

**PSY 371/372: Adolescent Diversion Program**  
**Syllabus: Fall 2019**

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**Class Sections:**

Day	Time	Instructor	Undergraduate Assistant(s)	Location
Tuesday	9:10am-12pm	Sean Hankins	Molly Costantino	Room 121 Baker Hall
Tuesday	1pm-3:50pm	Emily Sheridan-Fulton	Evan Buckner	Room 121 Baker Hall
Wednesday	9:10am-12pm	Briana Coleman	Callie Reichel	Room 121 Baker Hall
Wednesday	3pm-5:50pm	Emily Sheridan-Fulton	Danielle Fournier Morgan Burns	Room 120 Psych Bldg
Thursday	6pm-8:50pm	Sean Hankins	SheKari Daniel Holly Gruber	Room 230 Psych Bldg

Office hours by appointment in Room 236 Psychology Building

## **Welcome to the Adolescent Diversion Program!**

The MSU Adolescent Diversion Program (MSU-ADP) is an evidence-based program that works in conjunction with the Ingham County Family Court Division. The primary purpose of the MSU Adolescent Diversion Program is to reduce recidivism and combat criminogenic factors through advocacy and mentoring. You will learn the knowledge and skills needed to become an effective advocate and mentor through an intensive, interactive, and experiential process throughout this course. The classes for this program are intentionally small, and you are expected to come to every class prepared to actively participate. This includes listening to your classmates, openly discussing topics, and providing feedback and suggestions on classmates' case work. If you come to class prepared to do the above, you set yourself up to have an amazing learning experience. This course is designed to be creative, innovative, and impactful. Our goal for everyone, throughout this course, is to feel creatively challenged and to learn how educational encouragement and support can make a difference in a youth's life.

### **Two-Semester Commitment:**

PSY 371 is the first class in a two-semester sequence. The overall sequence (PSY 371/372) is designed to provide you with an opportunity to develop the specific skills needed when providing direct service to individuals in the community. Throughout this course, you will learn about applying theories underlying human behavior to real-world scenarios, sharpen your empathy skills, and gain valuable experience interacting with diverse individuals and community settings. Because this is a 2-semester course, no letter grades will be assigned until both PSY 371 and PSY 372 are completed. After PSY 371, students will be given a grade of "ET." The "ET" will be changed to a letter after successful completion of PSY 372 or removal from the program. Your ability to enroll in PSY 372 is at the discretion of the instructor and contingent upon successful completion of PSY 371.

## Weekly Course Schedule

All material can be found in D2L. Assigned material is to be reviewed by the student prior to each weekly class meeting. The schedule is subject to change.

### WEEK 1

August 28-30

#### Introduction to the MSU Adolescent Diversion Program and Juvenile Delinquency

No readings.

### WEEK 2

September 3-6

#### Unit 1: Juvenile Justice System, Ecological Theory, and Positive Youth Development

##### *Required*

**Video [20 minutes]:** Juvenile Court Livingston. (2013, February 12). Livingston county Michigan juvenile court- parent education video [Video file]. Retrieved May 30, 2018, from <https://www.youtube.com/watch?v=SeH1hlQSAXc>

**Webpage:** Schaffner, C. (2018, February 16). Roles of children in dysfunctional family systems [Web log post]. Retrieved May 10, 2018, from: <https://blog.youthspecialties.com/roles-children-dysfunctional-family-systems/>

**Reading [Pages 1-7]:** Andrews, D., & Bonta, J. (2007). Risk-need-responsivity model for offender assessment and rehabilitation. Ottawa, Ont.: Public Safety Canada. <https://www.publicsafety.gc.ca/cnt/rsrscs/pblctns/rsk-nd-rspnsvty/rsk-nd-rspnsvty-eng.pdf>

**Webpage:** National Juvenile Defender Center. (n.d.). Juvenile court terminology. Retrieved May 11, 2018, from <http://njdc.info/juvenile-court-terminology/>

**Reading [Pages 1-4]:** U.S. Department of Education. (2007). Mentoring Fact Sheet: Understanding the Youth Development Model. Retrieved December 28, 2018 from: <https://educationnorthwest.org/sites/default/files/resources/factsheet13.pdf>

**Reading [Pages 10-16]:** Lerner, R.M., Almerigi, J.B., Theokas, C., & Lerner, J.V. (2005). Positive youth development: A view of the issues. *Journal of Early Adolescence*, 25(1), 10-16.

**Reading [Pages 96-121]:** Clonan-Roy, K., Jacobs, C.E., & Nakkula, M.J. (2016). Towards a model of positive youth development specific to girls of color: Perspectives on development, resilience, and empowerment. *Gender Issues*, 33, 96-121. <https://doi.org/10.1007/s12147-016-9156-7>

**Reading [Pages 987-1010]:** Leonard, J. (2011). Using Bronfenbrenner's ecological theory to understand community partnerships. *Urban Education*, 46(5), 987-1010. doi:10.1177/0042085911400337

*Recommended*

**Video [21 minutes]:** D'souza, A. (2016, November 21). Cradle to jail Part 5. [Video file]. Retrieved November 14, 2018, from <https://www.youtube.com/watch?v=Qrtc8sSs9-Y>

**Video [25 minutes]:** D'souza, A. (2016, November 21). Cradle to jail Part 6. [Video file]. Retrieved November 14, 2018, from <https://www.youtube.com/watch?v=ORzFBD9Oyq4>

**WEEK 3**

**September 9-13**

**Unit 2: Communication Skills**

**Reading [Pages 1-2]:** Boyd (1998). Communication briefs: Using active listening. *Nursing Management*. Retrieved from: [http://fdjpkc.fudan.edu.cn/\\_upload/article/files/c7/f6/45f655474f7fba4beb7af92ecf9d/b7939996-2b05-4d9e-82ee-8bf06125fe46.pdf](http://fdjpkc.fudan.edu.cn/_upload/article/files/c7/f6/45f655474f7fba4beb7af92ecf9d/b7939996-2b05-4d9e-82ee-8bf06125fe46.pdf)

**Webpage [Explore various techniques]:** Changing Minds (n.d.). Conversation techniques. Retrieved January 4, 2018 from: <http://changingminds.org/techniques/conversation/conversation.htm>

**Webpage:** Talent Smart (n.d.). About Emotional Intelligence. Retrieved January 4, 2018 from: <http://www.talentsmart.com/about/emotional-intelligence.php>

**Webpage:** Study Guides and Strategies (n.d.). Cooperative learning strategies: Active listening. Retrieved January 4, 2018 from: <http://www.studygs.net/listening.htm>

**Reading [Pages 1-3]:** UK Violence Intervention and Prevention Center (n.d.). The Four Basic Styles of Communication. Retrieved from [https://www.uky.edu/hr/sites/www.uky.edu.hr/files/wellness/images/Conf14\\_FourCommStyles.pdf](https://www.uky.edu/hr/sites/www.uky.edu.hr/files/wellness/images/Conf14_FourCommStyles.pdf)

**Video [17 minutes]:** Motivational interviewing overview [video]: <https://www.youtube.com/watch?v=s3MCJZ7OGRk>

**WEEK 4**

**September 16-20**

### **Unit 3: What is Advocacy & How Do We Use It?**

**Reading [Pages 135-162]:** Javdani, S., & Allen, N.E. (2016). An ecological model for intervention for juvenile justice-involved girls: Development and preliminary prospective evaluation. *Feminist Criminology*, 11(2), 135-162.

**Webpage [Section 1]:** Community Tool Box (n.d.). Chapter 30. Principles of Advocacy. Retrieved from <https://ctb.ku.edu/en/table-of-contents/advocacy/advocacy-principles/overview/main>

### **WEEK 5**

**September 23-27**

### **Unit 4: Nuts and Bolts of the ADP Intervention**

**Webpage [Section 4]:** Center for Community Health and Development at the University of Kansas. (2018) Community tool box. Chapter 2.4 Retrieved December 28, 2018 from <https://ctb.ku.edu/en/table-of-contents/overview/models-for-community-health-and-development/asset-development/main>

**Activity:** Complete this survey online and bring your score results to class: <http://vark-learn.com/the-vark-questionnaire/>

**Webpage:** Webb, B. (n.d.). Learning personality... Key to a productive lifestyle. Retrieved May 13, 2018, from [http://www.motivation-tools.com/youth/learning\\_personality.htm](http://www.motivation-tools.com/youth/learning_personality.htm)

**Reading [Pages 1-9]:** Campbell, S. (n.d.). Student guide to personal professionalism. Retrieved June 6, 2018, from <http://surreyprofessionaltraining.pbworks.com/f/PERSONAL+PROFESSIONALISM+LEAFLET+FINAL.pdf>

**Reading [Pages 1-5]:** East Madison High School (2011, May 24). S.M.A.R.T. Goals Information Sheet. Retrieved December 26, 2018 from: [https://east.madison.k12.wi.us/files/east/Smart%20Goals%20Information%20CC%2011\\_0.pdf](https://east.madison.k12.wi.us/files/east/Smart%20Goals%20Information%20CC%2011_0.pdf)

### **WEEK 6**

**September 30-October 4**

### **Unit 5: Mentoring and How We Do It**

**Reading [Pages 1065-1082]:** Chang, E. S., Greenberger, E., Chen, C., & Heckhausen, J., & Farruggia, S. P. (2010). Nonparental adults as social resources in the transition to adulthood. *Journal of Research on Adolescence*, 20(4), 1065-1082.

**Reading [Pages 1-38]:** Wiley, T. & Schineller, K. (n.d.). *The Wisdom of Age: A Handbook for Mentors*. 1-38. Retrieved December 28, 2018 from:

<https://www.millionwomenmentors.com/sites/default/files/resources/The%20Wisdom%20of%20Age%20-%20Handbook%20for%20Mentors.pdf>

**Reading [Pages 340-355]:** Griffith, A. N., Larson, R. W., & Johnson, H. E. (2017, March 20). How Trust Grows: Teenagers' Accounts of Forming Trust in Youth Program Staff. *Qualitative Psychology*. Advance online publication. <http://dx.doi.org/10.1037/qup0000090>

**Webpage:** Kolowich, L. (2016). How to Be an Amazing Mentor: 12 Ways to Make a Positive Impact on Others. Retrieved December 28, 2018 from: <https://blog.hubspot.com/marketing/mentor-tips-positive-impact>

**Webpage [Section 5]:** Center for Community Health and Development at the University of Kansas. (2018) Community tool box. Chapter 22.5 Retrieved December 28, 2018 from: <https://ctb.ku.edu/en/table-of-contents/implement/youth-mentoring/build-mentor-relationships/main>

## WEEK 7

October 7-11

### Unit 6: Strengths-based Focus / Resiliency

**Reading [Pages 80-99]:** Donaldson, L. P., & Daughtery, L. (2011). Introducing asset-based models of social justice into service learning: A social work approach, *Journal of Community Practice*, 19(1), 80-99.

**Reading [Pages 70-75]:** Laursen, E. K. (2000). Strengths-based practice with children in trouble. *Reclaiming Children and Youth*, 9(2), 70-75.

**Webpage:** Snow, K. (n.d.). People First Language. <https://www.disabilityisnatural.com/people-first-language.html>

**Reading [Pages 49-55]:** Zauderer, Marvin (n.d.). Toolbox: Positive Self-Talk. MSU ADP Manual. Retrieved from: <http://restoreprogram.org/wp-content/uploads/2015/09/Possitive-Self-talk.pdf>

## WEEK 8

October 14-18

### Unit 7: Oppression & Privilege

**Reading [Pages 1-25]:** American Civil Liberties Union of Michigan. (2009, January 01). Reclaiming Michigan's throwaway kids: Students trapped in the school to prison pipeline. Retrieved May 11, 2018, from: <http://www.aclumich.org/reclaiming-michigans-throwaway-kids-students-trapped-school-prison-pipeline>

**Reading [Pages 229-241]:** Poteat, V.P., Scheer, J.R., & Chong, E.S.K. (2016). Sexual orientation-based disparities in school and juvenile justice discipline: A multiple group comparison of contributing factors. *Journal of Educational Psychology*, 108(2), 229-241.

**Reading [Pages 435-452]:** Sakamoto, I., & Pitner, R.O. (2005). Use of critical consciousness in anti-oppressive social work practice: Disentangling power dynamics at personal and structural levels. *The British Journal of Social Work*, 35, 435-452.

**Reading [Pages 1-12]:** Goodman, D. J. (2005). Oppression and Privilege: Two Sides of the Same Coin. *Journal of International Communication*, 18, 1-14. Retrieved December 28, 2018 from:  
<http://www.dianegoodman.com/PrivilegeandOppression>

**Webpage:** The Power in the Powercube (n.d.). Retrieved December 28, 2018 from:  
<http://www.powercube.net/other-forms-of-power/the-power-in-the-powercube/>

**Reading [Pages 1-4]:** Vanderbilt University (n.d.). Power and Privilege Definitions

## WEEK 9

October 21-25

### Unit 8: Adverse Childhood Experiences and Trauma

**Video [16 minutes]:** Harris, N. B. (2014). How childhood trauma affects health across a lifetime [Video file]. Retrieved from:  
[https://www.ted.com/talks/nadine\\_burke\\_harris\\_how\\_childhood\\_trauma\\_affects\\_health\\_across\\_a\\_lifetime](https://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime)

## WEEK 10

October 28-November 1

### Unit 9: Understanding Trauma Responses

**Video [8 minutes]:** Office for Victims of Crime (2013). Through our eyes: Children, violence, and trauma – Introduction [Video file]. Retrieved from:  
<https://www.youtube.com/watch?v=z8vZxDa2KPM>

**Reading [Pages 187-203]:** Espinosa, E.M., & Sorensen, J.R. (2016). The influence of gender and traumatic experiences on length of time served in juvenile justice settings. *Criminal Justice and Behavior*, 43(2), 187-203.

**Webpage:** Wright, J. (2011). 7 stages of grief: through the process and back to life. Retrieved from <https://www.recover-from-grief.com/7-stages-of-grief.html>

**Unit 10: Trauma-informed Practices / Healing-centered Engagement**

**Webpage:** Ginwright, S. (2018, May). The future of healing: Shifting from trauma informed care to healing centered engagement.  
<https://medium.com/@ginwright/the-future-of-healing-shifting-from-trauma-informed-care-to-healing-centered-engagement-634f557ce69c>

**Webpage:** Mayo Clinic Staff. (2017, November 04). Why is it so easy to hold a grudge? Retrieved May 13, 2018, from <https://www.mayoclinic.org/healthy-lifestyle/adult-health/in-depth/forgiveness/art-20047692>

**Reading [Pages 341-350]:** Pedro A. N. (2003). Schools, prisons, and social implications of punishment: Rethinking disciplinary practices. *Theory into Practice*, 42(4), 341-350, doi: 10.1207/s15430421tip4204\_12

**Reading [Pages 372-382]:** Skiba, R., & Peterson, R. (1999). The dark side of zero tolerance: Can punishment lead to safe schools? *The Phi Delta Kappan*, 80(5), 372-382. Retrieved from <http://www.jstor.org/stable/20439450>

**Video [17 minutes]:** Project Liberty [video]:  
<https://www.youtube.com/watch?v=DXR51vZCfVY&t=1s>

**Unit 11: Problem-solving / Behavior Modification / Community Connections / Social Capital**

**Reading [Pages 3-6]:** Calhoun, Avery. (2013). Introducing restorative justice: Re-visioning responses to wrongdoing. *Prevention Researcher*. 20. Retrieved January 1, 2019 from:  
[https://www.researchgate.net/publication/304674033\\_Introducing\\_restorative\\_justice\\_Re-visioning\\_responses\\_to\\_wrongdoing](https://www.researchgate.net/publication/304674033_Introducing_restorative_justice_Re-visioning_responses_to_wrongdoing)

**Webpage [Section 8]:** Center for Community Health and Development at the University of Kansas. (2018). Community tool box. Chapter 3.8. Retrieved December 28, 2018 from: <https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/identify-community-assets/main>

**Reading [Pages 318-343]:** Smith, E. P., Faulk, M., & Sizer, M. A. (2016). Exploring the meso-system: The roles of community, family, and peers in adolescent delinquency and positive youth development. *Youth & Society*, 48(3), 318-343.

**Reading [Pages 1-5]:** Schul, J. E. (2011). Unintended consequences: Fundamental flaws that plague the No Child Left Behind Act. 1-5.



**WEEK 13**

**November 18-22**

**Unit 12: Self-Discovery & Self-Care**

**Webpage [Pages 1-3]:** Smullens, S. (2015, September 04). What I wish I had known: Burnout and self-care in our social work profession. Retrieved May 13, 2018, from [http://www.socialworker.com/feature-articles/field-placement/What\\_I\\_Wish\\_I\\_Had\\_Known\\_Burnout\\_and\\_Self-Care\\_in\\_Our\\_Social\\_Work\\_Profession/](http://www.socialworker.com/feature-articles/field-placement/What_I_Wish_I_Had_Known_Burnout_and_Self-Care_in_Our_Social_Work_Profession/)

**Reading [Pages 201-209]:** Wagaman, M. A., Geiger, J. M., Shockley, C., & Segal, E. A. (2015). The role of empathy in burnout, compassion satisfaction, and secondary traumatic stress among social workers. *Social work, 60*(3), 201-209.

**WEEK 14**

**November 25-29**

**Review of Course Material; Supervision** – no readings

**WEEK 15**

**December 2-6**

**Review of Course Material; Supervision** – no readings

**FINALS WEEK**

**December 9-13**

**Individual Meetings**

Students will meet individually with their instructors to provide and obtain feedback regarding PSY 371. Students are required to meet with their youth until their individual meeting.

**Work Submission**

Students will receive grades based on quizzes, thought papers, active participation, and in-class discussions. All required assignments will be due on the posted due dates and be in proper APA format to receive credit. **Any assignment not turned in on the due date will result in a 0.0 for that assignment.** Work must be created solely for the purposes of this class and must be the student's own. Students should keep a copy of all materials handed in during the course. Grades and feedback will be updated on D2L.

**Quizzes:**

There are 10 quizzes in PSY 371. Quizzes are used to confirm your understanding of course material. Each quiz has 4 questions, and each question has 3 parts. If you do

not answer all questions correctly on the first try, you will need to rewrite the questions and answers and submit in a typed format along with your original quiz to your instructor by the next scheduled class period. You can receive back up to half the points you missed. If you do not pass each quiz, your continued involvement in ADP will be up to the discretion of the instructor and the program director.

### **Critical Thought Papers:**

You will write 4 Foundational Thought Papers demonstrating your understanding of the material from Weeks 2-5, including the course readings. In Weeks 6-13, students who are not assigned will continue to write Critical Thought Papers. Students who are assigned will complete Weekly Progress Reports to equal the same amount of points but will not be required to submit Critical Thought Papers.

### **Weekly Progress Reports (WPRs):**

Students can be assigned beginning on Week 5 of the course. Students who are assigned will be required to complete weekly progress reports and submit them to their corresponding dropboxes in D2L by 11:59pm the day before their scheduled class. If your class is on Tuesdays, then your WPR must be submitted by Monday at 11:59pm. This paperwork will take the place in the grading system for Critical Thought Papers after the student is assigned. The WPRs are extremely important documentation that are sent to the court and audited both weekly and monthly. If you do not have a WPR submitted to the dropbox by the due date, you will receive 0 points for that week's WPR grade, and you will not be able to present your case in the class discussion until a blank WPR is completely filled out and submitted. Failure to complete weekly WPRs correctly and consistently will result in a review of further participation in ADP, and you may be removed from the course. The Undergraduate Assistants will provide you with feedback regarding necessary updates. You must make these corrections and re-submit on D2L within 48 hours. Failure to do so will result in a 0 for that assignment.

Your weekly progress will also be determined by your case effort. In order to ensure the youth receive a full and effective intervention, there are requirements that must be met, including meeting at least 6 hours each week, meeting at least two times a week, and accomplishing your weekly goals. We are asking for good-faith effort, meaning that you commit completely. In the event you cannot make these requirements because of challenges with the youth, please discuss this in supervision with your instructors and your UA. Completing WPRs fully, correctly, on time, and putting full effort into your case will ensure your grade for this assignment.

### **S Case Weekly Progress Report Assignments:**

Each week over 9 weeks you will follow a case study of a prior intervention with a youth named S. You will complete a Weekly Progress Report based on information provided and determine goals that you would accomplish based on information provided.

**SMART Goal Assignment:**

SMART Goals is a method of making goals measurable and realistic. This assignment will ask you to create your own SMART goals. You will also be required to create SMART goals with your youth during your case.

**Class Participation:**

Each week you will receive a class participation grade based on attending class, being on time, discussion in class, and paying attention to content.

**Grading System**

Assignment	Number of Items	Points per Item	Total Points
Quizzes	10	24	240
Foundational Thought Papers	4	20	80
S Case WPR Assignments	9	5	45
SMART Goal Assignment	1	10	10
Class Participation	16	10	160
Critical Thought Papers – if not assigned	8	20	160
OR			
Weekly Progress Reports – if assigned	3	20	60
Weekly Progress Reports			

**Total Possible Points: 755**

**Grading Scale**

680-755 points	=	4.0
642-679 points	=	3.5
604-641 points	=	3.0
567-603 points	=	2.5
529-566 points	=	2.0
491-528 points	=	1.5
453-490 points	=	1.0
≤ 453 points	=	0.0

## Course Policies

### Attendance Policy:

PSY 371 and 372 meet during the first week of classes and during Finals Week. During Finals Week, students will meet individually with their instructors and their semester will be over. Assigned students are no longer required to meet with their youth after that meeting during Finals Week but are expected and required to meet with the youth before that meeting. All students will comply with Michigan State University's general attendance policy: <https://ombud.msu.edu/classroom-policies/#attend-general>

Attendance during PSY 371 is mandatory. Any unexcused absence may result in receiving a 0.0 for PSY 371, and the student can be removed from the class. It is critical that each student learn and integrate the material presented in PSY 371 in order to be an effective advocate. The only excused absences are listed under the University guidelines on excused absences. If you are excused for an absence, you must make the time up during the timeline the instructor has given. If you don't make up the time, this will be grounds for dismissal, and you may receive a 0.0 for PSY 371. **If you know about an absence ahead of time, please let your instructor and UA know as soon as possible. You will not want to take this class if attendance is a problem.**

### Tardiness Policy:

It is important that you arrive to class on time. This ensures you will receive all the course material and demonstrates your dependability when working in the community.

Two tardies over 20 minutes = one unexcused absence; which is grounds for dismissal.

### Grief Absence Policy:

The faculty are sensitive to and will accommodate the bereavement process of a student who has lost a family member or who is experiencing emotional distress from a similar tragedy. It is the responsibility of the student to:

- a) Notify the Associate Dean or designee of their college of the need for a grief absence in a timely manner, but no later than one week from the student's initial knowledge of the situation,
- b) Provide appropriate verification of the grief absence as specified by the Associate Dean, and
- c) Complete all missed work as determined with the instructor. It is the responsibility of the Associate Dean or designee to:
  - a. Determine with the student the expected period of absence,
  - b. Notify the faculty that the student will be absent, and

- c. Receive verification of the authenticity of a grief absence request upon the student's return. Students wanting to request a Grief Absence should complete the Grief Absence Request Form. The link to this form is: <https://reg.msu.edu/StuForms/Stuinfo/GriefAbsenceForm.aspx>

### **Confidentiality:**

Maintaining the confidentiality of the youth is of utmost importance. You are not allowed to talk about your case outside of the classroom or with anyone other than your classmates, your instructor, or your Undergraduate Assistant. This means that you cannot share details about your case with your family, friends, roommate, partner, etc. You should not talk about your youth's personal information with other people in their lives (their parents, their JCO, their teachers, etc.) without the youth's permission.

### **Dismissal from PSY 371 Policy:**

In addition to being terminated from the class for an absence, a student may be terminated from the class for breaking confidentiality, engaging in unprofessional behavior, demonstrating they may be an ineffective advocate and-or mentor in the community, or for failing to adequately demonstrate mastery of course material. Breaking confidentiality or engaging in unethical or abusive behavior may result in immediate expulsion from the course with a grade of 0.0. If a student is in danger of being expelled from the course due to lack of grasping the course material, they will receive verbal and written warning before such an action occurs.

### **Anti-Discrimination Policy:**

The University prohibits any discrimination against or harassment of University community members through the inappropriate limitation of employment opportunity, access to University residential facilities, or participation in education, athletic, social, cultural, or other University activities on the basis of age, color, gender, gender identity, disability status, height, marital status, national origin, political persuasion, race, religion, sexual orientation, veteran status, or weight. It also prohibits any discrimination or retaliation against community members involved in youth programming, including the youth in ADP, the families involved in ADP, and other community members.

### **Academic Integrity Policy:**

Please be prepared for each session with assigned reading and assignments completed and engage in professional behavior by treating others courteously and with respect. For more information, please consult Michigan State University's Spartan Code of Honor Academic Pledge: <http://splife.studentlife.msu.edu/spartan-code-of-honor-academic-pledge>. More information can also be found on the website for the Office of the University Ombudsperson: <https://ombud.msu.edu/academic-integrity/>

Article 2.III.B.2 of the SRR states: "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, (insert name of unit offering course) adheres to the policies on academic honesty specified in General Student Regulation 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations.

[General Student Regulation](http://splife.studentlife.msu.edu/regulations/general-student-regulations) 1.00 states in part that "no student shall claim or submit the academic work of another as one's own." (For the complete regulation, refer to Protection of Scholarship and Grades.) For General Student Regulations: <http://splife.studentlife.msu.edu/regulations/general-student-regulations>

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the [www.allmsu.com](http://www.allmsu.com) website to complete any course work in this course. Students who violate MSU regulations on Protection of Scholarship and Grades will receive a failing grade in the course or on the assignment.

Faculty are required to report all instances in which a penalty grade is given for academic dishonesty. Students reported for academic dishonesty are required to take an online course about the integrity of scholarship and grades. A hold will be placed on the student's account until such time as the student completes the course. This course is overseen by the Associate Provost for Undergraduate Education.

### **Accommodations for Students with Disabilities:**

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at: <http://rcpd.msu.edu>. 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 me at the start of

the term and/or two weeks prior to the accommodation date (usually an exam, project, etc.). Requests received after this date may not be honored. Although there are no exams or projects in this course, we will honor accommodations as needed.

### **Title IX and Limits to Confidentiality:**

Michigan State University is committed to fostering a culture of caring and respect that is free of relationship violence and sexual misconduct, and to ensuring that all affected individuals have access to services. For information on reporting options, confidential advocacy and support resources, university policies and procedures, or how to make a difference on campus, visit the Title IX website at: <http://www.titleix.msu.edu/>

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 based on external legal obligations or that relate to the health and safety of MSU community members and others. **As instructors, we must report the following information to other University offices:**

- 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, then you are encouraged to make an appointment with the MSU Counseling Center.

### **Professionalism and Social Media:**

All students participating in ADP must maintain a professional environment inside and outside the classroom. All students must dress in a peer professional manner while working with youth, agencies, and school professionals. All networking websites (i.e. Facebook, Twitter, Instagram, or any other social media sites) must have the maximum private/restriction setting on them. This means that the youth and the youth's family should not be able to see your posts or pictures if they find your social media account. Additionally, you may not post any pictures with your youth or tag your youth in anything on your account. This is to protect their privacy and maintain confidentiality.

**Classroom/Disruptive Behavior:**

Article 2.3.5 of the Academic Freedom Report (AFR) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.3.10 of the AFR states that "The student has a right to scholarly relationships with faculty based on mutual trust and civility." General Student Regulation 5.02 states: "No student shall...interfere with the functions and services of the University (for example, but not limited to, classes...) such that the function or service is obstructed or disrupted." Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Faculty Judiciary process.

**Respect and Technology in the Classroom:**

Please respect your instructor, other facilitators, and fellow students by silencing your cell phone and/or other electronic communication devices during class. You may not text or be on your phone during class. Laptop use may be permitted. However, distracting activities such as instant messaging, shopping, email, social networking (Facebook, Twitter, Instagram, etc.), or playing games is prohibited. Your participation grade could be negatively impacted through failure to meet this expectation.

**Honors College:**

For students in the Honors College who are interested in taking the course for Honors credit, you must approach the Program Director in the beginning of the semester for PSY 371 to work out a project to be completed prior to the end of the semester. PSY 372 cannot be taken for Honors credit.

**Computer-related Issues:**

It is the student's responsibility to have a backup plan ready in case of computer crash or loss of internet connection. ADP, Michigan State University, and your instructor recommend(s):

- Backing up coursework onto a flash/jump drive or a Cloud-based network
- Locating an alternate computer (library, friend's computer, program center's computer, internet café, etc.)
- Notifying instructor immediately of problems, especially when trying to submit assignments



- Contacting the Help Desk (517.432.6200 or toll free 844.678.6200 or ithelp@msu.edu) for technical issues

### **Additional Course Expectations and Resources**

There are no books required for either PSY 371 or PSY 372, but there are costs to you related to travel. There also may be additional costs, at your discretion, related to working with your youth.

#### **Travel and Motor Record Review:**

You may be assigned to work with a youth anywhere in Ingham County. You are responsible for completing intervention activities, even if the youth lives far from MSU. If a youth lives outside of a 15-mile radius from MSU, you will be reimbursed for mileage to and from the youth's residence beyond the 15-mile radius. You must keep an exact log of your travel for youth living further than 15 miles from MSU.

Students in this program would need to have a motor record review annually in order to meet the Youth Program Policy requirements at MSU. Students licensed in the State of Michigan should complete the form found at the following link:

<http://rmi.msu.edu/files/rmidocuments/midriverrequest.pdf>

Students licensed in states other than Michigan should obtain a copy of their motor vehicle record from their respective state and it should be submitted to their instructor, who will submit them to the Office of Risk Management and Insurance for review.

#### **Expenses:**

It is up to the student to determine the types of activities they will be doing with the youth. Do not assume that the youth, the youth's family, or other people in the youth's life will pay for the youth's expenses. There are many free and low-cost activities in the area. You should talk to your classmates and instructors if you need ideas.

#### **Background Checks:**

A background check of each student will be conducted the first week of PSY 371. Additional random background checks are at the discretion of the Instructor, Undergraduate Assistants, and Program Director. Failure to pass a background check may result in immediate expulsion from ADP, depending on the issue. Failure to pass a background check includes but is not limited to charges/convictions related to abuse or assault. The results of criminal background checks will be kept confidential to the maximum extent permissible by law and will not be shared with community partners. For

more information regarding MSU Background Checks, please visit:

<https://servicelearning.msu.edu/community-partners/criminal-background-checks>

### **Course Information Updates:**

All course information and instructor communications will be relayed through D2L and Michigan State University email. It is the student's responsibility to check the D2L course regularly for announcements and course information. Any changes to this course syllabus will be announced in class at least one week prior to the change, and it is the responsibility of the student to stay informed about these changes.

### **Email Communication:**

Email is the best way reach your instructor, Undergraduate Assistant, and the Program Director. Please use the following guidelines when emailing a staff member:

- First, ask yourself this question: "Can this question be answered by looking in the syllabus or looking on the D2L course site?" If the answer is yes, then you should not send an email
- Use PSY 371 or 372 in the subject line to make it clear you are a student in this course asking a question.
- Address the email properly (i.e., Hello Lauren).
- Proofread your email for clarity. Check for grammatical and spelling errors.
- Sign your email with your full name, so we know who you are.
- Be polite.
- Respond to emails when a staff member sends you one, even if all it requires is "Ok, thank you for the update."
- Check your email regularly! During the course, we will email you with announcements and reminders. Please read these emails as soon as you receive them.

It is up to the discretion of the instructors to set their guidelines and boundaries about phone communication.

### **By Any Means Necessary Policy**

There will likely be weeks when you are unable to meet your youth for a full 6 hours. However, students were informed of the heavy time commitment this class would require at the beginning of 371. Your busy schedule should not reflect the effort you are putting towards meeting with your youth.

In the event you are unable to meet your youth directly for 6 hours during the week:

- 1) You must provide proof that you attempted to contact your youth and set up new times to meet that week. Count all texts, calls, visits as contact attempts on your WPRs. You must:
  - Call the youth at least 3 times and leave voicemails each time.
  - Call the youth's alternate contacts (guardians, parents, etc.) at least 3 times and leave voicemails each time
  - Send 3 text messages to the youth at different times during the week
  - Send 3 text messages to the youth's alternate contacts at different times during the week
  - Visit the youth's house at least 2 times during the week. Make sure to log your commute time as "Indirect: Travel" time on your WPR.
    - Leave a note on the door during each visit, explaining who you are and requesting meetings with your youth.

**For all calls and text messages, you must screenshot an image of the call log and text message. Attach these images in your WPR.**

- 2) You must make up the direct time you are missing as indirect time.
  - a. Part of this will include the travel time for the 2 home-visits each week.
  - b. You should be conducting research about activities and goals your youth enjoys. Locate resources in the community that could be of interest to your youth when you meet again. Count this as "Indirect: Research" time.
  - c. Example:
    - i. You were able to meet your youth for 3 hours on Monday. Because the youth had a sudden doctor's appointment, they were unable to meet with you on Tuesday. You spend that time you usually meet on Tuesdays researching animal-related resources in Lansing because your youth wants to work with animals. You discover the possibility of volunteering with your youth at the Capital Area Humane Society, find a vet clinic that will allow your youth to shadow, and plan a trip to Potter Park Zoo. You mark these hours on your WPR as "Indirect: Research" time. The next time you see your youth, you talk about these opportunities.

Failure to meet these requirements will result in points deducted from your Participation and WPR grades for the week.