PSY 371, section 1: Adolescent Diversion Program – Fall 2024

Course Contact Information:

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Section Information:

Day and Time	Instructor(s)	UA(s)	Location
Mondays 9am-12pm	Sean Hankins	Halle Egan	255 Baker Hall
Tuesdays 5pm-8pm	Edgar Jaimes-Bautista	Keyli Gonzalez-Anido Dominique Smith	134C Psychology Building
Wednesdays 9am-12pm	Emily SF Zagurny	Brooklyn Weiss	255 Baker Hall
Thursdays 1pm-4pm	Sean Hankins	Abigail Angell Veronica Van Rossen	134C Psychology Building

Office hours by appointment and may be held online. Contact your instructor(s) to schedule.

Welcome to ADP!

ADP is an evidence-based program working in conjunction with the Ingham County Family Court. Students apply theories underlying human behavior to real-world scenarios, sharpen their empathy skills, and gain valuable experience interacting with diverse individuals in community settings by being an advocate and mentor to a court-involved youth.

ADP is designed to be innovative, and impactful. To be so, students are expected to actively participate in every class. Our goal is for everyone to feel creatively challenged and to learn how positive encouragement and support can make a difference in a youth's life.

Two-Semester Commitment:

PSY 371 is the first class in a two-semester sequence. The overall sequence is designed to provide you with an opportunity to develop the specific skills needed when providing direct service to individuals in the community. **Only PSY 372 fulfills experiential learning.**

No final grades will be assigned to your transcript until both PSY 371 and 372 are completed. After PSY 371, students will be given a grade of "ET", which will be changed to a letter after successful completion of PSY 372 or removal from ADP. **Students who fail to complete PSY 372 will receive a grade of 0.0 for PSY 371. Enrollment in PSY 372 is at the discretion of the instructor and contingent upon successful completion of PSY 371.**

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

Unit Title and Dates	Material Due	Assignments Due
Week 1: Introduction	None	None
Unit 1: Juvenile Justice System, Ecological Theory, and Positive Youth Development	**Required** **Video [20 minutes]:** Juvenile Court Livingston. (2013, February 12). Livingston county Michigan juvenile court- parent education video. **Reading [Pages 1-4]:** U.S. Department of Education. (2007). Mentoring Fact Sheet: Understanding the Youth Development Model. **Video [7 minutes]:** Tannenbaum, R. (2018). Bronfenbrenner's ecological theory.	**Submit on D2L:** • S Case WPR Week 1 <mark>**Submit on D2L as a .doc or .pdf document:**</mark> • Confidentiality Agreement Signed Form • Basic Philosophies Signed Form • Student Agreement Signed Form • Student profile form **Complete in class*:** • Background Check Form • Driver Record Request * *if completed outside of class:* email background check to cbc@hr.msu.edu, email drivers form to riskmgmt@msu.edu and CC your instructor. *See instructions on D2L for more information*
Unit 2: Communication Skills	**Reading [Pages 1-2]:** Boyd (1998). Communication briefs: Using active listening. Nursing Management.	**Submit on D2L:** • Unit 1 Quiz

	Reading [Pages 1-3]: UK Violence Intervention and Prevention Center (n.d.). The Four Basic Styles of Communication. **Reading [Web-article]:** Atlassian (n.d). 4 communication styles and how to navigate them in the workplace	• S Case WPR weeks 2-3
Unit 3: Advocacy	**Video [7 minutes]:** Buchannan (2022). What is intersectionality? Michigan Victim Advocacy Network. **Webpage [Section 1]:** Community Tool Box (n.d.). Chapter 30. Principles of Advocacy.	**Submit on D2L:** • Unit 2 Quiz • S Case WPR weeks 4-5
Unit 4: Nuts and Bolts	**Webpage [Section 4]:** Center for Community Health and Development at the University of Kansas. (2018) Community tool box. Chapter 2.4 Retrieved December 28, 2018 **Activity:** Complete this survey online and bring your score results to class: http://vark-learn.com/the-vark-questionnaire/ **Reading [Pages 1-5]:** Campbell, S. (n.d.). Student guide to personal professionalism. Retrieved June 6, 2018	**Submit on D2L:** • Unit 3 Quiz • S Case WPR weeks 6-7
Unit 5: Mentorship	**Reading [Pages 340-355]:** Griffith, A. N., Larson, R. W., & Johnson, H. E. (2017, March 20). How Trust Grows: Teenagers' Accounts of Forming Trust in Youth Program Staff. Qualitative Psychology. Advance online publication. **Webpage [Section 5]:** Center for Community Health and Development at the University of Kansas. (2018) Community tool box. Chapter 22.5 Retrieved December 28, 2018 **Reading [Pages 1065-1082]:** Chang, E. S., Greenberger, E., Chen, C., & Heckhausen, J., & Farruggia, S. P. (2010). Nonparental adults as social resources in the transition to adulthood. Journal of Research on Adolescence, 20(4), 1065-1082. **Reading [Pages 19-36]:** Wiley, T. & Schineller, K. (n.d.). The Wisdom of Age: A Handbook for Mentors. 1-38. Retrieved December 28, 2018	**Submit on D2L:** • Unit 4 Quiz • S Case WPR weeks 8-9 • SMART Goal Assignment
Unit 6: Strengths-based focus and Resiliency	**Reading [Pages 80-99]:** Donaldson, L. P., & Daughtery, L. (2011). Introducing asset-based models of social justice into service learning: A social work approach, Journal of Community Practice, 19(1), 80-99.	**Submit on D2L:** • Unit 5 Quiz

		• S Case WPR weeks 10-11
	Reading [Pages 70-75]: Laursen, E. K. (2000). Strengths-based practice with children in trouble. Reclaiming Children and Youth, 9(2), 70-75. **Reading [Pages 49-55]:** Zauderer, Marvin (n.d.). Toolbox: Positive Self-Talk. MSU ADP Manual.	
Unit 7: Oppression and Privilege	**Required** **Reading [Pages 435-452]:** Sakamoto, I., & Pitner, R.O. (2005). Use of critical consciousness in anti-oppressive social work practice: Disentangling power dynamics at personal and structural levels. The British Journal of Social Work, 35, 435-452. **Video [83 minutes]:** DiAngelo, R. White Fragility (2018) [video] **Reading [Pages 53-61]:** McCarter, S. (2017). The school-to-prison pipeline: A primer for social workers. Social Work, 62(1), 53-61. **Reading [Pages 1-12]:** Goodman, D. J. (2005). Oppression and Privilege: Two Sides of the Same Coin. Journal of International Communication, 18, 1-14. Retrieved December 28, 2018 **Webpage:** Desmond-Harris, J. (2015). What exactly is a microaggression? Vox. **Recommended** **Webpage:** The Power in the Powercube (n.d.). Retrieved December 28, 2018 **Reading [Pages 1-4]:** Vanderbilt University (n.d.). Power and Privilege Definitions **Reading [Pages 1-7]:** McIntosh, P. (1990) White Privilege: Unpacking the Invisible Knapsack. Retrieved June 16, 2020	**Submit on D2L:** • Unit 6 Quiz • S Case WPR weeks 12-13
Unit 8: Understanding Trauma Responses	**Reading [Pages 187-203]:** Espinosa, E.M., & Sorensen, J.R. (2016). The influence of gender and traumatic experiences on length of time served in juvenile justice settings. Criminal Justice and Behavior, 43(2), 187-203. **Webpage:** Wright, J. (2011). 7 stages of grief: through the process and back to life	**Submit on D2L:** • Unit 7 Quiz • S Case WPR weeks 14-15

Unit	Content	Submit
Unit 9: Adverse Childhood Experiences and Trauma	**Video [16 minutes]:** Harris, N. B. (2014). How childhood trauma affects health across a lifetime [Video file].	**Submit on D2L:** • S Case WPR weeks 16-17
Unit 10: Trauma Informed Practice and Healing Centered Engagement	**Webpage:** Ginwright, S. (2018, May). The future of healing: Shifting from trauma informed care to healing centered engagement. **Webpage:** Mayo Clinic Staff. (2017, November 04). Why is it so easy to hold a grudge? Retrieved May 13, 2018 **Reading [Pages 3-6]:** Calhoun, Avery. (2013). Introducing restorative justice: Re-visioning responses to wrongdoing. Prevention Researcher. 20. Retrieved January 1, 2019	**Submit on D2L:** • Units 8&9 Quiz • S Case WPR week 18
Unit 11: Problem-solving, Behavior modification, and Community connections	**Webpage [Section 8]:** Center for Community Health and Development at the University of Kansas. (2018). Community tool box. Chapter 3.8. Retrieved December 28, 2018 **Reading [Pages 318-343]:** Smith, E. P., Faulk, M., & Sizer, M. A. (2016). Exploring the meso-system: The roles of community, family, and peers in adolescent delinquency and positive youth development. Youth & Society, 48(3), 318-343. **Video [17 minutes]:** Motivational interviewing overview [video]	**Submit on D2L:** • Unit 10 Quiz
Unit 12: Self Care	**Webpage [Pages 1-3]:** Smullens, S. (2015, September 04). What I wish I had known: Burnout and self-care in our social work profession. Retrieved May 13, 2018 **Reading [Pags 201-209]:** Wagaman, M. A., Geiger, J. M., Shockley, C., & Segal, E. A. (2015). The role of empathy in burnout, compassion satisfaction, and secondary traumatic stress among social workers. Social work, 60(3), 201-209.	**Submit on D2L:** • Unit 11 Quiz
Supervision	Case supervision	**Submit on D2L:** • Unit 12 Quiz • WPR and Logbook for those assigned

Finals Week 12/9-12/13	Students will meet individually with their instructors to provide and obtain feedback regarding PSY 371. Students are required to meet with their youth until their individual meeting.	**Submit on D2L:** • WPR and Logbook for those assigned

Many students request **letters of recommendation** from their PSY 371/372 instructors after successfully completing this course, and strong support letters can be extremely helpful when applying to graduate school, employment or volunteer/internship opportunities. Letters of recommendation will only be provided for students who did well in this course, and will include information about attendance, dependability, diligence, creativity, ethical behavior, and response to constructive feedback.

Assignments and Grading for PSY 371 & 372

Course grades are based on the following assignments. **Assignments are due on D2L by 11:59pm the day before class unless otherwise stated. Any assignment not turned in on the due date will result in a 0.0 for that assignment. Assignments can be turned in any time before their due date.** Students should keep a copy of all materials submitted in the course. Guidelines are on D2L. Grades and feedback are updated on D2L.

Signed and Submitted Forms

There are 6 documents on D2L that need to be signed and submitted before Week 2: (1) Background check, (2) Driver's record request, (3) Student agreement, (4) Confidentiality agreement, (5) Basic philosophies, and (6) Student profile form. The background check and driver's record request have specific submission requirements. See D2L and the below course policies for more information.

Quizzes

There are 10 quizzes to confirm your understanding of course material. Quizzes may be completed at the end of class or may be take home. Take home quizzes are due on D2L **no later** than 24 hours after the end of your weekly class.

S Case Worksheets

You will complete worksheets demonstrating your understanding of the material in Units 1-4. Questions on these worksheets encourage you to make connections between the required material and a case study. In Units 5-12, students who are not yet assigned will continue to complete these worksheets.

S Case Weekly Progress Report Assignments

Each week over 10 weeks, you will follow a case study of a prior intervention with a youth named S. You will complete a Weekly Progress Report based on information provided.

SMART Goal Assignment

This is a method of making goals measurable and realistic. You will create two SMART goals for S Case.

Weekly Progress Reports (WPRs) and Logbooks

Students can be assigned beginning on Week 5. Assigned students will be required to complete and will be graded on their WPRs and Logbooks in lieu of S Case Worksheets. The WPRs and Logbooks are ways of providing case notes and updates on your intervention. Completing WPRs and Logbooks fully, correctly, on time, and putting full effort into your case will ensure your grade for this assignment.

The WPR is an ongoing document that marks your weekly updates, goals, and assessment of the strengths and areas you plan to work on with your youth. The logbook is a living document throughout your case. You will update it weekly regarding your meetings with your youth that week. This will include

the times and dates you met, goals and activities with your youth, what your youth has accomplished that week and what you both want to continue working on, and any remaining questions you have.

These are important documents that can be sent to the court. If you do not have a WPR and Logbook submitted on D2L by the due date, you will not be able to present your case in the class discussion until a blank WPR is completely filled out and submitted. Failure to complete weekly WPRs and Logbooks correctly and consistently will result in a review of further participation in ADP, and you may be removed from the course. The Undergraduate Assistants will provide you with feedback regarding necessary updates. You must make these corrections and re-submit on D2L within 48 hours. Failure to do so will result in a 0 for that assignment.

Class Attendance and Participation

These grades are based on on-time attendance, participation in activities and discussion, and paying attention to content. Please see the attendance and tardiness policy for missed classes.

Hours Met With and On Behalf of Youth

Once assigned, students are required to meet with their youth face-to-face in the youth's community 6-8 hours between each weekly class meeting. In the event it is not possible to meet because the youth was not present when the student went to meet them, it is still required to spend the remainder of the 6-8 hours on behalf of the youth. Such activities could include but are not limited to visiting relevant community resources, researching the youth's areas of interest, meeting to and talking with relevant stakeholders (i.e. JCO, guardians, etc.).

Assignment	Number	Points Each	Total Points
Signed & Submitted Forms – Week 1	6	5	30
Quizzes	10	24	240
S Case WPR Assignments	10	5	50
SMART Goal Assignment	1	10	10
Weekly Progress Reports (WPRs)	10	10	100
Weekly Logbooks	10	10	100
Class Attendance and Participation	15	10	150
Hours met with and on behalf of youth	10	20	200

Total Possible Points: 880

Grading Scale
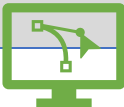
90% - 100%	=	4.0
85% - 89.99%	=	3.5
80% - 84.99%	=	3.0
75% - 79.99%	=	2.5
70% - 74.99%	=	2.0
65% - 69.99%	=	1.5
60% - 64.99%	=	1.0
Below 60%	=	0.0

See attendance policy for how absences can affect overall grade

Course Policies	

Course Policy	Description
Attendance and Tardiness	All students will comply with Michigan State University's general attendance policy: https://reg.msu.edu/ROInfo/Notices/Attendance.aspx **Attendance during PSY 371/372 is mandatory**. Attendance is critical so that you get the material and support needed to work with real people with complicated lives. Thus, the attendance policy reflects that importance: • Attendance is graded. There is no make-up work available. • Because class meets once per week, between 14-16 times depending on the semester, **missing more than two classes in a semester will result in a <u>maximum</u> grade of 3.5**. Each missed class thereafter will result in a deduction of your maximum possible grade by 0.5 (e.g. 3 missed classes = max of 3.0, 4 missed classes = max of 2.5, etc.) • The three exceptions to these missed classes are: 1) Grief absences through the university policy, 2) Illness accompanied by a doctor's note, and 3) Students with RCPD accommodations letters who have a disability-related absence.
Grief Absence	The instructors are sensitive to and will accommodate the bereavement process of a student who has lost a family member or who is experiencing emotional distress from a similar tragedy. The student has the responsibility to: a) Notify the Associate Dean or designee of their college of the need for a grief absence in a timely manner, but no later than one week from the student's initial knowledge of the situation. Students wanting to request a Grief Absence should complete the Grief Absence Request Form. The link to this form is: https://reg.msu.edu/StuForms/Stuinfo/GriefAbsenceForm.aspx b) Provide appropriate verification of the grief absence as specified by the Associate Dean, c) Complete all missed work as determined with the instructor.
Confidentiality	Maintaining the confidentiality of the youth is of utmost importance. You are not allowed to talk about your case outside of the classroom or with anyone other than your classmates, your instructor, or your Undergraduate Assistant. Do not talk about your youth's personal information with other people in their lives (their parents, their JCO, their teachers, etc.) without the youth's permission. You should not use identifying information, including names, when discussing youth in class.
Dismissal from PSY 371 & 372	In addition to being terminated from the class for an absence, a student may be terminated from the class for breaking confidentiality, engaging in unprofessional behavior, demonstrating they may be an ineffective advocate and-or mentor in the community, or for failing to adequately demonstrate mastery of course material as determined by the course instructor. Breaking confidentiality or engaging in unethical behavior may result in immediate expulsion from the course with a grade of 0.0. Being dismissed from either PSY 371 or 372 will result in a grade of 0.0 for both semesters. If a student is in danger of being expelled from the course due to lack of grasping the course material, they will receive verbal and written warning before such an action occurs. Students may not be allowed to enroll in PSY 372.

Technology in Class and Tech-Issues	Please respect your instructor and fellow students by silencing your phone and other electronic communication devices during class. You may not text or be on your phone during class. Laptop use is permitted solely for class-related use. Your participation grade could be negatively impacted through failure to meet this expectation. **If a student is experiencing technical difficulties, they are responsible for contacting the instructor and undergraduate assistant BEFORE class**. It is the student's responsibility to have a backup plan ready in case of computer crash or loss of internet connection. Recommendations include: Backing up coursework, locating an alternate computer, notifying instructor immediately of problems, contacting the Help Desk (517.432.6200 or ithelp@msu.edu) for technical issues.
Expenses	There are no books required for either PSY 371 or PSY 372, but there may be costs to you related to travel. There also may be costs, at your discretion, related to working with your youth. It is up to the student to determine the types of activities they will be doing with the youth. Do not assume that the youth, the youth's family, or other people in the youth's life will pay for the youth's expenses. There are many free and low-cost activities in the area. Talk to classmates and instructors if you need ideas.
Travel and Motor Record Review	You may be assigned to work with a youth anywhere in Ingham County. You are responsible for completing intervention activities, even if the youth lives far from MSU. Students in this program would need to have a motor record review annually to meet the Youth Program Policy requirements at MSU. Students licensed in the State of Michigan should **complete the form found on the course D2L page and email it to riskmgmt@msu.edu the first week of class. Students must CC Sean Hankins and their instructor on email.** Students licensed in states other than Michigan should obtain a copy of their motor vehicle record from their respective state. **Email it to riskmgmt@msu.edu the first week of class. Students must CC Sean Hankins and their instructor on email.**
Background Checks	A background check of each student will be conducted the first week of PSY 371. Additional random background checks are at the discretion of the Instructor, Undergraduate Assistants, and Program Director. Failure to pass a background check may result in immediate expulsion from ADP, depending on the issue. Failure to pass a background check includes but is not limited to charges/convictions related to abuse or assault. The results of criminal background checks will be kept confidential to the maximum extent permissible by law and will not be shared with community partners. For more information regarding MSU Background Checks, please visit: https://communityengagedlearning.msu.edu/community-partner/criminal-background-checks On the first week of class, you should complete the background check form and submit it on D2L or complete it in person. **Instructors will send this to the HR department for review.**

Professionalism and Social Media	All students participating in ADP must maintain a professional environment inside and outside the classroom. All students must dress in a peer professional manner while working with youth, agencies, and school professionals. All social media sites should have the maximum privacy settings. The youth and the youth's family should not be able to see your posts or pictures if they find your social media account. You may not post any pictures with your youth or tag your youth in anything on your accounts.
Course Information Updates	All course information and instructor communications will be relayed through D2L and email. It is the student's responsibility to check the D2L course regularly for announcements and course information. Any changes to this syllabus will be announced in class at least one week prior to the change, and it is the responsibility of the student to stay informed about these changes.
By Any Means Necessary	There will likely be weeks when you are unable to work with your youth for a full 6 hours. However, students were informed of the heavy time commitment this class would require at the beginning of 371. Your busy schedule should not reflect the effort you are putting towards working with your youth. In the event you are unable to work with your youth directly for 6 hours: • You must provide proof that you attempted to contact your youth and set up new times to talk that week. Count all texts, calls, and emails as contact attempts on your WPRs. • You must make up the direct time you are missing as indirect time. • You should conduct research about activities and goals your youth enjoys. Locate resources in the community that could be of interest to your youth when you talk again. Count this as "Indirect" time. Example: You were able to Zoom with your youth for 3 hours on Monday. Because the youth had a sudden doctor's appointment, they were unable to Zoom with you on Tuesday, as you'd planned. You spend that time researching animal-related resources in Lansing because your youth wants to work with animals someday. You discover the possibility of volunteering with your youth at the Capital Area Humane Society, find a vet clinic that will allow your youth to shadow, and plan a trip to Potter Park Zoo (all to be done after the pandemic ends). You mark these hours on your WPR as "Indirect" time. The next time you talk with your youth, you discuss these opportunities. Failure to meet these requirements will result in points deducted from your Participation and WPR grades for the week.
Use of Generative AI in ADP	Students are **NOT** allowed to use generative artificial intelligence (AI) for the following assignments: • **Case Assignments (Mid-Intervention, Completion/Termination Reports, WPRs, and Logbooks)** – These documents are confidential. Using AI to create, edit, or refine any portion of these reports violates the ADP confidentiality policy and can result in being removed from the program. Spell and grammar check programs such as in Microsoft Word or Google Docs are recommended.

- **Quizzes** – ADP staff need to know that students comprehend and know how to use the material covered in class because they will be using it in real time with real people. Having AI answer quiz questions does not demonstrate to ADP staff that students understand the material. Use of AI on any portion of the quiz will result in 0 points for the quiz.

At other points, students are welcome to use AI in a way that supports and encourages their learning and case work. If using AI, students are responsible for fact checking and ensuring that the AI's ideas and responses are in line with ADP values and philosophies. If students are curious about if they can use AI in a specific way, they are encouraged to ask their instructor.

University Policies

University Policy	Description
Digital Communication	Email is the best way reach your instructor, Undergraduate Assistant, and the Program Director. Please use the following guidelines when emailing a staff member: • If your question can be answered by the syllabus or D2L, do not email • Use PSY 371 or 372 in the subject line to clarify you are a student in this course • Address the email properly (i.e., Hello Lauren) • Proofread for clarity. Check for grammatical and spelling errors. • Sign your email with your full name, so we know who you are. • Be polite. • Check your email regularly. Please read ADP-related emails as soon as possible. It is up to the discretion of the instructors to set their guidelines and boundaries about phone communication.
Anti-Discrimination Policy	The University prohibits any discrimination against or harassment of university community members through the inappropriate limitation of employment opportunity, access to University residential facilities, or participation in education, athletic, social, cultural, or other University activities on the basis of age, color, gender, gender identity, disability status, height, marital status, national origin, political persuasion, race, religion, sexual orientation, veteran status, or weight. It also prohibits any discrimination or retaliation against community members involved in youth programming, including the youth, the families, and other community members.
Accommodations for Students with Disabilities	MSU is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at: http://rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. Please present this form to your instructor at the start of the term and/or two weeks prior to the accommodation date (usually an exam, project, etc.). Requests received after this date may not be honored.

Academic Integrity Policy	Please be prepared for each session with assigned reading and assignments completed and engage in professional behavior by treating others courteously and with respect. For more information, please consult Michigan State University's Spartan Code of Honor Academic Pledge: https://spartanexperiences.msu.edu/about/handbook/spartan-code-of-honor-academic-pledge/index.html. More information can also be found on the website for the Office of the University Ombudsperson: https://ombud.msu.edu/resources-self-help/academic-integrity Article 2.III.B.2 of the SRR states: "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, this course adheres to the policies on academic honesty specified in General Student Regulation 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. General Student Regulation 1.00 states in part that "no student shall claim or submit the academic work of another as one's own." (For the complete regulation, refer to Protection of Scholarship and Grades.) For General Student Regulations: https://spartanexperiences.msu.edu/about/handbook/regulations/general-student-regulations.html Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework and quizzes without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. The use of generative AI tools is not permitted to complete any assignment. Also, you are not authorized to use the www.allmsu.com website to complete any course work in this course. Students who violate MSU regulations on Protection of Scholarship and Grades will receive a failing grade in the course or on the assignment. Faculty are required to report all instances in which a penalty grade is given for academic dishonesty. Students reported for academic dishonesty are required to take an online course about the integrity of scholarship and grades. A hold will be placed on the student's account until such time as the student completes the course. This course is overseen by the Associate Provost for Undergraduate Education.
Title IX and Limits to Confidentiality	MSU is committed to fostering a culture of caring and respect that is free of relationship violence and sexual misconduct, and to ensuring that all affected individuals have access to services. For information on reporting options, confidential advocacy and support resources, university policies and procedures, or how to make a difference on campus, visit the Title IX website: https://civilrights.msu.edu/ Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues based on external legal obligations or that relate to the health and safety of

MSU community members and others. **As instructors, we must report the following information to other University offices**:

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

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

Disruptive Behavior	Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Faculty Judiciary process. A student who refuses to wear a mask even after being asked is considered a disruptive student and should be asked to leave the classroom.