



**JJUS 7366: Drugs, Youth and Society
Spring 2024**

Instructor: Dr. Robin D. Jackson
Section # and CRN: P01 25219
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Office Hours: Sign-Up Genius: <https://www.signupgenius.com/go/20f0449aaaf2faafb6-drjacksons>
 Tuesday: 9:30am – 2:00pm
 Thursday: 12:30pm – 2:00pm

Mode of Instruction: Face-to-Face

Course Location: Don Clark/Juvenile Justice Building Room 349
Class Days & Times: Thursday: 9:30am – 12:20pm

Catalog Description: This course will provide a critical examination of the problem and various policy responses to the drug problem in the U.S. based on a review of selected empirical and theoretical studies. This course will provide a critical understanding of issues and problems related to substance use and abuse and its control as these relate to youth. A different topic will be discussed each week providing the student an opportunity to critically analyze the problem and policy responses.

Prerequisites: Prerequisites: Admission to doctoral program
Co-requisites:

Required Texts: Selected readings will be assigned throughout the course. Readings will primarily consist of academic research articles and book chapters related to the course topic. A detailed reading list with citations will be provided for you to access assigned materials. You are responsible for accessing and reading these for class as assigned.

Recommended Text/Readings: Please refer to the detailed reading list for recommended text and readings.

Student Learning Outcomes:

	Upon successful completion of this course, students will be able to:	Program Learning Outcome # Alignment	Core Curriculum Outcome Alignment
1	Define various theoretical concepts related to drug use and abuse and their application to juvenile justice	2	N/A
2	Identify various issues related to substance abuse among youth and its control	2	N/A
3	Apply the knowledge learned in practice	2	N/A
4	Demonstrate the ability to critically assess policy responses to the drug problems in the United States	1 & 3	N/A

Major Course Requirements

Method of Determining Final Course Grade

Course Grade Requirement	Value Points	Total
1) Participation/Discussion	25	25
2) Critical Issues Papers	4 Article Assessment/ Critical Issues Papers x 25pts	100
3) Midterm	100	100
4) Final Exam	100	100
5) Paper Proposal	25	25
6) Research Paper	100	100
7) Paper Presentation	50	50
Total		500

Grading Criteria and Conversion:

A = 450 – 500pts;

B = 449 – 400pts;

C = 399 – 350pts;

D = 349 – 300pts;

F = 299pts or below

If a student has stopped attending the course (i.e. “stopped out”) at any point after the first day of class but did not officially withdraw from the course and has missed assignments and exams, including the final exam, and performed below the grade level of a D, a grade of FN (failed-non attendance) will be assigned for the final course grade to ensure compliance with the federal Title IV financial aid regulations. In contrast, if the student has completed all assignments and exams, including the final exam, but performed below the grade level of a D, a grade of F will be assigned for the final course grade.

Detailed Description of Major Assignments:

Assignment Title or Grade Requirement

Description

Participation/Discussion

This course relies heavily on student participation and class discussion. Students are expected to take the initiative to thoughtfully analyze readings and to come to class prepared to discuss their significance. You will receive one grade for your overall participation and effort in the class, which includes your attendance record and class preparedness each week. You should come ready to identify the key points of the readings and to critically assess their strengths and limitations.

Article Assessment/Critical Issue Papers

Four article critique/critical issue papers are required throughout the semester.

Article Assessment: Students are required to identify, read, and be prepared to discuss one peer-reviewed journal article in class (see course schedule for submission due dates). Each article should be related to the topic students have chosen for their course project. The student will conduct a brief presentation of the article for class. This presentation should include: a statement of the theoretical framework that guides the study (or a summary of underlying assumptions), a detailed account of the research design and data collection, how it addresses the research problem or question of interest, and a critique of the method used. The assessment should, at a minimum, include recommendations for how to modify the study design in the future so that gaps or issues in the research study may be better addressed.

Critical issue papers: 2 – 4 pages covering a current issue that relates to the course readings. The critical issue paper should include a brief summary that synthesizes selected readings around a common theme. Be sure to include how the readings apply to the critical issue you are discussing and how they contribute to your overall knowledge about drugs, youth and society.

Article assessment/critical issue papers are to be submitted on eCourses by 11:59pm the day they are due. The paper should be typed, double-spaced, with a 1-inch margin and a 12-point font.

Exams

The midterm (exam 1) and the final (exam 2) will be given in class and may consist of short answer and essay questions. Each exam will be worth 100 points.

Research Paper Proposal

A 2 – 5-page proposal of the paper topic must be turned in and approved by the instructor.

Research Paper

Each student is required to complete a 15 – 20-page (**this does not include the title page, abstract, or reference section**) research paper related to drugs, youth, and society. The paper should provide an original and detailed analysis of an approved topic. The paper must review relevant scientific research, build on concepts covered in the class, or if not covered in class, it must be relevant to drugs and youth. The goal of the research paper is to take a concept or idea that we discuss and expand it beyond the scope of what is covered in class. This will require you to do independent research on your topic. Note: You are welcome to conduct a systematic literature review for your project.

Research Presentation

Students will present their research paper in a 15-minute oral presentation. The presentations should be given using PowerPoint or some other form of presentation media.

Course Procedures and Additional Instructor Policies

Submission of Assignments:

This is an applied course. Much of the work during this semester will be completed independently by the student. To be successful in the course, the student must closely follow guidelines published in the course material provided throughout the semester.

Formatting Documents:

Microsoft Word is the standard word processing tool used at PVAMU. If you are using other word processors, be sure to use the “save as” tool and save the document in either the Microsoft Word, Rich-Text, or plain text format.

Absences:

In graduate coursework it is very important that students not miss classroom instruction. Missed classes will be excused only for emergencies and approved university sponsored or sanctioned events, such as attending professional conferences. Work-related absences are generally not excused. In accordance with university policy, students will be dropped from the class for excessive absences.

Incompletes:

Grades of "I" will be issued only on rare occasions where a student is unable to complete an assignment toward the end of the course because of truly exigent circumstances.

Freedom of Expression:

At its core, academia depends on the ability of all participants to freely express ideas. Many of our discussions in criminology, criminal justice, and juvenile justice involve ideas, topics, or behaviors that may be offensive. This does not mean that our discussions of those ideas, topics, or behaviors need be offensive. I am dedicated to ensuring that the fullest possible range of discussion be allowed. For this to occur, students must be courteous to others as they express their points of view. Students should practice tolerance and refrain from personal attack on persons or groups whose beliefs differ from their own. Be mindful, in addition, that there are limits on freedom of expression. Crossing the bounds of reasonable freedom of expression may result in penalties assessed by the university or under law. Please refrain from comments that may be considered obscene, harassing, menacing, or slanderous.

Classroom Decorum:

Students must show respect and courtesy to fellow students and to the instructor. Private conversations should be avoided. Cell phones, pagers, and other electronic devices not related to the learning environment or note-taking endeavors are strictly prohibited from the classroom. Guests may attend a class session only with the consent of the instructor.

Taskstream

Taskstream is a tool that Prairie View A&M University uses for assessment purposes. One of your assignments may be considered an "artifact," an item of coursework that serves as evidence that course objectives are met. More information will be provided during the semester, but for general information, you can visit Taskstream via the link in eCourses.

Use of telephones, text messagers, and tablets

Any use of a telephone or text messenger or any device that performs these functions during a test period is prohibited. These devices should not be present during a test or should be stored securely in such a way that they cannot be seen or used by the student. Even the visible presence of such a device during the test period will result in a zero for that test. Use of these devices during a test is considered de facto evidence of cheating and could result in a charge of academic dishonesty.

Professional Organizations

American Society of Criminology (ASC)
Academy of Criminal Justice Sciences (ACJS)
Southwest Criminal Justice Association (SWACJ)

Recommended Professional Journals Related to the Subject Matter

Criminology
Justice Quarterly
Journal of Research in Crime and Delinquency
Journal of Juvenile Justice
Journal of Juvenile Justice
Crime & Delinquency
Youth Violence and Juvenile Justice
Journal of Crime and Justice
Journal of Adolescence
American Journal of Criminal Justice
Juvenile Law and Family Court Journal
Western Criminology Review
Criminology and Public Policy
Journal of Criminal Justice
Journal of Knowledge and Best Practices in Juvenile Justice and Psychology
Journal of Quantitative Criminology
Criminal Justice and Behavior
Journal of Qualitative Criminal Justice and Criminology

Semester Calendar

Please note that this schedule is tentative and may change if we need to spend additional time on certain topics or if there are unforeseen circumstances (i.e. inclement weather).

Week One: 1/18/2024

Topic Description

Readings:

Course Welcome & Introduction

Course Syllabus

Assignment (s):

None

Week Two: 1/25/2024

Topic Description

Readings:

History & Nature of the Drug Problem

Results from the 2021 National Survey on Drug Use and Health (NSDUH): Key Substance Use and Mental Health Indicators in the United States

<https://www.samhsa.gov/data/sites/default/files/reports/rpt39443/2021NSDUHFFRRRev010323.pdf>

Preliminary Findings from Drug-Related Emergency Department Visits, 2021: Results from the Drug Abuse Warning Network

<https://store.samhsa.gov/sites/default/files/PEP22-07-03-001.pdf>

Behavioral Health Barometer: United States, Volume 6

https://www.samhsa.gov/data/sites/default/files/reports/rpt32815/National-BH-Barometer_Volume6.pdf

History of the Drug Problem

Sacco, L. N. (2014). *Drug enforcement in the United States: History, policy, and trends* (Vol. 7). Washington, DC: Congressional Research Service.4 Drug Use History retrieved from: <https://open.lib.umn.edu/socialproblems/chapter/7-1-drug-use-in-history/>

Assignment (s):

None

Week Three: 2/01/2024

Topic Description

Readings:

Drugs and Youth

Cservenka, A., & Brumback, T. (2017). The burden of binge and heavy drinking on the brain: effects on adolescent and young adult neural structure and function. *Frontiers in psychology, 8*, 1111.

Kwan, L. Y., Eaton, D. L., Andersen, S. L., Dow-Edwards, D., Levin, E. D., Talpos, J., ... & Li, A. A. (2020). This is your teen brain on drugs: In search of biological factors unique to dependence toxicity in adolescence. *Neurotoxicology and teratology, 81*, 106916.

Squeglia, L. M., Jacobus, J., & Tapert, S. F. (2009). The influence of substance use on adolescent brain development. *Clinical EEG and neuroscience, 40*(1), 31-38.

Lees, B., Meredith, L. R., Kirkland, A. E., Bryant, B. E., & Squeglia, L. M. (2020). Effect of alcohol use on the adolescent brain and behavior. *Pharmacology Biochemistry and Behavior, 192*, 172906.

Suggested:

Chadi, N., Li, G., Cerda, N., & Weitzman, E. R. (2019). Depressive symptoms and suicidality in adolescents using e-cigarettes and marijuana: a secondary data analysis from the youth risk behavior survey. *Journal of addiction medicine, 13*(5), 362-365.

Luikinga, S. J., Kim, J. H., & Perry, C. J. (2018). Developmental perspectives on methamphetamine abuse: Exploring adolescent vulnerabilities on brain and behavior. *Progress in Neuro-Psychopharmacology and Biological Psychiatry, 87*, 78-84.

Squeglia, L. M., Jacobus, J., & Tapert, S. F. (2014). The effect of alcohol use on human adolescent brain structures and systems. *Handbook of clinical neurology, 125*, 501-510.

Assignment (s): **Due Friday, February 2, 2024**
Research Proposal Due

Week Four: 2/08/2024

Topic Description

Readings:

International Drug Trade and Trafficking

Giommoni, L., Gundur, R. V., & Cheekes, E. (2020). International drug trafficking: past, present, and prospective trends. In *Oxford Research Encyclopedia of Criminology and Criminal Justice*.

Jenner, M. S. (2011). International drug trafficking: A global problem with a domestic solution. *Indiana Journal of Global Legal Studies, 18*(2), 901-927.

Suggested:

Assignment (s): None

Week Five: 2/15/2024

Topic Description

Readings:

Domestic Drug Trade

Clark, S. L., Dodd, C. G., Taylor, L., Stewart, S., Yang, N., Shahidullah, J. D., ... & Nemeroff, C. B. (2023). Characterizing patterns of substance use in trauma exposed youth. *Journal of psychiatric research, 167*, 1-9.

Miech, R. A., Johnston, L. D., Patrick, M. E., O'Malley, P. M., & Bachman, J. G. (2023). Monitoring the Future national survey results on drug use, 1975–2023: Secondary school students. Monitoring the Future Monograph Series. Ann Arbor, MI: Institute for Social Research, University of Michigan. **Read Chapters 2 & 5**
Available at <https://monitoringthefuture.org/results/annual-reports/>

Supplemental Readings: Johnston, L. D., Miech, R. A., Patrick, M. E., O'Malley, P. M., Schulenberg, J. E., & Bachman, J. G. (2023). Monitoring the Future national survey results on drug use 1975-2022: Overview, key findings on adolescent drug use. Ann Arbor: Institute for Social Research, University of Michigan. Read the Specific Results by Drug Section. Available at <https://monitoringthefuture.org/results/annual-reports/>

Assignment (s): **Due Friday, February 18, 2024**
Critical Issue Paper 1

Semester Calendar

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Week Six: 2/22/2024

Drugs, delinquency, and violence

Topic Description

Readings:

Bright, C. L., Sacco, P., Kolivoski, K. M., Stapleton, L. M., Jun, H. J., & Morris-Compton, D. (2017). Gender differences in patterns of substance use and delinquency: A latent transition analysis. *Journal of Child & Adolescent Substance Abuse*, 26(2), 162-173.

Bellair, P. E., & McNulty, T. L. (2009). Gang membership, drug selling, and violence in neighborhood context. *Justice Quarterly*, 26(4), 644-669.

Brook, D. W., Brook, J. S., Rubenstone, E., Zhang, C., & Saar, N. S. (2011). Developmental associations between externalizing behaviors, peer delinquency, drug use, perceived neighborhood crime, and violent behavior in urban communities. *Aggressive behavior*, 37(4), 349-361.

Copes, H., Hochstetler, A., & Sandberg, S. (2015). Using a narrative framework to understand the drugs and violence nexus. *Criminal Justice Review*, 40(1), 32-46.

Dickinson, T. (2015). Exploring the drugs/violence nexus among active offenders: Contributions from the St. Louis School. *Criminal Justice Review*, 40(1), 67-86.

Seffrin, P. M., & Domahidi, B. I. (2014). The drugs–violence nexus: A systematic comparison of adolescent drug dealers and drug users. *Journal of Drug Issues*, 44(4), 394-413.

Crosson-Tower, Chapters 4 & 9

Supplemental Readings:

Erickson, M.F. & Egeland, B. (2002). Chapter 1: Child neglect. In J.E.B. Myers, L. Berliner, J. Briere, C.T. Hendrix, C. Jenny & T.A. Reid (Eds.), *The APSAC handbook on child mistreatment* (2nd ed.) (pp. 3-20) Thousand Oaks, CA: Sage Publications Inc.

Dubowitz, H. (2007). Understanding and addressing the “neglect of neglect”: Digging into the molehill. *Child Abuse and Neglect*, 31, 603-606.

Dubowitz, H., & Black, M. (2002). Chapter 14: Neglect of children’s health. In J.E.B. Myers, L. Berliner, J. Briere, C.T. Hendrix, C. Jenny & T.A. Reid (Eds.), *The APSAC handbook on child mistreatment* (2nd ed.) (pp. 282-305) Thousand Oaks, CA: Sage Publications Inc.

Assignment (s):

None

Semester Calendar

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Week Seven: 2/29/2024

Topic Description

Drugs and other delinquent offenses

Readings:

Chouhy, C., Madero-Hernandez, A., & Turanovic, J. J. (2017). The Extent, Nature, and Consequences of School Victimization: A Review of Surveys and Recent Research. *Victims & Offenders, 12*(6), 823–844. <https://doi-org.pvamu.idm.oclc.org/10.1080/15564886.2017.1307296>

Hammig, B. & Jozkowski, K. (2013). Academic achievement, violence victimization, and bullying among U.S. high school students. *Journal of Interpersonal Violence, 28*(7), 1424-1436.

Madlock, P. E., & Westerman, D. (2011). Hurtful Cyber-Teasing and Violence: Who's Laughing out Loud? *Journal of Interpersonal Violence, 26*(17), 3542–3560.

Moyano, N., & Sánchez-Fuentes, M. del M. (2020). Homophobic bullying at schools: A systematic review of research, prevalence, school-related predictors and consequences. *Aggression and Violent Behavior, 53*. <https://doi-org.pvamu.idm.oclc.org/10.1016/j.avb.2020.101441>

Rice, E., Petering, R., Rhoades, H., Winetrobe, H., Goldbach, J., Plant, A., Montoya, J., & Kordic, T. (2015). Cyberbullying Perpetration and Victimization Among Middle-School Students. *American Journal of Public Health, 105*(3), e66–e72. <https://doi-org.pvamu.idm.oclc.org/10.2105/AJPH.2014.302393>

Wang, J., Iannotti, R. J. & Nansel, T. R. (2009). School bullying among adolescents in the United States: Physical, verbal, relational and cyber. *Journal of Adolescent Health, 45*, 368-375.

Zweig, J.M., Dank, M., Lachman, P., & Yahner, J. (2013). *Technology, teen dating violence and abuse, and bullying* (National Institute of Justice Award No. 2010WG-BX003). Washington, DC: Urban Institute, Justice Policy Center. Retrieved from <http://www.urban.org/sites/default/files/publication/23941/412891-Technology-Teen-Dating-Violence-and-Abuse-and-Bullying.PDF>

Espelage, D. L., Valido, A., Hatchel, T., Ingram, K. M., Huang, Y., & Torgal, C. (2019). A literature review of protective factors associated with homophobic bullying and its consequences among children & adolescents. *Aggression and Violent Behavior, 45*, 98–110. <https://doi-org.pvamu.idm.oclc.org/10.1016/j.avb.2018.07.003>

Supplemental Readings:

Kowalski, R. M. & Limber, S. P. (2007). Electronic bullying among middle school students. *Journal of Adolescent Health, 41*, S22-S30.

Seelman, K. L., & Walker, M. B. (2018). Do Anti-Bullying Laws Reduce In-School Victimization, Fear-based Absenteeism, and Suicidality for Lesbian, Gay, Bisexual, and Questioning Youth? *Journal of Youth & Adolescence, 47*(11), 2301–2319. <https://doi-org.pvamu.idm.oclc.org/10.1007/s10964-018-0904-8>

Assignment (s):

Due Friday, March 4, 2024
Critical Issue Paper 2

Semester Calendar

Please note that this schedule is tentative and may change if we need to spend additional time on certain topics or if there are unforeseen circumstances (i.e. inclement weather).

Week Eight: 3/07/2024

~ **MIDTERM EXAM** ~

Week Nine: 3/14/2024

~ **SPRING BREAK** ~

Week Ten: 3/21/2024

Topic Description

Academy of Criminal Justice Sciences – Flex Day & Research Project

Readings

Evans, K. E., Lee, H., Russell, K. N., Holmes, M. R., Berg, K. A., Bender, A. E., & Prince, D. M. (2021). Adolescent Dating Violence Among Youth Exposed to Intimate Partner Violence: A Systematic Review. *Journal of Family Violence*, 1. <https://doi-org.pvamu.idm.oclc.org/10.1007/s10896-021-00289-y>

Orpinas, P., Nahapetyan, L., Song, X., McNicholas, C., & Reeves, P.M. (2012). Psychological dating violence perpetration and victimization: Trajectories from middle to high school. *Aggressive Behavior*, 38, 510-520.

Assignment

Work on Research Project

Week Eleven: 3/28/2024

Topic Description

Drugs: Impact on the School System

Readings

Espelage, D. L., Leemis, R. W., Niolon, P. H., Kearns, M., Basile, K. C., & Davis, J. P. (2020). Teen Dating Violence Perpetration: Protective Factor Trajectories from Middle to High School among Adolescents. *Journal of Research on Adolescence (Wiley-Blackwell)*, 30(1), 170–188. <https://doi-org.pvamu.idm.oclc.org/10.1111/jora.12510>

Gover, A. R. & Jennings, W. G. (2009). Adolescent male and female gang members experiences with violent victimization, dating violence, and sexual assault. *American Journal of Criminal Justice*, 34, 103-115.

Wolitzky-Taylor, K.B., Ruggiero, K.J., Danielson, C.K., Resnick, H.S., Hanson, R.F., Smith, D.W., Saunders, B.E. & Kilpatrick, D.G. (2008). Prevalence and correlates of dating violence in a national sample of adolescents. *Journal of the American Academy of Child and Adolescent Psychiatry*, 47(7), 755-762.

Supplemental Readings:

Assignment (s):

None

Week Twelve: 4/04/2024

Topic Description

Drugs: Impact on the Family

Readings:

Banyard, V. L., Williams, L. M., Siegel, J. A., & West, C. M. (2002). Childhood sexual abuse in the lives of black women: Risk and resilience in a longitudinal study. *Women & Therapy*, 25(3- 4), 45-58.

Cromer, L. D., & Goldsmith, R. E. (2010). Child Sexual Abuse Myths: Attitudes, Beliefs, and Individual Differences. *Journal of Child Sexual Abuse*, 19(6), 618–647.

Sanjeevi, J., Houlihan, D., Bergstrom, K. A., Langley, M. M., & Judkins, J. (2018). A Review of Child Sexual Abuse: Impact, Risk, and Resilience in the Context of Culture. *Journal of Child Sexual Abuse*, 27(6), 622–641. <https://doi-org.pvamu.idm.oclc.org/10.1080/10538712.2018.1486934>

Supplemental Readings

Assignment

None

Semester Calendar

Please note that this schedule is tentative and may change if we need to spend additional time on certain topics or if there are unforeseen circumstances (i.e. inclement weather).

Week Thirteen: 4/11/2024

Topic Description

Readings

Drugs: Impact on the Community

Fontes, L. A., Cruz, M., & Tabachnick, J. (2001). Views of child sexual abuse in two cultural communities: An exploratory study among African Americans and Latinos. *Child maltreatment*, 6(2), 103-117.

Griffee, K., Swindell, S., O'Keefe, S. L., Stroebel, S. S., Beard, K. W., Kuo, S.-Y., & Stroupe, W. (2016). Etiological Risk Factors for Sibling Incest: Data From an Anonymous Computer-Assisted Self-Interview. *Sexual Abuse : A Journal of Research and Treatment*, 28(7), 620–659. <https://doi-org.pvamu.idm.oclc.org/10.1177/1079063214558941>

Ligiero, D. P., Fassinger, R., McCauley, M., Moore, J. & Lyytinen, N. (2009). Childhood sexual abuse, culture and coping: A qualitative study of Latinas. *Psychology of Women Quarterly*, 33, 67-80.

Supplemental Reading:

Nelson-Gardell, D. (2001). The voices of victims: Surviving child sexual abuse. *Child & Adolescent Social Work Journal*, 18(6), 401-416.

Oliver, B. E., & Holmes, L. (2015). Female Juvenile Sexual Offenders: Understanding Who They Are and Possible Steps That May Prevent Some Girls From Offending. *Journal of Child Sexual Abuse*, 24(6), 698–715. <https://doi-org.pvamu.idm.oclc.org/10.1080/10538712.2015.1058875>

Assignment (s):

Due Friday, April 1, 2024
Critical Issues Paper 3

Week Fourteen: 4/18/2024

Topic Description

Readings:

Decriminalization & Legalization

Crosson-Tower, Chapter 8

Barnert, E., Iqbal, Z., Bruce, J., Anoshiravani, A., Kolhatkar, G., & Greenbaum, J. (2017). Commercial Sexual Exploitation and Sex Trafficking of Children and Adolescents: A Narrative Review. *Academic Pediatrics*, 17(8), 825–829. <https://doi-org.pvamu.idm.oclc.org/10.1016/j.acap.2017.07.009>

Cole, J., Sprang, G., Lee, R., & Cohen, J. (2016). The trauma of commercial sexual exploitation of youth: A comparison of CSE victims to sexual abuse victims in a clinical sample. *Journal of Interpersonal Violence*, 31(1), 122–146. <https://doi-org.pvamu.idm.oclc.org/10.1177/0886260514555133>

Hodge, D. R. (2008). Sexual trafficking in the United States: A domestic problem with transnational dimensions. *Social Work*, 53(2), 143-152.

Finklea, K. M., Fernandes-Alcantara, A. L., & Siskin, A. (2015). Sex trafficking of children in the United States: Overview and issues for Congress. Congressional Research Service. Retrieved from <https://sgp.fas.org/crs/misc/R41878.pdf>

Mitchell, K. J., Finkelhor, D. & Wolak, J. (2010). Conceptualizing juvenile prostitution as child maltreatment: Findings from the national juvenile prostitution study. *Child Maltreatment*, 15(1), 18-36.

Assignment (s):

Due Friday, April 8, 2024
Rough Draft of Research Paper (Optional)

Semester Calendar

Please note that this schedule is tentative and may change if we need to spend additional time on certain topics or if there are unforeseen circumstances (i.e. inclement weather).

Week Fifteen: 4/25/2024

Topic Description

Control & Treatment

Readings:

Crosson-Tower, Chapters 3 & 15

Allen, B. (2011). Childhood psychological abuse and adult aggression: The mediating role of self-capacities. *Journal of Interpersonal Violence*, 26(10), 2093-2110.

Allen, B. (2008). An analysis of the impact of diverse forms of childhood psychological maltreatment on emotional adjustment in early adulthood. *Child Maltreatment*, 13(3), p307-312.

Bick, J., & Nelson, C. A. (2016). Early adverse experiences and the developing brain. *Neuropsychopharmacology*, 41(1), 177–196.

Child Welfare Information Gateway. (2015). Understanding the effects of maltreatment on brain development. Washington, DC: U.S. Department of Health and Human Services, Children's Bureau. Retrieved from https://www.childwelfare.gov/pubPDFs/brain_development.pdf

Supplemental Readings:

Avery, L., Massat, C. R., & Lundy, M. (2000). Posttraumatic stress and mental health functioning of sexually abused children. *Child & Adolescent Social Work Journal*, 17(1), 19-34.

Davis, J. L., & Petretic-Jackson, P. A. (2000). The impact of child sexual abuse on adult interpersonal functioning: A review and synthesis of the empirical literature. *Aggression and Violent Behavior*, 5 (3), 291-328.

Dube, S. R., Anda, R. F., Whitfield, C. L., Brown, D. W., Felitti, V. J., Dong, M., & Giles, W. H. (2005). Long-term consequences of childhood sexual abuse by gender of victim. *American Journal of Preventive Medicine*, 28, 430–438.

The Science of Neglect: In Brief - <https://46y5eh11fhgw3ve3ytpwxt9r-wpengine.netdna-ssl.com/wp-content/uploads/2015/05/InBrief-The-Science-of-Neglect-3.pdf>

Assignment (s):

Due Monday, April 18, 2024
Critical Issues Paper 4

Final Exam

Thursday, May 2, 2024, 9:30am – 12:20am

Student Support and Success

John B. Coleman Library

The John B. Coleman Library's mission is to enhance the scholarly pursuit of knowledge, to foster intellectual curiosity, and to promote life-long learning and research through our innovative services, resources, and cultural programs, which support the Prairie View A&M University's global mission of teaching, service, and research. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. Website: <https://www.pvamu.edu/library/>; Phone: 936-261-1500

Academic Advising Services

Academic Advising Services offers students a variety of services that contributes to student success and leads towards graduation. We assist students with understanding university policies and procedures that affect academic progress. We support the early alert program to help students get connected to success early in the semester. We help refer students to the appropriate academic support services when they are unsure of the best resource for their needs. Faculty advisors support some students in their respective colleges. Your faculty advisor can be identified in PantherTracks. Advisors with Academic Advising Services are available to all students. We are located across campus. Find your advisor's location by academic major at www.pvamu.edu/advising. Phone: 936-261-5911

The University Tutoring Center

The University Tutoring Center (UTC) offers free tutoring and academic support to all registered PVAMU students. The mission of the UTC is to help provide a solid academic foundation that enables students to become confident, capable, independent learners. Competent and caring staff and peer tutors guide students in identifying, acquiring, and enhancing the knowledge, skills, and attitudes needed to reach their desired goals. Tutoring and academic support are offered face-to-face in the UTC, in virtual face-to-face sessions (<https://www.pvamu.edu/student-success/sass/university-tutoring-center/>), and through online sessions (<https://www.pvamu.edu/pvplace/>). Other support services available for students include Supplemental Instruction, Study Break, Academic Success Workshops, and Algebra Study Jam. Location: J. B. Coleman Library, Rm. 307; Phone: 936-261-1561; Email: pv tutoring@pvamu.edu; Website: <https://www.pvamu.edu/student-success/sass/university-tutoring-center/>

Writing Center

The Writing Center provides well-trained peer tutors to assist students with writing assignments at any stage of the writing process. Tutors help students with various writing tasks from understanding assignments, brainstorming, drafting, revising, editing, researching, and integrating sources. Students have free access to Grammarly online writing assistance. Grammarly is an automated proofreading and plagiarism detection tool. Students must register for Grammarly by using their student email address. In addition, students have access to face-to-face and virtual tutoring services either asynchronously via email or synchronously via Zoom. Location: J. B. Coleman Library, Rm. 209; Phone: 936-261-3724; Website: <https://www.pvamu.edu/student-success/writing-center/>; Grammarly Registration: <https://www.grammarly.com/enterprise/signup>

Academic Early Alert

Academic Early Alert is a proactive system of communication and collaboration between faculty, academic advisors, and PVAMU students that is designed to support student success by promptly identifying issues and allowing for intervention. Academic Early Alerts help students by providing a central location to schedule advising appointments, view advisor contact information, and request assistance. Students who recognize that they have a problem that is negatively affecting their academic performance or ability to continue school may self-refer an Academic Early Alert. To do so, students will log in to PV Place and click on Academic Early Alert on the left sidebar. Phone: 936-261-5902; Website: <https://www.pvamu.edu/student-success/early-alert/>

Student Counseling Services

The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach,

consultation, and referral services. The staff is licensed by the State of Texas and assists students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Hobart Taylor, 2nd floor; Phone: 936-261-3564; Website: <https://www.pvamu.edu/healthservices/student-counseling-services/>

Office of Testing Services

Testing Services serves to create opportunities by offering a suite of exams that aid in the students' academic and professional success. Currently, we administer entrance (HESI A2), college readiness (TSI assessment), Prior Learning (CLEP, DSST), and proctored exams. Location: Wilhelmina Delco, 3rd Floor, Rm. 305; Phone: 936-261-3627; Email: aetesting@pvamu.edu; Website: www.pvamu.edu/testing

Office of Diagnostic Testing and Disability Services

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, contact the Office of Disability Services. As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring non-standardized test administrations, ASL interpreters, ALDs, digital recorders, Livescribe, and a comprehensive referral network across campus and the broader community. Location: Hobart Taylor, Rm. 1D128; Phone: 936-261-3583; Website: <https://www.pvamu.edu/disabilityservices/>

Center for Instructional Innovation and Technology Services (CIITS)

Distance Learning, also referred to as Distance Education, is the employment of alternative instructional delivery methods to extend programs and services to persons unable to attend college in the traditional manner. The Center for Instructional Innovation and Technology Services (CIITS) supports student learning through online, hybrid, web-assist, and 2-way video course delivery. For more details and contact information, visit:

<https://www.pvamu.edu/dlearning/distance-learning-2-2/students-2/>; Phone: 936-261-3283

Veteran Affairs

Veterans Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall, Rm. 102; Phone: 936-261-3563; Website: <https://www.pvamu.edu/sa/departments/veteranaffairs/>

Office for Student Engagement

The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development, and campus governance. Location: Memorial Student Center, Rm. 221; Phone: 936-261-1340; Website: <https://www.pvamu.edu/studentengagement/>

Career Services

Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the Career Services website for information regarding services provided. Location: Anderson Hall, 2nd floor; Phone: 936-261-3570; Website: <https://www.pvamu.edu/careerservices/>

University Rules and Procedures

Academic Misconduct

Academic dishonesty is defined as any form of cheating or dishonesty that has the effect or intent of interfering with any academic exercise or fair evaluation of a student's performance. The college faculty can provide additional information, particularly related to a specific course, laboratory, or assignment.

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with the *University Administrative Guidelines on Academic Integrity*, which can be found on the [Academic Integrity webpage](#). Students who engage in academic misconduct are subject to university disciplinary procedures. As listed in the *University Administrative Guidelines on Academic Integrity*, the University Online Catalog, and the Student Code of Conduct, the following are examples of prohibited conduct. This list is not designed to be all-inclusive or exhaustive. In addition to academic sanctions, any student found to have committed academic misconduct that is also a violation of criminal law may also be subject to disciplinary review and action by the Office of Student Conduct (as outlined in the Student Code of Conduct).

Forms of Academic Dishonesty:

1. **Cheating:** Deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not learned, giving or receiving aid unauthorized by the instructor on assignments or examinations. Examples: unauthorized use of notes for a test; using a "cheat sheet" on a quiz or exam; any alteration made on a graded test or exam which is then resubmitted to the teacher;
2. **Plagiarism:** Careless or deliberate use of the work or the ideas of another; representation of another's work, words, ideas, or data as your own without permission or appropriate acknowledgment. Examples: copying another's paper or answers, failure to identify information or essays from the internet and submitting or representing it as your own; submitting an assignment which has been partially or wholly done by another and claiming it as yours; not properly acknowledging a source which has been summarized or paraphrased in your work; failure to acknowledge the use of another's words with quotation marks;
3. **Collusion:** When more than one student or person contributes to a piece of work that is submitted as the work of an individual;
4. **Conspiracy:** Agreeing with one or more persons to commit an act of academic/scholastic dishonesty; and
5. **Multiple Submission:** Submission of work from one course to satisfy a requirement in another course without explicit permission. Example: using a paper prepared and graded for credit in one course to fulfill a requirement and receive credit in a different course.

Nonacademic Misconduct

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. The Office of Student Conduct will adjudicate such incidents under nonacademic procedures.

Sexual Misconduct

Sexual harassment of students and employees at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating the university's sexual harassment policy will be subject to disciplinary action. In accordance with the Texas A&M University System guidelines, your instructor is obligated to report to the Office of Title IX Compliance (titleixteam@pvamu.edu) any instance of sexual misconduct involving a student, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which the instructor becomes aware during this course through writing, discussion, or personal disclosure. The faculty and staff of PVAMU actively strive to provide a learning, working, and living environment that promotes respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like assistance or have questions, they may contact the Title IX Coordinator at 936-261-2144 or titleixteam@pvamu.edu. More information can be found at www.pvamu.edu/titleix, including confidential resources available on campus.

Pregnancy, Pregnancy-related, and Parenting Accommodations

Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related conditions, or parenting (reasonably immediate postpartum period) are encouraged to contact Student Disability Services or the Dean of Students' Office for additional information and to request accommodations.

Non-Discrimination Statement

Prairie View A&M University does not discriminate on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or gender identity in its programs and activities. The University is committed to supporting students and complying with The Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of discrimination or harassment, we encourage you to report it. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Director of Equal Opportunity & Diversity has been designated to handle inquiries regarding the non-discrimination policies and can be reached at Harrington Science Building, Suite 109 or by phone at 936-261-1744 or 1792.

Class Attendance Policy (See the University Online Catalog for Full Attendance Policy)

Prairie View A&M University requires regular class attendance. Attending all classes supports the full academic development of each learner, whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or the internet. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in the assignment of a grade of "F." Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rest with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the University Online Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Technical Considerations

Minimum Recommended Hardware and Software:

- Intel PC or Laptop with Windows 10 or later version; Mac with OS High Sierra*
- Smartphone or iPad/Tablet with Wi-Fi*
- High-speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, or Firefox

Note: Be sure to enable Java & pop-ups in the Web browser preferences

* Smartphones, Google Chrome books, and Android tablets may not be supported. iPads are the only tablets supported.

Participants should have a basic proficiency of the following computer skills:

- Sending and receiving email
- A working knowledge of the Internet
- Microsoft Word (or a program convertible to Word)
- Acrobat PDF Reader
- Windows or Mac OS
- Video conferencing software

Netiquette (online etiquette)

Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussion boards. Foul or abusive language will not be tolerated. Do not use ALL CAPS for communicating to others AS IT CAN BE INTERPRETED AS YELLING. Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you." Limit and possibly avoid the use of emoticons. Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post, and the message

might be taken seriously or sound offensive.

Video Conferencing Etiquette

When using Zoom, WebEx, or other video conferencing tools, confirm the visible area is tidy, clear of background clutter, inappropriate or offensive posters, and other distractions. Ensure you dress appropriately and avoid using high traffic or noisy areas. Stay muted when you are not speaking and avoid eating/drinking during the session. Before the class session begins, test audio, video, and lighting to alleviate technology issues.

Technical Support

Students should go to <https://mypassword.pvamu.edu/> if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Center for Instructional Innovation and Technology Services at 936-261-3283 or email ciits@pvamu.edu.

Communication Expectations and Standards

Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses. You can expect grades and feedback within one week of the assignment due date, unless otherwise noted or communicated by email, course announcement, etc.

Discussion Requirement

Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can occur in a seminar fashion. The use of the discussion board will accomplish this. The instructor will determine the exact use of discussion boards.

It is strongly suggested that students type their discussion postings in a word processing application such as Word and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, copy and paste to the discussion board.

COVID-19 Campus Safety Measures

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, PVAMU has adopted policies and practices to limit virus transmission.

- **Self-monitoring** - Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction.
- **Face Coverings** - Face coverings (cloth face covering, surgical mask, etc.) are recommended in classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource, and support offices, and outdoor spaces where 6 feet of physical distancing is challenging to maintain reliably.
- **Physical Distancing** - Physical distancing should be maintained between students, instructors, and others in course and course-related activities where possible.
- **Personal Illness and Quarantine** - Students required to quarantine are to participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities. Students experiencing personal injury or illness that is too severe for the student to attend class qualify for

an excused absence. To receive an excused absence, students must provide appropriate documentation to the Office for Student Conduct, studentconduct@pvamu.edu.