

WINONA STATE UNIVERSITY
GENERAL EDUCATION PROGRAM APPROVAL FORM

Routing form for General Education Program Course approval.

Course SOC365

Department Approval		
<u>Marks Norman</u> Department Chair	<u>11/20/13</u> Date	<u>MNORMAN@WINONA.EDU</u> e-mail address
Dean's Recommendation <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No*		
<u>MJG</u> Dean of College	<u>11-25-13</u> Date	
*If the dean does not approve the proposal, a written rationale should be provided to the General Education Program Subcommittee.		
GEPS Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
A2C2 Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
Faculty Senate Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
Academic Vice President Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
Decision of President <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
Please forward to Registrar.		
Registrar <u> </u> Date entered	Please notify department chair via e-mail that curricular change has been recorded.	

[Revised 10-22-12]

5/12/2013

WINONA STATE UNIVERSITY
PROPOSAL FOR GENERAL EDUCATION PROGRAM COURSES

Department Sociology/Criminal Justice/Geography

Date 11/20/13

SOC365
Course No.

FORENSIC INTERVIEWING OF CHILDREN
Course Name

3
Credits

Prerequisites SOC210

GEP Goal Area(s):*

CORE GOAL AREAS

- ☐ Goal 1: Communication
☐ Goal 3: Natural Science
☐ Goal 4: Mathematics/Logical Reasoning
☐ Goal 5: History and the Social and Behavioral Sciences
☐ Goal 6: The Humanities and Fine Arts

THEME GOAL AREAS

- ☐ Goal 7: Human Diversity
☐ Goal 8: Global Perspective
☐ Goal 9: Ethical and Civic Responsibility
☐ Goal 10: People and the Environment

* Courses may be submitted for up to two Goal Areas.

Additional Requirement Categories (list number of credits desired in appropriate category):

☒ Intensive:

- ☐ 1. Writing
☒ 2. Oral Communication
☐ 3a. Mathematics/Statistics
☐ 3b. Critical Analysis

☐ Physical Development and Wellness

Provide information as specified in the previous directions.

Attach a **General Education Program Approval Form**.

Department Contact Person for this Proposal:

MARK NORMAN
Name (please print)

5670
Phone

MNORMAN@WINONA.EDU
e-mail address

[Revised 9-6-11]

SOC 365: Forensic Interviewing of Children.

1. Course outline of the major topics and subtopics (minimum of two-level outline).

- 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. RATAC.
 - 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 RATAC 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 affect 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 can be used.
- b. Preparing a child to testify.
- c. Defending your forensic interview in court.

2. Course Assessments:

Three unit tests	150 points
Three graded forensic interviews	150 points
Oral interview evaluations	100 points
Total points possible	400 points

3. Assessment Plan:

Oral Intensive Outcomes:	How Met in Course:	Assessment Plan:
1.Earn significant course credit though extemporaneous oral presentations:	Conduct multiple mock interviews using a variety of protocols and best practices. These interviews will be conducted without notes and require the student to respond appropriately to a variety of simulated situations. Provide regular oral feedback to other students based on best practices in the field.	This outcome will be assessed through graded mock interviews and written as well as oral feedback to and from peers and the instructor.
2.Understand the features and types of speaking in their disciplines:	Identify the types and stages of the major forensic interview protocols used to illicit the statement of a juvenile victim or witness. Examine the strengths and weaknesses of each protocol.	This outcome will be assessed by examination. Evidence of this knowledge should also be clear in graded interviews.
3.Adapt their speaking to field-specific audiences:	Students will be required to respond orally to novel interview scenarios. Interviews will explore a variety of situations and audiences that represent real situations that justice system officials encounter when interviewing children. Students will also be required to explain how issues of race, class, sexual orientation, religion, gender, poverty and other factors influence a forensic interview.	Assessed by graded interviews. Tested by examination.

4. Receive appropriate feedback from teachers and peers, including suggestions for improvement:	During each mock interview each student will be evaluated by peers and receives written feedback about their interview skills. Each student will also receive feedback about his/her performance from the instructor.	Peer evaluations of student interviews will be presented to the student after each interview.
5. Make use of the technology used for research and speaking in the fields:	Students will use the iRecord system and closed circuit television located in Maxwell Hall to capture interviews. Students will begin to use "bug in the ear" one way radio transmission to provide the interviewer with additional details.	Assessed through graded mock interview using both of those systems.
6. Learn the conventions of evidence, format, usage and documentation in their fields:	Explain a variety of methods for documenting forensic interviews as well as potential evidence uncovered in the interview.	Assessed by report on potential evidence uncovered in a mock interview.