

ASPEN COLLEGE SERIES

Victimology

Crime Victimization and Victim Services



Idaho Coalition Against Sexual and Domestic Violence

Editors: Lisa Growette Bostaph and Danielle D. Swerin



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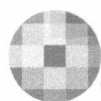
Victimology: Crime Victimization and Victim Services

Idaho Coalition Against Sexual &
Domestic Violence

Editors

LISA M. GROWETTE BOSTAPH, PH.D.

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*To the victims and survivors whose lives have been forever altered by crime
and the professionals who work tirelessly to assist in their
recovery and quest for justice.*

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PREFACE

Degree programs in criminal justice and criminology have proliferated in the past few decades. Most of these programs offer a broad education in crime, criminological theory, offenders, and the criminal justice system. However, only a handful offer, let alone require, courses on those individuals primarily affected by crime: crime victims. For someone like me, coming into academics after years of working in victim services, this was shocking. My shock was met with explanations that victimization and crime victims were best served by social workers, counselors, and psychologists. Yet, criminal justice professionals have contact with crime victims every day, and my seven years of working in police departments and prosecutors' offices were good examples of the extensive contact between crime victims and actors in the criminal justice system. Research has demonstrated that interactions between criminal justice professionals and crime victims can impact the willingness of individuals harmed by crime to remain active in the processing of associated cases. In addition, more recent research indicates that trauma may have significant effects, both short and possibly long term, on victims' cognitive abilities in terms of relating the events involved in the crime. Furthermore, research on offenders highlights a not-so-small overlap between early life victimization and later offending. Thus, the lack of education on the effects of crime on victims seems glaring.

Therein lies the reason for this text. If one of the goals of higher education is to prepare students for working in our communities, then neglecting to offer education on a substantial population with whom criminal justice professionals have contact is not adequately preparing students to work in, or with, the criminal justice system. The time has come for crime victims and victimization to take their place (metaphorically) in criminal justice education. Five years ago, one or two victimology texts were available. In the past year alone, three have come across my desk as we have been working on ours. So, we venture into the fray with a multidisciplinary approach to crime victimization, crime victims, and victim services. Chapter authors in this text come from a variety of disciplines: criminal justice and criminology, counseling, nursing, social work, nonprofit organizations, law, student affairs, and public policy. This mix of disciplines was purposeful as crime victims do not only interact with police officers, prosecutors, and the criminal justice system. They also come into contact with professionals in advocates, health and welfare, counseling and mental health, addiction services, nurses and doctors, and educators, to name a few. To that end, no one discipline can lay claim to all

knowledge about the effects of victimization on individuals or communities. We sought to provide a text with a more holistic perspective that was grounded in how victimological theories appear as day-to-day effects of victimization. In addition, many of the excellent texts that are currently on the market appear geared toward lower division courses (freshman/sophomore level). Our textbook is research heavy and directed more at upper division (junior/senior level) and graduate students.

Section 1 covers foundational topics in understanding victimization in general: the generation and analysis of data on victimization, theories of victimization, crime victims' rights, the role of crime victims in the criminal justice system, the mental health needs of crime victims, and how cultural differences can impact the effects of victimization on individuals.

Section 2 provides an overview of the more broad-based forms of victimization that can affect any demographic group: intimate partner violence, sexual violence, homicide, and information and financial crimes.

Section 3 addresses victimization that affects particular populations based on demographic groups and/or location: child victimization, adolescent relationship violence, victimization of the elderly, hate and bias crimes, campus crime, and violence in the workplace.

Section 4 introduces information on victim assistance as a profession and some aspects of the work that directly affect victim service providers: professionalization of the discipline, ethics, secondary victimization and vicarious trauma, and resolving conflicts across criminal justice system roles.

Each of these sections begins with a chapter outline and statistical overview of the topic at hand. Inside each chapter you will find chapter highlights that provide more in-depth information on a central concept, spotlights on pioneers in the field, and real-world applications that demonstrate how that topic is currently being addressed in communities across the country. Chapters end with keywords, review questions, real-world dilemmas that ask you to apply what you learned to common situations, references, and online resources.

We hope that you find this text informative, interesting, and eye-opening to the experiences of victims and survivors of crime.

–Lisa Growette Bostaph and Danielle Swerin

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First and foremost, we must thank our contributing authors. They have been on this journey with us from the beginning. All of them suffered through multiple drafts and late additions with nary a complaint. We are so grateful to them for sharing their knowledge, expertise, and talents.

Writing a book, even an edited volume, is an extensive amount of work and takes quite a long time. During this arduous process, there have been a number of individuals (besides our fellow authors) who have contributed to the completion of this text.

Some of the chapters were originally written for the Idaho Victims' Assistance Academy (IVAA) curricula, which were funded by the Office on Victims of Crime through the Idaho Coalition Against Sexual & Domestic Violence. The IVAA seeks to provide college-level education on crime victimization and its effects on crime victims to criminal justice and allied professionals who have contact with victims of crime. Founding members of the IVAA Executive Committee, representing a multi-disciplinary group of professionals, were instrumental in the selection of topics to be covered and should be acknowledged for their influence: Kelly Miller, George Gutierrez, Doug Graves, Bonnie Glick, Traci Fedrizzi, Jan Bennetts, Tom Berry, Diane Blumel, Sue Fellen, Krista Howard, Kristi McKown, and Shellee Smith Daniels. In addition, Shelli Sonnenberg, Tom Bensley, Mary Burke, Luann Dettman, Sandy Piotrowski, Marv Williams, Whitney Welsh, as subsequent members of the Committee assisted in the development of later curricula. The royalties generated from sales of this textbook go directly to fund scholarships for professionals to attend the annual academy.

On the academic side, I must thank Larry Mays, who approached me on behalf of Wolter Kluwer to suggest I do this text, as well as David Herzig and Elizabeth Kenny, who were extremely patient with me and my process. I have been fortunate enough to work with a number of talented and dedicated graduate students who assisted in the editing of the original IVAA curricula and early stages of contacting authors: Jonathon Cooper, Jonathan Bolen, Patrick Brady, and Rachel Jones. Of course, this textbook would never have been completed without the amazing assistance of my coeditor, Danielle Swerin. While this process started when she was a graduate student, it was after graduation when the mad dash to the finish and bulk of the work occurred and when Danielle was impressing people in the real world as

a practitioner. She was a highly organized, patient, godsend for me and this book. Thank you, Danielle.

Finally, no work occurs in complete isolation, although at times this was one of my greatest wishes! I have been blessed to work at a great institution, Boise State University, and in a strong department, the Department of Criminal Justice. Some of my colleagues from the University and Department are contributors in this text, and are so because they are leaders and experts in their field of study. Their support during this process has been instrumental in the completion of this work. Additionally, I am rich in family and friendships that sustained me prior to and throughout this process. But, working on a project like this also takes time away from those you love. My sweet, intelligent daughter, Shavonne Kathleen, you make my soul sing.

—Lisa Growette Bostaph

In addition to the many contributors already mentioned, I must also recognize the Department of Criminal Justice at Boise State University for providing me a quality education with an abundance of opportunities that have been instrumental in any academic and career success I have achieved. I would particularly like to thank my fellow editor, Dr. Lisa Growette Bostaph, for the years of advice, support, and guidance in addition to the many opportunities she has provided. Thank you for everything. God has also blessed me with an invaluable support system that has been equally influential: my husband, Spencer Swerin; my mother, Laura DeLand; my father, Toby McNeal; and my stepfather, George DeLand. Thank you so much for your endless support and encouragement prior to and throughout this process.

—Danielle Swerin

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