

Department of Criminal Justice and Criminology
CRIJ 5366.01
Advocacy and Case Management
Sam Houston State University
Spring 2018

Instructor: Dr. Kathy Latz

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Class Hours: Online

Classroom: Online

Office Hours: Tues. & Thurs. 9:00am-10:30am, 12:30pm-1:30pm (and by appointment)

Required Textbooks:

Hook, M. (2005). *Ethics in Victim Services*. MD: Sidran Institute Press.

Martin, D. (1981). *Battered Wives*. CA: Volcano Press.

Additional Readings: On reserve, as assigned. Consult your syllabus for supplemental articles, reports, and briefs. As with your textbooks, these readings are required. Electronic reserve readings are available through the Newton Gresham Library. Go to the library homepage and click on: "Research," then "My Class: Reserved Materials," and then "Access Electronic Reserves." After that, you'll do a search by the instructor's name (Latz). You'll be asked to enter a password. The password we have been assigned is: _____.

Course Description: Bridging research, policy, and practice, this special topics course explores the history of the victim rights movement and contemporary issues in advocacy work. It addresses: confidentiality, professionalism, ethics, compensation programs, victim rights, case management resources, the psychological and pecuniary effects of victimization, crisis intervention strategies, navigation of court systems, and cultural competency. *CRIJ 5366 is a National Advocate Credentialing Program (NACP) pre-approved course. At the end of the semester, students will be issued not only a grade but also a certificate of completion. The certificate may be used, should the student wish, to apply for the NACP Civilian Advocate Credential. Applying for the credential is optional; it is not a requirement of the course. For more information about NACP credentialing, click on the "Civilian Advocate Credential" tab on the course homepage.

Course Objectives: This course orients students to topics related to victim service provision, satisfying a core requirement of the Victim Services Management Curriculum. Upon course completion, students will have developed the following competencies:

- 1.) an appreciation for the Victim Rights Movement and the processes affecting social change;

- 2.) an understanding of advocacy principles, including professionalism, confidentiality, and ethics;
- 3.) a practical knowledge of case management resources; and
- 4.) a familiarity with best practices.

Attendance Policy: Unlike a traditional, instructor-led course, this course does not require you to show up to class at a specific time. Instead, you must make a consistent effort to read the chapters and review both the lectures and the videos.

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. 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).

Additionally, under Texas law, I am required to report child and elder abuse and the maltreatment of persons with disabilities.

Disclaimer: This course deals with subjects that may be triggering to some students. Should you require assistance, please contact the SHSU Counseling Center: 936.294.1720.

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 specified due dates. Students may post comments or questions about the readings using the optional discussion forum.

B.) Written Assignments: Students will complete six practical, written exercises to demonstrate their understanding of course material.

C.) Quizzes: Four quizzes will be used to evaluate student comprehension of course material. All quizzes will be Multiple-Choice/True-False variety.

D.) Final Examination: The final examination will be essay-variety. Specific instructions for the final exam will be provided at a later date.

***Course Requirements:**

(6) Practical Written Exercises

(4) Quizzes

Final Examination

Total

***Maximum Point Values:**

60 (10 pts. each)

20 (5 pts. each)

20

100

***Grading Scale:**

A=100-90

B=89-80

C=79-70

F=69 and below

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 1/17-1/24	History of the Battered Women's Movement, Domestic Violence, and Empowerment Based Advocacy <u>*Readings:</u> 1.) Jones, A. (2000). Against the law. In <i>Next time, she'll be dead</i> (pp. 18-47). Boston: Beacon Press. (On Reserve) 2.) McFarlane, J.M., Campbell, J.C., Wilt, S., Sachs, C.J., Ulrich, Y., & Xiao, X. (1999). Stalking and intimate partner femicide. <i>Homicide Studies</i> , 3(4), 300-316. (On Reserve) <u>*Tasks:</u> <input type="checkbox"/> Review the Module 1 power point, lecture, and videos. <input type="checkbox"/> Complete the reading assignment & post any questions or comments on the optional discussion board.
Module 2 1/24-1/31	Domestic Violence & Stalking Case Management: Safety Planning & Risk Assessment <u>*Readings:</u> 1.) Martin, D. (1981). <i>Battered wives</i> (Ch. 1-5). CA: Volcano Press. <u>*Tasks:</u> <input type="checkbox"/> Begin working on Assignment #1 (Due 2/7) <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.
Module 3 1/31-2/7	Domestic Violence Case Management: Legal Advocacy and Issues <u>*Readings:</u> 1.) Martin, D. (1981). <i>Battered wives</i> (Ch. 6-10). CA: Volcano Press. <u>*Tasks:</u> <input type="checkbox"/> Assignment #1 Due 2/7 (11:59pm CST) <input type="checkbox"/> Quiz #1 Due 2/7 (11:59pm CST) (Available 1/31-2/7)* <input type="checkbox"/> Review the Module 3 power point, lecture, and videos. <input type="checkbox"/> Complete the reading assignment & post any questions or comments on the optional discussion board.
Module 4 2/7-2/14	Domestic Violence Case Management: Legal Advocacy and Issues (Cont.)² <u>*Readings:</u> 1.) Lidas, K.C. & Murphy, S.L. (2009). <i>Domestic violence advocates and the unauthorized practice of law</i> . Retrieved from: http://vawnet.org/summary.php?doc_id=4630&find_type=web_sum_GC <u>*Tasks:</u>

	<input type="checkbox"/> Begin working on Assignment #2 (Due 2/21) <input type="checkbox"/> Review the Module 4 power point, lecture, and videos. <input type="checkbox"/> Complete the reading assignment & post any questions or comments on the optional discussion board.
Module 5 2/14-2/21	Domestic Violence Case Management: Economic Justice and Housing Advocacy <u>*Readings:</u> 1.) Gallagher, R. (2011). Welfare reform's inadequate implementation of the family violence option: exploring the dual oppression of poor domestic violence victims. <i>Journal of Gender, Social Policy, and the Law</i> , 19 (3), 988-1007. (On Reserve) 2.) National Housing Law Project. (2013). <i>Protecting the housing rights of domestic violence survivors</i> . Retrieved from: http://www.lsnc.net/housing/vawa_outline_advocates.pdf <u>*Tasks:</u> <input type="checkbox"/> Assignment #2 due 2/21 (11:59pm CST) <input type="checkbox"/> Review the Module 5 power point, lecture, and videos. <input type="checkbox"/> Complete the reading assignment & post any questions or comments on the optional discussion board.
Module 6 2/21-2/28	Sexual Assault: Advocacy and Case Management <u>*Readings:</u> 1.) Matoesian, G. (2001). Overview of the William Kennedy-Smith rape trial. In <i>Law and the language of identity: Discourses in the Kennedy-Smith rape trial</i> . (pp. 9-34). NY: Oxford University Press. (On Reserve) <u>*Tasks:</u> <input type="checkbox"/> Quiz 2 Due 2/28 (11:59pm CST) (Available 2/21-2/28)* <input type="checkbox"/> Begin working on Assignment #3 (Due 3/7) <input type="checkbox"/> Review the Module 6 power point, lecture, and videos. <input type="checkbox"/> Complete the reading assignment & post any questions or comments on the optional discussion board.
Module 7 2/28-3/7	Sexual Assault: Advocacy and Case Management (Cont.) <u>*Readings:</u> 1.) Decker, S.E. & Naugle, A.E. (2009). Immediate intervention for sexual assault: A review with Recommendations and implications for practitioners. <i>Journal of Aggression, Maltreatment & Trauma</i> , 18(4), 419-441. (On Reserve) <u>*Tasks:</u> <input type="checkbox"/> Assignment #3 due 3/7 (11:59pm CST) <input type="checkbox"/> Review the Module 7 power point, lecture, and videos. <input type="checkbox"/> Complete the reading assignment & post any questions or comments on the optional discussion board.
Module 8 3/7-3/21	Child Abuse: Advocacy and Case Management <u>*Readings:</u> 1.) Kindschi-Gosselin, D. (2000). Recognizing child abuse. In <i>Heavy hands: An introduction to the crimes of domestic violence</i> (pp. 255-285). NJ: Prentice Hall. (On Reserve) 2.) Hamilton, L.H.A., Jaffe, P.G., & Campbell, M. (2013). Assessing children's risk for homicide in the context of domestic violence. <i>Journal of Family Violence</i> . Vol. 28: 179-189. (On Reserve)

	<p>3.) Cheung, M. & Boutte-Queen, N.M. (2010). Assessing the relative importance of the child sexual abuse interview protocol items to assist child victims in abuse disclosure. <i>Journal of Family Violence</i>. Vol. 25: 11-22. (On Reserve)</p> <p>*Tasks:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Begin working on Assignment #4 (Due 3/28) <input type="checkbox"/> Review the Module 8 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"/> Enjoy your Spring Break (3/12-3/16)!
Module 9 3/21-3/28	<p>Trauma and Crisis Intervention</p> <p>*Readings:</p> <p>1.) Cavaola, A.A. & Colford, J.E. (2006). Crisis intervention skills. In <i>A practical guide to crisis Intervention</i> (pp. 19-46). CA: Wadsworth. (On Reserve)</p> <p>2.) The National Sexual Assault Sharing Resource Project and the National Sexual Violence Resource Center (2013). <i>Building cultures of care: A guide for sexual assault services programs</i>. Available online: http://webcache.googleusercontent.com/search?q=cache:1PrvDNrU7cwJ:www.nsvrc.org/sites/default/files/publications_nsvrc_guides_building-cultures-of-care.pdf+&cd=2&hl=en&ct=clnk&gl=us</p> <p>*Tasks:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assignment #4 Due 3/28 (11:59pm CST). <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.
Module 10 3/28-4/4	<p>Crime Victims' Rights and Compensation Programs</p> <p>*Readings:</p> <p>1.) Ruteledge, N.M. (2011). Looking a gift horse in the mouth—the underutilization of crime victim compensation funds by domestic violence Victims. <i>Duke Journal of Gender Law and Policy</i>. 19 (223), 224-273. (On Reserve)</p> <p>2.) Davis, R.C. & Mulford, C. (2008). Victim rights and new remedies: Finally getting victims their due. <i>Journal of Contemporary Criminology</i>, 24 (2), 198-208. (On Reserve)</p> <p>*Tasks:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Quiz 3 Due 4/4 (11:59pm CST) (Available 3/28-4/4)* <input type="checkbox"/> Begin working on Assignment #5 (Due 4/11) <input type="checkbox"/> Review the Module 10 power point, lecture, and videos. <input type="checkbox"/> Complete the reading assignment & post any questions or comments on the optional discussion board.
Module 11 4/4-4/11	<p>Cultural Competency: Advocacy and Case Management for Immigrant Survivors</p> <p>*Readings:</p>

	<p>1.) Parras-Conrad, S. (2006). <i>Breaking the silence: A training manual for activists, advocates and Latina organizers</i>. U.S. Department of Justice. Retrieved from: http://www.futureswithoutviolence.org/userfiles/file/ImmigrantWomen/BreakSilenceManualEnglish.pdf</p> <p>*Tasks:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assignment #5 Due 4/11 (11:59pm CST) <input type="checkbox"/> Review the Module 11 power point, lecture, and videos. <input type="checkbox"/> Complete the reading assignment & post any questions or comments on the optional discussion board.
Module 12 4/11-4/18	<p>Advocacy and Case Management for Survivors with Disabilities</p> <p>*Readings:</p> <p>1.) Elman, A.R. (2001). Mainstreaming immobility: Disability pornography and its challenge to two movements. In C.M. Renzetti, J.L. Edleson, & R.K. Bergen (Eds.), <i>Sourcebook on violence against women</i>, (pp. 193-207). CA: Sage. (On Reserve)</p> <p>2.) Slayter, E. (2008). Intimate partner violence against women with disabilities: Implications for disability'service system case management practice. <i>Journal of Aggression, Maltreatment & Trauma</i>. Vol. 18: 182-199. (On Reserve)</p> <p>*Tasks:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Quiz 4 Due 4/18 (11:59pm CST). (Available 4/11-4/18)* <input type="checkbox"/> Begin working on Assignment #6 (Due 4/25)* <input type="checkbox"/> Review the Module 12 power point, lecture, and videos. <input type="checkbox"/> Complete the reading assignment & post any questions or comments on the optional discussion board.
Module 13 4/18-4/25	<p>Professionalism, Confidentiality, and Ethics</p> <p>*Readings:</p> <p>1.) Hook, M. (2005). <i>Ethics in victim services</i>. MD: Sidran Institute Press.</p> <p>*Tasks:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assignment #6 Due 4/25 (11:59pm CST) <input type="checkbox"/> Review the Module 13 power point, lecture, and videos. <input type="checkbox"/> Complete the reading assignment & post any questions or comments on the optional discussion board.
Module 14 4/25-5/2	<p>Final Examination</p> <ul style="list-style-type: none"> <input type="checkbox"/> Available on 4/25 (12:00am CST). <input type="checkbox"/> Due no later than 5/2 (11:59pm CST).

***STUDENT ACADEMIC 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>

***USE OF TELEPHONES AND TEXT MESSAGERS IN ACADEMIC CLASSROOMS AND FACILITIES POLICY:** <http://www.shsu.edu/dept/academic-affairs/aps/aps-curriculum.html>