

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

# LSTD350

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## Course Summary

**Course :** LSTD350 **Title :** Victim  
Advocacy **Length of Course :** 8 **Faculty**  
:  
**Prerequisites :** N/A **Credit Hours :** 3

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## Description

### Course Description:

This course prepares students to provide assistance to crime victims. What a victim advocate is, and their rights and responsibilities, will be discussed. Students will learn how to navigate through the Criminal Justice System to include both the civil and criminal litigation process, as well as understanding the steps to help victims towards a successful recovery. The course prepares the student to work in victim advocacy arenas such as crisis hotlines, domestic violence shelters, etc. Course topics include legal terminology, legal process, legislation regarding victims-rights, effects of victimization, victim advocate skills, and crisis intervention.

### Course Scope:

This course is an overview of Victim Advocacy and the Law. The course provides an overview of the history and development of the laws regarding victim advocacy and will discuss many of the skills necessary to be a successful victim advocate. Topics include: the role of the victim advocate and skills needed to succeed in that role, different laws concerning victim advocacy and victim's rights, impact of crime on victims, and the role of victims and the advocate in the legal process.

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## Course Objectives

After successfully completing this course, you will be able to:

- CO1: Assess the impact that crime has on victims and others.
- CO2: Conduct legal research to analyze a victim advocacy-related problem.
- CO3: Apply basic legal reasoning skills.
- CO4: Apply the practical skills necessary for victim advocacy-related work.

CO5: Define victim advocacy-related legal terminology.

CO6: Reflect on the merits of applying legal research and writing skills in realistic contexts.

CO7: Distinguish the various roles of participants in victim advocacy.

CO8: Evaluate possible ethical considerations of victim advocacy.

CO9: Write a clear, concise, and thorough report distilling the results of the legal research and analysis as they apply to the factual / legal issues presented.

## **Outline**

### **Week 1:**

This week, we will try to understand the impacts that crime can have on victims. While there is great variation based on the types of crimes as well as the individuals who are harmed by them, we know that victims generally suffer from the physical, mental, and emotional effects of the criminal trauma. Commonly, there are also financial hardships that victims might face. Lastly, we will discuss the impacts that crime can have on the victim's family members. Depending on the circumstances, the victim could suffer again, based on how the family members react.

### **Learning Objectives:**

LO 1.1: Appraise multiple dimensions of how crime can affect the victim.

LO 2.2: Use a computerized device to access the university's electronic library to find legal resources.

LO 2.3: Employ Nexis Uni to find resources that address victim advocacy-related questions.

LOs 3.4 and 4.4: Correlate facts and law in assessing victim advocacy-related scenarios.

### **Readings:**

Read and review the Week 1 Content materials

### **Tasks:**

1. Introduce yourself in the Introduction discussion.
2. Participate in the W1 substantive discussion.

## **Week 2:**

This week, we explore victim advocacy law. We examine victim's rights under both state and federal laws, including the victim compensation fund. We will also review the history of the victim's rights movement.

### **Learning Objectives:**

LO 2.1: Use a computerized device to access the university's electronic library to find legal resources.

LO 2.2: Employ Nexis Uni to find resources that address victim advocacy-related questions.

LOs 3.3 and 4.3: Correlate facts and law in assessing victim advocacy-related scenarios.

LO 3.4: Rate objectively the strengths and weaknesses of the existing laws' relative abilities to provide justice to victims of crime.

LO 4.5: Use correctly basic victim advocacy-related terminology.

### **Readings:**

Read and review the Week 2 Content materials

### **Task:**

Participate in the W2 substantive discussion

## **Week 3:**

This week, we continue to examine the key rights afforded to victims. However, we will focus our attention on some of the special considerations needed for children, individuals with disabilities and sexual assault victims.

### **Learning Objectives:**

LO 1.1: Appraise multiple dimensions of how crime can affect the victim.

LO 2.2: Use a computerized device to access the university's electronic library to find legal resources.

LO 2.3: Employ Nexis Uni to find resources that address victim advocacy-related questions.

LOs 3.4 and 4.4: Correlate facts and law in assessing victim advocacy-related scenarios.

LO 6.5: Consider the value of conducting research into new ideas or using new techniques to expand knowledge about victim advocacy.

## Readings

Read and review the Week 3 Content materials

### Task:

1. Participate in the W3 substantive Discussion

## **Week 4:**

This week, we will talk about the role and significance of victim advocates. We will learn some key legal vocabulary relevant to victim advocacy and examine the importance of reporting systems.

### **Learning Objectives:**

LO 2.1: Use a computerized device to access the university's electronic library to find legal resources.

LO 2.2: Employ Nexis Uni to find resources that address victim advocacy-related questions.

LO 6.3: Consider the value of conducting research into new ideas or using new techniques to expand knowledge about victim advocacy.

LO 7.4: Explain the roles placed by victim advocates.

LO 8.5: Reflect on potential ethics issues that can be found within typical victim advocacy work.

## Readings

Read and review the Week 4 Content materials

### Task

1. Participate in the W4 substantive Discussion.

## **Week 5:**

This week, we will continue to explore the role of a victim advocate and the rights of the victim during the judicial process, including the pre-trial process, the trial process, and the appeal process.

### **Learning Objectives:**

LO 1.1: Appraise multiple dimensions of how crime can affect the victim.

LO 2.2: Use a computerized device to access the university's electronic library to find legal resources.

LO 2.3: Employ Nexis Uni to find resources that address victim advocacy-related questions.

LOs 3.4 and 4.4: Correlate facts and law in assessing victim advocacy-related scenarios.

LO 7.5: Explain the roles played by victim advocates.

LO 8.6: Reflect on potential ethics issues that can be found within typical victim advocacy work.

## Readings

Read and review the Week 5 Content materials

## Task

1. Participate in the W5 substantive Discussion.

## **Week 6:**

This week, we will focus on the skills that a victim advocate must possess to successfully assist victims. We will discuss the importance of effective communication and other necessary skills, like problem solving skills and interpersonal skills.

## **Learning Objectives:**

LO 1.1: Appraise multiple dimensions of how crime can affect the victim.

LO 2.2: Use a computerized device to access the university's electronic library to find legal resources.

LO 2.3: Employ Nexis Uni to find resources that address victim advocacy-related questions.

LO 3.4: Correlate facts and law in assessing victim advocacy-related scenarios.

LO 4.5: Explain the importance of a positive and proactive client relationship and the connection to confidentiality.

LO 7.6: Explain how victim advocates build trust with their clients.

LO 8.7: Reflect on potential ethics issues that can be found within typical victim advocacy work.

## Readings

Read and review the Week 6 Content materials

## Task

1. Participate in the W6 substantive Discussion.

## **Week 7:**

This week, we will look at more skills required for a victim advocate, including education, training, personality traits and practical skills.

## **Learning Objectives:**

LO 1.1: Appraise multiple dimensions of how crime can affect the victim.

LO 2.2: Use a computerized device to access the university's electronic library to find legal resources.

LO 2.3: Employ Nexis Uni to find resources that address victim advocacy-related questions.

LOs 3.4 and 4.4: Correlate facts and law in assessing victim advocacy-related scenarios.

LO 5.5: Use correctly basic victim advocacy-related terminology.

LO 7.6: Explain how victim advocates build trust with their clients.

LO 8.7: Reflect on potential ethics issues that can be found within typical victim advocacy work.

## Readings

Read and review the Week 7 Content Materials

## Task

1. Participate in the W7 substantive Discussion

## **Week 8:**

This week, we tie together concepts learned throughout the course with real world-like case application.

## Learning Objectives:

LO 1.1: Appraise multiple dimensions of how crime can affect the victim.

LO 2.2: Use a computerized device to access the university's electronic library to find legal resources.

LO 2.3: Employ Nexis Uni to find resources that address victim advocacy-related questions.

LO 3.4: Correlate facts and law in assessing victim advocacy-related scenarios.

LO 4.5: Explain the importance of a positive and proactive client relationship and the connection to confidentiality.

LO 5.6: Use correctly basic victim advocacy-related terminology.

LO 7.7: Explain how victim advocates build trust with their clients.

LO 8.8: Reflect on potential ethics issues that can be found within typical victim advocacy work.

LO 9.9: Demonstrate the ability to write a factually accurate report to justify the need for more victim advocacy resources.

## Readings

Read and review all course Content materials

## Task

1. Prepare and submit the W8 Assignment.
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## Evaluation

The grading will be based on graded discussions and a written assignment.

**Discussions and Assignments:** There will be eight (8) Discussions (counting the required Introduction) and one (1) written assignment during the course.

Questions and topics posed in the Discussions are designed to promote thought and insight. Students must provide a critical review of the questions, topics and issues posed and substantively reply to the contributions of at least three peers. Individual postings should include a full discussion of the content of the question posed and explain how it relates to the concepts in the weekly text readings and other resources. The postings should be analytic in nature and include comparisons/contrasts, and examples that can bolster your point. The Discussion is for your benefit, and it is

important to respond to the discussion topic and to engage others in a running dialogue.

Your initial post should be made by *Wednesday* each week. You should then respond to 3 or more posts. *Note that at least one response to your classmates must be made before Sunday. If you make all of your responsive posts on Sunday, you will not earn full points for timeliness.*

This can be accomplished by

- Validating with additional evidence from the literature.
- Posing a thoughtful question with commentary which generates further discussion.
- Providing an alternative point-of-view, with evidence and examples.
- Offering additional insight into how the concept might be understood, with evidence provided with real world examples.

You should be active in the classroom throughout the week and actively engaged in the back-and-forth discussion between your colleagues and the professor.

**The discussion grading rubric can be found in gradebook by selecting the discussion entry.**

**Grading:**

Name	Grade %
Introduction	1.00 %
Introduction Discussion	1.00 %
Discussions	69.00 %
Week 1 Discussion	
Week 2 Discussion	
Week 3 Discussion	
Week 4 Discussion	
Week 5 Discussion	
Week 6 Discussion	
Week 7 Discussion	
Assignment	30.00 %
Week 8 Assignment	

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## Materials

**Book Title:** Various resources from the APUS Library & the Open Web are used. Please visit [eReserve](#) to locate the course.\*

**Author:**

**Publication Info:**

**ISBN:** ERESERVE NOTE

**Book Title:** Bluebook: Uniform System of Citation, 20th ed. Please visit [eReserve](#) to locate the course.

**Author:** Harvard, Columbia Law Review

**Publication Info:** Harvard, Columbia Law Review

**ISBN:** 9780692400197

### **Course Guidelines Writing Expectations**

All written submissions should be submitted in a font and page set-up that is readable and neat. It is recommended that students try to adhere to a consistent format, which is described below.

#### Citation and Reference Style

The central function of legal citation is to allow the reader to efficiently locate the cited source. All courses in the Legal Studies program require that any narrative essay or composition format prepared by Legal Studies students follow the legal citation guidelines set forth in *The Bluebook: A Uniform System of Citation*. Non-Legal Studies students may use APA style. Please see the APUS library.

### **Late Assignments**

The amount of the penalty is at the faculty member's discretion, up to the maximum percentages outlined in the Late Assignment Policy. Faculty always have the discretion to be more flexible than the Late Assignment Policy allows, but not less flexible. Faculty should be consistent across students in their application of this policy and clearly communicate with students about penalties applied. Faculty should accept late work submitted up to the end of the class and they have the discretion to accept work submitted after the course ends as long as it does not interfere with final grade submission deadlines.

### **Netiquette**

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom.

Discussions on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper

“Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Discussion of others.

**Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), : ), J

## Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

## Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to [librarian@apus.edu](mailto:librarian@apus.edu).

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 650,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. [Tutor.com](https://www.tutor.com) connects you with a professional tutor online, 24/7, to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

## [Request a Library Guide for your course](#)

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111), or class name.

If a guide you need is not available yet, please email the APUS Library: [librarian@apus.edu](mailto:librarian@apus.edu).

## **University Policies**

### Student Handbook

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)
- [Late Submission Policy](#)

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