**PSY316:**

**Children Exposed to Domestic Violence: Promoting Resiliency**

**Course Syllabus – Summer 2023, Session A**

May 15th, 2023 – June 29th, 2023

# Part I: Course Description

## Instructor Information

**Instructor:** Jennifer Allen, MSW (she/her)

**Office Hours:** By appointment via Zoom

**Zoom Link:** <https://msu.zoom.us/j/95700700039> (Password: psy316)

**Email:** [allenj66@msu.edu](mailto:allenj66@msu.edu)

## Course Description & Objectives

Domestic violence (DV) or intimate partner violence (IPV) is a serious issue in our society. Increased interest and research on the outcomes of exposure to DV among children has led to greater recognition of the complex process and multi-contextual factors of childhood resilience and wellbeing. The focus of this online summer course is to develop knowledge regarding research, theories, and community resources/practice related to DV, children, and resiliency. This course provides students with a comprehensive understanding of the dynamics of DV by drawing attention to the relevance of gender, culture, race/ethnicity, and other factors in the experience of DV. The course examines the concept of resilience and provides a contextual understanding of children’s resilience following exposure to DV. The course also highlights the complexities of childhood resilience and wellbeing and the socio-legal responses to DV, while considering research and practice that support and promote children’s resilience, ensuring their safety and wellbeing.

At the end of this course, students will be able to:

* Understand the nature and prevalence of DV and its effect on children.
* Understand how racism, sexism, heterosexism, classism, and ableism interface with DV.
* Explore the impact that DV has on children’s brains, feelings, and behaviors.
* Understand the varying ways in which abusers expose children to violence.
* Explore the ways in which abusers interface with systems.
* Explore the ways in which parents experiencing abuse attempt to protect themselves and their children from DV.
* Examine factors that promote children’s resiliency.
* Examine and critique current interventions designed to assist children exposed to DV.

The scope of this course will allow for the direct discussion of all forms of domestic violence. It will focus primarily on domestic violence and children’s exposure to domestic violence within the United States, and will not focus on sex trafficking, pornography, sexual violence in a global context (e.g., female circumcision), or other topics that are not specifically referenced in this syllabus.

## Course Structure

* This is an **accelerated** summer course; **a full semester’s worth of material will be covered in seven (7) weeks.** Read the syllabus thoroughly and be sure you have allocated enough time to complete readings and assignments. For the last day to drop this class with a full refund, consult the MSU Schedule of Courses (<https://schedule.msu.edu/default.aspx>).
* This course will be delivered entirely online through the course management system Desire2Learn (D2L). You will need your MSU NetID to login to the course from the D2L home page (<https://d2l.msu.edu>).
* The D2L website is where you will access online lessons, course materials, and additional resources. Assignments and grades will also be posted on D2L.
* This course is built on a weekly framework. Course materials will become available at **12:01 A.M. Eastern Daylight Time (EDT) each Monday**. Once the weekly course materials are posted, the content will be available for the rest of the semester.
* Assignments may be completed and submitted at any time during the week they are due. However, all materials must be posted to D2L **no later than 11:59 P.M. EDT** on their due dates. Please carefully read the Assignment Schedule in this syllabus and pay particular attention to the due dates.
* All times posted in this syllabus are Eastern Daylight Time (EDT).
* Instructor office hours are on Zoom via appointment. To schedule an email, contact the instructor via email.
* An honors option is not offered for this course.

## Course Requirements

* A high-speed (broadband) internet connection\*
* Minimum screen resolution of 1024x768
* Access to D2L

\*You need to have access to a high-speed internet connection when all course assignments are due. If your internet connection is down when you need to turn in a discussion post, paper, or take a quiz, it is your responsibility to get access to the internet as soon as possible.

## Course Site

<https://d2l.msu.edu/>

## Getting Started on D2L

* Go to MSU’s course management system, D2L, at <https://d2l.msu.edu>
* Login using your MSU NetID and password
* If you are officially registered for the course, you will find our course, PSY316, listed under My Courses and available from the Select a Course pull-down menu. (If you think you are registered but the course does not appear, please contact the D2L Help Desk.)
* Please contact the instructor ASAP with issues concerning missing assignments or grades.

## Technical Assistance

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

* Visit the [Distance Learning Services Support Site](https://lib.msu.edu/rds/)
* Visit the [Desire2Learn Support Site](https://help.d2l.msu.edu/?_ga=2.78360276.1167942480.1683492199-1452194996.1679333326&_gl=1*180ym9p*_ga*MTQ1MjE5NDk5Ni4xNjc5MzMzMzI2*_ga_Q77Y83VDE4*MTY4MzQ5NTYwMS4xLjAuMTY4MzQ5NTYzOC4yMy4wLjA.*_ga_N3V3HXH5BP*MTY4MzQ5NTYwMS4xLjAuMTY4MzQ5NTYzOC4wLjAuMA..)

You can also call the D2L Help Desk at:

* (844) 678-6200 (North America and Hawaii) (Toll Free)
* (517) 432-6200 (Local)

Please know that it is much more effective to first contact the D2L Help Desk, rather than the instructor, as D2L staff are available 24/7 and are well-trained in helping you navigate technical problems.

# AN IMPORTANT NOTE ABOUT THIS COURSE

The main topic of this course is domestic 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 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 domestic 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 any way, 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 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 domestic violence/sexual assault disclosed to have occurred on MSU property or at an MSU sponsored event. Therefore, if you choose to share these experiences during the class, I will be required to share your name and the details of the disclosure to the Office of Inclusion and MSU police. 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 with a confidential email to provide additional university resources. It is entirely your decision whether you would like to use any of the provided services or even respond to the University’s email. If you would like to talk with someone about your experiences during this course but want to remain confidential, see the last page of this syllabus where you will find a list of confidential local and national resources.

In sum, you should not disclose experiences of domestic/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 domestic violence. All are encouraged to use the resources listed on the D2L course resource page (not mandated university reporters) as they process their feelings and experiences in this course.

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# Part 2: Course Policies & Student Responsibilities

## Safe and Respectful Learning Environment

A safe and respectful learning environment is essential for this course. This class contains a lot of information that may be triggering to people, whether they have experienced violence or not. Given the sensitive and challenging nature of the material discussed in class, it is imperative that there be an atmosphere of trust and safety in the online classroom. I will attempt to foster an environment in which each class member is able to hear and respect each other. If the material becomes emotionally overwhelming or if you find the discussions difficult at any point during the semester, please reach out to me privately. You can also seek the support of formal or informal resources, some examples of which are included at the end of this syllabus.

## Limits to Confidentiality—and the Instructor’s Role as a Mandated Reporter

I, as the instructor of this course, am a **mandated reporter. This means that I am required to report all cases of violence, sexual assault, or harassment disclosed. Therefore, if you choose to share these experiences during the class, I will be required to share your name and the details of the disclosure to the Office of Inclusion and MSU Police. These reports may trigger contact from a campus official who will ask to talk with you about the incident that you have shared. It is your decision whether you wish to speak with that campus official. Despite this mandate, this course and its instructors do not wish to further the culture of silence that surrounds violence. Support services and resources are listed at the end of this syllabus, and I encourage you to utilize these resources if needed.**

## Participation

Everyone’s participation is required to accomplish this course’s goals. Reading is of utmost importance; please complete all readings prior to the lecture for which they are assigned. It is acceptable to challenge and question other students’ ideas in the discussion posts but do so respectfully. Finally, aim to create a safe space for the sharing of varied opinions and life experiences. Personal stories that are shared in class discussion posts should be respected and should not be repeated to others.

## Assignment Submission

Assignments should only be submitted through D2L in the appropriate folder by the deadline noted on the syllabus. Students must have written special permission to submit later than the deadline noted on the syllabus.

## Late Work

Students are expected to submit their work on time. Assignments will be marked down 5% for each day they are late. Day one starts one minute after the deadline. If you will not be able to complete an assignment by its due date, contact the instructor at least 24 hours ahead of time and an extension will be considered on a case-by-case basis.

## Absences in the Context of an Online Course

Students whose names do not appear on the official class list for this course may not participate. If you miss more than three consecutive weeks of class (i.e., you do not participate actively in discussion posts or submit assignments and have not communicated with the instructor to be excused), then 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 and request an extension. If you have not contacted the instructor and been approved for an extension by the assignment’s due date, you will receive a 0 for the missed assignment.

## Dropping the Course

It is your responsibility to understand when you need to consider un-enrolling from/dropping a course. Refer to the [Michigan State University Office of the Registrar](https://reg.msu.edu/roinfo/enrreg/lateadds.aspx#:~:text=ADD%20AND%20DROP%20PERIOD.,of%20the%20term%20of%20instruction.) for important dates and deadlines.

## Academic Dishonesty

[Article 2.3.3 of the Academic Freedom Report](https://users.math.msu.edu/users/linmu/MTH2342014Fall/msupolicies.pdf) 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 dishonesty as specified in the 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](http://www.msu/edu)).

Plagiarism involves taking credit for someone else’s work or ideas, submitting a piece of work (for example, a paper, assignment, or discussion post) which is in part or in whole not entirely your own work, without fully and accurately attributing those same portions to their correct sources. This includes information taken from the Internet, or the use of intelligent agents, chat bots, or A.I. engines to create your work. Therefore, 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 also face an allegation of academic dishonesty. If your instructor believes you have committed an act of plagiarism, they 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. Contact the instructor if you are unsure about the appropriateness of your course work. (See <https://www.msu.edu/unit/ombud/dishonestyFAQ.html>).

## Accommodations

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 you wish to discuss academic accommodations, please contact the instructor as soon as possible**. It is the student’s responsibility to provide documentation of disability to RCPD and to meet with an RCPD specialist to request special accommodation before classes start. RCPD may be contacted by phone at (517) 884-7273 (884-RCPD), or via their website (**<https://www.rcpd.msu.edu>**).**

You may make up course work missed to observe a major religious holiday only if you inform the instructor in advance. To make up course work missed to participate in a required activity for another course or a university-sanctioned event, you must provide the instructor with adequate advanced notice and a written authorization from the faculty member of the other course or from a university administrator. If you miss class or an assignment because of a personal issue, please provide proof and accommodations will be made.

## Learning Communities and “Netiquette”

Because our course is delivered entirely online and you will not have access to the ordinary social cues of face-to-face encounters to guide you in judging how others will perceive you, writing in a civil and respectful manner is critical to establishing a productive learning environment for everyone. We are all responsible for creating an atmosphere of trust and respect and for thinking carefully about how easy it is for online communications to be misinterpreted. To see specific suggestions for online etiquette, read this posting by the American InterContinental University: <https://www.aiuniv.edu/blog/january-2013/discussion-board-etiquette-for-online-students>

## Communication with the Instructor

Please refer to the syllabus before contacting me with questions regarding course materials or assignments. If you have questions or would like to schedule individual meetings on Zoom, please email me at [allenj66@msu.edu](mailto:allenj66@msu.edu) including PSY316 in the subject line. I will try to respond within 24 hours on weekdays (Monday through Friday) and by 5 P.M. EDT on Monday following an email sent on the weekend. Keep in mind the time of response (i.e., 24 hours) as you plan to work on assignments. If you send an email regarding an assignment that is due the next day, it may be too late, so please plan accordingly. If travel, illness, or research work is likely to affect my response times, I will notify all students through D2L. Remember, if there is a technical problem with D2L, please call the Help Desk at (844) 678-6200 or (517) 432-6200.

**During this course, please check your email regularly! I will email you with announcements and reminders. Please read these emails as soon as you receive them.**

# Part 3: Workload, Assignments & Grading Criteria

Summer courses are intense, and an upper-level course is particularly challenging. Plan to spend around 4 hours per day working on PSY316 (assuming a 5-day work week). This includes the time you spend reading the assigned texts, viewing lectures and videos, working on online discussions, taking quizzes, writing brief papers, and studying the material. **The best way to be successful in PSY316 is to stay on top of the material.** We will be following a compressed schedule during our 7 weeks together, so it can be easy to fall behind if you are not self-disciplined and practice time management. Remember, we will be covering the same amount of material that is normally covered in an entire semester!

## Assignments

### Weekly Participation in Our Online Learning Community Discussions (60 points)

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 online learning community of dialogue and interaction. There will be **six weekly discussion boards** each worth a total of **10 points – 6 points for the original response and 4 points for one peer response post.**

Discussion posts will open on **Monday** of each week at **12:00am EDT** and will be accessible until **11:59pm EDT on Sunday** of the same week. Original posts will be due on **Thursday at 11:59pm EDT** each week and peer response posts will be due on **Sunday at 11:59pm EDT.**

Each student is responsible for:

* **Original Post (1):** Write a well-developed formal original post of approximately 300-400 words in length that responds to a question posted by the instructor (6 points).
* **Peer Response Post (1):** Write a comment of approximately 2 to 4 sentences in length in response to questions or issues raised by one (required) or more of your peers’ original posts (4 points).

### Quizzes (60 points)

Over the course, there will be three quizzes. Quizzes will be administered via D2L and will cover the lectures, reading, and module materials over a one-week period. You will only have one attempt of 60 minutes on each quiz. Quizzes will open on Monday at 12:00am EDT and will be accessible until 11:59pm EDT on Sunday of that same week.

There will be three (3) quizzes throughout the course which will be **due at the end of weeks 1, 3, and 5.** You can earn up to 20 points on each quiz for a total of 60 possible points. Each quiz will cover the lectures, readings, and module materials discussed on the following weeks:

* Quiz 1 will cover material from Week 1.
* Quiz 2 will cover material from Week 3.
* Quiz 3 will cover material from Week 5.

### Response Papers (60 Points)

Students will complete 3 response papers **due at the end of weeks 2, 4, and 6.** These papers should be informed by the class content (i.e., readings, lectures, and discussions). The instructor will provide prompts to which you will respond. Each paper will be worth **20 points and should be 2-3 pages in length (double-spaced)**. Papers should be submitted to the D2L assignment folder. See D2L for detailed prompts and guidelines.

### Final Response and Reflection Paper (40 points)

The purpose of the final paper is two-fold. The first part (2-3 pages, double-spaced) will consist of your final response paper. The second part (2-3 pages, double-spaced) will consist of a reflection on your experience in this class.

For the first part, you will respond to the prompts posed by the instructor.

For the second part, you should spend some time thinking back on your knowledge and understanding of the nature of domestic violence, its impacts, and relevant interventions at the very beginning of class, your journey through the class, and your knowledge and understanding at the end of the class. Your goal will be to write how you have changed in your knowledge and grown over the course of the semester, using specific examples. In this section of the paper, you may discuss:

* Your knowledge and personal beliefs at the beginning of the course vs. the end of the course
* What you learned about this topic that you did not realize or know before taking the course
* What the most important revelations or insights about the content are for you
* How the knowledge gained in this course is applicable to your present and future research interests, work, or career.

### Extra Credit Opportunities (10 points)

The total number of extra credit points possible for this class is **10** points.

There will be 2 extra credit Online Discussion Post opportunities during Weeks 4 and 6. Each extra credit discussion post is worth 5 points and the grading follows the scheme for the weekly online discussions. Complete each extra credit online discussion to earn up to 10 points. **The maximum number of extra credit points available for this course is 10 points, which can only be earned by completing both extra credit online discussion posts.**

Finally, extra credit points are not reflected in the calculation of the number of points possible for this class. Any extra credit points earned will be included in your final grade.

## Evaluation of Final Grades

I will calculate your final grade in the course by dividing your total earned points by the total points possible.

The total number of points possible for this course is **220** points.

Weekly Discussion Posts **60** points

Quizzes **60** points

Response Papers **60** points

Final Response **40** points

& Reflection Paper

These will be converted to grades as follows:

90% of 220 points 198 points or above 4.0

85% of 220 points 187 points to 197 points 3.5

80% of 220 points 176 points to 186 points 3.0

75% of 220 points 165 points to 175 points 2.5

70% of 220 points 154 points to 164 points 2.0

65% of 220 points 143 points to 153 points 1.5

60% of 220 points 132 points to 142 points 1.0

Less than 60% of 220 points Fewer than 132 points 0.0

Policy on grade changes:These are strict cut-offs, and I will adhere to them. Throughout the semester, you can keep track of your grades on D2L. At the end of the semester, if you believe that I made an error in calculating your grade, please let me know. I will check your grade, and I will change it if I have made an error. **This is the only circumstance under which I will change a grade.** Under no circumstances will I “bump up” your grade or give you a special extra credit opportunity. **There will be no exceptions.**

How to view your grade in D2L**:** 1) Select your course. 2) Click the Assessments dropdown menu. 3) Select Grades.

Disclaimer:In the following section is a general indication of when we will cover the topics in the course. However, as the instructor, I reserve the right to adjust this schedule according to the pace of the course and the needs of the students. This also includes making any changes that I deem necessary to the details and/or policies listed in this syllabus.

**Check D2L regularly to keep up with the topics. You will be given notice of any changes. Also, please know that you are responsible for keeping track of all assignments. The instructor is not required to remind you about upcoming deadlines.**

## Example Course Time Management

* Monday at 12:00am EDT: Materials for the week become available on D2L.
* Monday from 12:00am EDT to Thursday at 11:59pm EDT: Familiarize yourself with course materials so that you can respond to the weekly discussion prompt.
* Thursday from 12:00am EDT to Sunday at 11:59pm EDT: Finish reading and viewing required course materials. Respond to at least one classmate’s post. Complete and turn in the weekly quiz or response paper.

# PSY 316 Course Schedule for Summer 2023 – Session A

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| --- | --- | --- | --- |
| The instructor reserves the right to adjust this schedule according to the pace of the course and the needs of the students. I will notify you of any changes. | | | |
| **Week** | **Dates** | **Lecture Topics** | **Due Dates\*** |
| **1** | **5/15 – 5/21** | Introduction to PSY 316 |  |
|  |  | Module 1: Domestic Violence – An Overview |  |
|  |  | Module 2: The Physical, Psychological, Emotional and Economic Effects of Abuse |  |
|  |  | Module 3a: Vulnerable Populations (Part 1) |  |
|  |  | **Online Discussion Post (original post) 1** | **Due May 18th** |
|  |  | **Online Discussion Post (peer response post) 1** | **Due May 21st** |
|  |  | **Quiz 1** | **Due May 21st** |
|  |  |  |  |
| **2** | **5/22 – 5/28** | Module 3b: Vulnerable Populations (Part 2) |  |
|  |  | Module 4: Help-seeking, Legal Remedies, and Courts |  |
|  |  | Module 5a: Children’s Exposure to Domestic Violence (Part 1) |  |
|  |  | **Online Discussion Post (original post) 2** | **Due May 25th** |
|  |  | **Online Discussion Post (peer response post) 2** | **Due May 28th** |
|  |  | **Response Paper 1** | **Due May 28th** |
|  |  |  |  |
| **3** | **5/29 – 6/4** | Module 5b: Children’s Exposure to Domestic Violence (Part 2) |  |
|  |  | Module 6: An Introduction to Ecological Systems Theory |  |
|  |  | Module 7: The Construct of Resilience |  |
|  |  | Module 8: Parent-Child Relationships and Domestic Violence |  |
|  |  | **Online Discussion Post (original post) 3** | **Due June 1st** |
|  |  | **Online Discussion Post (peer response post) 3** | **Due June 4th** |
|  |  | **Quiz 2** | **Due June 4th** |
|  |  |  |  |
| **4** | **6/5 – 6/11** | Module 9: Risk, Protective and Contextual Factors affecting/supporting resiliency - An Overview |  |
|  |  | Module 9a: Psychological health and Behaviors |  |
|  |  | Module 9b: Neurological and Emotional Development |  |
|  |  | Module 9c: Academic Achievement and Physical Health |  |
|  |  | **Online Discussion Post (original post) 4** | **Due June 8th** |
|  |  | **Online Discussion Post (peer response post) 4** | **Due June 11th** |
|  |  | **Response Paper 2** | **Due June 11th** |
|  |  | **Extra Credit Discussion Post 1** | **Due June 11th** |
|  |  |  |  |
| **5** | **6/12 – 6/18** | Module 9d: Use of Violence/Victimization and Homelessness |  |
|  |  | Module 9e: Child Abuse and Dual Exposure |  |
|  |  | Module 10: Interventions with Children Who Experienced Domestic Violence |  |
|  |  | **Online Discussion Post (original post) 5** | **Due June 15th** |
|  |  | **Online Discussion Post (peer response post) 5** | **Due June 18th** |
|  |  | **Quiz 3** | **Due June 18th** |
|  |  |  |  |
| **6** | **6/19 – 6/25** | Module 11: Programs and Providers |  |
|  |  | **Online Discussion Post (original post) 6** | **Due June 22nd** |
|  |  | **Online Discussion Post (peer response post) 6** | **Due June 25th** |
|  |  | **Response Paper 3** | **Due June 25th** |
|  |  | **Extra Credit Discussion Post 2** | **Due June 25th** |
|  |  |  |  |
| **7** | **6/26 – 6/29** | **Final Response & Reflection Paper** | **Due June 29th** |

**\*All assignments are due on the noted due date at 11:59PM EDT.**

# Due Dates, Guidelines, and Rubrics for Assignments

## Discussion Posts

Purpose:The purpose of the discussion board is to create a vibrant online learning environment of dialogue and interaction by allowing students to engage in discussions on key topics and emerging ideas through the D2L Discussion Board feature.

To earn all points for the discussion boards, you will need to post twice per week. Each student is responsible for:

1. Original post: A well-developed formal original post of approximately 300-400 words in length that responds to question(s) posed by the instructor (6 points).
2. Peer response post: Write a comment of approximately 2 to 4 sentences in length in response to questions and/or issues raised by one (required) or more of your peers’ original posts (4 points).

Discussion posts will open at **Monday of each week at 12:00am EDT** and will be accessible until 11:59pm EDT on Sunday of the same week. Each original post will be due on **Thursday at 11:59pm EDT** and the peer response post will be due by **Sunday at 11:59pm EDT.** To receive credit for your posts, discussion posts should pertain to the subject matter covered in the specific week. Remember and adhere to the following guidelines:

1. Responses to discussion questions should reflect knowledge from the readings and demonstrate a critical understanding of the topic. You will be graded on how much you contribute to the learning environment of the discussion boards. If you do not add anything to the class or group assigned via your discussion posts then you run the risk of not earning full credit. Simply stating a fact presented during class or repeating material will not count for credit. **Consider ending your posts with a question that your classmates can respond to.**
2. Original Post
   1. As you craft your original posts, think about the meaning of the question, the meaning of what you are stating, or raise questions to further the discussion. A good discussion post analyzes, expands on ideas, provides examples (and/or applies conceptual understandings to everyday life), discusses the implications of theory/practice, integrates different views to provide a new perspective or idea, and assesses the quality or accuracy of the topic being discussed.
   2. 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.
   3. When you find a point that you agree with, provide further evidence from class materials supporting it. When you find a point you disagree with, introduce evidence from class materials to the contrary. Explain your reasoning and back it up with concrete evidence from a variety of class materials. Feel free to also suggest different angles from which a point can be viewed and pose questions that will stimulate further discussion. In everything that you do, remember to provide proper citations.
   4. Ask each other questions and inquire about your own assumptions. Writing fully developed paragraphs is very important. You are expected to present your informed ideas (i.e., to refer to required readings/videos/links provided by the instructor).
3. Peer Response Post:
   1. Simply posting a “Yes, I agree” or “I disagree” in response to another student’s post does NOT constitute a discussion; nor do statements such as “This is a very good post. I have nothing to add to it,” “I really like the way you write, I would not change a thing” or “This is great! I hadn’t thought about it that way.” Do not respond to the first peer post you see. Read through peer (original) post and find one that grabs your interests or attention. The class has been grouped into small groups so that each one of you engages in discussion posts thoughtfully and thoroughly.
   2. Comments on classmates’ posts should be respectful, thoughtful, and thorough, as if we were having a discussion in a face-to-face course. Again, comments on posts such as “Nice insight!” or “I agree” will not earn points. Peer response comments should be at least 3-4 sentences with substantive contribution for full credit.
   3. Please **do not** cut and paste directly from your original response to the prompt when you respond to peers’ posts. Do not cut and paste from peers' work.
   4. **Keep your posts/responses clear and concise.** Discussion boards also serve as great platforms to develop your writing skills, where you can practice conveying your ideas clearly and effectively. It is understandable that sometimes your posts/responses might need to be longer to effectively convey your message. However, remember that a brief and clear message is always more effective.
4. Please do not wait until the last possible moment to submit your work. Also, remember that technology can fail us. Take precautions. Always save a copy of your work (i.e., in a Word document that you then copy and paste into the post box).
5. I will provide feedback to your discussion posts. Please refer to the feedback and work toward improving your responses for future discussion posts.
6. No trolling (i.e., making a deliberately offensive or provocative post with the aim of upsetting someone or eliciting an angry response). Behavior deemed by the instructor to be trolling will result in permanent removal from the discussion board and administration of an alternate 5-page paper for each lecture in lieu of discussion posts.
7. **Last, but importantly:** I expect that we treat each other with respect. We will not denigrate or dismiss the opinions of others (although, respectfully disagreeing is okay, even encouraged).

Due Dates:Thursdays at 11:59pm EDT (original post) and Sundays at 11:59pm EDT (peer response post).

Requirements**:** APA (7th Edition) Citation Format.

### Discussion Board Grading Rubric:

|  |  |  |
| --- | --- | --- |
| CRITERIA | DESCRIPTION | POINTS |
| Original Post | **0 Points:** No response or clearly superficial comments.  **1 to 2 points:** Little-to-limited effort to be an active learner; posts do not show thoughtful engagement of the material and responses do not meet length requirements.  **3 to 4 points:** Effort is made to be an active learner and engage with other students, but posts have not demonstrated deep thought. Posts in this category will often repeat information from lectures/readings but will not apply them to new situations or offer unique insight. Post is at least one paragraph.  **5 to 6 points:** makes a clear effort to be an active learner and engage other students; post includes connection to course matter along with additional insight or application to a novel situation, and a thoughtful probe for fellow students to respond to. Post is at least 300 words. | \_\_\_/6 points |
| Peer Response Post | **0 Points:** No response or clearly superficial comments.  **1 to 2 points:** Some effort made to be an active learner; posts do not show thoughtful engagement of the material and response does not meet length requirements.  **3 to 4 points:** makes a clear effort to be an active learner, substantially contribute to question/comment posed by peer(s) and includes connection to course matter. Post is at least 3-4 sentences. | \_\_\_/4 points |
| Total |  | \_\_ /10 points |

## Response Papers

Purpose:The purpose of these response papers is for you to spend some time thinking about the difficult topics that we will cover throughout the semester, to organize and express your thoughts to ultimately enhance your learning and knowledge, and to apply concepts we learn about in the course. I will be providing feedback or comments via the assignment comment tool in D2L.

**At the ends of weeks 2, 4, and 6,** you will submit a brief paper responding to the prompt(s) posed by the instructor, as well as reflecting on the course readings, lectures, and discussions to that point. Papers should include clear examples or illustrations of concepts relevant to the course. This should reflect your engagement in the class, which includes readings, lecture videos, discussions, etc.

Each response paper will require integration of course content from certain weeks. Thus:

* Response Paper 1 will focus on topics covered in Weeks 1 and 2.
* Response Paper 2 will focus on topics covered in Weeks 3 and 4.
* Response Paper 3 will focus on topics covered in Weeks 5 and 6.

Each response paper will be worth **20 points.**

Due Date:Sundays at 11:59pm EDT

Requirements**:** 2-3 pages, 1” margins, double-spaced, Times New Roman 12-point font, APA (7th edition) citation format.

### Response Papers Grading Rubric:

|  |  |  |
| --- | --- | --- |
| CRITERIA | DESCRIPTION | POINTS |
| Format |  |  |
| a | Response is 2-3 pages, 1” margins, double-spaced | \_\_\_/2 points |
| b | Response uses Times New Roman font style and 12-point font size | \_\_\_/2 points |
| Quality |  |  |
| a | The paper is free of spelling and grammatical errors | \_\_\_/2 points |
| b | APA guidelines are used correctly, **including proper citations** | \_\_\_/2 points |
| Content |  |  |
| a | Paper clearly responds to all prompts | \_\_\_/2 points |
| b | The extent to which the reflection demonstrates an understanding and integration of readings, lectures, and videos.  0 to 2 points: Poor understanding and integration  3 to 5 points: Moderate understanding and integration  6 to 8 points: Very good understanding and integration  9 to 10 points: Excellent to outstanding understanding and integration | \_\_\_/10 points |
| Total |  | \_\_ /20 points |

## Final Response and Reflection Paper

### Purpose:

The purpose of the final paper is two-fold. The first part (2-3 pages, double spaced) will consist of your final response paper. The second part (2-3 pages, double spaced) will consist of a reflection on your experience in the course.

For the first part (Response), you will respond to the prompts posed by the instructor. This is meant to demonstrate your ability to apply concepts, theory, knowledge, etc., learned in the course. This section should include clear examples or illustrations of concepts relevant to the course. You should expect the prompts to include any topics covered in the course, from Weeks 1 to 6.

For the second part (Reflection), you will spend some time thinking back on your knowledge and understanding of the nature of domestic violence, its impacts, and relevant interventions at the very beginning of the class, your journey through the class, and your knowledge and understanding now, at the end of the class. Your goal is to write about how you have changed in your knowledge and grown over the course of this semester, using specific examples throughout. In your paper, you may discuss:

* Your knowledge and personal beliefs at the beginning of the class.
* Your knowledge now that the class is over.
* What you learned about this area that you did not realize/know before taking the class.
* What the most important revelations or insights about the content are for you.
* What emotional reactions you had, at what points in the course, and why.
* How the content is related to your own life experiences.
* How the knowledge is applicable to your present and future research interests, work, or career.

The final response and reflection paper will be worth **40 points.**

Due Date:Thursday, June 29th at 11:59pm EDT

Requirements**:** 4 to 6 pages, 1” margins, double-spaced, Times New Roman 12-point font, APA (7th edition) format.

### Grading Rubric – Part One – Response:

|  |  |  |
| --- | --- | --- |
| CRITERIA | DESCRIPTION | POINTS |
| Format |  |  |
| a | Paper is 2-3 pages, 1” margins, double-spaced | \_\_\_/2 points |
| b | Paper uses Times New Roman font style and 12-point font size | \_\_\_/2 points |
| Quality |  |  |
| a | The paper is free of spelling and grammatical errors | \_\_\_/2 points |
| b | APA guidelines are used correctly, **including citations** | \_\_\_/2 points |
| Content |  |  |
| a | Paper clearly responds to all prompts | \_\_\_/2 points |
| b | Extent to which the response demonstrates an understanding and integration of readings, lectures, and videos.  0 to 2 points: Poor understanding and integration  3 to 5 points: Moderate understanding and integration  6 to 8 points: Very good understanding and integration  9 to 10 points: Excellent to outstanding understanding and integration | \_\_\_/10 points |
| Total |  | \_\_ /20 points |

### Grading Rubric – Part Two – Reflection:

|  |  |  |
| --- | --- | --- |
| CRITERIA | DESCRIPTION | POINTS |
| Format |  |  |
| a | Reflection is 2-3 pages, 1” margins, double-spaced | \_\_\_/2 points |
| b | Reflection uses Times New Roman font style and 12-point font size | \_\_\_/2 points |
| Quality |  |  |
| a | The paper is free of spelling and grammatical errors | \_\_\_/2 points |
| b | APA guidelines are used correctly, **including citations (if applicable)** | \_\_\_/2 points |
| c | Ideas are clear, organized, and easy to understand | \_\_\_/2 points |
| Content |  |  |
| a | Extent to which the reflection demonstrates an understanding and integration of readings, lectures, and videos.  0 to 2 points: Poor understanding and integration  3 to 5 points: Moderate understanding and integration  6 to 8 points: Very good understanding and integration  9 to 10 points: Excellent to outstanding understanding and integration | \_\_\_/10 points |
| Total |  | \_\_ /20 points |

# PSY316 Course Content for Summer 2023

### ****All content will be available in the relevant folder in D2L.****

|  |  |  |  |
| --- | --- | --- | --- |
| **Context** | | | |
| **Week** | **Lecture Topics** | **Assigned Content** | **Optional Content** |
| **1** | Introduction to PSY 316 | Just the syllabus. Welcome to the course! |  |
|  | *Module 1:* Domestic Violence - Overview | McClennen, J., Keys, A. M., & Day, M. (2016). Introduction to intimate partner violence. In *Social Work and Family Violence: Theories, Assessment, and Intervention* (2nd ed.) (pp. 95-106). Springer Publishing Company.  (Read the above from “Intimate Partner Violence Defined” on pg. 96 to “National Family Violence Surveys” on pg. 101; also read the above from “Prevalence Among At-Risk Populations” on pg. 102 to “Case Study 8.2…” on pg. 104.)  Etherington, N., & Baker, L. (2018). From “buzzword” to best practice: Applying intersectionality to children exposed to intimate partner violence. *Trauma, Violence, & Abuse*, *19*(1), 58-75.  Video: TedWomen 2013: Esta Soler: How We Turned the Tide on Domestic Violence (Hint: The Polaroid Helped) (Duration: 10m57s)  <https://www.ted.com/talks/esta_soler_how_we_turned_the_tide_on_domestic_violence_hint_the_polaroid_helped?language=en> | Feinstein, D., Ernst, J., Durbin, R., & Murkowski, L. (2022). VAWA 2022 reauthorization: Section-by-section summary.  <https://www.murkowski.senate.gov/imo/media/doc/2.9.22%20VAWA%20Senate%202022%20Section%20by%20Section.pdf>  National Coalition Against Domestic Violence. (2020). Domestic Violence in Michigan Fact Sheet.  <https://assets.speakcdn.com/assets/2497/ncadv_michigan_fact_sheet_2020.pdf>  Bograd, M. (1999). Strengthening domestic violence theories: Intersections of race, class, sexual orientation, and gender. *Journal of Marital and Family Therapy*, *25*(3), 275-89. |
|  | *Module 2:*  The Physical, Psychological, Emotional and Economic Effects of Abuse | Black, M. C. (2011). Intimate partner violence and adverse health consequences: Implications for clinicians. *American Journal of Lifestyle Medicine*, 1-12.  (Read the above from pg. 2 “Adverse Health Consequences Related to Intimate Partner Violence” to pg. 6 “Universal Screening and Assessment in Health Care Settings”).  Potter, L. C., Morris, R., Hegarty, K., Garcia-Moreno, C., & Feder, G. (2021). Categories and health impacts of intimate partner violence in the World Health Organization multi-country study on women’s health and domestic violence. *International Journal of Epidemiology, 50*(2), 652-662.  Video: A Survivor of Financial Abuse was Left £26,000 in Debt (9m52s)  <https://www.youtube.com/watch?v=00KPAp6z5m8> | Sutherland, C. A., Bybee, D. I., & Sullivan, C. M. (2002). Beyond bruises and broken bones: The joint effects of stress and injuries on battered women’s health. *American Journal of Community Psychology, 30*, 609-636. |
|  | *Module 3a:* Vulnerable Populations (Part 1) | Sokoloff, N. J. & Dupont, I. (2005). Violence at the intersections of race, class, and gender: Challenges and contributions to understanding violence against marginalized women in diverse communities. *Violence Against Women, 11*(1), 38-64.  (Read the above from pg. 39 second paragraph to pg. 44; read the section “Tensions between culture and gender” starting on pg. 45).  Video: The Big Idea: Kimberlé Crenshaw on Intersectionality (5m14s)  <https://www.youtube.com/watch?v=-BnAW4NyOak>  Video: How a Texas Immigration Law Silences Domestic Violence Survivors: Times Documentaries (6m6s)  <https://www.youtube.com/watch?v=dqAGMyPIfpc> | Cramer, E. P., & Plummer, S.-B. (2009). People of color with disabilities: Intersectionality as a framework for analyzing intimate partner violence in social, historical, and political contexts. *Journal of Aggression, Maltreatment & Trauma, 18*(2), 162-181. |
| **Week** | **Lecture Topics** | **Assigned Content** | **Optional Content** |
| **2** | *Module 3b:* Vulnerable Populations (Part 2) | Edwards, K. M., Sylaska, K. M., & Neal, A. M. (2015). Intimate partner violence among sexual minority populations: A critical review of the literature and agenda for future research. *Psychology of Violence, 5*(2), 112-121.  Video: “The Day Ahead” looks at LGBTQ Domestic Violence (8m)  <https://www.youtube.com/watch?v=3BakwoAkRdU> |  |
|  | *Module 4:*  Help-Seeking, Legal Remedies, and Courts | Murray, C. E., Crowe, A., & Flasch, P. (2015). Turning points: Critical incidents prompting survivors to begin the process of terminating abusive relationships. *The Family Journal*, *23*(3), 228–238.  Rivera, E. A., Sullivan, C. M., & Zeoli, A. M. (2012). Secondary victimization of abused mothers by family court mediators. *Feminist Criminology, 7*(3), 234-252.  (Read Section “Abused Women’s Treatment in Family Court” starting on pg. 236 in the above; Read Section “Results” from pgs. 242-246).  Campbell, A. (2014). *Battered, bereaved, and behind bars.* Buzzfeed News.  <https://www.buzzfeednews.com/article/alexcampbell/how-the-law-turns-battered-women-into-criminals>  Hardesty, J. R., Oswald, R. F., Khaw, L., & Fonseca, C. (2011). Lesbian/bisexual mothers and intimate partner violence: Help seeking in the context of social and legal vulnerability. *Violence Against Women, 17*(1), 28-46.  (In the above focus on pg. 28 to Method section on pg. 31; and “Results” section from pgs. 33-40). | Jaffe, P. G., Crooks, C. V., & Bala, N. (2009). A framework for addressing allegations of domestic violence in child custody disputes. *Journal of Child Custody, 6*(3-4), 169-188. |
|  | *Module 5a:* Children’s Exposure to Domestic Violence (Part 1) | Video: Will’s Story: A Steeler’s Stand Against Domestic Violence (28m32s)  <https://www.youtube.com/watch?v=bGupQm6CjHM> |  |
| **Week** | **Lecture Topics** | **Assigned Content** | **Optional Content** |
| **3** | *Module 5b:* Children’s Exposure to Domestic Violence (Part 2) | Video: First Impressions: Exposure to Violence and a Child’s Developing Brain (14m43s)  <https://www.youtube.com/watch?v=brVOYtNMmKk> | Podcast on Impact of Trauma on the Lives of Young Children:   1. Part 1 (Duration: 20 mins) <https://illinoisearlylearning.org/podcasts/impact-trauma1/> 2. Part 2 ( Duration: 20 mins) <https://illinoisearlylearning.org/podcasts/impact-trauma2/> |
|  | *Module 6:*  An Introduction to Ecological Systems Theory | Heise, L. L. (1998). Violence against women: An integrated, ecological framework. *Violence Against Women*, *4*(3), 262-290. |  |
|  | *Module 7:*  The Construct of Resilience | Margolin, G., & Vickerman, K.A. (2007). Posttraumatic stress in children and adolescents exposed to family violence: I. Overview and  issues. *Professional Psychology: Research and Practice, 38*, 613-619.  Ungar, M. (2013). Resilience, trauma, context, and culture. *Trauma, Violence, & Abuse, 14*(3), 255–266.  Luthar, S. S., & Cicchetti, D. (2000). The construct of resilience: A critical evaluation and guidelines for future work. *Child Development*, *71*(3), 543-562.  Videos: In Brief: Resilience Series - Center on the Developing Child at Harvard University (3 videos, 7m15s total)  <https://developingchild.harvard.edu/resources/inbrief-resilience-series/> |  |
|  | *Module 8:*  The Parent-Child Relationship and Domestic Violence | Buchanan, F., Wendt, S., & Moulding, N. (2015). Growing up in domestic violence: What does maternal protectiveness mean? *Qualitative Social Work*, *14*(3), 399-415.  Weisz, A. N., & Wiersma, R. (2011). Does the public hold abused women responsible for protecting children? *Affilia, 26*(4), 419-430. | Bancroft, L. (2010). Domestic violence in child custody and parenting time disputes - Part II: The batterer as parent. *The Michigan Child Welfare Journal,* 14-17. |
| **Impacts** | | | |
| **Week** | **Lecture Topics** | **Assigned Content** | **Optional Content** |
| **4** | *Module 9:*  Risk, Protective and Contextual Factors Affecting and  Supporting Resiliency - An Overview | Holt, S., Buckley, H., & Whelan, S. (2008). The impact of exposure to domestic violence on children and young people: A review of the literature. *Child: Care, Health, and Development, 34*(6), 840-841.  Martinez-Torteya, C., Bogat, G. A., Von Eye, A., & Levendosky, A. A. (2009). Resilience among children exposed to domestic violence: The role of risk and protective factors. *Child Development*, *80*(2), 562–577. |  |
|  | *Module 9a:* Psychological Health and Behaviors | McDonald, S.E., Graham-Bermann, S.A., Maternick, A. et al. (2016). Patterns of adjustment among children exposed to intimate partner violence: A person-centered approach. *Journal of Child and Adolescent Trauma, 9*, 137–152.  Graham-Bermann, S. A., Gruber, G., Howell, K. H., & Girz, L. (2009). Factors discriminating among profiles of resilience and psychopathology in children exposed to intimate partner violence (IPV). *Child Abuse & Neglect, 33*(9), 648–660. | Costello, L.F., Klein, S. (2019). Racial/ethnic differences in determinants of trauma symptomatology among children in the U.S. child welfare system exposed to intimate partner violence. *Journal of Family Violence, 34*, 33–45.  Fogarty, G. (2020). Emotional-behavioral resilience and competence in preschool children exposed and not exposed to intimate partner violence in early life. *International Journal of Behavioral Development, 44*(2), 104. |
|  | *Module 9b:* Neurological and Emotional Development | Carlson, J., Voith, L., Brown, J. C., & Holmes, M. (2019). Viewing children’s exposure to intimate partner violence through a developmental, social-ecological, and survivor lens: The current state of the field, challenges, and future directions. *Violence Against Women*, *25*(1), 6-28.  Video: Attachment and Resilience: The Power of One: Dr. Erica Liu Wollin at TEDxHongKong 2013 (17m36s) |  |
|  | *Module 9c:* Academic Achievement and Physical Health | Kiesel, L. R., Piescher, K. N., & Edleson, J. L. (2016) The relationship between child maltreatment, intimate partner violence exposure, and academic performance, *Journal of Public Child Welfare, 10*(4), 434-456. | Huth-Bocks, A. C., Levendosky, A. A., & Semel, M. A. (2001). The direct and indirect effects of domestic violence on young children's intellectual functioning. *Journal of Family Violence*, *16*(3), 269-290. |
| **Impacts (Continued) and Advocacy & Intervention** | | | |
| **Week** | **Lecture Topics** | **Assigned Content** | **Optional Content** |
| **5** | *Module 9d:*  Use of Violence/  Victimization and Homelessness | Gilroy, H., McFarlane, J., Maddoux, J., & Sullivan, C. (2016). Homelessness, housing instability, intimate partner violence, mental health, and functioning: A multi-year cohort study of IPV survivors and their children. *Journal of Social Distress and the Homeless, 25*(2), 86-94. | Clough, A., Draughon, J., Njie-Carr, V., Rollins, C., & Glass, N. (2013). 'Having housing made everything else possible’: Affordable, safe and stable housing for women survivors of violence. *Qualitative Social Work, 13*(5), 671-688. |
|  | *Module 9e:*  Child Abuse and Dual Exposure | Chiesa, A. E., Kallechey, L., Harlaar, N., Ford, C. R., Garrido, E. F., Betts, W. R., & Maguire, S. (2018). Intimate partner violence victimization and parenting: A systematic review. *Child Abuse & Neglect*, *80*, 285-300.  Humans of New York. (2022, March). *Interview with Venus Morris Griffin.* | Callaghan, M. J. E., Alexander, J. H., Sixsmith, J., & Fellin, L. C. (2018). Beyond “witnessing”: Children’s experiences of coercive control in domestic violence and abuse. *Journal of Interpersonal Violence*, *33*(10), 1551–1581. |
|  | *Module 10:* Interventions with Children Who Experienced Domestic Violence | Sullivan, C.M. (2018) Understanding how domestic violence support services promote survivor well-being: A conceptual model. *Journal of Family Violence, 33*, 123–131.  Hellman, C. M. & Gwinn, C. (2017). Camp HOPE as an intervention for children exposed to domestic violence: A program evaluation of hope, and strength of character. *Child and Adolescent Social Work Journal, 34,* 269-276.  Familiarize yourself with  [**https://playtimeproject.org/**](https://playtimeproject.org/)  Bartlett, J. & Steber, K. (n.d.) *How to Implement Trauma-Informed Care to Build Resilience to Childhood Trauma - Child Trends*. [online]  <https://www.childtrends.org/publications/how-to-implement-trauma-informed-care-to-build-resilience-to-childhood-trauma> | O’Brien, K.M., Risco, C.M., Castro, J., & Goodman, L.A. (2014). Educating undergraduate students to work with children of abused women. The Counseling Psychologist, 42, 972-997. |
| **Advocacy, Prevention, and Intervention** | | | |
| **Week** | **Lecture Topics** | **Assigned Content** | **Optional Content** |
| **6** | *Module 11:* Programs and Providers | Turner, W., Broad, J., Drinkwater, J., Firth, A, Hester, M., Stanley, N., Szilassy, E., & Feder, G. (2015). Interventions to improve the response of professionals to children exposed to domestic violence and abuse: A systematic review. *Child Abuse Review*, *26*, 19-39.  Anderson, K., & van Ee, E. (2018). Mothers and children exposed to intimate partner violence: A review of treatment interventions. *International Journal of Environmental Research and Public Health, 15*, 1955-1980.  Howarth, E., Moore, T. H. M., Shaw, A. R. G., Welton, N. J., Feder, G. S., Hester, M., MacMillan, H. L., & Stanley, N. (2015). The effectiveness of targeted interventions for children exposed to domestic violence: Measuring success in ways that matter to children, parents and professionals. *Child Abuse Review, 24*, 297-310. | Aaron, S.M., & Beaulaurier, R.L. (2017). The need for new emphasis on batterers intervention programs. *Trauma, Violence, & Abuse, 18*(4), 425-432. |

# Course Resources

|  |  |
| --- | --- |
| MSU Counseling & Psychiatric Services (CAPS)  (517) 355-8270 to schedule an appt.  <https://caps.msu.edu/index.html> | MSU CAPS: Crisis Counseling  (517) 355-8270 (24/7)  Press “1” at the prompt to speak with a counselor immediately. |
| MSU Safe Place  East Lansing, MI  (517) 355-1100  [noabuse@msu.edu](mailto:noabuse@msu.edu)  <https://safeplace.msu.edu>/ | MSU Center for Survivors  East Lansing, MI  (517) 372-6666 (24/7 crisis hotline)  <https://centerforsurvivors.msu.edu/> |
| MSU Sexual Assault Healthcare Program  East Lansing, MI  (517) 353-2700 (24/7)  <https://centerforsurvivors.msu.edu/sexual-assault-healthcare-program/index.html> | Listening Ear Crisis Intervention Center  Lansing, MI  (517) 337-1717 (10am – 2am EST)  <http://theear.org>/ |
| Michigan Coalition to End Domestic & Sexual Violence (MCEDSV)  <http://www.mcedsv.org/> | National Domestic Violence Hotline  1-800-799-7233 (24/7)  <http://www.thehotline.org/> |
| Rape, Abuse and Incest National Network (RAINN)  800.656.HOPE (24/7)  <https://rainn.org/>  Online chat available | National Resource Center Against Domestic Violence (NNEDV)  <https://nnedv.org>/ |
| National Resource Center Against Domestic Violence (NRCDV)  <http://www.nrcdv.org/> | The Joyful Heart Foundation  <http://www.joyfulheartfoundation.org/> |
| Futures Without Violence  <http://www.futureswithoutviolence.org/> | National Indigenous Women’s Resource Center  <http://www.niwrc.org/> |
| Asian Pacific Institute on Gender-Based Violence  <https://www.api-gbv.org/> | National Latin@ Network for Healthy Families & Communities  <http://www.nationallatinonetwork.org/> |
| Institute on Domestic Violence in the African American Community  <http://www.idvaac.org/> | The Northwest Network (focusing on LGBTQ survivors o domestic violence)  <http://www.nwnetwork.org/> |

### DISCLAIMER: This syllabus is intended to give the student guidance in what may be covered during the semester and will be followed as closely as possible. However, as the instructor, I reserve the right to modify, supplement and make changes as the course needs arise.