

Department of Criminal Justice and Criminology
CRIJ 5365.01
Crime Victim Services and Management Seminar
Fall 2017

Instructor: Dr. Kathy Latz

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Class Hours: Online

Classroom: Online

Office Hours: Tues. & Thurs. 2pm-4pm (and by appointment)

***Required Textbook:**

Scott, L. (2013). *From passion to execution: How to start and grow an effective nonprofit organization*. Boston, MA: Cengage.

***Additional Readings:** Additional readings are accessible online. Check your syllabus for specific titles, links, and due dates.

***Online Supplements:**

1.) Tex. Admin. Code. §379.101-719. Available at:

[https://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac_view=4&ti=1&pt=15&ch=379](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=1&pt=15&ch=379)

2.) Arizona Coalition Against Domestic Violence. (2000). *Best practices manual for domestic violence programs*. Retrieved from

http://www.ncdsv.org/images/Best%20Practices%20Manual%20for%20DV%20Prgrms_AZCA DV.pdf

***Course Description:** Bridging research, policy, and practice, this advanced topics course explores issues associated with non-profit agency management. More specifically, it examines the nuts-and-bolts of domestic violence organizations, with a particular emphasis on residential shelters.

***Course Objectives:** Satisfying a core requirement of the Master of Science in Victim Services Management program, this course orients students to topics in non-profit organization management. Upon completion, students will have developed the following competencies:

- 1.) an appreciation for the roles and responsibilities of an executive director;
- 2.) an appreciation for the processes of establishing and managing a 501(c3) organization;
- 3.) an appreciation for survivor-informed policy and program development;
- 4.) an appreciation for applicable laws and rules governing shelter programs; and
- 5.) an appreciation for best practices in service delivery.

***Attendance Policy:** Unlike a traditional, instructor-led course, this course does not require you to present to class at a specific time. Instead, you must make a consistent effort to read the chapters, complete the assignments, and review the lecture material.

***Statement of Teaching Philosophy:** Of the various lessons I choose to impart in the course of any semester, principal among them are: 1.) tolerance and respect for opposing viewpoints; 2.) writing as a means of expression; and 3.) an appreciation for the American criminal justice system and its processes.

As an educator, I aspire to promote a learning environment in which my students may express their convictions freely. By emphasizing the fact that we are all students of the world who can learn from one another, I encourage them to engage with their fellow classmates, and to open their minds to new ideas. Facilitating lively classroom discussions, I introduce students to multiple sides of an argument. Provided the opportunity to question their own beliefs, they may come to understand *why* they believe what they do--and thus develop skills to form stronger written and verbal arguments.

At the college level, students are expected to express themselves in a clear and intelligent fashion. Yet, while many exhibit sufficient verbal skills, some have difficulty expressing themselves proficiently in writing. It has been my experience that practical, written exercises not only measure students' comprehension of course material, but also provide them an opportunity to improve their writing skills. Through regular feedback, extra credit incentives, and, where necessary, individual tutoring, they may exponentially improve problem areas by the semester's end.

Recognizing that students are unique individuals, who learn in a variety of different ways, I employ a multi-faceted teaching strategy to most effectively meet the needs of my class. An advocate of cooperative learning, I frequently supplement lectures, homework assignments, and required readings with small group activities and discussions. Relating abstract, theoretical principles to real world events, I facilitate a "hands on" approach to studying the crime control and due process ideologies which have governed American jurisprudence throughout history.

By exploring the nexus between the past and the present, students may develop a greater appreciation for contemporary criminal justice trends.

Fundamentally, my teaching philosophy is predicated on educating my students and preparing them for life outside of the classroom. Learning to embrace diversity, to express themselves intelligently, and to appreciate the legal institutions and processes which govern their everyday existence -- these are tools that they may take with them, and apply long after the semester has gone.

***Grading Policy, Scale and Requirements:**

Students will be evaluated according to the following criteria:

A.) Weekly Readings: All readings should be completed by the due dates. Students may post comments or questions about the readings on the optional discussion board.

B.) (6) Written Exercises/Mock Shelter Manual: Students will be required to complete 6 practical written exercises that collectively comprise a mock shelter manual. While specific instructions will follow, essentially the goal is for students to develop a mock family violence shelter—complete with policies, rules, procedures, and service components. Check the syllabus for specific due dates and the “Shelter Manual/Course Project” folder for assignment instructions.

C.) Weekly “Executive Director (ED) Forum” Posts: Shelter environments are unpredictable. To make things interesting (and to give your ED experience a more authentic feel), I will be presenting you with random scenarios (ex. natural disasters, security threats, etc.) you’ll need to address throughout the semester. I’ve set up an “Executive Director Forum” for you to dialogue with your fellow “EDs.” During Week 1, select a name and location for your family violence program. Then, introduce yourself using the ED Forum. (Include the name and location of your shelter). Beginning Week 2, check the forum daily for random scenarios and updates. If your shelter is affected by a particular issue, you will be responsible for submitting a post, explaining how you tend to resolve the problem. (Please do this at the end of the week to allow your fellow EDs time to “weigh-in” on the issue). If your program is NOT affected by the problem, you’ll be required to offer some suggestions. (In Texas, our state coalition, the Texas Council on Family Violence, has created a similar listserve for executive directors).

***Course Requirements:**

***Maximum Point Values:**

(1) Shelter Manual / (6) Written Assignments	
#1: Blue-Print (Due: Module 2)	5 pts.
#2: Disaster Plan (Due: Module 4)	5 pts
#3 Security Plan (Due: Module 6)	5 pts.
#4: Rights, Responsibilities, and Services (Due: Module 8)	10 pts.
#5: Program Policies and Procedures (Due: Module 12)	40 pts.
#6: Personnel Policies (Due: Module 14)	30 pts.
(10) Executive Director (ED) Forum Posts (Due: As Assigned)	5 pts. (.5 pts. each)
Total	100 pts.

***Grading Scale:**

A=100-90

B=89-80

C=79-70

F=69 and below

***Mandatory Reporting:** Under Title IX of the 1972 Education Amendments to the United States Code, I am required to report sexual assault, domestic violence, and stalking to campus administrators. Please avoid disclosing personal information in your papers or posts if you are concerned about it being reported. Confidential help is available should you need it through the SHSU Counseling Center, SAAFE House (936.291.3369), or the National Domestic Violence Hotline (1-800-799-SAFE). For assistance with a Title IX matter, contact the Dean of Students Office at: 936.294.1785, Campus Police (936.294.1000), or 911 in the event of an emergency. Under Texas law, I am also required to report child and elder abuse and the maltreatment of

persons with disabilities. To report child abuse, call: 1.800.252.5400 (Texas), the National Child Abuse Hotline (outside of Texas) (1.800.422.4453), or 911 in the event of an emergency.

***Make-Up Policy:** Late assignments and examinations will not be accepted without the instructor's prior consent.

***Technical Assistance:** For technical assistance (including questions about Blackboard), call: SHSU Online at 936.294.2780. You may also contact the technicians via email at: blackboard@shsu.edu. *Please note that SHSU Online's hours of operation are Mon.-Sat., 7am-Midnight.

Students are responsible for submitting all assignments by the designated due dates.

For other technology-related concerns (ex. issues with your email account, etc.), contact IT@Sam at: 936.294.1950 or helpdesk@shsu.edu.

For all course-related questions, please contact your professor.

***Annotated Outline of Topics:**

**Please Note: This calendar is tentative and subject to change.*

Module 1 8/23-8/30	501(c)(3) Organizations: The CEO and President, the Agency Mission, and the Board of Directors *Readings: 1.) Scott, L. (2013). <i>From passion to execution: How to start and grow an effective nonprofit organization</i> . (Pp. 1-124). Boston, MA: Cengage Learning. *Tasks: <input type="checkbox"/> Complete the reading assignment & post questions or comments on the optional discussion board. <input type="checkbox"/> Review the Module 1 power point and lecture <input type="checkbox"/> Begin working on Assignment #1 (Due 9/6). (Review the instructions for Assignment #1 under the "Shelter Manual/Course Project" tab). <input type="checkbox"/> Submit your introductory post on the ED forum.
Module 2 8/30-9/6	The Shelter Facility *Readings: 1.) Scott, L. (2013). <i>From passion to execution: How to start and grow an effective nonprofit organization</i> . (Pp. 125-186). Boston, MA: Cengage Learning. 2.) Dubin, M. (n.d.). <i>Domestic violence shelters and the ADA</i> . Retrieved from www.ncdsv.org/images/DVSheltersADA.pdf *Tasks: <input type="checkbox"/> Review the Module 2 power point, lecture, and videos. <input type="checkbox"/> Complete the reading assignment & post any questions or comments on the optional discussion board. <input type="checkbox"/> Begin brainstorming with one another about the first scenario on the ED Forum. (Be sure to check the forum daily for updates and post at least one reply for the week).

	<p>☐ Assignment #1 Due 9/6 (11:59pm CST)</p>
Module 3 9/6-9/13	<p>Rules and Regulations</p> <p>*Readings:</p> <p>1.) Missouri Coalition Against Domestic and Sexual Violence (nd). <i>How the earth didn't fly into the sun: Missouri's project to reduce rules in domestic violence shelters</i>. Jefferson City, MO: Missouri Coalition Against Domestic and Sexual Violence. Retrieved from www.in.gov/cji/files/VS_How_The_Earth.pdf</p> <p>*Tasks:</p> <ul style="list-style-type: none"> ☐ Review the Module 3 power point, lecture, and videos. ☐ Complete the reading assignment & post any questions or comments on the optional discussion board. ☐ Check the ED Forum daily for updates and post at least one reply for the week. ☐ Begin working on Assignment #2 (Due By 9/20). (Review the instructions for Assignment #2 under the "Shelter Manual/Course Project" tab).
Module 4 9/13-9/20	<p>Program Services—Eligibility and Accessibility, Etc.</p> <p>*Readings:</p> <p>1.) Lunine, B. (2008). <i>Transitioning your services: Serving transgender victims of domestic violence, sexual assault, and stalking</i>. Washington, DC: American Bar Association Commission on Domestic Violence. Retrieved from http://www.americanbar.org/content/newsletter/publications/cdv_enewsletter_home/vol11_expert.html</p> <p>2.) Ham, C. (n.d.). <i>Reducing language barriers to combating domestic violence: The requirements of Title VI</i>. Retrieved from http://www.bwjp.org/assets/documents/pdfs/reducing_language_barriers_to_combating_domestic_violence.pdf</p> <p>*Tasks:</p> <ul style="list-style-type: none"> ☐ Review the Module 4 power point, lecture, and videos. ☐ Complete the reading assignment & post any questions or comments on the optional discussion board. ☐ Check the ED Forum daily for updates and post at least one reply for the week. ☐ Assignment #2 Due 9/20 (11:59pm CST)
Module 5 9/20-9/27	<p>Program Services (Cont.)</p> <p>*Readings:</p> <p>1.) Lyon, E., Lane, S., & Menard, A. (2008). <i>Meeting survivors' needs: A multi-state study of domestic violence shelter experiences</i>. Washington, DC: US Department to Justice, National Institute of Justice. Retrieved from https://www.ncjrs.gov/pdffiles1/nij/grants/225025.pdf</p> <p>*Tasks:</p> <ul style="list-style-type: none"> ☐ Review the Module 5 power point, lecture, and videos. ☐ Complete the reading assignment & post any questions or comments on the optional discussion board. ☐ Check the ED Forum daily for updates and post at least one reply for the week.

	<p>❑ Begin working on Assignment #3 (Due 10/4). (Review instructions under the “Shelter Manual/Course Project” tab)</p>
Module 6 9/27-10/4	<p>Policies and Procedures: Client Rights, Etc.</p> <p>*Readings:</p> <p>1.) Arizona Coalition Against Domestic Violence. (2000). <i>Best practices manual for domestic violence programs</i>. (Pp. 1-51). Retrieved from http://www.ncdsv.org/images/Best%20Practices%20Manual%20for%20DV%20Prgrms_AZCAD.pdf</p> <p>*Tasks:</p> <p>❑ Review the Module 6 power point, lecture, and videos.</p> <p>❑ Complete the reading assignment & post any questions or comments on the optional discussion board.</p> <p>❑ Check the ED Forum daily for updates and post at least one reply for the week.</p> <p>❑ Assignment #3 Due 10/4 (11:59pm CST)</p>
Module 7 10/4-10/11	<p>Policies and Procedures: Confidentiality, Etc.</p> <p>*Readings:</p> <p>1.) J.K. et al. (2007). <i>Confidentiality: An advocate’ guide</i>. Minneapolis, MN: The Battered Women’s Justice Project. Retrieved from http://www.bwjp.org/resource-center/resource-results/confidentiality-an-advocate-s-guide.html</p> <p>*Tasks:</p> <p>❑ Review the Module 7 power point, lecture, and videos.</p> <p>❑ Complete the reading assignment & post any questions or comments on the optional discussion board.</p> <p>❑ Check the ED Forum daily for updates and post at least one reply for the week.</p> <p>❑ Begin Working on Assignment #4 Due By 10/18 (11:59PM CST)</p>
Module 8 10/11-10/18	<p>Policies and Procedures: Programmatic Concerns</p> <p>*Readings:</p> <p>1.) Arizona Coalition Against Domestic Violence. (2000). <i>Best practices manual for domestic violence programs</i>. (Pp. 52-End). Retrieved from http://www.ncdsv.org/images/Best%20Practices%20Manual%20for%20DV%20Prgrms_AZCAD.pdf</p> <p>*Tasks:</p> <p>❑ Review the Module 8 power point, lecture, and videos.</p> <p>❑ Complete the reading assignment & post any questions or comments on the optional discussion board.</p> <p>❑ Check the ED Forum daily for updates and post at least one reply for the week.</p> <p>❑ Assignment #4 Due by 10/18 (11:59pm CST)</p>
Module 9 10/18-10/25	<p>Staff and Volunteers</p> <p>*Readings:</p> <p>1.) National Child Traumatic Stress Network (n.d.). Secondary traumatic stress: A fact sheet for child-serving professionals. Retrieved from http://www.nctsn.org/sites/default/files/assets/pdfs/secondary_traumatic_tress.pdf</p>

	<p>2.) Babin, E.A., Palazzolo, K.E., and Rivera, K.D. (2012). Communication skills, social support and burnout among advocates in a domestic violence agency, <i>Journal of Applied Communication Research</i>, 40 (2): 147-166. Accessible online via the Newton Gresham Library's electronic reserves.</p> <p>3.) Wasco, S.M.. and Campbell, R. (2002). A multiple case study of rape victim advocates' self-care routines: The influence of organizational context, <i>American Journal of Community Psychology</i>, 30 (5): 731-760. Accessible online via the Newton Gresham Library's electronic reserves.</p> <p>*Tasks:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review the Module 9 power point, lecture, and videos. <input type="checkbox"/> Complete the reading assignment & post any questions or comments on the optional discussion board. <input type="checkbox"/> Check the ED Forum daily for updates and post at least one reply for the week. <input type="checkbox"/> Begin Working on Assignment #5 (Due 11/15). (Review the instructions for Assignment #5 under the "Shelter Manual/Course Project" tab)
Module 10 10/25-11/1	<p>Staff and Volunteers (Cont.)</p> <p>*Readings:</p> <p>1.) Bush-Armendariz, N., Kalergis, K., and Garza, J. (n.d.) An evaluation of the need for self-care programs in agencies serving adult and child victims of interpersonal violence in Texas. Retrieved from http://webcache.googleusercontent.com/search?q=cache:593eVnr7iNAJ:www.ncdsv.org/images/LSW-IDVSA_SelfCareReport_09-09.pdf+&cd=9&hl=en&ct=clnk&gl=us</p> <p>*Tasks:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review the Module 10 power point and lecture <input type="checkbox"/> Complete the reading assignment & post any questions or comments on the optional discussion board.
Module 11 11/1-11/8	<p>Staff and Volunteers (Cont.)</p> <p>*Readings:</p> <p>1.) Texas Young Lawyers Association (2011). Employers' guide to general employment law: Employment law basics for new employers. Retrieved from http://webcache.googleusercontent.com/search?q=cache:q7dGEFY_X-QJ:www.tyla.org/tyla/assets/File/EmpLawBookletWebReady2011.pdf+&cd=1&hl=en&ct=clnk&gl=us</p> <p>*Tasks:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review the Module 11 power point and lecture <input type="checkbox"/> Complete the reading assignment & post any questions or comments on the optional discussion board.
Module 12 11/8-11/15	<p>Leadership/Management</p> <p>*Readings:</p> <p>1.) Algahtani, A. (2014). Are leadership and management different? A review. Retrieved</p>

	<p>from http://webcache.googleusercontent.com/search?q=cache:67dW65bygRQJ:jmpnet.com/journals/jpp/Vol_2_No_3_September_2014/4.pdf+&cd=7&hl=en&ct=clnk&gl=us</p> <p>*Tasks:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review the Module 12 power point and lecture <input type="checkbox"/> Complete the reading assignment & post any questions or comments on the optional discussion board. <input type="checkbox"/> Assignment #5 Due by 11/15 (11:59pm CST)
Module 13 11/15-11/22	<p>Leadership/Management (Cont.)</p> <p>*Readings:</p> <p>1.) Melchar, D.E and Bosco, S.M. (2010). Achieving high organization performance through servant leadership. Retrieved from https://webcache.googleusercontent.com/search?q=cache:TD2cjVwgSoYJ:https://www.uvu.edu/wodbury/docs/achieving_high_organization_performance_through_servant_leadership.pdf+&cd=3&hl=en&ct=clnk&gl=us</p> <p>*Tasks:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review the Module 13 power point and lecture <input type="checkbox"/> Complete the reading assignment & post any questions or comments on the optional discussion board. <input type="checkbox"/> Begin Working on Assignment #6 Due by 12/6 (11:59pm CST)
11/22-11/24	Thanksgiving Break
Module 14 11/25-12/6	<p>Leadership/Management (Cont.)</p> <p>*Tasks:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review the Module 14 power point and lecture <input type="checkbox"/> Assignment #6 Due by 12/6 (11:59pm CST)

***UNIVERSITY POLICIES** concerning Attendance, Academic Honesty, Disabled Student and Services for Disabled Students, and Absences on Religious Holy days may be found at:
<http://www.shsu.edu/dept/academic-affairs/aps/aps-students.html>

Academic Honesty: The University expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating, plagiarism, collusion, and the abuse of resource materials.

Services for Students with Disabilities: It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academics program of the University. Further, the students shall not be denied the benefits of these programs nor shall they be subjected to discrimination.

Students with disabilities that might affect their academic performance are expected to contact the Services for Students with Disabilities (SSD) at the SHSU Counseling Center for accommodations. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired. SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities.

Services for students with disabilities can be accessed via the following website:

<http://www.shsu.edu/~counsel/sswd.html>

Student Absences on Religious Holy Day Policy: Section 51.911 (b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. "Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, United States Tax Code.