

WINONA STATE UNIVERSITY
NEW AND REVISED COURSE AND PROGRAM APPROVAL FORM

Routing form for new and revised courses and programs.

Course or Program Soc 365

Department Recommendation

M. Norman
Department Chair

11/22/13
Date

M.NORMAN@WINONA-EDU
e-mail address

Dean's Recommendation ☒ Yes ☐ No*

M. G. [Signature]
Dean of College

Nov. 25, 2013
Date

*The dean shall forward their recommendation to the chair of the department, the chair of A2C2, and the Vice President for Academic Affairs.

A2C2 Recommendation ☐ Approved ☐ Disapproved

Chair of A2C2

Date

Graduate Council Recommendation ☐ Approved ☐ Disapproved
(if applicable)

Chair of Graduate Council

Date

Director of Graduate Studies

Date

Faculty Senate Recommendation ☐ Approved ☐ Disapproved

President of Faculty Senate

Date

Academic Vice President Recommendation ☐ Approved ☐ Disapproved

Academic Vice President

Date

Decision of President ☐ Approved ☐ Disapproved

President

Date

Please forward to Registrar.

Registrar _____
Date entered

Please notify department chair via e-mail that curricular change has been recorded.

WINONA STATE UNIVERSITY
PROPOSAL FOR A NEW COURSE

This form is to be used to submit a proposal for a new undergraduate or graduate course. Every item on this form must be completed prior to submission to A2C2. The department proposing a new course must include a *Financial and Staffing Data Sheet* and a *New and Revised Course and Program Approval Form* with the department chairperson's and Dean's signatures. Refer to Regulation 3-4, *Policy for Changing the Curriculum*, for complete information on submitting proposals for curricular changes.

Department Sociology/Criminal Justice/Geography

Date 12/20/13

Course No. 365

Course Title Forensic Interviewing of Children

Credits* 3

This proposal is for a(n): ☒ Undergraduate Course ☐ Graduate Course

Is this course for USP? ☐ Yes** ☐ No Is this course for GEP? ☒ Yes** ☐ No

List all Major Codes to which this proposal applies as a required course: SCJL and SCJC

List all Major Codes to which this proposal applies as an elective course: N/A

List all Minor Codes to which this proposal applies as a required course: N/A

List all Minor Codes to which this proposal applies as an elective course: N/A

Prerequisites SOC210

Grading method ☒ Grade only ☐ P/NC only ☐ Grade and P/NC Option

Frequency of offering Each Semester

What semester do you anticipate that will this course be offered for the first time? Fall 2014

Note: The approval process for a new course typically takes at least four to six weeks

* If this course will change the number of credits for any major or minor, the form *Proposal for a Revised Program* must also be submitted and approved according to the instructions on that form.

**For General Education Program (GEP) or University Studies (USP) course approval, the form *Proposal for General Education Courses* or *Proposal for University Studies Courses* must also be completed and submitted according to the instructions on that form.

Please provide all of the following information:

(Note: a syllabus or other documentation may not substitute for this)

A. Course Description

1. Description of the course as it will appear in the WSU catalog, including the credit hours, any prerequisites, and the grading method. If the course can be repeated, indicate the maximum number of credit hours for which this can be done.

This course will provide criminal justice students with a theoretical and practical knowledge of the forensic interview process as it applies to juvenile victims and witnesses. Major forensic interview protocols will be discussed, demonstrated, practiced and evaluated. Regular extemporaneous oral exercises will develop forensic interviewing and critique skills. This course is designed to meet the requirements of the oral flag. (3 S.H.) Prerequisite: SOC210. Grade Only.

2. Course outline of the major topics, themes, subtopics, etc., to be covered in the course. This outline should be, at a minimum, a two-level outline, i.e., consisting of topics and subtopics. This information will be submitted to MnSCU by the WSU Registrar's office.

I. Course introduction.

- a. What is a forensic interview.
- b. The who, what, when, where, and why.

II. Explore the major interview protocols used in the United States.

- a. RATAAC.
- b. NICHHD.
- c. 10 Step (Modified NICHHD).
- d. Stepwise.
- e. Other protocols.

III. Documenting Forensic Interviews.

- a. Audio.
- b. Video.
- c. iRecord.
- d. Reports.

IV. Demonstrate the use of tools in the interview process.

- a. Drawings.
- b. Diagrams.
- c. Dolls.
- d. Potential misuse of tools.

V. Practice interviews using the RATAAC protocol.

- a. Rapport.
- b. Anatomy Identification.
- c. Touch Inquiry.
- d. Abuse Disclosure.
- e. Closure.

VI. Overcoming common interview blocks and problems.

- a. Perpetrator induced.
- b. Family induces.
- c. Interviewer induced.
- d. Situational.

VII. Practice interviews using the 10 step protocol.

- a. Introduction – Narrative practice.
- b. Disclosure – Closure.

VIII. Forensic interviewing across a variety of cultures.

- a. What is culture.
- b. How can it effect a forensic interview.
- c. Best practices for addressing people from a wide variety of cultures.

IX. Practice interviews in more challenging situations.

- a. Interviews with blocks.
- b. Younger Children.

X. Practice interviews in more challenging situations.

- a. Teens.
- b. Cultural challenges.

XI. Forensic interviews in court.

- a. When and how they be used.
- b. Preparing a child to testify.
- c. Defending your forensic interview in court.

Criminal Justice practitioners and you as students in your future internships will be exposed to crime situations involving serious injuries, death, and traumatized victims and you will be required to assist those victims and to investigate, help prosecute and treat offenders that have committed these crimes. You will have no choice in those matters. This course will include role-playing interview situations involving allegations of child maltreatment or other crimes that may involve a victim that may have been traumatized. One role to play is the victim. If a student is uncomfortable for any reason playing a particular role in a certain scenario, the student may ask the professor in a private manner to be excused from doing so without the need to disclose reasons for the discomfort and an alternative will be developed for the student. If a student anticipates that at no time during the semester they would want to play a particular role, it is recommended that the student inform the professor of that decision as early as possible so that the preferences of the student can be honored to the fullest extent possible and in the most private manner possible. This may also indicate to the student that a career in criminal justice should be re-evaluated.

3.a Instructional delivery methods utilized: (Please check all that apply).

Auditorium/Classroom: X	ITV	Online	Web Enhanced	Web Supplemented
Laboratory:	Service Learning	Travel Study	Internship/Practicum	
Other: (Please indicate)				

3.b. MnSCU Course media codes: (Please check all that apply).

None: X	3. Internet	6. Independent Study	9. Web Enhanced
1. Satellite	4. ITV Sending	7. Taped	10. Web Supplemented
2. CD Rom	5. Broadcast TV	8. ITV Receiving	

4. Course requirements (papers, lab work, projects, etc.) and means of evaluation.

This course will require that students complete three exams and conduct two forensic interviews. Furthermore, the student will be required to evaluate a forensic interview. Finally, the student will complete additional written and oral exercises.

5. Course materials (textbook(s), articles, etc.).

PRIMARY TEXT:

Faller, K. (Ed.). (2007). *Interviewing children about sexual abuse: Controversies and best Practice*. New York Oxford: University Press.

BIBLIOGRAPHY:

Fontes, L. (2008). *Interviewing Clients across Cultures*. New York: Guilford Press

Lamb, M. (Ed.). (2011). *Children's Testimony: A Handbook of Psychological Research and Forensic Practice*. (2nd ed.). West Sussex: Wiley-Blackwell.

Poole, D. (1998). *Investigative Interviews of Children: A Guide for Helping Professionals*. Washington, DC: American Psychological Association.

6. List the student learning outcomes for this course and how each outcome will be assessed.

1. OUTCOME: The student will practice the art of forensic child interviewing.

ASSESSMENT: This outcome will be assessed through graded mock interviews and written as well as oral feedback to and from peers and the instructor.

2. **OUTCOME:** The student will identify the types and stages of the major forensic interview protocols.
ASSESSMENT: This outcome will be assessed by examination.
3. **OUTCOME:** Students will also be required to explain how issues of race, class, sexual orientation, religion, gender, poverty and other factors influence a forensic interview.
ASSESED: This outcome will be assessed by graded interviews and examination.
4. **OUTCOME:** Students will describe and practice the use the iRecord system and closed circuit television to capture interviews.
ASSESED: This outcome will be assessed through graded mock interview using both of those systems.
5. **OUTCOME:** The student will identify and explain the methods for documenting forensic interviews.
ASSESED: Assessed by graded mock interview.

B. Rationale

Provide a rationale for the new course. The rationale should include the following items.

1. A statement of the major focus of the course.

This course will provide criminal justice students with practical knowledge of the forensic interview process as it applies to juvenile victims and witnesses. The main focus of this course is to introduce to students the major forensic interview protocols of juveniles. Further, students will practice these techniques.

2. A statement of how this course will contribute to the departmental curriculum.

The course will address a major deficiency that currently exists within the criminal justice major. Juveniles account for a considerable proportion of both victims and offenders. As such, they present a unique set of challenges for the system. Some of these challenges are currently addressed in our curriculum with courses like SOC314: Juvenile Delinquency. A challenge that is currently missing, and which will be addressed with this course, is the interviewing and interrogating of juveniles. Best practices in criminal justice demands that interviewing of juveniles be distinct from the process of interviewing adults. This course will introduce to students those best practices.

3. A statement of why this course is to be offered at this level (i.e. 100-, 200-, 300-, 400-, or 500-level)

This course will be offered at the 300 level. It is believed that the advanced content, workload of the course and the sequencing of other Criminal Justice courses would denote a 300 level course.

4. Identification of any courses which may be dropped, if any, if this course is implemented.

None.

C. Impact of This Course on Other Departments, Programs, Majors, and Minors

Provide a statement of the impact of this course on other departments, programs, majors, and minors.

1. Clearly state the impact of this course on courses taught in other departments. Does this course duplicate the content of any other course? Is there any effect on prerequisites for this or any other courses?

There will be no impact. The content of this course will not duplicate content of another course; it is designed to meet specific needs of Criminal Justice Majors.

2. Would approval of this course change the total number of credits required by any major or minor of any department? If so, explain the effects which this course would have.

N/A.

3. If this course has an impact on the major or minor of any other department or program, it is the responsibility of the department submitting the course proposal to send written notification to the department(s) or program(s) affected. State clearly which other programs are affected by this proposal and whether the other departments have been notified and/or consulted. Attach letter(s) of understanding from impacted department(s).

N/A.

D. Attach to This Proposal a Completed

1. *Financial and Staffing Data Sheet*
2. *New and Revised Course and Program Approval Form*

E. Department Contact Person for this Proposal:

Name (please print)

5670
Phone

mnorman@winona.edu
e-mail address

F. Review by Department A2C2 Representative

I have reviewed this proposal and certify that it is complete _____
Signature of A2C2 representative

Definitions for codes in 3a and 3b:

- 01-Satellite:
- 02- CD ROM:
- 03- Internet: Predominately = where all, or nearly all, course activity occurs in an online environment. One to two activities may occur face-to-face in a classroom, with the maximum being two activities.
- 04 – ITV Sending: a course in which students are in the classroom with the instructor, other students join via interactive television technology from other geographically separate locations
- 05 – Broadcast TV:
- 06 – Independent Study: a course in which the teacher develops specialized curriculum for the student(s) based on department guidelines in the University course catalog
- 07 – Taped: a course in which the teacher records the lessons for playback at a later date
- 08 – ITV Receiving: a course in which students are not in the classroom with the teacher, other students join via interactive television technology from other geographically separate locations
- 09 – Web Enhanced- Limited Seat Time: For a course in which students are geographically separate from the teacher and other students for a majority of required activities. However, some on-site attendance is required. The course includes synchronous and/or asynchronous instruction.
- 10 – Web Supplemented- No Reduced Seat Time: For a course utilizing the web for instructional activities. Use of this code may assist your college/university in tracking courses for “smart classrooms” and/or facility usage.