

PSY-316

CHILDREN EXPOSED TO DOMESTIC VIOLENCE: PROMOTING RESILIENCY

COURSE SYLLABUS - Summer Session II 2020, June 29, 2020 to August 13, 2020

INSTRUCTOR: Melanie Lynn Carlson, MSW, PhD Candidate

CONTACTING THE INSTRUCTOR:

Office hours: By appointment via Google Hangout. For help on how to use Google Hangout, please follow this link: <https://support.google.com/hangouts/>

EMAIL POLICY:

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

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. Please plan accordingly!

Via D2L EMAIL: To communicate via D2L email with the instructor, please do the following:

1. Login to the course via D2L
2. Click on the communication tab at the top of the page
3. Select "Classlist"
4. Click on the instructor's name "Carlson, Melanie"
5. Write your email in the window that appears, which is the compose email message window. **THE INSTRUCTOR WILL ONLY RESPOND TO EMAILS SENT THROUGH D2L EMAIL.** Whenever there is a need, a Google Hangout can be scheduled, but email contacts must always be made by following the steps above. If you look for the instructor's email through the MSU website and try to contact her outside the D2L environment (by not following these steps and using alternate emails such as MSU regular email, gmail, etc.), your email **will not** be read.

Because this is an **ONLINE COURSE** there are certain *Technology Requirements:*

- A high-speed (broadband) internet connection
- Computer manufactured within the last four years
- Access to Desire2Learn

COURSE STRUCTURE:

- This is an *accelerated* summer course; *a full semester-worth of material will be covered in seven weeks*. Read this 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 is built on a weekly framework; **TWO** modules are covered each week (except for the final week). Weekly course materials will become available every Monday at 12:00 am. Once the weekly course materials are posted, the folders will remain open the rest of the semester.
- Different due dates apply to different types of assignments (e.g., discussion posts vs. quizzes vs. reflection papers). Please carefully read the Assignment Schedule in this syllabus and pay particular attention to due dates.
- All times posted in this syllabus are Eastern Standard Time (EST).
- This course will be delivered entirely online through the course management system, Desire2Learn (D2L). The website will be where you will access online lessons, course materials, additional resources and where assignments and grades will be posted.

TECHNICAL ASSISTANCE:

- If you need technical assistance at any time during the course or to report a problem, you can visit [Desire2Learn Help Site](#). You can also call the Help Desk at Toll Free (844) 678-6200 or Local (517) 432-6200. *Please know that it is much more effective to first contact the D2L Help Desk (rather than the instructor) as D2L staff are available 24/7 and well-trained in helping you navigate technical problems.*
 - Getting Started:
 - Go to MSU's course management system – Desire-To-Learn (D2L) using this URL: <https://d2l.msu.edu/>.
 - Login using your MSU username and password. If you are officially registered for the course, you will find our course, [PSY 316](#), 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 poor grades.

COURSE DESCRIPTION

Objectives:

- To provide a comprehensive understanding of the nature and prevalence of domestic violence and its effect on children in the United States and globally.

- To understand how racism, sexism, heterosexism, classism and ableism interface with domestic violence.
- To explore the impact domestic violence has on children's brains, feelings and behaviors.
- To understand the varying ways in which abusers expose children to violence.
- To explore the variety of ways in which batterers interact with systems, which continue to harm children after their relationship ends with the children's mothers.
- To explore the variety of ways that mothers attempt to protect themselves and their children from domestic violence.
- To examine the factors that promote children's resiliency.
- To critique current interventions designed to assist children exposed to domestic violence.

ASSIGNMENTS & GRADING CRITERIA

Grades are made up of a number of elements including:

- Weekly participation in Online Learning Discussions (Discussion Board)
- Weekly quizzes
- Brief reflection papers (two papers of 1-2 pages each)
- Final group project

Each of these grade elements is covered in more detail below.

Weekly Participation in Online Learning Discussions.

Traditional face-to-face instruction allows for the opportunity for the instructor to engage in discussion with the students on key topics. Through the D2L Discussion Board feature, we will create a similar online learning community of dialogue and interaction.

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

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

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

In summary, to earn all points associated with the discussion forum, each student is responsible each week for:

- Posting one in-depth comment/reflection in response to the instructor's weekly post or your classmates' post.
- You are highly encouraged to initiate conversations with other classmates and post more than once. Bonus points will be given by the end of the course.

- If you have questions about course materials, please write them *AFTER* you have written your in-depth comment/reflection. *QUESTIONS ABOUT COURSE MATERIALS WILL NOT COUNT AS DISCUSSION POINTS AND YOU WILL BE GIVEN ZERO POINTS IF YOU ONLY POST A QUESTION.*

The discussion board will function as follows:

The instructor will post a reflection with the opening of every weekly module. This reflection will have the purpose of highlighting key aspects being addressed each week. You will have to post an in-depth comment/reaction to the instructor's comments or your classmates' post. **Posting questions is acceptable, as long as they are posted AFTER your comment as the grade will be based SOLELY on the quality of your in-depth comment/reaction. Points will NOT be awarded if comments are superficial or only make reference to material addressed in the lectures. Ensure you cite at least one of the assigned readings.** REMEMBER: GRADING OF POSTS SHOULD REFLECT CRITICAL THINKING ABOUT COURSE MATERIAL.

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

An example of a post that will receive FEWER POINTS is: "The power and control wheel is useful because it highlights the need to understand DV as related to issues of power and control. I also liked it because the issue of male privilege is minimally addressed in society."

An example of a post that will receive FULL POINTS (10) is: "The power and control wheel is useful because it highlights the need to understand DV as related to issues of power and control. Way too often DV is portrayed in the media as exclusively consisting of physical violence. However, the power and control wheel indicates that there are many expressions of violence including psychological, financial, and coercive control (citation). Every health and mental health practitioner should be thoroughly familiar with this wheel to be able to identify multiple expressions of DV. Further, the media should also be informed by this understanding, as the more subtle expressions of power and control are frequently minimized or overlooked when stories of DV are reported".

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

IF YOUR QUESTION IS NOT ANSWERED IN THE DISCUSSION FORUM OR YOU ARE STILL UNCLEAR ABOUT THE COURSE MATERIAL, PLEASE EMAIL THE INSTRUCTORS AND REQUEST FURTHER CLARIFICATION.

It is expected that students will have disagreements and contrasting points of view as a reaction to opinions shared in the discussion boards and the material included in the modules. To maintain a productive learning environment, it is important for these posts to be characterized by *respectful language and tone*.

Quizzes

Over the semester, 5 weekly quizzes will be given. Quizzes will measure the students' knowledge of the readings, videos and lecture material for that week. Students have until the end of every week to complete each quiz. EXAMPLE: If the content for Week 2 opens on Monday, July 6th, the quiz for Week 2 will also open on Monday, July 6th at 12 a.m. and will be due by Sunday, July 12th at 11 p.m.

- Students will have 60 minutes to complete each quiz. Please plan accordingly before beginning your quiz session.
- Each quiz is worth 10 points.
- ***D2L will not allow access to the week's quiz until you have opened each class item for the week (e.g., articles, videos, lectures).***

Brief Reflection Papers

You will be asked to write **two** 1-2-page papers throughout the course of the semester. It is very important that you notice that the *minimum length* for each paper is *one page* and the **maximum length is two pages**.

Papers must meet the following specifications:

- 1-2 pages in length
- Double spaced
- 12 point font size
- 1" margins
- Adheres to APA standards of publication
- Cites relevant references for critical points stated in the document.

The purpose of the Reflection papers is to give students an opportunity to exhibit (not only that they have read) that they have thought critically about course materials as they will be asked to provide expert opinion on key topics associated with DV.

- Each reflection paper will be worth a total of 25 points.
- See the rubric on D2L for detailed instructions and point breakdown.

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

- In text citations: <https://owl.english.purdue.edu/owl/resource/560/02/>
- Reference list: Basic Rules. See on left hand side links to specific reference types: <https://owl.english.purdue.edu/owl/resource/560/05/>

Final Group Project

You will be asked to complete a group project that will test your knowledge of the material covered from weeks 1-6. The group project will be worth a total of 40 points. Groups will be assigned at the start of week 3.

The group project has 2 parts. As for the 1st part, you could choose to do either a

group infographics, group leaflet, or group PowerPoint presentation. This part will be worth 30 points.

As for the 2nd part, you will be asked to review and give constructive feedback on your peers' final projects. This part will be worth 10 points.

- A. Within your group you evaluate your group members via private message to me
- B. As a group, you evaluate the other groups and post it on the discussion board

LIMITS TO CONFIDENTIALITY

Please carefully read page 14 of this syllabus, as there are limits to confidentiality in this course. **Specifically, as the instructor, I must report the following information to other University offices (including the Department of Police and Public Safety) if you share this information:**

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

Final Grades

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

Weekly Online Discussions	60 points
Weekly Quizzes	50 points
Reflection Papers	50 points
Group Project	40 points

Final grades will be based on a percentage of total points

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

READING LIST & ASSIGNMENT SCHEDULE

ALL ASSIGNMENTS DUE TIMES ARE IN EASTERN STANDARD TIME

WEEK 1: Opens Monday June 29th

<p>Assignments Due</p>	<p>Discussion Post Post Due: Sunday, July 5th by 11 p.m.</p> <p>Quiz #1 Start Date: Monday, June 29th End Date: Sunday, July 5th by 11 p.m..</p>
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Module 1: Domestic violence (DV) - Prevalence, overview and history

<p>Readings</p>	<p>Allen, C. T., Swan, S. C., & Raghavan, C. (2009). Gender symmetry, sexism, and intimate partner violence. <i>Journal of Interpersonal Violence</i>, 24(11), 1816-1834.</p> <p>Bograd, M. (1999). Strengthening domestic violence theories: Intersections of race, class, sexual orientation, and gender. <i>Journal of Marital and Family Therapy</i>, 25(3), 275-89.</p>
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Module 2: An introduction to Ecological Systems Theory

Readings	<p>Heise, L. L. (1998). Violence against women an integrated, ecological framework. <i>Violence against women</i>, 4(3), 262-290.</p> <p>World Health Organization. (2009). Changing cultural and social norms that support violence.</p>
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WEEK 2: Opens Monday July 6th

Assignments Due	<p>Discussion Post Post Due: Sunday, July 12th by 11 p.m.</p> <p>Quiz #2 Start Date: Monday, July 6th End Date: Sunday, July 12th by 11 p.m.</p> <p>Reflection Paper Due Date: Must be submitted to D2L Assignments by Sunday July 12th by 11 p.m.</p>
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Module 3: Vulnerable population

Readings	<p>Etherington, N., & Baker, L. (2018). From “buzzword” to best practice: Applying intersectionality to children exposed to intimate partner violence. <i>Trauma, Violence, & Abuse</i>, 19(1), 58-75.</p> <p>Park, Y., Crath, R., & Jeffery, D. (2018). Disciplining the risky subject: a discourse analysis of the concept of resilience in social work literature. <i>Journal of Social Work</i>. Advance online.</p>
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Module 4: Psychological health and behavior

Readings	<p>Gil-González, D., Vives-Cases, C., Ruiz, M. T., Carrasco-Portiño, M., & Álvarez-Dardet, C. (2007). Childhood experiences of violence in perpetrators as a risk factor of intimate partner violence: a systematic review. <i>Journal of Public Health</i>, 30(1), 14-22.</p> <p>Moylan, C. A., Herrenkohl, T. I., Sousa, C., Tajima, E. A., Herrenkohl, R. C., & Russo, M. J., (2010). The effects of child abuse and exposure to domestic violence on adolescent internalizing and externalizing behavior problems. <i>Journal of Family Violence</i>, 25, 53-63.</p>
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WEEK 3: Opens Monday July 13th

Assignments Due	<p>Discussion Post Post Due: Sunday, July 19th by 11 p.m.</p> <p>Quiz #3 Start Date: Monday, July 13th End Date: Sunday, July 19th by 11 p.m.</p> <p>Group Project Proposal Due date: July 17th at 11 p.m.</p>
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Module 5: Neurological and emotional development

Readings	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. <i>Violence Against Women, 25</i> (1), 6-28.
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Module 6: Academic achievement and physical health

Readings	<p>Felitti, V. J., Anda, R. F., Nordenberg, D., Williamson, D. F., Spitz, A. M., Edwards, V., ... & Marks, J. S. (1998). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults: The Adverse Childhood Experiences (ACE) Study. <i>American journal of preventive medicine, 14</i>(4), 245-258.</p> <p>Recommended: 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. <i>Journal of Family Violence, 16</i>(3), 269-290.</p>
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WEEK 4: Opens Monday, July 20th

Assignments Due	<p>Discussion Post Post Due: Sunday, July 26th by 11 p.m.</p> <p>Quiz #4 Start Date: Monday, July 20th End Date: Sunday, July 26th by 11 p.m.</p> <p>Reflection Paper Due Date: Must be submitted to D2L Assignments by Sunday, July 26th by 11 p.m.</p>
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Module 7: Risk and use of violence/victimization & homelessness

Readings	<p>Lichter, E. L., & McCloskey, L. A. (2004). The effects of childhood exposure to marital violence on adolescent gender - role beliefs and dating violence. <i>Psychology of Women Quarterly</i>, 28(4), 344-357.</p> <p>Recommended: 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. <i>Qualitative Social Work</i>, 13(5), 671-688.</p>
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Module 8: Child abuse and dual exposure

Readings	<p>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. <i>Child Abuse & Neglect</i>, 80, 285-300.</p> <p>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. <i>Journal of Interpersonal Violence</i>, 33(10), 1551–1581.</p>
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WEEK 5: Opens Monday July 27th

Assignments Due	<p>Discussion Post Post Due: Sunday, August 2nd by 11 p.m.</p> <p>Quiz #5 Start Date: Monday, July 27th End Date: Sunday, August 2nd by 11 p.m.</p>
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Module 9: How responsible are mothers for protecting their children?

Readings	<p>Buchanan, F., Wendt, S., & Moulding, N. (2015). Growing up in domestic violence: What does maternal protectiveness mean? <i>Qualitative Social Work</i>, 14(3), 399-415.</p> <p>Weisz, A. N., & Wiersma, R. (2011). Does the public hold abused women responsible for protecting children? <i>Affilia</i>, 26(4), 419-430.</p> <p>Recommended: Campbell, A. (2014) Battered, Bereaved, and Behind Bars. https://www.buzzfeed.com/alexcampbell/how-the-law-turns-battered-women-into-criminals?utm_term=.to9PwPAR4-.kcrvKvNd4</p>
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Module 10: Shifting the responsibility where it belongs

Readings	<p>Bancroft, L. (2009). Domestic Violence in Child Custody and Parenting Time Disputes– (Read from p.14)</p> <p>Murray, C. E., Crowe, A., & Flasch, P. (2015). Turning points: Critical incidents prompting survivors to begin the process of terminating abusive relationships. <i>The Family Journal</i>, 23(3), 228–238.</p>
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WEEK 6: Opens Monday, August 3rd

Assignments Due	<p>Discussion Post Post Due: Sunday, August 9th by 11 p.m.</p> <p>GROUP PROJECT End Date: Sunday, August 9th 11 p.m.</p>
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Module 11: Exposure to violence after “divorce” and how systems interact with batterers

Readings	<p>Rivera, E. A., Sullivan, C. M., & Zeoli, A. M. (2012). Secondary victimization of abused mothers by family court mediators. <i>Feminist criminology</i>, 7(3), 234-252.</p> <p>Jaffe, P. G., Crooks, C. V., & Bala, N. (2009). A framework for addressing allegations of domestic violence in child custody disputes. <i>Journal of Child Custody</i>, 6(3-4), 169-188.</p>
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Module 12: Interventions designed to promote children’s resiliency

Readings	<p>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. <i>Child Abuse Review</i>, 26, 19-39.</p> <p>Coulter, M.L. & Mercado-Crespo, M. C. (2015). Co-occurrence of intimate partner violence and child maltreatment: Service providers’ perceptions. <i>Journal of Family Violence</i>, 30, 255-262.</p>
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WEEK 7: Opens Monday August 10th

<p>Assignments Due</p>	<p>Discussion Post - Bonus Points—SINGLE Discussion Post Post Due: Wednesday, August 12th by NOON</p> <p>NO QUIZ</p>
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Module 13: Coping Strategies and factors that promote children’s resiliency

<p>Readings</p>	<p>Goldblatt, H. (2003). Strategies of coping among adolescents experiencing interparental violence. <i>Journal of Interpersonal Violence</i>, 18(5), 532-552.</p> <p>Recommended: Martinez- Torteya, C., Anne Bogat, G., Von Eye, A., & Levendosky, A. A. (2009). Resilience among children exposed to domestic violence: The role of risk and protective factors. <i>Child development</i>, 80(2), 562-577.</p>
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Course Policies & Student Responsibilities

Participate:

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

Complete Assignments

- **All assignments for this course will be submitted electronically through Desire2Learn.**
- **Assignments must be submitted by the given deadline or special permission must be requested from instructor before the due date. Extensions will not be given beyond the next assignment except under extreme circumstances.**
- **Technical difficulties *will not* be accepted as an excuse for late assignments;** if you anticipate having problems, begin the process early and utilize the services listed above. *Late/missing assignments will affect your grade.*

Attendance Policy:

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

LIMITS TO CONFIDENTIALITY:

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

As the instructor, I must report the following information to other University offices (including the Department of Police and Public Safety) if you share this information with me:

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

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

Understand when you may drop this course:

- It is your responsibility to understand when you need to consider un-enrolling from a course. Refer to the [Michigan State University Office of the Registrar](#) for important dates and deadlines.

Discuss Disability Accommodations with the Instructor:

- Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. If you have a documented disability and verification from the Resource Center for Persons with Disabilities (RCPD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to RCPD and meet with an RCPD specialist to request special accommodation before classes start.
- Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation ("VISA") form. Please present this form to the instructor at the start of the term and/or two weeks prior to the accommodation date (test, project, etc). Requests received after this date will be honored whenever possible.

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

Practice Academic Honesty:

- Article 2.3.3 of the [Academic Freedom Report](#) states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the Psychology Department adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See [Spartan Life: Student Handbook and Resource Guide](#) and/or the MSU website: <http://www.msu.edu>.)
- Academic integrity is a minimal expectation of this course. Academic dishonesty in any form will not be tolerated. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, and submitting work of another person. Any student involved in academic dishonesty will be reported to the Office of Academic Affairs and the Office of Student Affairs and a grade of 0.0 may be issued for the course.
- Lectures and other course materials must remain the property of the Department of Psychology and must not be copied from the internet for distribution to anyone who is not registered for this course. Online discussions and exercises are confidential and should not be discussed with others who are not enrolled in the class.
- It is important for each course participant to express his/her ideas. All ideas need to be respected in discussions and exercises. Any "group projects" that are required, still require individual work as a minimal expectation.
- All assignments are to be done **on your own**, without the assistance of additional materials, i.e., internet, texts, articles, other people, etc., unless you are instructed to do otherwise. This includes weekly assignments and exams.

Plagiarism Policy:

- Plagiarism involves taking credit for someone else's work or ideas, submitting a piece of work (for example, a paper, assignment, discussion post) which in part or in whole is not entirely your own work without fully and accurately attributing those same portions to their correct source. This includes information taken from the Internet.
- You are expected to do your own, original work on each assignment in each class. If you recycle your own course work from one class to another, you may face an allegation of academic dishonesty. If your instructor believes you have committed an act of plagiarism, he/she may take appropriate action, which includes the issuing of a "penalty grade" for academic dishonesty. Article 11 of the Academic Freedom Report for Students at Michigan State University, or the "AFR," defines a penalty grade as "a grade assigned by an instructor who believes a student to

have committed academic dishonesty. . . .” A penalty grade can include, but is not limited to, a failing grade on the assignment or in the course.

USEFUL RESOURCES, FOUNDATIONS, AND WEBSITES

MSU Safe Place East Lansing, MI (517) 355-1100 http://safeplace.msu.edu/	Listening Ear Crisis Intervention Center Lansing, MI 48912 (517) 337-1717 http://theear.org/
NRCDV (National Resource Center Against Domestic Violence) http://www.nrcdv.org/	NCDSV (National Center on Domestic & Sexual Violence) http://www.ncdsv.org/
NNEDV (National Network to End Domestic Violence) http://www.nnedv.org/	The Joyful Heart Foundation http://www.joyfulheartfoundation.org/
No More http://www.nomore.org/	RAINN (Rape, Abuse and Incest National Network) https://rainn.org/
MCEDSV (Michigan Coalition to End Domestic & Sexual Violence) http://www.mcedsv.org/	Futures Without Violence http://www.futureswithoutviolence.org/
National Indigenous Women’s Resource Center http://www.niwrc.org	Asian & Pacific Islander Institute on Domestic Violence www.apiidv.org
National Latin@ Network for Healthy Families & Communities www.nationallatinonetwork.org	Institute on Domestic Violence in the African American Community www.idvaac.org
The Northwest Network (focusing on LGBTQ survivors of domestic violence) http://www.nwnetwork.org	National Domestic Violence Hotline 1-800-799-7233 http://www.thehotline.org