instructions” in the corresponding week’s Dropbox on D2L. These papers should be thorough and well-constructed reviews of the week’s assigned content and readings: bulleted lists and poor organization will not be tolerated. These papers should adhere to the following guidelines:

- 1-2 pages, double spaced, 12 point font, Times New Roman, one inch margins, page numbers
• Specific prompts will be given to guide each of your reaction papers.
• Papers should respond to the readings and class lectures. Papers that do not incorporate any class readings will automatically have 50% of points deducted.

For formatting guidance, please review the paper template uploaded onto the course’s D2L page. Each reflection will be worth a total of 20 points (aside from the first week’s reflection, which will be worth 10 points), with a possibility of 110 total points for all reflections.

3. Midterm & Final Exams

Due to a larger class size, it is necessary that exams are incorporated into this class. Each exam will consist of multiple choice questions. Each exam will also include a brief course evaluation form so that I can ensure all students are getting what they need from the course. The final will be cumulative.

Final Grades
The total number of points possible for this class is 376 points:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Weekly Online Discussions</td>
<td>66 points</td>
</tr>
<tr>
<td>Response &amp; Reflection Papers</td>
<td>110 points</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>100 points</td>
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<tr>
<td>Final Exam</td>
<td>100 points</td>
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Final grades will be based on a percentage of total points earned.

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
<th>Cumulative Points</th>
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<tbody>
<tr>
<td>90% of 376 points</td>
<td>4.0</td>
<td>338 points and above</td>
</tr>
<tr>
<td>85% of 376 points</td>
<td>3.5</td>
<td>337 points to 319 points</td>
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<tr>
<td>80% of 376 points</td>
<td>3.0</td>
<td>318 points to 300 points</td>
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<tr>
<td>75% of 376 points</td>
<td>2.5</td>
<td>299 points to 282 points</td>
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<tr>
<td>70% of 376 points</td>
<td>2.0</td>
<td>281 points to 263 points</td>
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<tr>
<td>65% of 376 points</td>
<td>1.5</td>
<td>262 points to 244 points</td>
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<tr>
<td>60% of 376 points</td>
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<td>243 points to 225 points</td>
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<tr>
<td>less than 60% of 376 points</td>
<td>0.0</td>
<td>less than 225 points</td>
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## COURSE SCHEDULE & READING LIST

Note for committee members: while I originally developed this course for instruction last summer, modules denoted with a * will be new or substantially rewritten before instruction this summer.

<table>
<thead>
<tr>
<th>Module Title</th>
<th>To Read Articled to read before “To Watch” &amp; “To Complete”</th>
<th>To Watch Lectures &amp; In-class Media</th>
<th>To Complete</th>
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</thead>
</table>
| Module 1.a Introduction to PSY 317 Monday, May 15 | Just the syllabus! Welcome to the course! | Lecture 1.a Youtube video: [https://www.youtube.com/watch?v=1Evwgu369Jw](https://www.youtube.com/watch?v=1Evwgu369Jw) | Discussion Comment (May 16) Please use this comment to introduce yourself! Tell us: your name, major, year in school, where you’re from, and one fun fact about yourself.  

**Practice Response & Reflection Paper 1:** What type of self-care do you already utilize or what type of self-care would you like to try this semester? Were there any methods of self-care that surprised you? (May 16)  

*This lecture’s Discussion Comment, as well as the Response & Reflection Paper, should be used as an opportunity to ensure that you understand how to upload papers onto D2L. You do not need to post a Discussion Response and will receive the lecture’s full 4 points for simply posting the aforementioned comment. Because this R&R Paper topic does not require an engagement of the readings, but only reflection on the lecture, it may be half a page to a page in length and will be worth only 10 points of your final grade.*  

*This module we will go over the syllabus, ground rules, and self care 101*
### Module 1.b
#### Context for PSY 317
**Wednesday, May 17**

**Assigned readings:**

*INCLUDED IN COURSE PACK*


(This one is tough! Focus on the “definitions”)

**Lecture 1.b**

**Discussion Comment (May 19)**

**Discussion Response (May 20)**

**Weekly Self Care Challenge**

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### Module 1.c
#### Introduction to Research Methods
**Friday, May 19**

**Assigned readings:**

*INCLUDED IN COURSE PACK*

**Lecture 1.c**

**Discussion Comment (May 19)**

**Discussion Response (May 20)**

**Self-Care Response Comment (May 19)**

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### Week 2: May 21 - 27, 2017

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<th>To Read</th>
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<tr>
<td><strong>Module 1.b</strong></td>
<td><em>To Read</em> Articles to read before “To Watch” &amp; “To Complete”</td>
<td><em>To Watch</em> Lectures &amp; In-class Media</td>
<td><em>To Complete</em> This week, all listed assignments are due by: <em>Friday, May 26 &amp; Saturday, May 27</em></td>
</tr>
</tbody>
</table>

**Discussion Response (May 20)**

**Self-Care Response Comment (May 19)** |

| **Module 2.a** | *Assigned readings:* Morris, M. (2015). Professional judgment and ethics. In Scott, V. C., & S. M. Wolf (Eds.), *Community* | *Lecture 2.a* | **Discussion Comment (May 26)**

**Discussion Response (May 27)** |

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10
### Monday, May 22


*INCLUDED IN COURSE PACK*

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<table>
<thead>
<tr>
<th><strong>Module 2.b</strong></th>
<th><strong>Assigned readings</strong></th>
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</table>
*This link will take you to a website where you can download the PDF for this article.*  
*This is just a quick fact sheet for your review.* |

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<table>
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<tr>
<th><strong>Module 2.c</strong></th>
<th><strong>Assigned readings:</strong></th>
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<tbody>
<tr>
<td><strong>What is the Impact of Sexual Assault?</strong></td>
<td>Campbell, R., Dworkin, E., &amp; Cabral, G. (2009). An ecological model of the impact of sexual assault on</td>
</tr>
</tbody>
</table>

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<table>
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<tr>
<th><strong>Lecture 2.b</strong></th>
<th><strong>Discussion Comment (May 26)</strong></th>
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<tr>
<td><strong>Discussion Response (May 27)</strong></td>
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<table>
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<tr>
<th><strong>Weekly Self Care Challenge</strong></th>
<th><strong>Self -Care Reflection Comment (May 26)</strong></th>
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Course & materials developed by Hannah Feeney

<table>
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<tr>
<th>Module Title</th>
<th>Articles to read before “To Watch” &amp; “To Complete”</th>
<th>To Watch Lectures &amp; In-class Media</th>
<th>To Complete</th>
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<tr>
<td>Module 3.a</td>
<td><strong>Assigned readings:</strong></td>
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<tr>
<td>Causes of Sexual Assault</td>
<td>Monday, May 29</td>
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</table>

**To Read**


**To Watch**

- Lecture 3.a

**To Complete**

- Discussion Comment (June 2)
- Discussion Response (June 3)

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**Week 3: May 28 – June 3, 2017**

- **Response & Reflection Paper 2 (May 27)**
http://www.thenation.com/article/ten-things-end-rape-culture/

**Module 3.b**
Drug Facilitated Sexual Assault
*Wednesday, May 31*

**Assigned readings:**

*INCLUDED IN COURSE PACK*

**Module 3.c**
Perpetrators
*Friday, June 2*

**Assigned readings:**
http://ezproxy.msu.edu:2047/login?url=http://dx.doi.org/10.1023/B:JOVF.0000042078.55308.4d
*Focus on the introduction, findings, and discussion.*


**Lecture 3.b**
Discussion Comment (June 2)
Discussion Response (June 3)
Weekly Self Care Challenge

**Lecture 3.c**
Discussion Comment (June 2)
Discussion Response (June 3)
Self-Care Reflection Comment (June 2)
Response & Reflection Paper 3 (June 3)
## Week 4: June 4 - 10, 2017

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<th>Module Title</th>
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<th>To Read Articles to read before “To Watch” &amp; “To Complete”</th>
<th>To Watch Lectures &amp; In-class Media</th>
<th>To Complete This week, all listed assignments are due by: Friday, June 9 &amp; Saturday, June 10</th>
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<tbody>
<tr>
<td><strong>Module 4.b</strong>&lt;br&gt;Sexual Assault and Vulnerable Populations</td>
<td></td>
<td><strong>Assigned readings:</strong>&lt;br&gt;Rothman, E.F., Exner, D., &amp; Baughman, A.L. (2011). The prevalence of sexual assault against people who</td>
<td>Lecture 4.b</td>
<td>Discussion Comment (June 9)&lt;br&gt;Discussion Response (June 10)&lt;br&gt;Self-Care Reflection Comment (June 9)</td>
</tr>
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### Wednesday, June 7

identify as gay, lesbian, or bisexual in the United States: A systematic review. *Trauma, Violence, & Abuse*, 1-12.  


### Module 4.c

**MIDTERM EXAM**

**Friday, June 9**

**MIDTERM EXAM** must be completed by 11:55 pm on Friday, June 9, 2017.

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### Module 5.a

**Helpseeking 101**

**Monday, June 12**

**Assigned readings:**


**Lecture 5.a**

**Discussion Comment (June 16)**

**Discussion Response (June 17)**
<table>
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<th>Module 5.b</th>
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<td>Services &amp; Responses Part 1-Formal Systems</td>
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<td>Wednesday, June 14</td>
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<tr>
<td>Lecture 5.b</td>
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<td>Discussion Comment (June 16)</td>
<td>Discussion Response (June 17)</td>
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<table>
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<th>Module 5.c</th>
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<td>Secondary Victimization</td>
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<td>Friday, June 16</td>
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<td>Lecture 5.c</td>
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<td>Discussion Comment (June 16)</td>
<td>Discussion Response (June 17)</td>
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<tr>
<td>Self-Care Reflection Comment (June 16)</td>
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*We already read this article for Module 2, but she sure to review it again for this class.*

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### Week 6: June 18 - 24, 2017

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<tr>
<th>Module Title</th>
<th>Intended class dates included</th>
<th>To Read Articles to read before “To Watch” &amp; “To Complete”</th>
<th>To Watch Lectures &amp; In-class Media</th>
<th>To Complete This week, all listed assignments are due by: Friday, June 23 &amp; Saturday, June 24</th>
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<tr>
<td>Module 6.a</td>
<td>Services &amp; Responses Part 2-</td>
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<td>Lecture 6.a</td>
<td>Discussion Comment (June 23)</td>
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<td></td>
<td>Advocacy</td>
<td>Sullivan, C. M. (2003). Using the ESID model to reduce</td>
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<td></td>
<td>Monday, June 19</td>
<td>intimate male violence against women. *American journal</td>
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<td>of community psychology*, 32(3-4), 295-303.</td>
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<td>Module 6.b</td>
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<td>Module 6.c</td>
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Week 7: June 25 - 30, 2017

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<tr>
<th>Module Title</th>
<th>Articles to read before “To Watch” &amp; “To Complete”</th>
<th>To Watch Lectures &amp; In-class Media</th>
<th>To Complete</th>
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<tr>
<td><strong>Module 7.a</strong> Activism</td>
<td><em>INCLUDED IN COURSE PACK</em></td>
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<td><em>Assigned readings:</em></td>
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<tr>
<td><strong>Module 7.b</strong> Policy Reform &amp; Activism- A Campus Perspective</td>
<td><em>Assigned readings:</em></td>
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<td>Discussion Response (June 29)</td>
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<td>Self-Care Reflection Comment (June 28)</td>
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**Wednesday, June 28**  

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<th>Course &amp; materials developed by Hannah Feeney</th>
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[https://www.notalone.gov/assets/know-your-rights.pdf](https://www.notalone.gov/assets/know-your-rights.pdf)  

Look over the White House’s official website for their Not Along campaign. In particular, review the following terms on Key Terms & Definitions page:  
- Clery Act  
- Dear Colleague Letter  
- FERPA  
- All Title IX definitions  
- Violence Against Women Reauthorization Act of 2013  
- White House Task Force to Protect Students from Sexual Assault  
[https://www.notalone.gov/students/#key-terms-and-definitions](https://www.notalone.gov/students/#key-terms-and-definitions) |
<table>
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<th>Module 7.c</th>
<th>FINAL EXAM must be completed by 11:55 pm on Thursday, June 29, 2017.</th>
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<td>FINAL EXAM</td>
<td>Thursday, June 29</td>
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**FINAL EXAM**

**Thursday, June 29**

**2017**
USEFUL RESOURCES, FOUNDATIONS, AND WEBSITES

Sexual Assault Program
MSU Counseling Center
Student Services Building
556 East Circle Dr. Room 14
East Lansing, MI 48824
(517) 355-3551
http://www.endrape.msu.edu/contact

MSU Safe Place
East Lansing, MI
(517) 355-1100

Listening Ear Crisis Intervention Center
Lansing, MI 48912
(517) 337-1717
http://theear.org/newear/

Not Alone, Together Against Sexual Assault
(will help you find a crisis center in your area)
https://www.notalone.gov/

NSVRC http://www.nsvrc.org/
NCDSV http://www.ncdsv.org/

NNEDV http://nnedv.org/
NRCDV http://www.nrcdv.org/
The Joyful Heart Foundation
http://www.joyfulheartfoundation.org/
No More http://www.nomore.org/
RAINN https://rainn.org/
Not Alone https://www.notalone.gov/
MCEDSV http://www.mcedsv.org/
1in6 http://www.1in6.org/
Know Your IX http://knowyourix.org/
Feministing http://feministing.com/
Futures Without Violence http://www.futureswithoutviolence.org/
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<tr>
<th>PSY 317 Tentative Course Calendar</th>
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| **Week 1**  
Introduction & Research Methods |
| **Sunday** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Saturday** |
| May 15 Lecture 1.a  
Course Opens | May 16 Comment Due  
R&R Paper 1 Due TODAY | May 17 Lecture 1.b | May 18 | May 19 Lecture 1.c  
2 Comments Due | May 20 1 Response Due |
| **Week 2**  
What is sexual assault? |
| May 21 | May 22 Lecture 2.a | May 23 | May 24 Lecture 2.b | May 25 | May 26 Lecture 2.c  
2 Comments Due | May 27 1 Response Due  
R&R Paper 2 Due TODAY |
| **Week 3**  
What causes sexual assault? |
| May 28 | May 29 Lecture 3.a | May 30 | May 31 Lecture 3.b | June 1 | June 2 Lecture 3.c  
2 Comments Due | June 3 1 Response Due  
R&R Paper 3 Due TODAY |
| **Week 4**  
Power, oppression, & vulnerable populations |
| June 4 | June 5 Lecture 4.a | June 6 | June 7 Lecture 4.b | June 8 | June 9 MIDTERM EXAM  
2 Comments Due | June 10 1 Response Due  
R&R Paper 4 Due TODAY |
| **Week 5**  
Help-seeking from formal systems |
| June 11 | June 12 Lecture 5.a | June 13 | June 14 Lecture 5.b | June 15 | June 16 Lecture 5.c  
2 Comments Due | June 17 1 Response Due  
R&R Paper 5 Due TODAY |
| **Week 6**  
Prevention & empowerment |
| June 18 | June 19 Lecture 6.a | June 20 | June 21 Lecture 6.b | June 22 | June 23 Lecture 6.c  
2 Comments Due | June 24 1 Response Due  
R&R Paper 6 Due TODAY |
| **Week 7**  
Activism & Policy Reform |
| June 25 | June 26 Lecture 7.a | June 27 | June 28 Lecture 7.b  
2 Comments Due | June 29 FINAL EXAM  
1 Response Due | June 30 Semester ends & grades are submitted |