Bachelor of Social Work Program

SWKK 43334- Section 125- 60297

Sexual Assault and Sexual Abuse

Semester: Semester Summer 2019
Meeting Time/Place: Mondays, Tuesdays, Wednesdays, and Thursdays 11:00 AM to 1:30 PM, Warrior Hall, Room 311
Instructor: Tammy Molina-Moore, MSSW, LMSW, CTS
Office: Warrior Hall 4th Floor/Room 420 F
Phone & E-Mail: 254-519-5422/tmmoore@tamuct.edu
Mondays and Tuesdays 11:00-12:00 and Monday and Tuesdays 2:00-4:00
Also available via text to cell phone from 10 am to 9 pm 254-744-8418
Please be patient and wait for a reply.

To schedule an appointment, please contact Ms. Cano at 519-5406. Other times are available if needed but must be scheduled in advance. It is advised that you call before dropping in even during office hours due to other required duties.

The following course has infused curriculum that prepares students with the necessary casework skills required by 45CFR1356.60 Title IV-E Training Program.

**Generalist Social Work Practice:** Work with individuals, families, groups, communities and organizations in a variety of social work and host settings. Generalist practitioners view clients and client systems from a strength's perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of clients and client systems. In addition, generalist practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs.

Generalist social work practice is guided by the NASW Code of Ethics and is committed to improving the
well-being of individuals, families, groups, communities and organizations and furthering the goals of social justice.

BPD Web Page retrieved from:  

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Technology Requirements
This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com/] or access Canvas through the TAMUCT Online link in myCT [https://tamuct.onecampus.com/]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support
Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.
For issues related to course content and requirements, contact your instructor.

Other Technology Support
For log-in problems, students should contact Help Desk Central.
24 hours a day, 7 days a week:
   Email: helpdesk@tamu.edu
   Phone: (254) 519-5466
   Web Chat: [http://hdc.tamu.edu]

Please let the technician know you are an A&M-Central Texas student

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy.
If you discover that you need to drop this class, you must complete a Drop Request Form [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence.
Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

**Academic Integrity.**
Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student’s academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university’s standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more information regarding the Student Conduct process, [https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel]. If you know of potential honor violations by other students, you may submit a report, [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

**Academic Accommodations.**
At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our Access & Inclusion Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

**Important information for Pregnant and/or Parenting Students.**
Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education’s Office of Civil Rights, the Dean of Student Affairs’ Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the Student Affairs web page [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution’s Title
IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University’s Title IX Coordinator.

Tutoring.
Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online tutoring support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

University Writing Center.
Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-4:00 p.m. Monday thru Thursday with online only hours Monday thru Thursday from 6:00-9:00 p.m.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students’ ideas and writing, our tutors highlight the ways in which they read and interpret students’ texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via WCOnline. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

University Library.
The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in
addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our Library website [http://tamuct.libguides.com/index].

OPTIONAL POLICY STATEMENTS:

A Note about Sexual Violence at A&M-Central Texas
Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don’t agree with their behaviors and tell survivors we will support them. Your actions matter. Don’t be a bystander; be an agent of change. For additional information on campus policy and resources visit the Title IX webpage [https://www.tamuct.edu/departments/compliance/titleix.php].

Behavioral Intervention
Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, who are exhibiting behaviors that pose a threat to safety, or individuals causing a significant disruption to our community, please make a referral to the Behavioral Intervention Team. You can complete the referral online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].
Anonymous referrals are accepted. Please see the Behavioral Intervention Team website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person’s behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

Copyright Notice.
Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas’ Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.
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Course Description
This course will provide students with a beginning foundation to understand both the legal definitions of sexual assault and sexual abuse and the effects on both victims and secondary victims. Students will learn statistics, policies, and sociocultural factors that impact persons who have been abused. This course will explore treatment option and perpetrator profiles.

Prerequisite: N/A

Nature of Course
The primary teaching approaches in this course will be discussion and active learning. Material in the course will be presented through interactive class discussions, readings, and videos. To enhance learning, students will also work collaboratively on varied assignments and learning will be measured through observation during in class participation as well as assessment of journals, papers, and presentation. As a web-assisted course, students will also be expected to complete some assignments through CANVAS.

Teaching Method
This will be a hybrid course and will be meeting both face-to-face and online. The days of the online meetings will be determined with class voting and input but will meet at least 66% in person.

The primary teaching approaches in this course will be collaborative and active learning. Material in the course will be presented through interactive class discussions on readings, online discussion boards and assignments, analysis of case scenarios, role-plays, and interactive discussions of issues that occur while in your future practice.
IMPORTANT NOTE OF CONSIDERATION WHEN TAKING THIS COURSE: We will view films in this class, participate in readings and have open discussions about various aspects of sexual assault, rape and perpetrators’. The purpose of these films, discussions, and readings is to help the student understand the cycles and types of abuse, healing and stigmas attached to being a victim as it relates to sexual abuse. By introduction to such information, the goal is to help prepare social work students to effectively work with and/or advocate for clients presenting with these or similar variances within society - as charged by the professional code of Social Work ethics. Please note in this regard that, while professional, some of these films, discussions, and readings will contain nudity, show/describe sexual activity in very graphic ways, and use explicit language. If you would be upset or offended by such material, you are STRONGLY encouraged NOT to take this class. Students will be encouraged to take care of themselves if information presented in class proves to be of a significant sensitive nature (e.g., excuse self from portion of the material covered); however, as this course relies heavily on attendance and participation, frequently missing discussions, readings, and/or films can and will significantly impact the grade obtained in this course; hence, per the aforementioned, please strongly consider your ability to fully participate in this class given the material that will be covered. This class is NOT an appropriate place to try and obtain counseling or healing for prior exposures to any types of abuse. Students who are struggling with the content will be encouraged to should seek appropriate services.

Further, it is important to note that as we will be discussing value laden and sensitive topics, it is the expectation that ALL students enrolled in the course will adhere to the professional code of conduct, university policies, and NASW code of ethics IN AND OUTSIDE OF THE CLASS FOR THE DURATION OF, AND FOLLOWING CONCLUSION OF, THE COURSE (see code of conduct attached and included in this syllabus). For instance, it is not permissible for students to post information regarding in-class discussions and other student comments on social media websites (e.g., Facebook, Twitter, etc.). In addition, students are not to share information discussed with others using identifying information outside of the class. Further, recording devices must be approved prior to use in the class. Additional expectations are included in this syllabus and will be covered in detail in class. The purpose of these guidelines is to ensure a positive and safe learning environment for all. Failure to adhere to these requirements may not only inhibit the learning process for the individual student and peers, but may also result in academic penalties including, and leading up to, failure of the course and referral to the Director of Student Affairs.

About Your Professor

As your professor for this class, I want you to know that I am passionate about this topic. I have worked with both victims and perpetrators of sexual abuse and sexual assault for over 15 years of my career. I hope to pass my knowledge and passion to you. Due to the sensitive nature of this class, I ask that you be mindful of others in the class and think about comments that you make and the possible impact they could have on your colleagues.

Program Mission
The mission of the BSW Program at Texas A&M University - Central Texas is to prepare high quality graduates for entry-level generalist social work practice and advanced education. This education is delivered in a rigorous and student-centered learning environment that promotes professional behavior, values and ethics, human and community well-being, respect for human diversity, and a global perspective, and is guided by a person-in-environment framework, knowledge based on scientific inquiry, and social work competencies.

1. Responding to the needs of the local community, including the military and non-traditional students.
2. Providing a student-centered education that fosters personal and professional responsibility.
3. Providing compassionate mentorship that models the core values of the social work profession.

Program Framework

The Social Work Program curriculum is rooted in a framework established by the Council on Social Work Education (CSWE). Specifically, the program endeavors to develop social workers who promote human and community well-being by being able to demonstrate the following 9 core competencies upon graduation:

**Competency 1: Demonstrate Ethical and Professional Behavior**

**Competency 2: Engage Diversity and Difference in Practice**

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

**Competency 4: Engage In Practice-informed Research and Research-informed Practice**

**Competency 5: Engage in Policy Practice**

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Each core competency has specific, measurable practice behaviors that help students and their professors determine if the competency has been achieved. The complete list of practice behaviors can be found at the by reviewing the student handbook.

Course Objectives & Related CSWE Practice Behaviors

The objectives for this course, that support the CSWE related practice behaviors, are:
1. Each student will become familiar with the different types of sexual abuse and legal definitions of each.

   This objective will be evaluated in:
   - Case scenario discussions
   - Debriefing journal
   - Fact Sheet Assignment
   - Movie Analysis Assessment

2. Each student will demonstrate understanding of polices involved in sexual abuse/sexual assault.

   This objective will be evaluated in:
   - Case scenario discussions
   - Movie Analysis Paper

3. Each student will demonstrate an understanding of how sociocultural, familial, and biophysical impact the role of both the victim and the perpetrator.

   This objective will be evaluated in:
   - Case scenario discussions
   - Movie Analysis Assignment
   - Fact Sheet

4. Each student must begin to demonstrate the integration of theory and practice.

   This objective will be evaluated in:
   - Case Scenario Discussions
   - Debriefing Journal
   - Movie Analysis Paper

5. Each student must demonstrate an increased self-awareness about his/her own issues or biases regarding both sexual abuse and sexual assault survivors, and perpetrators, and demonstrate how these biases or beliefs will impact interaction with those who have been impacted by sexual assault/sexual abuse.

   This objective will be evaluated in:
   - Debriefing Journal
   - Class Discussion
   - Movie Analysis Paper
Course Requirements

Required Text
- Perry, B.D. & Szalavitz (2006). *The boy who was raised as a dog and other stories from a child psychiatrist’s notebook*. Basic Books: New York

Students may purchase the book at any retail source of their choice and are NOT required to utilize this university bookstore.

Final Grades
A total of 1000 points can be earned from the general course assignments (100% of total general grade). Point distinctions are as follows:

<table>
<thead>
<tr>
<th>GENERAL GRADE ITEMS*</th>
<th>Total possible points</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Public Awareness Video</td>
<td>500</td>
<td>20%</td>
</tr>
<tr>
<td>Reflection Journals</td>
<td>100 (5 at 50pts)</td>
<td>10%</td>
</tr>
<tr>
<td>Movie Quizzes</td>
<td>200 (4 @ 50 pts each)</td>
<td>20%</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1000 points</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Final grades are distributed in the following manner:

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>900-1000 points</td>
<td>A</td>
<td>Outstanding/Superior: Student displays exceptional performance; consistently exceeds expectations.</td>
</tr>
<tr>
<td>(90% - 100%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>800-889 points</td>
<td>B</td>
<td>Good: Student consistently meets normal expectations for the course or may perform at a slightly above average rate on papers, tests, and discussions.</td>
</tr>
<tr>
<td>(80% - 89%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>700-799 points</td>
<td>C</td>
<td>Average: Student meets minimal expectations. Demonstrates sufficient understanding and application of course content.</td>
</tr>
<tr>
<td>(70% - 79%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>600-699 points</td>
<td>D</td>
<td>Poor: Student demonstrates gaps in understanding and application of course content. Student fails to meet course expectations.</td>
</tr>
<tr>
<td>(60% - 69%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>599 &amp; below</td>
<td>F</td>
<td>Very Poor: Student demonstrates a significant lack of understanding and application of course content and/or student failed to complete assignments in a timely manner. Student fails to meet course expectations and requirements.</td>
</tr>
<tr>
<td>(59% and below)</td>
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<td></td>
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</tbody>
</table>
### COURSE SCHEDULE*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Dates TBD</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>Welcome to Sexual Abuse/Sexual Assault</td>
<td>Dates TBD</td>
<td>Types of assault</td>
</tr>
<tr>
<td>Face to Face</td>
<td>• Review of syllabus</td>
<td></td>
<td>Statistics</td>
</tr>
<tr>
<td></td>
<td>• Discussion and voting of online days</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• Getting comfortable with language and topics</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 1</strong></td>
<td>• “Precious” the movie</td>
<td></td>
<td>Perry book Intro, chapters 1 &amp; 2</td>
</tr>
<tr>
<td>online</td>
<td></td>
<td></td>
<td>Movie quiz due by 11:59 pm online</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td>• Legal process</td>
<td></td>
<td>Impact on the brain and development</td>
</tr>
<tr>
<td>Face to Face</td>
<td>• Role play</td>
<td></td>
<td>Dr Bruce Perry Videos</td>
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<tr>
<td></td>
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<td></td>
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</tr>
<tr>
<td><strong>Week 2</strong></td>
<td>“The Accused”</td>
<td></td>
<td>Perry Book Chapters 3 &amp; 4</td>
</tr>
<tr>
<td>online</td>
<td></td>
<td></td>
<td>Movie Quiz Due by 11:59 pm online</td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td>• Military Sexual Assault</td>
<td></td>
<td>Treatment Options</td>
</tr>
<tr>
<td>Face to Face</td>
<td>• Male sexual Assault</td>
<td></td>
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<td></td>
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<td></td>
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<tr>
<td><strong>Week 3</strong></td>
<td>• “The Invisible War”</td>
<td></td>
<td>Perry Book Chapters 5,6, &amp; 7</td>
</tr>
<tr>
<td>online</td>
<td></td>
<td></td>
<td>Movie Quiz Due by 11:59 pm online</td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td>Offender Typology</td>
<td></td>
<td>Guest Speakers</td>
</tr>
<tr>
<td>face to face</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td>“The Hunting Ground”</td>
<td></td>
<td>Perry Book Chapters 8 &amp; 9</td>
</tr>
<tr>
<td>online</td>
<td></td>
<td></td>
<td>Movie Quiz Due by 11:59 pm online</td>
</tr>
<tr>
<td>Week 5 Face to Face</td>
<td>Sex Trafficking</td>
<td>Public Awareness Video Due</td>
<td>“Vagina Monologues”</td>
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<tr>
<td>JULY 3</td>
<td>CLASS FINAL</td>
<td>Students must schedule if not in class</td>
<td></td>
</tr>
</tbody>
</table>

CLASS ASSIGNMENTS

1. **Final Exam** (100 pts or 10%) Students will take a final comprehensive exam on the last day of class.

2. **Public Awareness Video** (500pts or 50%) Students will make a 3-5 minute video on a topic related to the course. An example is a short awareness video on “date rape” and where to get help. You can utilize a cell phone, but please keep your hand steady to avoid making the professor and class motion sick while viewing. The class will vote on the best video to be spotlighted in the social work department (with permission from the student).

3. **Reflection Journals Debriefing Journal (100pts 5 @50 pts each)** Each student will complete a journal in class based on the information discussed that day in class. The purpose of the journal is to help students debrief on information presented in class. Each journal entry should be approximately 1-2 pages long. It should include a brief description of students’ understanding of the material. It should also include thoughts, feelings, concerns and questions about the material introduced in the class. All three areas must be included in the journal entry. If you miss a class then you cannot make up this assignment.

   The purpose of this exercise is to assist students with empathizing with persons who have been affected by sexual abuse or sexual assault. It is also to assist students with dealing with material that may be uncomfortable or stressful. By using reflective writing to process the experience of each assignment, students can increase their self-awareness in order to help them become better practitioners. Because of the personal nature of the assignments, students’ responses will be kept confidential by the instructor; however, students are encouraged to include responses in class discussions as they feel comfortable and as it applies to class discussion.

4. **Movie Quizzes** (200 pts or 4 & 50 pts each) Students will have until 11:59 pm on the due date to complete an online quiz regarding the movie they have viewed that week. Each quiz will only have a 15 minute time limit one you begin.

5. **Class Attendance/Participation (100 points or 10%)**: Class attendance is extremely important. Students will receive a total of 5 points for each class session that they attend in its entirety. In order
to receive attendance points, students must be present from the beginning of class to the end of class. Arriving in class late or leaving early will result in receiving 0 attendance points. Ms. Molina-Moore has an interactive teaching style and expects every student to be an active participant in class. You will learn from this class if you talk and participate. Remember to ask questions as there is no such thing as a stupid question. Your class participation grade will be determined by both the quantity and quality of your participation in each class. Ms. Molina-Moore reserves the right to call on students in class if they are not regularly participating in discussions. Class participation is graded on the quality of the participation. During group activities or special presentations, students will automatically receive their class participation grade if their behavior in class has been appropriate. Students will receive 0 points if they are absent from class. Students will receive 3 points if they attend class and do not participate or if they attend class and engage in disruptive behavior. Students will receive 6 points if they participate in a manner that is expected. Students will receive 10 points if they participate in a manner that exceeds expectations both in frequency and in insightfulness. Students who engage in side conversations or other types of disruptive behaviors will lose class participation points and the professor reserves the right to request that they leave class which will result in receiving no attendance points for that class session as well (100 pts).
BIBLIOGRAPHY


Oliver, C. II (2005) The names have been changed to protect the guilty. Coral Press, FL: Lumina Press

Perry, B. Szalavitz, M. (2006). *The boy who was raised as a dog*. Cambridge: Basic Books


TAASA (n.d.) *Sexual Assault Information and education materials*. Austin, TX.
