

Psychology of Trauma
PSYCH 219-A, MWF 10-10:50
Somerset 114, Fall 2016

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Catalog Description:

Examines trauma from a historical, feminist, developmental, sociocultural and intersectional perspective. This course will consider contemporary ways of conceptualizing, assessing, and treating psychological consequences resulting from exposure to traumatic stress. Classic and current reading materials will introduce students to leading theoretical models. Topics include war, natural disasters, child abuse, and rape. Pre-requisite: Psych 114, 1 term - 3 semester hours. Normally offered alternate years.

Pre-requisites: Psych 114 or by permission

Credit Hours: 4.00

Course Description

This course will introduce students to various theoretical perspectives and relevant research on trauma and recovery process. Students will examine historical, ecological, sociopolitical and cultural literature on multidimensionality and complexity involved in psychological trauma and adaptation pattern. Students will get familiar with concept of traumatic stress, research methodology, ethical/legal domains of psychological trauma, recovery and growth process at individual, community and global levels. Relevant topics relating to developmental, cognitive, neuropsychological, sociocultural and clinical dimensions of trauma will be addressed through lectures, video, reflection on assigned reading, class discussion and research paper. This course is designed to facilitate students' knowledge and insight into specific traumatic experiences such as sexual abuse, physical torture, emotional neglect, domestic violence, terrorism, natural disasters, and experience of micro aggression/marginalization, human trafficking /servitude and others. Students will critically examine literature on stages of recovery, intervention strategies, healing/growth process, challenges of survivors and helping professionals in this field. Students will have the opportunity to examine interplay of multiple dynamics of trauma that impact psychological health/well-being, interpersonal relationships and meaning making process of tragedies experienced by individuals of diverse backgrounds. Moreover, this course will fulfill the requirements of University designated SL (service learning) course. *Service-Learning is a pedagogy integrating academically relevant service activities that address human and community needs into a course. Students connect knowledge and theory to practice by combining service with reflection in a structured learning environment.*

This course aims to integrate academically relevant service activities to help student get exposure to the needs of underserved communities. Thus, they will connect knowledge and theory to practice by combining their community service with reflection in a structured learning environment. Service-learning approach integrates community service with academic study to enrich learning and strengthen communities. Thus, the service learning components in this course will enhances students’ skills in areas of communication, team-building, critical thinking, research, and develops their sense of civic responsibility, advocacy and citizenship both at local/global levels. Finally, this course aims to facilitate comprehensive as well as analytic skills of students through individual research, class presentation, experiential exercise and team research projects and service paper. *This course follows the [Federal Government’s Credit Hour definition](#).*

Course Goals & Learning Objectives

GOALS	OBJECTIVES	ASSESSMENTS
Upon successful completion of this course, students will:	Upon successful completion of this course, students will be able to:	How the student will be assessed on these learning objectives:
To understand and critically evaluate the theoretical/research on concept, complexity and impact of traumatic experiences on human lives	Comprehension, critical evaluation, debate, perspective taking and scientific writing about theoretical/research fields.	Weekly reading materials, class discussion, submission of written reflection handouts to highlight relevant points concerning types of traumatic events/severity and their impact on values, relationship, psychological wellbeing of survivors. The health care/community service domains for survivors and their communities. In addition, students’ learning of stages, ways and process of recovery from traumatic events. will be evaluated through mid- term essay, class presentation, research/service paper, experiential learning project
Understand psychological trauma, recovery and growth pattern among individuals from diverse backgrounds.	Explain and evaluate different standpoints and perspectives across familial, communities and cultural contexts	Class discussion, class presentation, weekly reflection, essay and final paper
	Analyze concepts and constructs taught in class. Explain how differences are constructed or reinforced for specific groups	Class discussion, reflection, essay and research/service paper

Understand the relationships among multiple factors and complexity involved in traumatic stresses, adaptation and healing processes	Understand how some specific psychological, neurophysiological, ecological, clinical and cultural issues impact intrapsychic conflict, power and well-being areas among diverse groups.	Assigned textbook chapters, journal articles for reading/class discussion. Weekly reflection, class presentation, essay and research/service paper, experiential learning project
Understand the role of power/privilege in the experience of different traumatic experiences across individual and institutional levels	Explain and critically evaluate the contextual issues in post-traumatic stresses, access to healthcare/healing practices and survivors' challenges in the recovery/growth processes.	Assigned reading, reflection write-up, discussion and presentation.
	Have self-knowledge about how different perspectives can impact our lives	Reading/discussion, reflection, presentation, experiential learning, research/service papers.
Understand the ethical and legal challenges in research/practice areas relevant to the study of psychological trauma across cultures, communities and global contexts	Review, analyze and interpret concepts, constructs and research literature. Examine the concept of service learning, community engagement and impact areas	Comprehension/discussion of reading materials, weekly reflection, mid-term essay, experiential learning/class presentation project, final service learning paper
To understand scholarship and contributions of writers, researchers and practitioners in the field of trauma, adaptation and psychological well-being.	Understand culture-specific perspectives, compare diverse communities and analyze complexity of values/roles across contexts. Review and analyze implications of research to have better insight into diverse perspectives on human potential/growth following traumatic events.	Weekly reflection on reading materials, video, class discussion, class presentation, experiential learning project and research paper

<p>Collaborating with a community partner, students will understand a community need and work to address that need through mutual learning, critical analysis, and reflection.</p>	<ul style="list-style-type: none"> - Understand the multidimensional aspects of traumatic experiences, complex dynamics of power/privilege and their impact on psychological health/wellbeing areas among diverse groups. - Explain and critically evaluate the cultural context of post-traumatic stresses, barriers to healthcare, survivors' use of support/healing practices to face challenges in the recovery/growth processes. - Students will have firsthand experience and learning about stages, ways and process of recovery 	<ul style="list-style-type: none"> -Class discussion, submission of written reflection handouts to highlight their exposure to human suffering, impact of traumatic events on values, relationship, psychological wellbeing of survivors. - Students' work with community service organizations will focus on building resources, empower marginalized individuals/their communities. -Students will engage in specific service project in collaboration with the site and evaluate impact of service through final write-up and project report

A special note about this course:

We will cover sensitive issues in this class which may relate to intense personal significance for some of you. We will maintain civility/integrity while focusing on discussion of topics concerning traumatic experiences. We all need to take responsibility to ensure that we are respectful of everyone's opinion while engaging in critical thinking as well as evaluating theories, research and practice concerning trauma and recovery process. If you feel uncomfortable or stressed by any aspect of course material and/or need support or counseling, please maintain privacy/confidentiality, use external support by seeking out a supportive friend, using professional counseling services, community outreach and/or social service. Students are advised to not disclose personal experiences, and/or seek therapeutic help which are beyond the scope of this course. However, adequate resource information will be available to those who need it. The schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.

Required Texts:

Herman, J.L. (1997). *Trauma and recovery*. NY: Basic Books.
 Joseph, S. (2012). *What does not kill us? The new psychology of post traumatic growth*. NY: Basic Books.

Recommended Readings:

Barnett, O. W., Miller-Perrin, C. L., & Perrin, R. D. (1997). *Family violence across the lifespan*. California: Sage.
 Briere, J. & Scott, C. (2006). *Principles of trauma therapy: A guide to symptoms, evaluation and treatment*. Thousand Oaks: Sage Publications
 Bringle, R.G., Reeb, R.N., Brown, M.A and Ruiz, A.I. (2015). *Service learning in psychology*. Washington DC: APA.

- Drozdek, B & Wilson, J. (Eds) (2007). *Voices of trauma: Treating survivors across cultures*. NY: Springer.
- Foa, E., Keane, T., and Friedman, M. & Cohen, J. (Eds.) (2009). *Effective Treatments for PTSD*. NY: The Guilford Press: New York.
- Hays, P. (2008). *Addressing cultural complexities in practice*. APA: Washington, DC:
- Kirmayer, L., Lemelson, R., & Barad, M. (2007). *Understanding trauma: Integrating biological, clinical, and cultural perspectives*. UK; Cambridge University Press.
- Marsella, A., Friedman, M., Gerrity, E., and Scurfield, R. (1996). *Ethnocultural aspects of Posttraumatic Stress Disorder*. Washington DC: American Psychological Association Nader, K., Dubrow, N., and Stamm, N. (Eds.) (1999). *Honoring differences: Cultural issues in the treatment of trauma and loss*. Brunner/Mazel.
- Rotschild, B. (2003) *The Body Remembers: The Psychophysiology of trauma and trauma treatment*. NY: Norton.
- Ogden, Minton, and Pain. (2005). Psychological trauma and the brain: Towards a neurobiological treatment model. In *Trauma and the body: A sensorimotor approach*. (pp 88-99). NY: W.W. Norton & company, Inc.
- Resick, P.A. (2001). *Stress and trauma*. Pennsylvania: Psychology Press.
- Ruglass, L.M. & Kendall-Tackett, K. (2015). *Psychology of trauma 101*. NY: Springer Seigel, Daniel. (2003). An interpersonal neurobiology of psychotherapy: The developing mind and the resolution of trauma. In Marion Solomon and Daniel Seigel (Eds.). *Healing trauma: attachment, mind, body, and brain*. (pp 1-56). NY: W.W. Norton & company, Inc.
- Wilson, John P. (Ed.); Tang, Catherine So-kum (Ed.). (2007) *Cross-cultural assessment of psychological trauma and PTSD*. NY: US: Springer.
- van der Kolk, B.A., McFarlane, A.C., and Weisaeth, L., (Eds.) (2007). *Traumatic stress: The effect of overwhelming experience on mind, body, and society*. NY: Guilford Press. Walls, J. (2005). *The Glass castle*. NY: Scribner

Additional resource such as relevant reading materials from books/academic journals, newsletters, films, you tube/web links will be provided in addition to textbook for class discussion and reflection. Please note that schedule for guest lectures/readings may change and/or updated with prior information as appropriate to the topics. Students must select a different topic/population for each of the following assignment.

Course Requirements

Students will be evaluated on the following areas:

- | | |
|---------------------------------------|------------|
| 1. Essay | 15% |
| 2. Class Presentation | 20% |
| 3. Weekly Reflection Paper | 20% |
| 4. Final Service Paper | 30% |
| 5. Attendance/Class discussion | 15% |

1. Essay

15%

Students will select a research topic of his/her interest on a specific area of traumatic events (such as physical/emotional abuse, natural disaster) and their impact on specific population (age, gender, religion etc.) in USA or Abroad. Students must use empirical research (not review) articles from Psychology Journal to complete this assignment on individual basis. The essay must include a theoretical perspective in addition to the summary of the research articles to highlight the specific perspectives on that particular area of trauma research. **Each student** will complete this assignment by selecting *two research articles* from published *psychology journals*. This write-up needs to be original and typed with a theoretical perspective, summary, critical evaluation of both articles and conclusion. They must consult with the instructor to select the topic. Articles must be selected from appropriate source and the write-up needs to follow APA writing format. Students are free to consult with faculty instructor for help with APA format. Further details on writing format will be provided in the class. You must submit your essay on Blackboard or bring a hard copy to class on this date. Delayed submission without supportive documentation will receive penalty.

Submission Date: November 9, 2016 by 5pm

Maximum Length: 5 pages (excluding references)

2. Class Presentation

20%

Students will engage in an experiential learning project and integrate it with empirical research literature for this assignment. They will work in a team (maximum two) to complete this assignment. Students will select a specific topic to address interpersonal (domestic violence, sexual abuse etc.) OR community (genocide, terrorism etc.) level of traumatic events in a given cultural, community and/or global context. Students must integrate both research and applied perspectives to understand traumatic stresses, complexity and challenges of adaptation/healing processes. Students will receive a list of possible topics/presentation format in the class. Details on the experiential learning exercise will be discussed in class. This assignment requires students to select *one empirical research (not review) article* published in any psychology journal on that specific area and integrate information obtained from appropriate professionals in the field. Finally, each team will prepare for their oral (25 minutes) class presentation. Students will be expected to make an online submission of their presentation (**power point and the research article**) *on the same day after their presentation*. The outline and other evaluation details of this presentation will be provided in the class. Students will choose their team members and are expected to finalize their topic/members by third week. Students must consult with instructor to finalize the topic/team project to get approval prior to engage in this assignment. Team members must consult with the instructor to prepare for their interview and experiential learning exercise for using appropriate documentation tools and portfolio. The presentation dates will be finalized by third week. Students will submit their team portfolio two weeks following their presentation date. Students are free to use supplemental audio/video tapes as additional components to exhibit their creative presentation style/documentation skills for this project.

No make-up will be allowed for this assignment except for medical/personal emergency.

Students are not allowed to repeat same topics across assignments.

3. Weekly Reflection Paper

20%

Each student will submit a brief reflection paper on specific topics assigned through weekly reading materials, selected audio/visual, you tube, news report/online information presentations etc. on the given topic. The write-up must be typed summary (maximum two pages handouts) highlighting major points from the assigned reading materials along with a brief personal reflection on issues relating to understanding types of traumatic events, power dynamics, impact of severity, marginalization/micro aggression experiences of survivors, empowerment strategies, recovery/healing process across cultures and communities. Specific instruction for this assignment will be discussed in the class. Students are required to submit their reflection paper on Blackboard on the assigned date to receive full points (each reflection counts for 1.5 except for the first one) on weekly basis. **Delayed submission of paper will NOT be accepted except for absentees with supportive documents for medical or personal emergency situation. Each student must submit a hard copy of reflection handout on the given date in class or uploading on Blackboard to avoid penalty for unexpected challenges (personal emergency, technical difficulties, absences etc.).** The copy must be original (your own writing not from the readings) and students are advised to maintain integrity and academic honesty throughout this course. If you see any difficulty with Blackboard to access course information, please inform the instructor. Any technical difficulty with Blackboard posting from students' computer need to be solved by students in consultation with University Blackboard/IT office.

4. Final Service Learning Paper

30%

This assignment will focus on students' engagement in local communities in consultation with faculty instructor and Suffolk University CCE office. Each student will select a community service organization of his/her choice (from the assigned list) to understand the vision and scope of the service for the specific underprivileged/marginalized population in MA. This will be their out of classroom experiential service learning exercise at an assigned community organization in consultation with the instructor/CCE office at Suffolk University. Students will engage in services as per agreement with assigned community organizations. The nature of service may vary to fulfill the needs of the organization and population they serve. This assignment will help students develop his/her critical thinking, practical insight and provide them an opportunity to engage in collaborative experiential community service learning activities to empower communities in need and apply knowledge learnt in this course. Each student needs to complete at least **30hours** of community service at the designated service organizations. Students may choose to work individually or in a team in their chosen site to provide community service. *Please note that your decision/commitment for the organization must be finalized by end of the first week of the Semester.* Students will go through ethics training (as per CCE guidelines) and will connect with the site supervisor prior to their engagement at the site. Students will go through CORI procedure prior to their service. Each student will be required to briefly share their make a presentation about their service experience followed by submission of a written reflective service report/portfolio highlighting his/her insight into the community needs and services offered at the site. The details of this write-up will be provided in the class including documents (e.g. log book, agreement form, service completion/evaluation and others).

Length of Service paper: Maximum 8 pages (including references)

Submission Date: December, 17th, 2016 by 10am

5. Attendance/Class Discussion

15%

Attendance for all scheduled classes will be recorded and students will receive a grade for their attendance and participation in the class. Students must provide adequate documents as supportive materials for their accommodation and absences due to medical or other personal emergencies. Students must inform instructor regarding their unavailability via email. Students will receive assigned reading materials to prepare for class discussion on weekly basis. The discussion will cover topics addressed from book chapters, journal articles, news clippings, films, guest speakers etc. ***Students are personally responsible to sign on the attendance in each class Students should not sign for any of their class mates. Late signature will not be credited. Students are not allowed to use cell phone/texting during class time and penalty for violation of this rule will be strictly maintained.*** Students' grade for this assignment will depend on their attendance and full participation in each class throughout the semester. Students are required to be present in each class ***for the entire time duration and provide their signature on the attendance roster for each class*** which will be used to calculate their attendance and final points for this course. Students must submit adequate documentation for their absences to receive credit. Students must notify the instructor and provide supportive document to access note taker/laptop for accommodation purposes.

Course Schedule

DATE	TOPICS/ASSIGNMENTS
8/31	Introduction I Course Outline/Assessment Details
9/2	Introduction II Course Outline/Assessment Details Service information
9/6	Psychological Trauma I Library Research Assignments/Teams Psychological Trauma I <i>Reflection 1</i>
9/7	Psychological Trauma II Project Assignments/Teams Reading/Class Discussion Herman, ch.1
9/9	Psychological Trauma III Class Discussion Joseph, ch.1 <i>Reflection 2</i>
9/12	Psychological Trauma IV Class Discussion Joseph, ch.1

- 9/14 Research Ethics/Issues
Methodological Issues in Research
Reading/Class Discussion
Other Readings
- 9/16 Post-Traumatic Stress Disorders I
Reading/Class Discussion
Joseph, ch.2
- Reflection 3***
- 9/19 Guest Lecture/film
- 9/21 Post-Traumatic Stress Disorders II
Class Presentation/Discussion
Ruglass & Kendall-Tackett, ch.2
Other reading
- 9/23 Biology of Trauma
Post-Traumatic Stress Disorders III
Class Presentation/Discussion
Joseph, ch.3
- Reflection 4***
- 9/26 Traumatic Events and Impact I
Terror
Class Presentation/Discussion
Herman, ch.2
- 9/28 Traumatic Events and Impact II
Terror
Class Presentation/Discussion
Herman, ch.2
- 9/30 Traumatic Events and Impact III
Terrorism as Global Events
Class Presentation/Discussion
Herman, ch.2, you tube & other reading,

Reflection 5

10/3 Traumatic Events and Impact on Relationship I
Disconnection
Class Presentation/Discussion
Herman, ch.3

10/5 Traumatic Events and Impact on Relationship II
Disconnection
Class Presentation/Discussion
Herman, ch.3

10/7 Psychological Trauma and Captivity I
Class Presentation/Discussion
Herman, ch.4

Reflection 6

10/12 Psychological Trauma and Captivity II
Class Presentation/Discussion
Herman, ch.4 & other reading

10/14 Family Violence and Impact I
Child Abuse
Class Presentation/Discussion
Herman, ch.5

Reflection 7

10/17 Family Violence and Impact II
Child Abuse
Class Presentation/Discussion
Herman, ch.5 & other Reading

10/19 Family Violence and Impact III
Partner/Dating Violence
Class Presentation/Discussion
Other Readings/You Tube

10/21 Trauma and Health I
Class Presentation/Discussion
Joseph, ch.4

Reflection 8

10/24 Trauma and Health II
Class Presentation/Discussion
Ruglass & Kendall-Tackett, ch.3

- 10/26 Trauma and Health III
Class Presentation/Discussion
Joseph, ch.5
Other readings/You Tube
- 10/28 Traumatic Events and Response Across Groups I
Gender
Class Presentation/Discussion
Joseph, ch.5
- Reflection 9***
- 10/31 Traumatic Events and Response across Groups II
Ethnicity, Culture and Resilience
Class Presentation/Discussion
Ruglass & Kendall-Tackett, ch.4 & other reading
- 11/2 Traumatic Events and Response across Groups III
Culture and Resilience
Class Presentation/Discussion
Ruglass & Kendall-Tackett, ch.4 & other reading
Joseph, ch.5
- 11/4 Complex Trauma and PTSD
Class Presentation/Discussion
Herman, ch.6
Joseph, ch.6
- Reflection 10***
- 11/7 Trauma and Recovery I
Class Presentation/Discussion
Herman, ch.7
- 11/9 Trauma and Recovery II
Class Presentation/Discussion
Herman, ch.7 & other articles
- 11/14 Trauma and Recovery III
Class Presentation/Discussion
Herman, ch.8
- Reflection 11***
- 11/16 Trauma and Recovery IV
Class Presentation/Discussion
Herman, ch.8 & other articles

11/18	Trauma and Recovery V Class Presentation/Discussion Herman, ch.9 Joseph, ch.7 Reflection 12
11/21	Trauma and Recovery VI Class Presentation/Discussion Herman, ch.9, video & article
11/23	Video
----- Thanksgiving Break 23-27 -----	
11/28	Trauma and Recovery VII Class Presentation/Discussion Herman, ch.10, video
11/30	Trauma and Recovery VIII Class Presentation/Discussion Herman, ch.10 & other readings
2/2	Trauma and Recovery IX Commonality/Complex Perspectives Class Presentation/Discussion Herman, ch.11, Joseph, ch.8 Reflection 13
12/5	Trauma and Recovery X Post-Traumatic Growth/Complex Perspectives Class Presentation/Discussion Herman, ch.11, Ruglass & Kendall-Tackett, ch.10
12/7	Trauma and Recovery XI Class Presentation/Discussion Joseph, ch.8
12/9	Trauma and Recovery XII Class Presentation/Discussion Joseph, ch.8 & other readings
12/12	Reflection 14 Psychological Trauma Current Controversy Class Discussion/Presentation
Review/Evaluation	Ruglass & Kendall-Tackett ch.9

Service Learning Class Engagement

<u>Type of Engagement</u>	<u>Activities/Projects</u>	<u>Number of Hours</u>
Direct	Students will engage in some components of Pure Services and Problem-Based Service Learning Students will engage in language learning, basic computer skill training, GED preparations, job search on line, developing educational resources for clients (as per the need of partners) at site	15
Indirect	Helping organizations on service areas such as fund raising, compiling resources for database, making resource manuals, service data compiling, grant search (as per need of the organization)	5
Research	NA	
Advocacy	Working with coordinators for advocacy related projects and facilitating program activities (as per the need of the organization)	10

Grading/Evaluation:

*The course materials will be posted on Blackboard. Students will receive points and grade for each of the assignment as described in the previous section. Late submission of assignments will have 5 points deduction as a penalty for each day. Students' final grade will be cumulative and thus may differ from specific grade for each assignment. Please check course schedule, assignment details/dates in your syllabus which will be discussed in class. Students must use Blackboard for posting their weekly reflection, essay and research paper. Students will email their presentation power point or post it on Blackboard on the same day after his/her presentation. Please note that your Blackboard will be used for having access to course syllabus, assignment details. Your weekly reflection points will ONLY be posted on Blackboard. You will receive your points/grade for all other assignments (attendance, essay, presentation and research paper) in class by the instructor. **Final grade will be cumulative points obtained in all assignments and based on class distribution. Thus, grades obtained in each assignment may differ from the final grade.** If you see something that doesn't make sense, please alert me! I appreciate your understanding and patience. Students will receive feedback through Early Alert to access necessary academic support services at the University.*

Course Policies

Participation/Attendance Policy

*The Student Affairs Office does not excuse absences and students are encouraged to discuss their absences and how they may impact their grades directly with their instructors. The Student Affairs Office may inform instructors if a student has missed classes for a week or longer or is experiencing a serious personal emergency. Students' medical information is private. Instructors should not have any medical information such as doctors' notes from students. Students should provide such documentation to the Student Affairs Office when absolutely necessary. Students' attendance/participation will be strictly monitored. Attendance grade will depend on **students' signatures** on class roster, physical presence/participation in each class for this semester. The calculation of attendance/class participation will count towards their final grade. **Students are responsible for their signature in each class as no late signature will be allowed. Students are required to be physically present during the time period assigned for this course each week to receive full points for attendance/participation. Students must inform Instructor for missing signature on the same day to receive points.** Students' participation in each required assignment will be used to finalize his/her final grade and it is cumulative in nature. Students are advised to submit medical documents to Student Affairs office. **No cell phone/text messaging during class time.** In the event that the university cancels classes, such as for severe weather, students are expected to continue with readings as originally scheduled. Any assignments scheduled during those missed classes, such as an exam or paper, are due at the next class meeting unless other instructions are posted at the course website or communicated via email. Absences and attendance policy can be obtained through the Student Handbook at www.suffolk.edu/studenthandbook*

Disability Accommodations

If you determine that you need formal, disability-related accommodations, it is very important that you register with the Office of Disability Services (located at 73 Tremont Street, 7th floor, 617.994.6820, disabilityservices@suffolk.edu) and notify me of your eligibility for reasonable accommodations. We can then plan how best to implement your accommodations. For more information, please refer to www.suffolk.edu/disability.

Academic Misconduct Policy

Suffolk University expects all students to be responsible individuals with high standards of conduct. Students are expected to practice ethical behavior in all learning environments and scenarios, including classrooms and laboratories, internships and practica, and study groups and academic teams. Cheating, plagiarism, unauthorized collaboration, use of unauthorized electronic devices, self-plagiarism, fabrication or falsification of data, and other types of academic misconduct are treated as serious offenses that initiate a formal process of inquiry, one that may lead to disciplinary sanctions. Please review the [Academic Misconduct Policy](#) in the student handbook. Academic dishonesty will be addressed seriously and violation of University policy will lead to disciplinary sanctions. Academic misconduct procedures are outlined in the [Student Handbook](#)

The Early Alert Project

This class participates in Suffolk's Early Alert Project. The purpose of this project is to provide students with an indicator of how well they have started the semester and provide students who may be in academic jeopardy the guidance needed to be successful. Around week 6, all Suffolk University instructors will identify students who are struggling with writing or language skills, excessive absences, incomplete work, or difficulty with the course content. This warning is not a grade but it indicates concerns that instructors have with students' progress in the course, which need to be addressed immediately. If you are contacted about an Early Alert, please respond to those individuals and also visit me during my office hours so we may talk about strategies for how you can be successful in this class.

Withdrawal Deadlines

***September 21** is the last day students can withdraw from a course. The course will be completely removed from the student's transcript. Students may do this online via My Suffolk. Students should contact Student Affairs Office to discuss any serious extenuating circumstances and provide necessary documentation.*

Sensitivity to Cultural Issues and/or Discrimination:

Suffolk University maintains strict policy relating to unlawful harassment or discrimination. exposure to discrimination, harassment (including sexual and/or religious harassment) and/or insensitivity to cultural issues impair Suffolk's goals of transmitting knowledge, the pursuit of truth, and student development. If you feel that you have been exposed to discriminatory practices and/or insensitivity to cultural issues in this or any other setting affiliated with Suffolk University, you have the right to have your concerns addressed. The Dean of Student Affairs can assist

students with filing of informal or formal complaints/grievances. Please refer to the Student Handbook

Student Resources

The university provides a range of student services. To learn more, explore this webpage: www.suffolk.edu/syllabus. A range of issues can cause barriers to learning, such as strained relationships, increased anxiety, health issues, difficulty concentrating, lack of motivation, or feeling ill. These concerns or other stressful events may lead to diminished academic performance or may reduce your ability to participate in daily activities. University resources can help you address these and other concerns you may have. Students can contact Health and Wellness Center phone: (617) 573-8260 or Counseling Center phone: (617) 573-8226

The Center for Learning and Academic Success (CLAS)

The CLAS offers academic coaching and tutoring in math, writing and English, and many other CAS and SBS courses. Students may join study groups, participate in drop-in services, or make appointments with tutors and academic coaches to reinforce course content, develop writing, and strengthen effective study habits. For a complete review of free services, workshops and online resources go to www.suffolk.edu/CLAS, call [617.573.8235](tel:617.573.8235), email clas@suffolk.edu or visit CLAS office in 73 Tremont Street. Please refer to details of support services at <http://www.suffolk.edu/explore/54511.php>

Language Services:

*Students who speak English as a second language may also be eligible for services. Please consult through **The Center for Learning and Academic Success (CLAS)** at (617)573.8235 for further information.*

Statement for International Students:

International Student Services Office (ISSO), a part of the Center for International Programs and Services, provides comprehensive support to international students regarding immigration status and DHS regulatory responsibilities. If you are an international student in F-1 or J-1 status, you are responsible to maintain full-time enrollment (minimum of 12 units) every semester, else your immigration status is at risk. For more information, go to <http://www.suffolk.edu/isso>, call [617.573.8034](tel:617.573.8034) or email isso@suffolk.edu.

Statement on Technology Services:

Suffolk University provides a variety of resources to support course technology:

- *University Help Desk (Mon-Fri, 8:30am – 8pm): [617.557.2000](tel:617.557.2000) or helpdesk@suffolk.edu*
- *For Blackboard and Collaborate assistance, please contact the 24-hour support line at [866.886.4861](tel:866.886.4861). Students can receive Blackboard tutorials are accessible within every Blackboard course via the Bb Tutorials menu and other related services at Suffolk.*

Weather Condition:

In the event that the university cancels classes, such as for severe weather, students will be expected to continue with readings as originally scheduled. Any assignments scheduled during those missed classes, such as an exam or paper, are due at the next class meeting unless other instructions are posted at the course website.