

**PSY 316:**  
**Children Exposed to Domestic Violence: Promoting Resiliency**  
**Course Syllabus - Summer 2022 (Session I)**

**May 16<sup>th</sup>, 2022 – June 30<sup>th</sup>, 2022**

**Part I: Course Description**

**Instructor Information**

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

**Office Hours:** By Appointment via Zoom (schedule via email).

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

**Email:** allenj66@msu.edu

**Course Description and Objectives**

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

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

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

*The scope of this course will not allow for the direct discussion of all forms of domestic violence. It will focus primarily on domestic violence and children's exposure to domestic*

*violence within the U.S., but will not include foci on prostitution, pornography, sexual violence in a global context (e.g., female circumcision, etc.), child brides, rape as a tool of war, human trafficking, or other topics that are not specifically referenced in this syllabus.*

## 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 will be delivered entirely online through the course management system, Desire2Learn. You will need your MSU NetID to login to the course from the Desire2Learn home page (<http://D2L.msu.edu>).
- The Desire2Learn website will be where you will access online lessons, course materials, and additional resources. Assignments and grades will also be posted on Desire2Learn.
- This course is built on a weekly framework. Course materials will open become available at **12:00 a.m. Eastern Time (EDT) each Monday** for the week. Once the weekly course materials are posted, the folders will remain open for 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 D2L **no later than 11:59 pm EDT on their due dates**. Different due dates apply to different types of assignments. **Please carefully read the Assignment Schedule in this syllabus and pay particular attention to due dates.**
- All times posted in this syllabus are Eastern Daylight Time (EDT).
- Office hours may occur via a zoom meeting by appointment.
- An honors option is not offered for this course.

## Course Requirements

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

\*You need to have access to a high-speed internet connection when all the course assignments are due. If your internet connection is down when you need to turn in a discussion post, paper, or take a quiz, it is your responsibility to get access to the internet ASAP! In the case of missing deadlines because of internet connectivity problems, extensions on discussions, quizzes, and papers will not be granted.

## Course Site

<https://D2L.msu.edu/>

*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.

### **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 Support Site](#)

You can also call the D2L Help Desk at:

- Toll Free (844) 678-6200 (North America and Hawaii)
- 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.

## AN IMPORTANT NOTE ABOUT THIS COURSE

The main topic of this course is domestic violence and as such explicit language will be present in some reading and viewing materials (although explicit imagery will not be present) and students may use accurate language when violent explicit themes are being discussed. It is very possible that some may find these readings and conversations uncomfortable, inappropriate, or triggering. Please take this into careful consideration before committing to taking this class.

It is likely that some of the individuals in this course are survivors of domestic violence or related topics. Please be respectful of the fact that issues being discussed are likely deeply personal to others present (even if you yourself identify as a survivor!).

This is an academic course. As such, class discussions will **not** be used to examine personal experiences. If you believe that the topics in this course could be triggering or upsetting to you in anyway, please consider whether this is the right time to partake in this course. If you would like to continue to take the course, please participate in self-care before and after logging onto the class.

It should also be made very clear that **the instructor of this course is a mandated reporter**. This means that the instructor is required to report all cases of domestic violence/sexual assault disclosed to have occurred on MSU property or at an MSU sponsored event. Therefore, if you choose to share these experiences during the course of the class, I will be required to share your name and the details of the disclosure to the Office of Inclusion and MSU police. The Office of Inclusion will then include these facts (but not your personal information) in their university statistics on sexual violence. They will also reach out to you with a confidential email to provide additional university resources. It is entirely your decision whether you would like to use any of the provided services or even respond to the University's email. If you would like to talk with someone about your experiences during this course but want to remain confidential, see the last page of this syllabus where you will find a list of confidential local and national resources.

In sum, you should not disclose experiences of domestic/sexual violence unless you are also comfortable having this information shared with the Office of Inclusion. Despite the mandate, this course does not wish to further the culture of silence surrounding domestic violence. All are encouraged to use the resources listed on the D2L course resource page (not mandated university reporters) as they process their feelings and experiences in this course.

## Part 2: 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 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 included at the end of this syllabus.**

### Sensitive Material

Due to the nature of this course, there will be instances where sensitive material, topics, and assignments, may present information which may be interpreted to be offensive or in opposition to one's belief system. Sensitivity to such issues is my utmost concern. However, students must be aware that the presentation of such information is an integral part of the course and a component of the educational experience. If you are concerned, please reconsider taking this course.

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:** As stated earlier, 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.

**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.

**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.

**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 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, 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.

**Learning Communities and "Netiquette":** Because our course is delivered entirely online and you will not have access to the ordinary social cues in face-to-face encounters to guide you in judging how others perceive you, writing in a respectful and civil manner is critical to our establishing a productive learning environment for everyone. We are all responsible for creating an atmosphere of trust and respect and for thinking carefully about how easy it is for online communications to be misinterpreted. To see specific suggestions for online etiquette (often called Netiquette) read this posting by the American InterContinental University on etiquette for online students:

<http://www.aiuniv.edu/blog/january-2013/discussion-board-etiquette-for-online-students>

**Communication with the Instructor:** Please refer to the syllabus before contacting me with questions regarding the course materials or assignments. If you do have questions or would like to schedule individual meetings on Zoom, please email me at [allenj66@msu.edu](mailto:allenj66@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. EDT 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 Jennifer).
- 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 can’t wait to get to know all of you, but [maizeandbluearetheworst@spartans.com](mailto: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.**

### Part 3: Workload, Assignments & Grading Criteria

Summer courses are intense, and an upper-level course is particularly challenging. Plan to spend around 4 hours per day working on PSY 316 (assuming a 5-day work week). This includes the time you spend reading the text, viewing lectures, working on online discussions, taking quizzes, writing brief papers, and studying the material. **The best way to be successful in PSY 316 is to stay on top of the material.** We will follow a compressed schedule during our 7 weeks together so it can be easy to fall behind if you are not self-disciplined. Remember, we will cover the same material that is normally covered in an entire semester! Online Discussion posts (original and peer response) are due on weeks 1 through 6. Likewise, you will have to complete three quizzes that will occur in weeks 1, 3, and 5; three brief response papers in weeks 2, 4, and 6; and a final response and reflection paper due at the end of the course. **You should commit yourself to seven weeks of working very hard!**

#### 1. Weekly Participation in our Online Learning Community Discussions (60 points)

Traditional face-to-face instruction allows for the opportunity for the instructor to engage in discussion with the students on key topics, emerging ideas, concerns, class assignments, etc. Through the D2L Discussion Board feature, we will create a similar vibrant online learning community of dialogue and interaction. There are **six weekly discussion boards** (one each week) each worth a total of **10 points (6 points for the original response and 4 points for a peer response post)**.

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

Each student is responsible for:

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

To receive credit for your posts, discussion posts should pertain to the subject matter covered in the specific week. For details on ways to craft your discussion post, review the “Guidelines for Discussion Post” document on D2L.

#### 2. Quizzes (60 points)

Over the course, 3 quizzes will be given. Students will complete an online, multiple-choice quiz through D2L covering the lectures, readings, and module materials over a **one-week period**. You will only have one attempt on each quiz. Quizzes will open on Monday at 12:00am EDT and will be accessible until 11:59pm EDT on Sunday of that same week. You will have 60 minutes to complete the quiz. **Please remember NOT to start the quiz after 10:59 pm EDT on the day that it is due because you will not complete the quiz by 11:59 pm EDT!**

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

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

**D2L Recommendations and Requirements:** Please follow these suggestions to prevent problems during your participation in this course:

1. Use a recommended browser.
2. Clear your cache and cookies before starting a quiz or exam.
3. Have D2L open only to the quiz browser. If you have the course open in a second browser then you may have guest status in the exam browser and be logged in with your NETID in the other. Your quiz could end up with blank sections even after you enter data, or it can skip questions.

### **3. Response Papers (60 points)**

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

### **4. Final Response and Reflection Paper (40 points)**

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

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

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

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

## 5. Extra Credit Opportunities (10 points)

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

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

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.

## 6. Evaluation of Final 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:

The total number of points possible for this class is **220** points:

Weekly Online Discussions	<b>60</b> points
Quizzes	<b>60</b> points
Response Papers	<b>60</b> points
Final Response & Reflection Paper	<b>40</b> points

Final grades will be based on a percentage of total points earned.

90% of 220 points	198 points and above	4.0
85% of 220 points	187 points to 197 points	3.5
80% of 220 points	176 points to 186 points	3.0
75% of 220 points	165 points to 175 points	2.5
70% of 220 points	154 points to 164 points	2.0
65% of 220 points	143 points to 153 points	1.5
60% of 220 points	132 points to 142 points	1.0
Less than 60% of 220 points	Fewer than 132 points	0.0

**Policy on grade changes: These are strict cut-offs, and I will adhere to them.** Throughout the semester, you can keep track of your grades 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.**

### **Example Course Time Management**

- Monday at 12:00AM: Materials for the week become available on D2L.
- Monday from 12:00AM – Thursday at 11:59AM: Familiarize yourself with course materials so that you can respond to the weekly discussion prompt.
- Thursday from 12:00AM – Sunday at 11:59PM: Finish reading and viewing required course materials. Respond to at least one classmate's post. Complete/Turn in the weekly quiz or response paper.

## PSY 316 Course Schedule for Summer 2022 – Session I

<i>The instructor reserves the right to adjust this schedule according to the pace of the course and the needs of the students. I will notify you of any changes.</i>			
Week	Dates	Lecture Topics	Due Dates*
<b>1</b>	<b>5/16 – 5/22</b>	Introduction to PSY 316	
		Module 1: Domestic Violence – An Overview	
		Module 2: The Physical, Psychological, Emotional and Economic Effects of Abuse	
		Module 3a: Vulnerable Populations (Part 1)	
		<b>Online Discussion Post (original post) 1</b>	<b>Due May 19<sup>th</sup></b>
		<b>Online Discussion Post (peer response post) 1</b>	<b>Due May 22<sup>nd</sup></b>
		<b>Quiz 1</b>	<b>Due May 22<sup>nd</sup></b>
<b>2</b>	<b>5/23 – 5/29</b>	Module 3b: Vulnerable Populations (Part 2)	
		Module 4: Help-seeking, Legal Remedies, and Courts	
		Module 5a: Children’s Exposure to Domestic Violence (Part 1)	
		<b>Online Discussion Post (original post) 2</b>	<b>Due May 26<sup>th</sup></b>
		<b>Online Discussion Post (peer response post) 2</b>	<b>Due May 29<sup>th</sup></b>
		<b>Response Paper 1</b>	<b>Due May 29<sup>th</sup></b>
<b>3</b>	<b>5/30 – 6/5</b>	Module 5b: Children’s Exposure to Domestic Violence (Part 2)	
		Module 6: An Introduction to Ecological Systems Theory	
		Module 7: The Construct of Resilience	
		Module 8: Parent-Child Relationships and Domestic Violence	
		<b>Online Discussion Post (original post) 3</b>	<b>Due June 2<sup>nd</sup></b>
		<b>Online Discussion Post (peer response post) 3</b>	<b>Due June 5<sup>th</sup></b>
		<b>Quiz 2</b>	<b>Due June 5<sup>th</sup></b>
<b>4</b>	<b>6/6 – 6/12</b>	Module 9: Risk, Protective and Contextual Factors affecting/supporting resiliency - An Overview	
		Module 9a: Psychological health and Behaviors	
		Module 9b: Neurological and Emotional Development	
		Module 9c: Academic Achievement and Physical Health	
		<b>Online Discussion Post (original post) 4</b>	<b>Due June 9<sup>th</sup></b>
		<b>Online Discussion Post (peer response post) 4</b>	<b>Due June 12<sup>th</sup></b>
		<b>Response Paper 2</b>	<b>Due June 12<sup>th</sup></b>
		<b>Extra Credit Discussion Post 1</b>	<b>Due June 12<sup>th</sup></b>
<b>5</b>	<b>6/13 – 6/19</b>	Module 9d: Use of Violence/Victimization and	

		Homelessness	
		Module 9e: Child Abuse and Dual Exposure	
		Module 10: Interventions with Children Who Experienced Domestic Violence	
		<b>Online Discussion Post (original post) 5</b>	<b>Due June 16<sup>th</sup></b>
		<b>Online Discussion Post (peer response post) 5</b>	<b>Due June 19<sup>th</sup></b>
		<b>Quiz 3</b>	<b>Due June 19<sup>th</sup></b>
<b>6</b>	<b>6/20 – 6/26</b>	Module 11: Programs and Providers	
		<b>Online Discussion Post (original post) 6</b>	<b>Due June 23<sup>rd</sup></b>
		<b>Online Discussion Post (peer response post) 6</b>	<b>Due June 26<sup>th</sup></b>
		<b>Response Paper 3</b>	<b>Due June 26<sup>th</sup></b>
		<b>Extra Credit Discussion Post 2</b>	<b>Due June 26<sup>th</sup></b>
<b>7</b>	<b>6/27 – 6/30</b>	<b>Final Response &amp; Reflection Paper</b>	<b>Due June 30<sup>th</sup></b>

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

# Due Dates, Guidelines and Rubrics for Assignments

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## A. Discussion Posts

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**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 twice a week. Each student is responsible for:

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

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

1. Responses to discussion question should reflect knowledge from the readings and demonstrate a critical understanding of the topic. You will be graded on how much you contribute to the learning environment of the discussion 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. **Make sure to end your post with a question that classmates can respond to.**
2. **Original Post:**
  - As you craft your responses/posts **think about** the meaning of the question, meaning of what you are stating, raise questions to further the discussion. A good discussion post analyzes, expands on ideas, provides examples (and/or apply conceptual understanding to everyday life), discusses implications of theory/practice, integrates different views to provide a new perspective, idea and assess the accuracy/quality of the topic being discussed.
  - Focus on encouraging discussion but ask questions specific enough to show that you understand the material. For example, don't write, "Author X had theory A. What do you think about A?" Instead write, "In Reading Z, Author X had theory A, but it seems as though theory A may be more complicated than Author X is suggesting. How might theory A play out in the following situations, etc."
  - When you find a point you agree with, provide "further evidence from class materials" supporting it. When you come across a point you disagree with, introduce "evidence from class materials" to the contrary. Explain your reasoning and back it up with concrete evidence from a "variety" of course materials. Feel free to also suggest different angles from which a point can be viewed and pose questions that will stimulate further discussion. In everything that you do, **remember to provide proper**

**citations.**

- Ask each other questions and inquire about your own assumptions. Writing fully developed paragraphs is very important. You are expected to present your informed ideas (i.e., to refer to required readings/videos/web links provided by the instructor).
3. **Peer Response Post:**
- Simply posting a “Yes, I agree” or “I disagree” in response to another student’s post does NOT constitute a discussion; nor do statements such as “This is a very good post. I have nothing to add to it,” “I really like the way you write, I would not change a thing” or “This is great! I hadn’t thought about it that way.” Do not respond to the first peer post you see. Read through peer (original) post and find one that grabs your interests or attention. The class has been grouped into small groups so that each one of you engages in discussion posts thoughtfully and thoroughly.
  - Comments on classmates’ posts should be respectful, thoughtful, and thorough, as if we were having a discussion in a face-to-face course. Again, comments on posts such as “Nice insight!” or “I agree” will not earn points. Peer response comments should be at least 3-4 sentences with substantive contribution for full credit.
  - Please **do not** cut and paste directly from your original response to the prompt when you respond to peers’ posts. Do not cut and paste from peers’ work.
  - **Keep your posts/responses clear and concise.** Discussion boards also serve as great platforms to develop your writing skills, where you can practice conveying your ideas clearly and effectively. It is understandable that sometimes your posts/responses might need to be longer to effectively convey your message. However, remember that a brief and clear message is always more effective.
4. Please do not wait until the last possible 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).
5. I will provide feedback to your discussion posts. Please refer to the feedback and work towards improving your responses for future discussion posts.
6. **REFRAIN FROM USING ALL CAPS. IT IS PERCEIVED AS SHOUTING.**
7. 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.
8. **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 Dates:** Thursdays at 11:59 p.m. EDT (original post) and Sundays at 11:59 p.m. EDT (peer response post)

**Requirements:** APA (7<sup>th</sup> Edition) Citation Format.

**Discussion Board Grading Rubric:**

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

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## B. Response Papers

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**Purpose:** The purpose of these response papers 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, and apply concepts we learn about in the course. I will be providing feedback or comments via the assignment comment tool on D2L.

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

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

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

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

**Due Date:** Sundays at 11:59 p.m. EDT

**Requirements:** 2-3 pages, 1" Margins, Double-Spaced, Times New Roman 12-point font, APA (7<sup>th</sup> Edition) Format.

### Grading Rubric:

CRITERIA	DESCRIPTION	POINTS
Format		
a	Response is 2-3 pages, 1" margins, double-spaced	___/2 points
b	Response uses Times New Roman font style and 12-point font size	___/2 points
Quality		
a	The paper is free of spelling and grammatical errors	___/2 points
b	APA guidelines are used correctly	___/2 points
Content		
a	Paper clearly responds to all prompts	___/2 points
b	Extent to which the reflection demonstrates an understanding and integration of readings, lectures, and videos.	

	0 to 2 points: Poor understanding and integration 3 to 5 points: Moderate understanding and integration 6 to 8 points: Very good understanding and integration 9 to 10 points: Excellent to outstanding understanding and integration	___/10 points
Total		__ /20 points

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## C. Final Response & Reflection Paper

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### **Purpose:**

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

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

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

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

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

**Due Date:** Thursday, June 30<sup>th</sup> at 11:59 p.m. EDT

**Requirements:** 4 - 6 pages, 1" Margins, Double-Spaced, Times New Roman 12-point font, APA (7<sup>th</sup> Edition) Format.

### **Grading Rubric – Part One – Response:**

CRITERIA	DESCRIPTION	POINTS
Format		
a	Paper is 2-3 pages, 1" margins, double-spaced	___/2 points
b	Paper uses Times New Roman font style and 12-point font size	___/2 points

Quality		
a	The paper is free of spelling and grammatical errors	___/2 points
b	APA guidelines are used correctly	___/2 points
Content		
a	Paper clearly responds to all prompts	___/2 points
b	Extent to which the response demonstrates an understanding and integration of readings, lectures, and videos.  0 to 2 points: Poor understanding and integration 3 to 5 points: Moderate understanding and integration 6 to 8 points: Very good understanding and integration 9 to 10 points: Excellent to outstanding understanding and integration	___/10 points
Total		___/20 points

**Grading Rubric – Part Two – Reflection:**

CRITERIA	DESCRIPTION	POINTS
Format		
a	Reflection is 2-3 pages, 1” margins, double-spaced	___/2 points
b	Reflection uses Times New Roman font style and 12-point font size	___/2 points
Quality		
a	The paper is free of spelling and grammatical errors	___/2 points
b	APA guidelines are used correctly	___/2 points
c	Ideas are clear, organized, and easy to understand	___/2 points
Content		
a	Extent to which the reflection demonstrates an understanding and integration of readings, lectures, and videos.	

	0 to 2 points: Poor understanding and integration 3 to 5 points: Moderate understanding and integration 6 to 8 points: Very good understanding and integration 9 to 10 points: Excellent to outstanding understanding and integration	___/10 points
Total		__ /20 points

## PSY 316 Course Content for Summer 2022

All content is available in the relevant folder in D2L.

Context			
Week	Lecture Topics	Assigned Content	Optional Content
1	Introduction to PSY 316	Just the Syllabus. Welcome to the course!	
	<i>Module 1:</i> Domestic Violence - Overview	<p>Allen, C. T., Swan, S. C., &amp; Raghavan, C. (2009). Gender symmetry, sexism, and intimate partner violence. <i>Journal of Interpersonal Violence</i>, 24(11), 1816-1834.</p> <p>Etherington, N., &amp; Baker, L. (2018). From “buzzword” to best practice: Applying intersectionality to children exposed to intimate partner violence. <i>Trauma, Violence, &amp; Abuse</i>, 19(1), 58-75.</p> <p>Video: TedWomen 2013: Esta Soler: How We Turned the Tide on Domestic Violence (Hint: The Polaroid Helped) (Duration: 10m57s) <a href="https://www.ted.com/talks/esta_soler_how_we_turned_the_tide_on_domestic_violence_hint_the_polaroid_helped?language=en">https://www.ted.com/talks/esta_soler_how_we_turned_the_tide_on_domestic_violence_hint_the_polaroid_helped?language=en</a></p>	<p>Feinstein, D., Ernst, J., Durbin, R., &amp; Murkowski, L. (2022). VAWA 2022 reauthorization: Section-by-section summary. <a href="https://www.murkowski.senate.gov/imo/media/doc/2.9.22%20VAWA%20Senate%202022%20Section%20by%20Section.pdf">https://www.murkowski.senate.gov/imo/media/doc/2.9.22%20VAWA%20Senate%202022%20Section%20by%20Section.pdf</a></p> <p>National Coalition Against Domestic Violence. (2020). Domestic Violence in Michigan Fact Sheet. <a href="https://assets.speakcdn.com/assets/2497/ncadv_michigan_fact_sheet_2020.pdf">https://assets.speakcdn.com/assets/2497/ncadv_michigan_fact_sheet_2020.pdf</a></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>
	<i>Module 2:</i> The Physical, Psychological, Emotional and Economic Effects of Abuse	<p>Black, M. C. (2011). Intimate partner violence and adverse health consequences: Implications for clinicians. <i>American Journal of Lifestyle Medicine</i>, 1-12.</p> <p>(Read the above from pg. 2 “Adverse Health Consequences Related to Intimate Partner Violence” to pg. 6 “Universal Screening and Assessment in Health Care Settings”).</p>	<p>Sutherland, C. A., Bybee, D. I., &amp; Sullivan, C. M. (2002). Beyond bruises and broken bones: The joint effects of stress and injuries on battered women’s health. <i>American Journal of Community Psychology</i>, 30, 609-636.</p>

		<p>Potter, L. C., Morris, R., Hegarty, K., Garcia-Moreno, C., &amp; Feder, G. (2021). Categories and health impacts of intimate partner violence in the World Health Organization multi-country study on women’s health and domestic violence. <i>International Journal of Epidemiology</i>, 50(2), 652-662.</p> <p>Video: A Survivor of Financial Abuse was Left £26,000 in Debt (9m52s)</p> <p><a href="https://www.youtube.com/watch?v=00KPAp6z5m8">https://www.youtube.com/watch?v=00KPAp6z5m8</a></p>	
	<p><i>Module 3a: Vulnerable Populations (Part 1)</i></p>	<p>Sokoloff, N. J. &amp; Dupont, I. (2005). Violence at the intersections of race, class, and gender: Challenges and contributions to understanding violence against marginalized women in diverse communities. <i>Violence Against Women</i>, 11(1), 38-64.</p> <p>(Read the above from pg. 39 second paragraph to pg. 44; read the section “Tensions between culture and gender” starting on pg. 45).</p> <p>Video: The Big Idea: Kimberlé Crenshaw on Intersectionality (5m14s)</p> <p><a href="https://www.youtube.com/watch?v=-BnAW4NyOak">https://www.youtube.com/watch?v=-BnAW4NyOak</a></p> <p>Video: How a Texas Immigration Law Silences Domestic Violence Survivors: Times Documentaries (6m6s)</p> <p><a href="https://www.youtube.com/watch?v=dqAGMyPIfpc">https://www.youtube.com/watch?v=dqAGMyPIfpc</a></p>	<p>Cramer, E. P., &amp; Plummer, S.-B. (2009). People of color with disabilities: Intersectionality as a framework for analyzing intimate partner violence in social, historical, and political contexts. <i>Journal of Aggression, Maltreatment &amp; Trauma</i>, 18(2), 162-181.</p>
<b>Week</b>	<b>Lecture Topics</b>	<b>Assigned Content</b>	<b>Optional Content</b>
2	<i>Module 3b: Vulnerable</i>	Edwards, K. M., Sylaska, K. M., & Neal, A. M. (2015). Intimate partner	

	Populations (Part 2)	<p>violence among sexual minority populations: A critical review of the literature and agenda for future research. <i>Psychology of Violence</i>, 5(2), 112-121.</p> <p>Video: “The Day Ahead” looks at LGBTQ Domestic Violence (8m)</p> <p><a href="https://www.youtube.com/watch?v=3BakwoAkRdU">https://www.youtube.com/watch?v=3BakwoAkRdU</a></p>	
	Module 4: Help-Seeking, Legal Remedies, and Courts	<p>Murray, C. E., Crowe, A., &amp; 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> <p>Rivera, E. A., Sullivan, C. M., &amp; Zeoli, A. M. (2012). Secondary victimization of abused mothers by family court mediators. <i>Feminist Criminology</i>, 7(3), 234-252.</p> <p>(Read Section “Abused Women’s Treatment in Family Court” starting on pg. 236 in the above; Read Section “Results” from pgs. 242-246).</p> <p>Campbell, A. (2014). <i>Battered, bereaved, and behind bars</i>. BuzzFeed News.  <a href="https://www.buzzfeednews.com/article/alexcampbell/how-the-law-turns-battered-women-into-criminals">https://www.buzzfeednews.com/article/alexcampbell/how-the-law-turns-battered-women-into-criminals</a></p> <p>Hardesty, J. R., Oswald, R. F., Khaw, L., &amp; Fonseca, C. (2011). Lesbian/bisexual mothers and intimate partner violence: Help seeking in the context of social and legal</p>	<p>Jaffe, P. G., Crooks, C. V., &amp; 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>

		vulnerability. <i>Violence Against Women</i> , 17(1), 28-46.  (In the above focus on pg. 28 to Method section on pg. 31; and “Results” section from pgs. 33-40).	
	<i>Module 5a:</i> Children’s Exposure to Domestic Violence (Part 1)	Video: Will’s Story: A Steeler’s Stand Against Domestic Violence (28m32s) <a href="https://www.youtube.com/watch?v=bGupQm6CjHM">https://www.youtube.com/watch?v=bGupQm6CjHM</a>	
<b>Week</b>	<b>Lecture Topics</b>	<b>Assigned Content</b>	<b>Optional Content</b>
<b>3</b>	<i>Module 5b:</i> Children’s Exposure to Domestic Violence (Part 2)	Video: First Impressions: Exposure to Violence and a Child’s Developing Brain (14m43s)  <a href="https://www.youtube.com/watch?v=brVOYtNMmKk">https://www.youtube.com/watch?v=brVOYtNMmKk</a>	Podcast on Impact of Trauma on the Lives of Young Children: 1) Part 1 (Duration: 20 mins) <a href="https://illinoisearlylearning.org/podcasts/impact-trauma1/">https://illinoisearlylearning.org/podcasts/impact-trauma1/</a> 2) Part 2 (Duration: 20 mins) <a href="https://illinoisearlylearning.org/podcasts/impact-trauma2/">https://illinoisearlylearning.org/podcasts/impact-trauma2/</a>
	<i>Module 6:</i> An Introduction to Ecological Systems Theory	Heise, L. L. (1998). Violence against women: An integrated, ecological framework. <i>Violence Against Women</i> , 4(3), 262-290.	
	<i>Module 7:</i> The Construct of Resilience	Margolin, G., & Vickerman, K.A. (2007). Posttraumatic stress in children and adolescents exposed to family violence: I. Overview and issues. <i>Professional Psychology: Research and Practice</i> , 38, 613-619.  Ungar, M. (2013). Resilience, trauma, context, and culture. <i>Trauma, Violence, &amp; Abuse</i> , 14(3), 255–266.  Luthar, S. S., & Cicchetti, D. (2000). The construct of resilience: A critical evaluation and guidelines for future	

		work. <i>Child Development</i> , 71(3), 543-562.  Videos: In Brief: Resilience Series - Center on the Developing Child at Harvard University (3 videos, 7m15s total)  <a href="https://developingchild.harvard.edu/resources/inbrief-resilience-series/">https://developingchild.harvard.edu/resources/inbrief-resilience-series/</a>	
	<i>Module 8:</i> The Parent-Child Relationship and Domestic Violence	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.  Weisz, A. N., & Wiersma, R. (2011). Does the public hold abused women responsible for protecting children? <i>Affilia</i> , 26(4), 419-430.	Bancroft, L. (2010). Domestic violence in child custody and parenting time disputes - Part II: The batterer as parent. <i>The Michigan Child Welfare Journal</i> , 14-17.
<b>Impacts</b>			
<b>Week</b>	<b>Lecture Topics</b>	<b>Assigned Content</b>	<b>Optional Content</b>
<b>4</b>	<i>Module 9:</i> Risk, Protective and Contextual Factors Affecting and Supporting Resiliency - An Overview	Holt, S., Buckley, H., & Whelan, S. (2008). The impact of exposure to domestic violence on children and young people: A review of the literature. <i>Child: Care, Health, and Development</i> , 34(6), 840-841.  Martinez-Torteya, C., Bogat, G. A., Von Eye, A., & Levendosky, A. A. (2009). Resilience among children exposed to domestic violence: The role of risk and protective factors. <i>Child Development</i> , 80(2), 562-577.	
	<i>Module 9a:</i> Psychological Health and Behaviors	McDonald, S.E., Graham-Bermann, S.A., Maternick, A. et al. (2016). Patterns of adjustment among children exposed to intimate partner violence: A person-centered approach. <i>Journal</i>	Costello, L.F., Klein, S. (2019). Racial/ethnic differences in determinants of trauma symptomatology among children in the U.S. child welfare system exposed to intimate partner

		<p><i>of Child and Adolescent Trauma</i>, 9, 137–152.</p> <p>Graham-Bermann, S. A., Gruber, G., Howell, K. H., &amp; Girz, L. (2009). Factors discriminating among profiles of resilience and psychopathology in children exposed to intimate partner violence (IPV). <i>Child Abuse &amp; Neglect</i>, 33(9), 648–660.</p>	<p>violence. <i>Journal of Family Violence</i>, 34, 33–45.</p> <p>Fogarty, G. (2020). Emotional-behavioral resilience and competence in preschool children exposed and not exposed to intimate partner violence in early life. <i>International Journal of Behavioral Development</i>, 44(2), 104.</p>
	<p><i>Module 9b:</i> Neurological and Emotional Development</p>	<p>Carlson, J., Voith, L., Brown, J. C., &amp; 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</i>, 25(1), 6-28.</p> <p>Video: Attachment and Resilience: The Power of One: Dr. Erica Liu Wollin at TEDxHongKong 2013 (17m36s)</p>	
	<p><i>Module 9c:</i> Academic Achievement and Physical Health</p>	<p>Kiesel, L. R., Piescher, K. N., &amp; Edleson, J. L. (2016) The relationship between child maltreatment, intimate partner violence exposure, and academic performance, <i>Journal of Public Child Welfare</i>, 10(4), 434-456.</p>	<p>Huth-Bocks, A. C., Levendosky, A. A., &amp; Semel, M. A. (2001). The direct and indirect effects of domestic violence on young children's intellectual functioning. <i>Journal of Family Violence</i>, 16(3), 269-290.</p>
<b>Impacts (Continued) and Advocacy &amp; Intervention</b>			
<b>Week</b>	<b>Lecture Topics</b>	<b>Assigned Content</b>	<b>Optional Content</b>
<b>5</b>	<p><i>Module 9d:</i> Use of Violence/ Victimization and Homelessness</p>	<p>Gilroy, H., McFarlane, J., Maddoux, J., &amp; Sullivan, C. (2016). Homelessness, housing instability, intimate partner violence, mental health, and functioning: A multi-year cohort study of IPV survivors and their children. <i>Journal of Social</i></p>	<p>Clough, A., Draughon, J., Njie-Carr, V., Rollins, C., &amp; Glass, N. (2013). 'Having housing made everything else possible': Affordable, safe and stable housing for women survivors of violence. <i>Qualitative Social</i></p>

		<i>Distress and the Homeless</i> , 25(2), 86-94.	<i>Work</i> , 13(5), 671-688.
	<i>Module 9e:</i> Child Abuse and Dual Exposure	Chiesa, A. E., Kallechey, L., Harlaar, N., Ford, C. R., Garrido, E. F., Betts, W. R., & Maguire, S. (2018). Intimate partner violence victimization and parenting: A systematic review. <i>Child Abuse &amp; Neglect</i> , 80, 285-300.  Humans of New York. (2022, March). <i>Interview with Venus Morris Griffin</i> .	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.
	<i>Module 10:</i> Interventions with Children Who Experienced Domestic Violence	Sullivan, C.M. (2018) Understanding how domestic violence support services promote survivor well-being: A conceptual model. <i>Journal of Family Violence</i> , 33, 123–131.  Hellman, C. M. & Gwinn, C. (2017). Camp HOPE as an intervention for children exposed to domestic violence: A program evaluation of hope, and strength of character. <i>Child and Adolescent Social Work Journal</i> , 34, 269-276.  Familiarize yourself with <a href="https://playtimeproject.org/">https://playtimeproject.org/</a>  Bartlett, J. & Steber, K. (n.d.) <i>How to Implement Trauma-Informed Care to Build Resilience to Childhood Trauma - Child Trends</i> . [online]  <a href="https://www.childtrends.org/publications/how-to-implement-trauma-informed-care-to-build-resilience-to-childhood-trauma">https://www.childtrends.org/publications/how-to-implement-trauma-informed-care-to-build-resilience-to-childhood-trauma</a>	O’Brien, K.M., Risco, C.M., Castro, J., & Goodman, L.A. (2014). Educating undergraduate students to work with children of abused women. <i>The Counseling Psychologist</i> , 42, 972-997.
<b>Advocacy, Prevention, and Intervention</b>			
<b>Week</b>	<b>Lecture Topics</b>	<b>Assigned Content</b>	<b>Optional Content</b>
<b>6</b>	<i>Module 11:</i> Programs and Providers	Turner, W., Broad, J., Drinkwater, J., Firth, A, Hester, M., Stanley, N., Szilassy, E., & Feder, G. (2015). Interventions to improve the response	Howarth, E., Moore, T. H. M., Shaw, A. R. G., Welton, N. J., Feder, G. S., Hester, M., MacMillan, H. L., & Stanley, N.

		<p>of professionals to children exposed to domestic violence and abuse: A systematic review. <i>Child Abuse Review</i>, 26, 19-39.</p> <p>Slakoff, D. C., Aujila, W., &amp; PenzeyMoog, E. (2020). The role of service providers, technology, and mass media when home isn't safe for intimate partner violence victims: Best practices and recommendations in the era of COVID-19 and beyond. <i>Archives of Sexual Behavior</i>, 49, 2779-2788.</p> <p>Aaron, S.M., &amp; Beaulaurier, R.L. (2017). The need for new emphasis on batterers intervention programs. <i>Trauma, Violence, &amp; Abuse</i>, 18(4), 425-432.</p>	<p>(2015). The effectiveness of targeted interventions for children exposed to domestic violence: Measuring success in ways that matter to children, parents and professionals. <i>Child Abuse Review</i>, 24, 297-310.</p> <p>Anderson, K., &amp; van Ee, E. (2018). Mothers and children exposed to intimate partner violence: A review of treatment interventions. <i>International Journal of Environmental Research and Public Health</i>, 15, 1955.</p>
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## Course Resources

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

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