



*PSYC 319: Community Interventions:  
Domestic Violence II - Service Learning*

*Spring 2022  
Dr. Karen O'Brien*



# Course Instructor

Dr. Karen M. O'Brien is a professor in the Department of Psychology and faculty ombuds officer in the Office of the President at the University of Maryland. Through her research, teaching, and service, she strives to generate knowledge to address social concerns, to educate and mentor students to achieve their potential, to assist faculty in creating equitable, inclusive, and healthy work environments, and to contribute to the communities where she lives and works. Dr. O'Brien studies end-of-life issues, interventions to reduce dating violence, and successful management of work and family.

Dr. O'Brien is a Fellow of the American Psychological Association and she serves on the editorial board of the Journal of Career Assessment. She is a licensed psychologist in the State of Maryland and a volunteer with CaringMatters where she facilitates grief groups for children.

After graduation from college, Dr. O'Brien worked in shelters for abused women and their children for five years. More recently, she served on the Board of Directors for the House of Ruth and the Family Crisis Center.

Currently, Dr. O'Brien volunteers with the Homeless Children's Playtime Project, placing students in shelters to provide therapeutic play for children who experienced domestic violence and homelessness.



*Contact  
information:*

**Karen M. O'Brien, Ph.D.**  
**[kmobrien@umd.edu](mailto:kmobrien@umd.edu)**  
**BPS 2147B**

The best way to contact Dr. O'Brien is to send an email message to **[kmobrien@umd.edu](mailto:kmobrien@umd.edu)**, not through Canvas/ELMS.

*Sign up to meet  
with me!  
Office hours:  
Mondays 10-11  
and by  
appointment*

# Course Overview

*Class Meetings*  
*ESJ 80350*  
*Mondays*  
*8:30-9:45*

## **Course Overview**

This course is the second class in a two-semester course sequence whose purpose is to assist students in developing the knowledge base and skills necessary to be effective advocates for women and children who have experienced intimate partner violence and/or homelessness. The first semester involved didactic and experiential learning that addressed the dynamics and effects of domestic violence, and identified community resources available for victims of domestic violence. In addition, students studied theoretical writings and research findings regarding the effects of gender, culture, race/ethnicity and socioeconomic status on the experiences of domestic violence survivors. The second semester will focus on working with children who are living in shelters for abused women and their children and/or for families who are experiencing homelessness. During this semester, students will be assigned to work in the shelter for one shift (4 hours) per week for 15 weeks or to complete alternate assignments if students are unable to go into shelter due to the pandemic. The students also will participate in a seminar that addresses critical issues related to the intersection of violence against women and homelessness, teaches basic helping skills, and provides a forum to discuss the students' experiences of working in the community.

## **Course Objectives**

The course objectives are consistent with the learning goals of the Department of Psychology at the University of Maryland (i.e., understand content related to psychology, advance knowledge regarding research methods, think critically, follow ethical practices, understand socio-cultural influences and multicultural concepts, and communicate effectively). At the completion of the second semester, students will:

- understand the factors contributing to intimate partner violence and homelessness;
- apply knowledge gained from research and literature in this field to the experience of working with children who experience intimate partner violence and/or homelessness;
- think critically about community interventions and social problems, and provide a thoughtful analysis of one's work in the community;
- exhibit proficiency with communicating basic helping skills while working with children in a community agency and develop a comprehensive understanding of the agency's operations;
- build effective relationships with agency staff and clients, and fulfill the service requirements identified by the staff; and
- articulate ethical and multicultural issues of importance when intervening with women and children who experience intimate partner violence and/or homelessness.



# Course Overview

(continued)

## **Prerequisites**

Students must have permission from the instructor to enroll in this course. Students enrolled in this course must have completed PSYC318D (Community Interventions: Domestic Violence I) successfully. No exceptions will be made!

## **Instructional Method**

Students will meet with the professor once a week in person in class. During this time, students will discuss their community service experiences and the assigned readings. Students are expected to attend class on time and participate in course discussions. If the University changes the format of classes due to the pandemic, students are expected to have their cameras on during class unless they have arranged otherwise with Dr. O'Brien.

Students must complete the assigned readings PRIOR to coming to class and to be prepared to discuss the readings in class. The participation of each class member is encouraged to make the course an interesting and informative experience for everyone. If students are unable to complete the readings before class or are uncomfortable with participating in class discussions, they should drop this course. Finally, students will be required to think critically and apply acquired knowledge to their shelter service experiences.

## **Course Service Requirements**

Students must complete background checks as required by the community organization. They also are required to attend a training session given by the agency staff (January 24, 8 to 10am). Students will be assigned to work in a community agency that serves children for approximately 4 hours per week (depart campus: 4:45, shelter shift: 5:30pm - 8:00pm, return to campus: 8:30pm). However, alternate assignments will be provided if students are unable to go into shelter due to the pandemic. A driver's license or valid id must be presented at each shelter shift. In addition, students are asked to purchase and complete the Strong Interest Inventory through the University of Maryland Counseling Center.

## **Shelter Work**

We will be partnering with the Homeless Children's Playtime Project and volunteering in shelters for abused women and their children and/or for families who are experiencing homelessness (or alternate assignments if students are unable to go into shelter due to the pandemic). A great majority of children who are homeless have experienced domestic violence. If able to go into shelter, the students will provide trauma-informed play individually and in small groups with children in shelter. During this time, students may play games, do art projects, talk or assist with homework. The goal of these interactions is to enable the children to have fun, model healthy interactions, provide support, and give the mothers time to pursue their goals. Students are NOT trained to provide therapy or counseling, only support. In addition to the above, students may provide additional services while at shelter as determined by the staff.

# Course Overview

(continued)

## **Supervision**

Students will receive supervision during class by the professor. They will be supervised on site by the community agency staff. Any problems must be reported to both the professor and the on-site shelter staff. If students become aware of unsafe situations (e.g., child abuse or suicidal ideation or intent), they are mandated to speak to the on-site shelter staff and contact the professor immediately.

## **UMD Supervisor**

Dr. Karen O'Brien, Professor, Department of Psychology, 301.455.4024

## **Community Agency and On Site Supervisors**

Nicolien Buholzer, Volunteer Program Manager, [nicolien@playtimeproject.org](mailto:nicolien@playtimeproject.org), 440.391.1277

Victoria Rooks, Site Manager, My Sister's Place, [victoria@playtimeproject.org](mailto:victoria@playtimeproject.org)

Joniece Pilgrim, Site Manager, DASH (District Alliance for Safe Housing), [joniece@playtimeproject.org](mailto:joniece@playtimeproject.org)

Kieaira Lucas, Site Manager, Shepherd's Cove, [kieaira@playtimeproject.org](mailto:kieaira@playtimeproject.org)

## **Confidentiality**

Confidentiality (with regard to information shared in class or obtained at the shelter, the children and their families) is an absolute requirement for this class. All information obtained in shelter or shared in class must remain confidential (i.e., only discussed with the professor, team leaders, class members, and shelter staff in a responsible manner and in a private location). Disregard of this confidentiality policy may result in failure of this course.

## **Instructor Note**

Because of the nature of this course and the ongoing pandemic, the professor retains the right to provide alternative assignments to students if the safety of the student, other students, the professor, agency staff, or the children with whom students work may be compromised (or if the University of Maryland or Homeless Children's Playtime Project determine that shelter service cannot occur).

Unprofessional or unethical behavior or not following the course guidelines can result in students being required to complete alternative assignments and end their shelter service.

# Something to consider...

The topics, assignments and materials in this course may bring up strong feelings.

In addition, we continue to experience the devastating effects of the covid-19 global pandemic and the critically important movement to address anti-Black racism and structural inequalities.

If you find yourself in distress, students are encouraged to contact the University of Maryland Counseling Center (301.314.7651). If you are unable to complete course assignments, contact the professor in advance of the due date.








# University & Course Policies

Please refer to the following University of Maryland policies regarding all undergraduate courses: [go.umd.edu/ug-policy](http://go.umd.edu/ug-policy)

Research suggests that use of cell phones and computers in class can be distracting to students and the professor. Unless students have a documented disability (and documentation from ADS), computers, cell phones, and other electronic devices may not be used in class. Disregard of this policy can result in 10 points being deducted from the final course grade.

## Academic Integrity

Academic dishonesty is defined in the undergraduate catalog as cheating, fabrication, facilitation of academic dishonesty, and/or plagiarism. Being a member of a social media platform (e.g., GroupMe) where students are cheating can be considered academic dishonesty, regardless of your intention or level of involvement. All instances of academic dishonesty will be reported to the Office of Judicial Programs. Note that there will be no warnings. Students who engage in academic dishonesty will receive 0 points and may receive an XF in the course. You are responsible for understanding the information in the document titled "Ethics of Scholarship in Psychology" (<http://go.umd.edu/psycethics>). The following table explains the levels of collaboration that are allowed for the assignments in this course.

	 OPEN NOTES	 USE BOOK	 SEARCH ONLINE	 ASK FRIENDS	 WORK IN GROUPS
Syllabus Quiz	✓	✓	✓	✗	✗
Service Analysis Papers	✓	✓	✓	✗	✗
Application Projects	✓	✓	✓	✗	✗
Final Exam	✓	✓	✓	✗	✗

*1 trust you!*

# University & Course Policies

(continued)

## **Mask Policy**

At this time, face coverings over the nose and mouth are required while indoors. Students not wearing a mask will be asked to wear one or leave class. Faculty have been asked to refer students who have additional issues with the mask expectations to the Office of Student Conduct.

## **Academic Accommodations**

If a student has a documented disability and would like to discuss academic accommodations, contact the professor during the first week of the semester.

## **Religious Observations**

Students will not be penalized because of observances of religious beliefs. It is the students' responsibility to notify the professor if religious observances require course modifications within the first week of class.

## **Inclusive Learning Environment**

Students will be invited to share their thoughts and a diversity of opinions is welcome. Respectful communication is expected and supporting positions with research findings is encouraged. In accordance with free speech statutes, threats of violence are prohibited. The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering equitable classroom environments. As a human, behavior-centered discipline, we value a strong understanding of diversity. Diversity refers to differences in race, ethnicity, culture, gender, sexual orientation, religion, age, abilities, class, nationality, and other factors. The Department of Psychology at the University of Maryland is committed to creating a respectful and affirming climate in which all students, staff, and faculty are inspired to achieve their full potential.

Students are invited, if they wish, to indicate how they want to be referred to both in terms of name and pronouns. Additionally, how students identify in terms of gender, race, class, sexuality, religion, and dis/ability, among all aspects of identity, is their choice whether to disclose (e.g., should it come up in classroom conversation). We seek to be respectful of all identities in this course.

We believe that actively fostering an affirming environment strengthens our department as a whole. A department that values and celebrates diversity among its students, staff and faculty is best able to develop the strengths and talents of all members of our community.

## **Reporting Racism and Other Forms of Hate and Bias**

If students experience racism or other form of bias or hate in this class or any psychology course, we encourage the students to do at least one of the following: report the experience to the instructor and/or send a report to the Department of Psychology Diversity and Inclusion Committee using this link ([https://umdsurvey.umd.edu/jfe/form/SV\\_06ZuAUj7eJnQVqR](https://umdsurvey.umd.edu/jfe/form/SV_06ZuAUj7eJnQVqR)); (can be made anonymously).

Please also report incidents of hate and bias to the Office of Diversity and Inclusion at <https://www.diversity.umd.edu/hbrp/>.



# Assessment Criteria

Although students are expected to perform their community service in a responsible and ethical manner, it is critical to note that learning, not service, is graded in this course. The course is graded A+ to F. All assignments must be handed in using Canvas/ELMS prior to the due date/time or they will be considered late (no exceptions!). Late assignments will be lowered one grade for every day they are late (weekend days also count). Poorly written work will receive lower grades regardless of the content. Feedback will be provided on assignments. It is the student's responsibility to review all feedback. If students make the same errors on future assignments that were corrected previously, points will be deducted.

As noted in the Undergraduate Catalog, "In some classes, attendance and in-class participation are ongoing requirements and an integral part of the work of the course." Students enrolled in this course are expected to attend (and be on time for) the entire class and for their shelter service. Excessive absences or excessive tardiness will result in points being deducted from the final grade for this course. The professor must be notified in advance if a student will miss a shelter shift. Alternate assignments (e.g., research reviews, papers, pop up play service) will be required for any missed shelter shift. Please note that students who miss shifts inconvenience other students, agency staff, and the children living in shelter. In addition, students are not to leave the shelter during their shift (except in the case of an emergency). To assess whether the service is provided in an ethical and responsible manner, the agency volunteer coordinator will communicate regularly with the professor. Letters of recommendation from the professor will reflect performance in shelter, grades, attendance, and tardiness records.

In accordance with the undergraduate catalog, a grade of I (incomplete) is assigned only for work that has been of a passing quality through the academic term but which, for good reason and with approval of the instructor, cannot be completed before the end of the semester. Students for whom special circumstances may warrant an I must request this before the last day of class.

Learning Assessments	Weight
Syllabus Quiz	5%
Service Analysis Papers	35%
Application Projects	35%
Final Exam Paper	25%

## Grading Disputes:

After the return of any assignment, paper or exam, you have ONE week to check your grade with the professor.

Final Grade Cutoffs			
	(-)		(+)
<b>A</b>	90.0%	94.0%	97.0%
<b>B</b>	80.0%	84.0%	87.0%
<b>C</b>	70.0%	74.0%	77.0%
<b>D</b>	60.0%	64.0%	67.0%
<b>F</b>	<60.0%		

## IT HelpDesk

301.405.1500

[itsc@umd.edu](mailto:itsc@umd.edu)

[umd.service-now.com/itsc](http://umd.service-now.com/itsc)

Please note that it would be in your best interest not to miss a deadline. To be fair to all students, only extreme circumstances with written documentation (e.g., death in the family, severe illness with doctor's excuse) will result in an extension on assignments. Please note that computer problems DO NOT qualify as an extreme circumstance. All assignments should be written in APA style (**7th edition for professional papers**; see the publication manual of the American Psychological Association, 2020). If you need assistance with Canvas/ELMS or technology, contact the IT Helpdesk. If you cannot resolve submission problems, send the assignment via an email attachment to the professor.

# Quiz, Final and Projects

*You can do this!*

## Syllabus Quiz and Final Exam

Students must complete an online syllabus quiz in Canvas/ELMS and may refer to class materials when completing the syllabus quiz.

A final exam paper will be completed to provide students with the opportunity to review course material, reflect on what they have learned, and apply their learning to their future career and volunteer service. Students submit the final exam on Canvas/ELMS.

## Application Projects

Application projects provide the opportunity to engage actively with the course material. Each project is worth 10 points. The first and third projects should include a title page, two full double-spaced, typewritten pages, and a reference page with references in APA style, 7<sup>th</sup> edition, for professional papers. The second project is a literature review. The fourth project is a PowerPoint presentation.

10	Exceptional, thoughtful, nuanced, complex project that addressed the required points (found in the description of the project) in a thoughtful and thorough manner, well-written, complete adherence to APA style
8	Very good, thoughtful project that addressed the required points in a thorough manner, well-written, very good adherence to APA style
6	Average project, did not address all of the required points in a thorough manner, may include typographical, grammatical, or APA style errors
4	Below average project, did not address most of the required points, may include typographical, grammatical, and APA style errors
2	Poor project, did not address the required points, included typographical, grammatical, and APA style errors
0	Fail - Did not complete the assignment

# Application Projects

## Application Project 1: Do Good Proposal

Propose an idea that students in this class, in the future, might do to assist HCPP and compete in the University of Maryland Do Good Challenge. What is the problem you will address? Why is this important? What is your specific plan for the project? What is a reasonable timeline for the project? Make sure that your project is doable in one semester, helpful to the children with whom we work, and does not inconvenience staff.

<https://dogood.umd.edu/news/14-outstanding-teams-selected-2019-do-good-challenge-semi-finalists>

<https://dogood.umd.edu/news/get-overy-it-wins-top-prize-during-fall-2019-do-good-now-course-competition>

## Application Project 2: Researching Play and the Effects of Trauma/Stress/the Pandemic on Children

Read three articles published in an academic journal in the last five years related to one of the following questions (do not include dissertations or books). Complete the literature review table for these articles using the following link. [https://go.umd.edu/319\\_HCPP\\_Research](https://go.umd.edu/319_HCPP_Research)

Helpful hints: Do not cut and paste – summarize using your words. Do not repeat articles that have already been reviewed and added to the table. Remember that HCPP will be using this table to inform their work and in their grant applications.

What are the latest research findings on (1) the impact of therapeutic play/play therapy on children and child development (for children generally or children who experienced trauma); (2) adverse child experiences/trauma and stress in childhood; (3) approaches to serving children affected by trauma; or (4) the effects of the pandemic on childhood (e.g., with regards to social-emotional learning)?

## Application Project 3: My Future Career

Complete the self-assessment found at the APA website ([www.apa.org/education/grad/self-assessment.aspx](http://www.apa.org/education/grad/self-assessment.aspx) and <https://www.apa.org/education/grad/self-assessment.pdf>). Think deeply about the questions posed in the self-assessment. In your paper, discuss what you learned from the self-assessment and what career(s) you are considering. Also, discuss what about your work in shelter you would like to include (and not want to include) in your future career.

OPTIONAL - Talk about your possible career choice(s) with someone who is engaged in related work. Alternatively, sign up for an office hour and talk about your career choice(s) with Dr. O'Brien (sign up early as office hours often fill quickly!). Discuss what you learned from talking with someone about your career choice(s).

## Application Project 4: Educate Us

Think of a topic of interest to you related to domestic violence, homelessness, or service learning that will not be covered in this class and that you did not cover in your research paper or PowerPoint presentation last semester. Prepare a 5-minute, 10-slide PowerPoint presentation to educate the class about this topic. Make the presentation informative and visually appealing. Include at least three references; list these references in APA style on a reference slide. Submit your slides, give the presentation in class, and be prepared to respond to questions. The grade will reflect the quality of both your slides and the presentation.

# Service Analysis Papers

## Service Analysis Papers

Learning can be enhanced if students reflect on their experiences. Students will be asked to write a thoughtful analysis of their service experience that incorporates readings related to their work. Some weeks, the topics will be provided. Other weeks, the students may choose a topic of interest to them (see document titled *Ideas for Service Analysis Topics* on Canvas/ELMS). The analysis papers should include two full double-spaced, typewritten pages with references in APA style (7<sup>th</sup> ed). Do not exceed two pages or points will be deducted. Each paper will be worth 10 points and should include at least one reference; the same reference should not be used repeatedly. Every paper MUST include a citation to an external source.

The papers must go beyond a reporting of what occurred during the service experience to analyze what occurred or was learned and to build upon the knowledge gained. At the most, only one short paragraph with no more than 5 sentences should be used to describe what happened at the shelter (this is not required if the topic of the paper does not relate to the shelter work). The remainder of the paper should be a thoughtful critique of the experience and the readings in this course (or from other sources). It is appropriate for students to describe their feelings about the experience, but also should include critical thoughts about how their service experience relates to materials in the course.

10	Exceptional, thoughtful, nuanced, complex paper that truly integrated course concepts and research into an analysis of the topic, well-written, complete adherence to APA style, two full pages
8	Very good, thoughtful paper that applied course concepts and research, adhered to APA style, two full pages
6	Average paper, did not integrate course concepts and research in a thorough manner, did not include a reference, included typographical, grammatical or APA style errors
4	Below average paper, did not address course concepts and research or did not include a reference, included typographical, grammatical or APA style errors
2	Did not address the required points, included typographical, grammatical, and APA style errors
0	Did not complete the assignment or address the points required



# Final Exam

## **DOMESTIC VIOLENCE AND HOMELESSNESS** (20 points)

- What should be done to assist children who experience both DV and homelessness?
- What programs should be implemented?
- What type of research is needed?
- What social policies should be advanced or changed?
- What should UMD students, staff and faculty do?

## **ANALYSIS OF YOUR WORK WITH THE CHILDREN IN SHELTER** (20 points)

- Identify the necessary skills and characteristics of a helper who works effectively with children in crisis (include references).
- What did you do well in the service experience? Identify at least two of your general areas of strengths as a helper/volunteer.
- Also describe three of the most helpful things that you did during your service to the children, and provide a rationale for why they were helpful.
- What was challenging for you? Describe at least two areas in which you need improvement.

## **INFLUENCE OF ROLE OF CULTURE** (15 points)

- Discuss how your culture and the culture of the children in shelter influenced your work. Include reflections on your identities (including but not limited to race, socioeconomic status, gender) and the identities of the children in shelter. Provide specific references to your work.
- How did the service experience reveal your values, attitudes and biases?
- How did the service experience reinforce or challenge your values, attitudes and biases?

## **LEARNING EXPERIENCES** (15 points)

- What are the two most important things that you learned about yourself this semester?
- What are the two most important things that you learned about volunteering in the community?
- How have you changed as a result of your service/reflections?

## **FUTURE CAREER AND VOLUNTEER PLANS** (10 points)

- How have your experiences influenced your future career plans and future volunteer plans?
- To what degree could you see yourself working in a community agency? Why or why not?

## **CONCLUSION AND GOAL IDENTIFICATION** (10 points)

- Identify three specific goals for your future that relate to what you have learned this semester.
- Describe at least three ways in which you might use what you have learned in the future.

## **ORGANIZATION, APA STYLE AND REFERENCE LIST** (10 points)

- Use APA style (7<sup>th</sup> ed.) **for professional papers** on your title page, when citing references, and in the reference list. Place only your UID on the title page (no names).

## **HELPFUL HINTS**

\*\*Use headings and be sure to address each question in your paper in paragraph form.

\*\*DO NOT place/write the questions in the text of your paper.

\*\*Answer each question uniquely - do not replicate your earlier responses in later questions.

\*\*Poorly written papers will receive lower grades regardless of the content.

\*\*Including a title page and reference list (at least 5 references), your paper should not exceed 12 pages (points will be deducted for longer papers).

*An opportunity to reflect  
on what you have learned...*

# Schedule of Coursework

Date	Topic	In Class Think/Critique	Due by 8:30am
1/24	Homeless Children's Playtime Project Mandatory Training  Guest Speakers: Ms. Nicolien Buholzer, Program Manager, & Ms. Lan Nguyen, Curriculum Specialist, Homeless Children's Playtime Project	<a href="https://playtimeproject.org/">https://playtimeproject.org/</a>  O'Brien et al.	*Required attendance at zoom training (8am-10am) Cameras on*  <a href="https://umd.zoom.us/j/5328948773">https://umd.zoom.us/j/5328948773</a>  All background checks must be completed prior to the start of class
1/31	Introduction to the Course  What is Service Learning?  Guidelines for Shelter Service	Peterson  Service Analysis Papers (choose two to read)  Helpful Hints Papers from Previous Students (choose two to read)	In person classes begin  T/C: Reflections on Giving and Receiving Help  <b>SYLLABUS QUIZ</b>
2/7	Strategies for Working Effectively with Children who Experience Domestic Violence and Homelessness	Stainbrook & Hornik  Swick	T/C: Role Plays  <b>SII FEES DUE (must use .terpmail account)</b>  <b>SERVICE ANALYSIS PAPER #1: DESCRIBE YOUR HOPES AND FEARS FOR YOUR WORK THIS SEMESTER. IDENTIFY YOUR STRENGTHS AND AREAS OF CHALLENGE.</b>  *Begin Work in Shelter
2/14	Introduction to Helping Skills	Goodman et al.	T/C: Practice Restatements, Open Questions, Reflections of Feelings  <b>COMPLETE THE SII</b>

# Schedule of Coursework

(continued)

Date	Topic	In Class Think/Critique	Due by 8:30am
2/21	Play Interventions for Children who Experience Trauma	Nwokah et al.	T/C: Play Book <b>APPLICATION PROJECT #1: DO GOOD</b>
2/28	The Intersection of Domestic Violence, Race, Poverty and Homelessness	Roschelle	T/C: Identities Exercises <b>SERVICE ANALYSIS PAPER #2: SELECT ANY TOPIC RELATED TO YOUR WORK IN SHELTER</b>
3/7	Making a Difference in Our World: Legal Advocacy for People who are Homelessness  Guest Speaker: Ms. Ann Marie Staudenmaier, Staff Attorney, Washington Legal Clinic for the Homeless	Baker et al.  <a href="http://www.legalclinic.org/about/">www.legalclinic.org/about/</a>	T/C: Bring two questions for Ms. Staudenmaier  <b>APPLICATION PROJECT #2: RESEARCHING PLAY AND THE EFFECTS OF TRAUMA/THE PANDEMIC ON CHILDREN TO HELP HCPP</b>
3/14	Distancing from the Poor	Lott	T/C: Poverty Exercises, Mid-year course evaluation  <b>SERVICE ANALYSIS PAPER #3: SELECT ANY TOPIC RELATED TO RACE/ETHNICITY AND YOUR WORK IN SHELTER</b>
3/21	SPRING BREAK - no class, no shelter service		
3/28	Loss and Grief in Children Who Experience Domestic Violence and Homelessness	<a href="https://www.nytimes.com/2017/12/03/nyregion/dealing-with-the-grief-that-accompanies-homelessness.html">https://www.nytimes.com/2017/12/03/nyregion/dealing-with-the-grief-that-accompanies-homelessness.html</a>	T/C: Facilitating Grieving in Children

# Schedule of Coursework

(continued)

Date	Topic	In Class Think/Critique	Due by 8:30am
4/4	Career Paths I: Interpreting Your Strong Interest Inventory and Dreaming Future Possibilities	Slattery & Goodman	T/C: SII Interpretation  Bring laptops and SII results (must use .terpmail)  <b>APPLICATION PROJECT #3: MY FUTURE CAREER</b>
4/11	Career Paths II: Healthy Relationships: Family Work Responsibilities and Effective Communication	Rothman et al.	T/C: Career Aspiration Scale  <b>SERVICE ANALYSIS PAPER #4: HELPFUL HINTS</b>
4/18 OR 4/22	Student's Choice: 4/18 Learning from One Another OR 4/22 Visiting a DV Courtroom	Trovato & O'Brien (watch video) OR <a href="https://courtwatchmontgomery.org/">https://courtwatchmontgomery.org/</a>	<b>**IN CLASS STUDENT PRESENTATIONS**</b>  <b>APPLICATION PROJECT #4: EDUCATE US</b>
4/25	Learning from One Another: Special Topics	Schlembach	<b>**IN CLASS STUDENT PRESENTATIONS**</b>
5/2	Learning from One Another: Special Topics	Smith	<b>**IN CLASS STUDENT PRESENTATIONS**</b>
5/9	Celebration and Reflections on Ending Domestic Violence, our Course, and the Service Learning Experience	<a href="https://www.nytimes.com/2016/11/17/learning/lesson-plans/ideas-for-giving-service-learning-and-social-action.html">https://www.nytimes.com/2016/11/17/learning/lesson-plans/ideas-for-giving-service-learning-and-social-action.html</a>	<b>***ALL CLASS CELEBRATION***</b>
5/12	<b>FINAL EXAM</b> 10:30am	<b>FINAL EXAM</b>	<b>FINAL EXAM</b>

**\*\* Please note. Due to the pandemic and uncertainty of shelter volunteer service, class topics may be switched to different dates and alternate experiences and assignments may be provided.**



# Helpful Hints for Success

- ✓ Understand that this is a changing, uncertain semester - Service learning, especially during a pandemic, requires flexibility
- ✓ Plan to dedicate considerable time and energy to this course
- ✓ Participate actively in class meetings and shelter service
  - ✓ Be on time
  - ✓ Focus on the class/shelter (no multitasking, no phones/social media/emails/other distractions during class/shelter)
  - ✓ Engage in course discussions - we can learn much from one another
- ✓ Review examples in the box files for content of assignments. Note that many of these have been written prior to the APA 7<sup>th</sup> edition or used other guidelines for assignments. Thus, attend to the content (but not the APA style or page limits of the examples).
- ✓ Submit assignments early to allow time to address technological difficulties. If you need assistance with Canvas/ELMS or technology, contact the UMD Division of Information Technology (301.405.1500; [itsc@umd.edu](mailto:itsc@umd.edu); [umd.service-now.com/itsc](http://umd.service-now.com/itsc)). If you need assistance with course concepts, contact the professor using her email address ([kmobrien@umd.edu](mailto:kmobrien@umd.edu); communication through Canvas/ELMS is less reliable).
- ✓ Please note that students will receive feedback on all of the assignments. Review comments on the actual graded assignments (not just in the comments box on Canvas/ELMS) as the feedback will help improve your future work. If the same errors continue on future assignments, additional points may be removed.
- ✓ Sign up for an office hour with Dr. O'Brien if you need assistance or would like to talk about the course or your future career.



# Helpful Resources

## STATEMENT OF BASIC NEEDS:

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in this course, is encouraged to use the resources listed below for support.

Counseling Center: <http://www.counseling.umd.edu/CS/>

Fostering Terp Success: <https://www.studentaffairs.umd.edu/fostering-terp-success>

UMD Campus Pantry: <http://campuspantry.umd.edu/>

UMD Student Crisis Fund: <http://www.crisisfund.umd.edu/>

## ADDITIONAL RESOURCES FOR STUDENTS:

UMD Accessibility & Disability Support Services: <https://www.counseling.umd.edu/ads/>

UMD Office of Civil Rights and Sexual Misconduct (Title IX Office): <https://www.ocrsm.umd.edu/>

UMD Office of Diversity and Inclusion: <https://www.diversity.umd.edu/hbrp/>.

UMD Writing Center: <https://www.english.umd.edu/academics/writingcenter>

Welcome to  
PSYC319!



# Required Readings

## JOURNAL ARTICLES:

Note. Journal articles are available on PsycINFO (To access journal articles, go to [lib.umd.edu](http://lib.umd.edu) and click on Databases. Type PsycINFO into the find database box and click search. Click on PsycINFO, type the name of the article in the first box and click search.)

Baker, C.K., Billhardt, K.A., Warren, J., Rollins, C., & Glass, N.E. (2010). Domestic violence, housing instability, and homelessness: A review of housing policies and program practices for meeting the needs of survivors. *Aggression and Violent Behavior, 15*, 430-439.

French, B.H., Lewis, J.A., Mosley, D.V., Adames, H.Y., Chavez-Duenas, N.Y., Chen, G.A., & Neville, H.A. (2020). Toward a psychological framework of radical healing in communities of color. *The Counseling Psychologist, 48*, 14-46.

Goodman, L.A., Smyth, K.F., & Banyard, V. (2010). Beyond the 50-minute hour: Increasing control, choice, and connections in the lives of low-income women. *American Journal of Orthopsychiatry, 80*, 3-11. doi:10.1111/j.1939-0025.2010.01002.x

Kelley, T. (2017, December 3). Dealing with the grief that accompanies homelessness. *The New York Times*. <https://www.nytimes.com/2017/12/03/nyregion/dealing-with-the-grief-that-accompanies-homelessness.html>

Lott, B. (2002). Cognitive and behavioral distancing from the poor. *American Psychologist, 57*, 100-110. doi:10.1037/0003-066X.57.2.100

Nwokah, E.W., Becerril, S., Hardee, W.P., & Brito, E. (2017). Play with homeless and low-income preschoolers: University student experiences with service learning. *International Journal of Play, 6*, 53-77. doi:10.1080/21594937.2017.1288397

O'Brien, K.M., Risco, C.M., Castro, J., & Goodman, L.A. (2014). Educating undergraduate students to work with abused children: An innovative university-community partnership. *The Counseling Psychologist, 42*, 972-997.

Peterson, T.H. (2009). Engaged scholarship: Reflections and research on the pedagogy of social change. *Teaching in Higher Education, 14*, 541-552.

Roschelle, A.R. (2017). Our lives matter: The racialized violence of poverty among homeless mothers of color. *Sociological Forum, 32*, 998-1017.

Schulten, K., & Gonchar, M. (2016). Making a difference: Ideas for giving, service learning and social action. *The New York Times*. <https://www.nytimes.com/2016/11/17/learning/lesson-plans/ideas-for-giving-service-learning-and-social-action.html>

Schlembach, S. (2017). Young children experiencing homelessness: The overlooked medium of play. *Early Child Development and Care, 187*:7, 1170-1183. doi: 10.1080/03004430.2016.1159559

Slattery, S.M., & Goodman, L.A. (2009). Secondary traumatic stress among domestic violence advocates: Workplace risk and protective factors. *Violence Against Women, 15*(11), 1358-1379. doi:10.1177/1077801209347469

Smith, L. (2005). Psychotherapy, classism, and the poor: Conspicuous by their absence. *American Psychologist, 60*, 687-696. doi:10.1037/0003-066X.60.7.687

Stainbrook, K.A., & Hornik, J. (2006). Similarities in the characteristics and needs of women with children in homeless family and domestic violence shelters. *Families in Society: The Journal of Contemporary Social Services, 87*, 53-62. doi: 10.1606/1044-3894.3484

Swick, K.J. (2008). The dynamics of violence and homelessness among young families. *Early Childhood Education, 36*, 81-85. doi: 10.1007/s10643-007-0220-5

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