

Victim Advocacy

Behavioral Sciences Division

University of Maryland, Shady Grove Campus

Meeting time and location :Monday's 9:30-12n.; Building 2; Room 3

### **Course Syllabus**

*It is the responsibility of each student to carefully review the course syllabus.* The content is subject to revision with notice.

### **Course Instructor**

Heidi Bresee, Criminal Justice Dept., U of MD, Shady Grove

Contact: 240-372-5053

Email: ELMS conversation board

Office hours: Available by email and phone M-F

### **Introduction**

Students will be prepared to work with victims of crime in areas such as domestic violence shelters, crisis centers, crisis hotlines, and with state and county government,s to assist crime victims in progressing through the criminal justice system and toward successful recovery.

### **Course Description**

Course topics include history of the crime, victims' rights movement in the United States, victims' rights law in the United States, impact of crime on victims, navigating the justice system, legal terminology, communication with victims and survivors, direct services, community and grief counseling, crisis intervention, victimology, cultural and spiritual competence, ethics in victim services, developing resilience, and resources for victim advocates. It also covers counseling skills for victims of assault, battery, robbery, domestic violence, sexual assault, child abuse, murder and homicide.

### **Course Text:**

There is no textbook requirement for this course. Readings will be uploaded to ELMS in FILES section.

### **Optional Readings:**

(BOOK) Sher, J. (2013). Somebody's Daughter: The hidden story of America's prostituted children and the battle to save them. Chicago, IL: Chicago Review Press.

## **Learning Objectives**

Upon completion of this course, students will be able to:

- Detail the history of crime victim's rights in the U.S.
- Discuss victim's rights laws in the U.S.
- Review and discuss the psychodynamics of trauma
- Describe in detail the assessment of a victim of crime
- Define and distinguish how victims navigate through the justice system
- Understand how to communicate with victim's and survivor's of crime
- Describe and define direct services offered victims of crime
- Review and discuss the cultural and spiritual competencies of treating victims of crime
- Discuss the ethical dilemmas of victim services
- Recognize key components of developing resilience
- Differentiate and describe various resources for victim advocates
- Relate and detail the impact of crime on victim's and survivor's

## **Course Communication**

The official form of communication for the University is via email. The University expects that your contact information is current in Testudo ([www.testudo.umd.edu](http://www.testudo.umd.edu)). For this course we will communicate via text and ELMS conversations. It is expected that you will regularly check your course ELMS site. Note that ELMS has options for notifications, configure your notification settings appropriately. It is expected that you will use an informative and appropriate subject, and use salutations and a signature in all correspondence.

## **Campus Policies**

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like:

- Academic integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please visit [www.ugst.umd.edu/courserelatedpolicies.html](http://www.ugst.umd.edu/courserelatedpolicies.html) for the Office of Undergraduate Studies' full list of campus-wide policies and follow up with me if you have questions.

## Course Policies

**Attendance.** This course will be held once a week and the focus of each meeting is on readings and course content. Attendance is not mandatory and will not be a factor in course grading. However, consistent attendance is critical in order to master course material.

**Computers, phones, or tablet devices. No computers, phones, or tablet devices are permitted during our class meetings.** I understand and have considered arguments for permitting laptop and tablet computers in the classroom. However, in my experience (and based on the research evidence) the reality is that they present an irresistible distraction and detract from the cooperative learning environment. Researchers have found that these distractions do in fact interfere with learning and active participation. For that reason the use of computers and phones will not be permitted during class meetings (except when required for DSS accommodations). If a computer is needed to accomplish a class objective for the day I will provide it or give you advanced notice to bring one with you. If you have critical communication to attend to, please excuse yourself and return when you are ready. For more information about the science behind the policy watch: <http://youtu.be/WwPaw3Fx5Hk>

## Activities and Learning Assessments

This course will meet once weekly with shared responsibility among students to read the course material, participate in class discussions, and pose questions on the course material. Each week will include a lecture on course content that will be used in combination with course readings. Lecture material often includes content not available in the readings and thus attendance to class meetings is imperative. Other meetings that will occur throughout the course will consist of a combination of: 1) class discussion based on assigned readings available on ELMS, 2) mock demonstrations of clinical procedures related to course content, and 3) videos depicting many of the principles relevant to the course content. Unless otherwise specified in the course schedule, each week will consist of two meeting days. Please consult the syllabus and check ELMS frequently for class readings and updates.

Assessment of learning consists of evaluation along four domains: (1) reaction papers; (2) Book report

**Reaction paper format.** The reaction paper is a 3-page, double-spaced (in 12-point, Times New Roman font or equivalent) representation of your thoughts regarding each of the individual class discussion articles.

Each reaction paper should follow the format of: (1) brief, one paragraph review of the article(s) for a class discussion—in your own words; (2) discussion of the link(s) between the article(s)' content and the course lecture material of that week; and (3) questions or points of criticism that arose in your reading of the article(s)' content and the stated views and/or data presented by the

authors. A key goal of the reaction papers is to provide you with a method for organizing your thoughts and questions about the class discussion articles, with the larger goal of promoting lively and challenging course discussions.

**Each reaction paper is due at the beginning of class.** Please submit your reaction paper as an attachment in Microsoft Word (or Word-compatible format) on ELMS, under the appropriate assignment block for the reaction paper. Each assignment has its own dedicated block and due date (see course schedule at the end of the syllabus). **Late reaction papers will not be accepted. Reaction papers are worth 50 points each for a total of 300 points.**

**Case Study Paper.** Complete instructions for Case Study Paper listed in FILES. \_

### **Emergency Protocol**

Class cancelation and emergency notifications will be provided through University of Maryland Emergency Preparedness. Class weather and other emergency cancellations will be reported through the Campus notification system. My cell phone is preferred method of communication for personal emergencies.

### **Disability Support**

I will make every effort to accommodate students who are registered with the Disability Support Services (DSS) Office and who provide me with a University of Maryland DSS Accommodation form must be presented to me no later than February 8<sup>th</sup>, 2019. **I will not be able to accommodate students who are not registered with DSS or who do not provide me with documentation that has not been reviewed by DSS after February 8, 2019.** DSS students who are requesting to take their exams at the DSS Center need to provide me with a testing form for each exam that must be turned in to me no later than 1 week prior to each exam. The student is expected to take the exam at the same time as the rest of the class.

### **Copyright**

The lectures I prepare and deliver in this class and federal copyright law as my original works protects the course materials I create and distribute. My lectures are recorded or delivered from written lectures in order to ensure copyright protection. You are permitted to take notes of my lectures and to use course materials for your use in this course. You may not record, reproduce, or distribute my lectures/notes for any commercial purpose without my written consent. Persons who sell or distribute copies or modified copies of my course materials, possess commercial copies of my notes, or assist another person or entity in selling or distributing those materials may be considered in violation of the University Code of Student Conduct, Park 9 (k).

### **Course Evaluation**

Your feedback about this course is extremely important to me and therefore, I stress the importance of completing the course evaluation upon completion

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## **Expectations**

The following summarizes the expectations for this undergraduate course:

### **The instructor will:**

- Provide clear and concise information on all assignments and assessment methods
- Respond to queries within 48 hours
- Treat all students fairly and respectfully
- Do everything reasonable possible to facilitate learning
- Uphold the level of academic excellence expected of all University of Maryland faculty
- Conduct her/himself respectfully in classroom and online communications and contribute constructive relevant knowledge

### **The student will:**

- Be actively engaged in the course by reading and using the required textbooks and online resources
- Be actively engaged in the course by interacting with the instructor, TA and classmates
- Communicate effectively to instructors and TA in person and via email
- Attend class regularly
- Be expected to be proactive and take responsibility for their education
- Be expected to submit all assignments and complete all assessments by the date specific by instructors
- Be expected to immediately notify the instructor and your course assistant via email if an unavoidable emergency prevents the timely submission of an assignment or completion of an assessment
- Understand that late, incomplete, or missing assignments will adversely affect their grade and will result in an automatic 10% reduction
- Conduct themselves respectfully in classroom discussions and contribute constructive relevant knowledge
- Be expected to maintain the highest levels of academic integrity, honesty, ethical behavior, and honor throughout the course
- Be expected to adhere to all University of Maryland policies regarding academic integrity, attendance, plagiarism, use of technological resources and online content
- Be expected to submit her/his own work unless the instructor permits collaboration
- Exams and all assignments are considered to be Major Scheduled Graded Events and therefore the University medical excuse policy, which allows one student signed honor statement attesting to illness does not apply to them.

- Exams must be taken in the class you are registered for
- Assignments must be turned in the class you are registered for

### Final Grades:

• 97%-100%	= A+	77-79%	= C+
• 93-96	A	73-76	C
• 90-92	A-	70-72	C-
• 87-89	B+	67-69	D+
• 83-86	B	63-66	D
• 80-82	B-	60-62	D-
		<60	F

### Assessment of Knowledge and Skills

Assessment	Points
Reaction Papers (6)	50 each/300 total points
Paper	150 points

### COURSE SCHEDULE

Week	Date	In-class Activity	Readings to be read prior to class	Reaction paper
			1-Introduction	
			2-History of Crime Victim's Rights in the U.S.	
		Welcome	3-Review Landmarks in Victims' Rights and Services.	
Week 1	01/28	Syllabus review	(Readings posted in FILES)	
		Lecture		
			<b>The Rights of Crime Victims: Does Legal Protection Make a Difference?</b>	<b>Kilpatrick 2017</b>

Chapter 3 -Victim's Rights laws in  
the United States (FILES)

<b>Week 2</b>	02/04	Lecture	The legal rights and needs of victims of human trafficking in the United States (FILES)	<b>01/30</b>
		Short video	Video: Sarah	<b>11:59PM</b>

<http://www.victimsworld.org/stories-experience/Video/sarah.html>

<b>Week 3</b>	02/11	Lecture	Impact of Crime on Victims (FILES)	<b>Sher 2013</b>
		Movie	<b>“Into the Dead of the Night” Chapter 10, Somebody’s Daughter listed (FILES)</b>	

**Movie: Audrey & Daisy**

<b>Week 4</b>	02/18	Lecture	Psychodynamics of Trauma (FILES)	
			Counseling Victims of Violence (FILES)	Brown

Victim Impact Statements

<http://law.lclark.edu/live/files/17711-sample-victim-impact-statements1pdf>

(FILES)

**Feasibility and Acceptability of an  
Impact of Crime Group  
Intervention with Jail Inmates  
(FILES) Folk, 2016**

Victim Assessment

Working with victims of trauma

**Week 5** 02/25 Lecture **Childhood psychological trauma  
and first-year college students'  
substance dependence Calmes  
2012**

The Cambridge Crime Harm Index

All articles in FILES

**Week 6** 03/04 Lecture **Navigating the Criminal Justice  
System Chapter 5 (FILES) Sherman  
2016**

Communication with Victim's and  
Survivor's

**Week 7** 03/11 Lecture **Dealing with Difficult Clients  
(Chapters in FILES)  
Moral Wages – Difficult Clients  
(FILES)**

Vicarious Trauma



**Vicarious Resilience, Vicarious  
Trauma, and Awareness of Equity  
in Trauma Work (FILES)**

**Hernandez-  
Wolfe 2014**

**Week**  
**8** 03/18 **NO  
CLASS**

**SPRING BREAK**

**Week**  
**9** 03/25

Direct Services (FILES)

Guest Speaker

Cultural and Spiritual Competence

Developing Resilience (FILES)

**Week**  
**10** 04/01 Lecture

**Building resilience for future  
adversity: a systematic review of  
interventions in non-clinical  
samples of adults (FILES)**

**Macedo  
2014**

**Language competence in forensic  
interviews for suspected child  
sexual abuse (FILES)**

**Fontes  
2016**

**Week 11** 04/08 Lecture Ethics in Victim Services (FILES)  
Video  
Victim's story <http://www.10tv.com/article/woman-set-fire-attackers-punishment-doesnt-fit-crime>  
Discussion

Empowerment in Practice  
Lecture #MeToo  
**Week 12** 04/15 Discussion #TimesUp  
Resources for Victim Advocates (FILES)

**Movie: Escalation (1:50)**  
Making changes discussion  
Movie

**Week 13** 04/22 Discussion

**Resilience Following Child  
Maltreatment: A Review of  
Protective Factors**

**Afi 2011**

Taking it all back home

**Week 14** 04/29 Lecture Measuring Outcomes

Connecting the Dots

Long-term Consequences of Trauma

PTSD

Measuring victims healing and recovery

Broadening perspectives on trauma and recovery: a socio-interpersonal view of PTSD

**Week 15** 05/06 Lecture

**Time Does Not Heal All Wounds:  
Older Adults Who Experienced  
Childhood Adversities Have Higher  
Odds of Mood, Anxiety, and  
Personality Disorders**

Maercker  
2016

**Rapoto  
2013**

**Week 16** 05/13 NO  
CLASS

READING DAY

NO FINAL EXAM

