

PSY 316: Children Exposed to Domestic Violence: Promoting Resiliency Course Syllabus – Summer 2021 (Session II)

INSTRUCTOR INFORMATION:

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COURSE DESCRIPTION:

The objectives of this course are to:

- Provide a comprehensive understanding of the nature and prevalence of domestic violence and its effect on children in the United States and globally.
- Understand how racism, sexism, heterosexism, classism, and ableism interface with domestic violence.
- Explore the impact domestic violence has on children's brains, feelings, and behaviors.
- Understand the varying ways in which abusers expose children to violence.
- 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.
- Explore the variety of ways that mothers attempt to protect themselves and their children from domestic violence.
- Examine the factors that promote children's resiliency.
- Critique current interventions designed to assist children exposed to domestic violence.

COURSE INFORMATION

COURSE STRUCTURE:

- This is an **accelerated** summer course; **a full semester-worth of material will be covered in seven (7) 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 (2)** modules are covered each week (except for the final week).
- Course materials will open and become available at 12:00 a.m. Eastern Time (EST) each Sunday for the week. Once the weekly course materials are posted, the folders will remain open the rest of the semester.
- Assignments may be completed and submitted any time during the week they are due, however all materials need to be posted to the appropriate submission folder on D2L no later than 11:55 pm (EST) on their due dates.
- Different due dates apply to different types of assignments. Please carefully read the **Course 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.

TECHNOLOGICAL REQUIREMENTS:

Technological Requirements needed for this course include:

- A high-speed (broadband) internet connection
- Computer manufactured within the last four years
- Access to Desire2Learn
- Minimum screen resolution of 1024x768

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](#)
- Visit the [Desire2Learn Help Site](#)

You can also call the D2L Help Desk at:

- Toll Free (844) 678-6200
- 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 on D2L:

- 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, 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 poor grades.

COURSE POLICIES AND STUDENT RESPONSIBILITIES

SAFE AND RESPECTFUL LEARNING ENVIRONMENT: This class contains a lot of information that may be triggering to people who have or have not experienced violence. Given the sometimes 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 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 that can help. Some useful resources are referenced in this syllabus.

Domestic Violence is surrounded by myths and stereotypes. There will be basic ground rules for class, as below.

- Never ask another student in the course if they are a victim or survivor (While it is up to individual students as to whether they choose to discuss their own experiences, it is inappropriate for anyone to ask another person if they have been violated/abused in any way).
- Always maintain confidentiality with respect to other students' experiences and views.
- Do not speak or expect another student in the class to speak on behalf of a group.
- Keep an open mind and focus on critiquing ideas, not individuals.
- Commit to learning, not debating.
- Avoid blame and speculation.
- Avoid inflammatory language, insensitive or offensive comments.

LIMITS TO CONFIDENTIALITY: It should also be made very clear that **the instructor of this course is a mandated reporter**. This means that I am required to report all 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 want to talk with you about the incident that you have shared. It is your decision whether you wish to speak with that individual. Despite the mandate, this course does not wish to further the culture of silence surrounding violence. Details of support services are at the end of this syllabus. I encourage you to use these resources (not mandated university reporters) as you process your feelings and experiences in this course.

PARTICIPATION: Everyone's participation is needed to accomplish this course's goals. Reading is of the utmost importance; please complete all readings prior to the lecture for which they are assigned. It is acceptable to challenge and question others' 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 shared in class discussion posts should be respected and should not be repeated by other students.

ASSIGNMENT SUBMISSION: Assignments should all be submitted only 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. Technical difficulties will not be accepted as an excuse for late assignments; begin the submission process early so you have time to utilize the resources listed above and work through unexpected problems.

ABSENCES: Students whose names do not appear on the official class list for this course may not participate in this class. If you miss more than three consecutive weeks of class, i.e., do not participate actively in discussion posts or submit assignments, 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 and ask for an extension at least 24 hours in advance to make up the assignment. Emails received later than this will not be honored, and your assignment will not be accepted. **If you have an emergency, the instructor must be contacted at least 24 hours prior to the assignment due date to make alternative arrangements. Otherwise, you will receive a 0.0 for the missed assignment(s).**

DROPPING THE 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.

LATE WORK: Students are expected to submit work on time. Assignments will be marked down 5% for each day they are late. Day one starts one minute after the deadline.

ACADEMIC DISHONESTY: Article 2.3.3 of the Academic Freedom Report states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the Psychology Department adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See Spartan Life: Student Handbook and Resource Guide and/or the MSU Web site: www.msu.edu.)

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. Therefore, you are expected to do your own, original work on each assignment in each class. 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 me if you are unsure about the appropriateness of your course work. (See <http://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 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. RCPD may be contacted by phone at (517) 884-7273 (884-RCPD), or via their website (<http://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.

COMMUNICATION: Please refer to the syllabus before contacting me with questions regarding the course materials or assignments. If you do have questions or would like to schedule individual meetings on Zoom, please email me at ayeniolu@msu.edu with the subject line: PSY 316. I will try to respond within 24 hours on weekdays, Monday through Friday, and by 5 p.m. Eastern Time on the 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. 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 the online environment call the Help Desk at (844) 678-6200 or (517) 432-6200. I recommend that you put these numbers in your cell phone or computer contact list just in case you cannot get into D2L.

Please use the following guidelines when e-mailing me:

- **First, ask yourself this question: “Can this question be answered by looking in the syllabus or looking on the D2L course site?”**
- Use PSY 316 in the subject line that makes it clear you are a student in this course asking a question. This helps to prevent e-mails from going directly to the junk folder.
- Please address the e-mail properly (i.e., Hi Funmi).
- Proofread your e-mail. Is your question conveyed clearly with correct grammar and spelling? Did autocorrect make it sound super weird?
- Please sign your e-mail with your full name, so I know who you are. I cannot wait to get to know all of you, but maizeandbluearetheworst@spartans.com makes it hard for me to know who you are.
- Be polite.

Check your e-mail regularly! During the course, I will e-mail you from time to time with announcements and reminders. Please read these e-mails as soon as you receive them, and please check your e-mail regularly.

COURSE REQUIREMENTS

Deadlines for all assignments are listed in the course schedule at the end of this syllabus. Detailed descriptions of each assignment are at the end of this syllabus and will be posted to D2L.

Discussion Posts (10 pts each) 60 points

Students will participate in 6 weekly discussion boards to earn up to 10 points each week.

Critical Reflection Essays (40 pts each) 80 points

Students will complete 2 critical reflection essays. Reflection papers should be informed by the class content for the week which includes readings, lectures, and discussions. Reflections should be submitted to the D2L Dropbox.

Social Action Group Project 60 points

Students will be paired in small groups to prepare a PowerPoint/Infographic/Leaflet presentation on the assigned topic. Students will submit a video recorded presentation.

Group Proposal and Video Presentation – 40 points

Peer Evaluation – 20 points

Extra Credit: Course Evaluation 5 points

During Week 7, I will administer a survey about the course so I can learn what went well, what did not go well, and what I should change for future iterations of the course. You will receive 5 extra credit points if you take the survey (5 total points).

PLEASE NOTE that the maximum number of extra credit points available for this course is 5 points, which can only be earned by completing the survey. There will be no additional extra credit opportunities provided.

EVALUATION OF GRADES: To determine your final grade in the course, I will calculate your percentage by dividing your total earned points by the total points possible. These will be converted to grades as follows:

Points	Percent	Grade
180 – 200	90.00 – 100%	4.0
170 – 179	85.00 – 89.99%	3.5
160 – 169	80.00 – 84.99%	3.0
150 – 159	75.00 – 79.99%	2.5
140 – 149	70.00 – 74.99%	2.0
130 – 139	65.00 – 69.99%	1.5
120 – 129	60.00 – 64.99%	1.0
0 – 119	0 – 59.99%	0.0

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.

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 through 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 circumstance will I “bump up” your grade or give you a special extra credit opportunity. I never do this, so please do not ask. There will be no exceptions.

HOW TO VIEW YOUR GRADE IN D2L: 1) Select your course. 2) Click the Assessments dropdown. 3) Select Grades.

DISCLAIMER: On the next page 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.

COURSE SCHEDULE

Children Exposed to Domestic Violence: Promoting Resiliency

The instructor reserves the right to adjust this schedule according to the pace of the course and the needs of the students. You will be given notice of any changes.

Week	Dates	Agenda/Lecture Topics	Due Dates
Week 1	7/4 – 7/10	Module 1: Domestic violence (DV) - Prevalence, Overview, and History Module 2: An introduction to Ecological Systems Theory	
		Online Discussion Post #1	July 10
Week 2	7/11 – 7/17	Module 3: Vulnerable Populations Module 4: Psychological Health and Behaviors	
		Online Discussion Post #2	July 17
Week 3	7/18 – 7/24	Module 5: Neurological and Emotional Development Module 6: Academic Achievement and Physical Health	
		Online Discussion Post #3	July 24
		Critical Reflection Paper #1	July 24
		Group Proposal	July 24
Week 4	7/25 – 7/31	Module 7: Risk and Use of Violence/Victimization and Homelessness Module 8: Child Abuse and Dual Exposure	
		Online Discussion Post #4	July 31
Week 5	8/1 – 8/7	Module 9: How Responsible are Mothers for Protecting their Children? Module 10: Shifting Responsibility where it Belongs	
		Online Discussion Post #5	August 7
Week 6	8/8 – 8/14	Module 11: Exposure to Violence after “Divorce” and Battering Interventions Module 12: Interventions Promoting Child Resiliency	
		Online Discussion Post #6	August 14
		Critical Reflection Paper #2	August 14
		Video Presentation and Group members evaluation	August 14
Week 7	8/15 – 8/19	Module 13: Coping Strategies and Factors that Promote Resiliency in Children	
		Peer Evaluation of other Group Presentations	August 17

DISCUSSION POSTS

Purpose: The purpose of the discussion board is to create a vibrant online learning community of dialogue and interaction by allowing students engage in discussions on key topics and emerging ideas through the D2L Discussion Board feature. To earn all points for the discussion board, you will need to post once a week. Each post will be worth 10 points. To earn all points, ***your post must be a well-informed and thoughtful post.***

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.

Discussion posts will open on **Monday of each week at 12:01am** and will be accessible until 11:55pm Eastern Time on Saturday of that same week. To receive credit for your posts, discussion posts should pertain to the subject matter covered in the specific week. 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, if 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 refer to material addressed in the lectures. Ensure you cite at least one of the assigned readings.
- You will be graded on how much you contribute to the learning environment of the discussion threads. If you do not add anything to the class/group assigned via your discussion posts then you run the risk of not earning full credit. Simply stating a fact presented during class/ repeating material will not count for credit.
- **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 indicate 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, there is a need to invest time in becoming familiar with course materials presented each week, to post an informative post. Thus, **take your time to read, reflect, and post a comment that demonstrates critical thinking about course material.**

Relevant Guidelines to pay attention to include:

- **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.
- Please do not wait until the last possible hour/minute to submit your work. Also, remember that technology

tends to fail us. Take precautions. Always save a copy of your work (i.e., in a Word document and then cut and paste it into the post box).

- I will provide feedback to your discussion posts. Please refer to the feedback and work towards improving your responses for future discussion posts.
- REFRAIN FROM USING ALL CAPS. IT IS PERCEIVED AS SHOUTING.
- No trolling (i.e., to make a deliberately offensive or provocative online post with the aim of upsetting someone or eliciting an angry response from them). Behavior deemed by the instructor to be trolling will result in permanent removal from your discussion group and administration of an alternative 5-page paper for each lecture in lieu of discussion posts.
- **Lastly, 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). In our discussions /online classroom we tolerate all identity expressions -- including all race, religious, gender, and sexual orientation.

Due Date: Saturdays at 11:55 p.m. EST

Requirements: APA (7th Edition) Citation Format.

Grading Rubric:

	EXCELLENT (4)	GOOD (3 – 2)	FAIR (1)	POOR (0)
Relevance of Post	Posting thoroughly answers the discussion prompts and demonstrates understanding of material with well-developed ideas. Posting integrates assigned content and makes strong connections to practice.	Posting addresses most of the prompt(s) and demonstrates mild understanding of material with well-developed ideas. Posting references assigned content and may not make connections to practice	Posting fails to address all components of the prompt. Makes short or irrelevant remarks. Posting lacks connection to practice.	No posting
Quality of Post	Appropriate comments: thoughtful, reflective, and respectful of other's postings.	Appropriate comments and responds respectfully to other's postings.	Responds, but with minimum effort. (e.g., "I agree with Jane")	No posting
	EXCELLENT (2)	GOOD (1)	FAIR (.5)	POOR (0)
Mechanics	Writing is free of grammatical, spelling, or punctuation errors.	Writing includes less than 5 grammatical, spelling, or punctuation errors.	Writing includes 4-5 grammatical, spelling, or punctuation errors.	Writing contains more than 5 grammatical, spelling or punctuation errors.

CRITICAL REFLECTION ESSAYS

Purpose: The purpose of these critical reflection essays is for you to spend some time thinking about the difficult topics we will cover throughout the semester, organize, and express your thoughts to ultimately enhance your learning and knowledge. This reflection essay is private. None of your peers will be able to see it. I will be providing feedback or comments via the assignment comment tool on D2L.

During Weeks 3 and 6, you will be required to submit an essay reflecting on the course readings, lectures, and discussions covered in the course. Essays should include clear examples or illustrations of concepts relevant to the topic of the relevant weeks, not definitions of terms. These should reflect your personal engagement and reactions to the class, which includes readings, lecture videos, and discussions.

To guide your writing process, consider each of these questions:

- What were your knowledge and personal beliefs related to the topics covered so far at the beginning of the class?
- What have you learned about this topics covered that you did not realize/know before taking the class?
- What were the most important revelations or insights about the content for you?
- What emotional reactions did you have, at what points in the past few weeks, and why?
- How is the content related to your own life experiences?
- How is this knowledge applicable to your present and future research interests, work, or career?
- What outstanding questions do you still have about the content?

Due Date: Saturdays at 11:55 p.m. EST

Requirements: 2 – 3 pages, 1” Margins, Double-Spaced, Times New Roman 12-point font, APA (7th Edition) Format.

Grading Rubric:

CRITERIA	DESCRIPTION	POINTS
Format		
a	Paper is 2-3 pages, 1” margins, double-spaced	___/4 points
b	Paper used Times New Roman font style and 12-point font size	___/4 points
Quality		
a	The paper is free of spelling and grammatical errors	___/4 points
b	APA guidelines are used correctly	___/4 points
c	Ideas are clear, organized, and easy to understand	___/4 points
Content	Extent to which the reflection demonstrates an understanding and integration of readings, lectures, and videos. 0 to 5 points: Poor understanding and integration 6 to 10 points: Moderate understanding and integration 11 to 15 points: Very good understanding and integration 16 to 20 points: Excellent to outstanding understanding and integration	___/20 points
Total		___/40 points

SOCIAL ACTION GROUP PROJECT

Group Video Presentation and Peer Evaluation 60 points

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 60 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 40 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 20 points. Within your group you will evaluate your group members via D2L Assignment Dropbox. As a group, you evaluate the other groups and post it on the discussion board. Specific guidelines on developing the presentation are provided on D2L.

Due Date and Grading Rubric: See D2L.

COURSE RESOURCES

Please take advantage of the health and wellness information and resources available through MSU:
[Michigan State University Counseling & Psychiatric Services \(CAPS\): Student Health and Wellness Resources](#)
[Michigan State University Center for Survivors: Resources](#)

MSU CAPS also offers Crisis Counseling for students. If you believe you are in a crisis:

- Call the crisis line at: **517-355-8270**
- press "1" at the prompt to speak with a crisis counselor.

I suggest saving this number in your phone in case you are unable to access the internet or the course syllabus.