

FP6525 BLC - Psychology of Victims
MA in Forensic Psychology Summer II, 2006

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Office hours: By appointment,
email and/or telephone

Dates of Class: Course begins online **June, 29, 2006**, meets on the weekends of **July 15 & 16** and **August 12 & 13**, and concludes on **August 19, 2006**. There will be weekly instruction online throughout the term.

Required Texts:

Gerstenfield, P. B. (2004). *Hate Crimes: Causes, Controls, and Controversies*. Thousand Oaks, CA: Sage Publications. ISBN: 0-7619-2814-6

Herman, Judith (1997) *Trauma and Recovery: The Aftermath of Violence from Domestic Violence to Political Terror*. New York: Basic Books. ISBN: 0-465-08730-2

Meadows, Robert. (2004) *Understanding Violence & Victimization*. New Jersey: Prentice Hall
ISBN: 0131119672

Rothschild, B. (2003). *The Body Remembers Casebook: Unifying Methods and Models in The Treatment of Trauma and PTSD*. New Jersey: W. W. Norton & Co.
ISBN: 030370409

Ruback, R. B. (2001) *Social and Psychological Consequences of Violent Victimization*.
Thousand Oaks, CA: Sage Publications. ISBN: 0-7619-1041-7

Recommended Texts (but not required):

Follette, V. M. & Ruzek, J.I. (Ed.) (2006). *Cognitive-Behavioral Therapies for Trauma. Second Edition*. New York: Guilford. ISBN: 1- 59385-247-9

Levine, P. & Frederick, A. (1997) *Waking the Tiger: Healing Trauma: The Innate Capacity to Transform Overwhelming Experiences*. New York: North Atlantic Books. ISBN: 155643233X

Sgarzi, J. & McDevitt, J. (2002) *Victimology*. New Jersey: Prentice Hall. ISBN:
0134372867.

Shapiro, Francine (2001). *EMDR: Eye Movement Desensitization and Reprocessing*.
New York: Guilford. ISBN: 1572306726

Course Description:

Introductory graduate course focusing on the psychology of victims and the social context of victimization. Various types of victimization including violent, sexual, psychological, child abuse and domestic partner abuse will be studied. Theoretical etiological and social-psychological factors will be presented. A special emphasis will be placed on the evaluation and treatment of Post Traumatic Stress Disorder and the theoretical connections between early and sustained experiences of trauma as an antecedent to criminal behavior.

Course Philosophy:

American society today is obsessed with victimization. While theories about early childhood trauma are often presented as “explanations,” for criminal behavior, these theories are not generally supported empirically. While America imprisons more criminals than any other country, we as a society, do little to support crime victims. Forensic practitioners must constantly be aware of the essential dichotomy between victim and offender and offender as victim. Trauma as a psychological diagnosis remains an extremely common but largely misunderstood phenomenon. In the history of psychological theory, the development of a shared phenomenology of trauma and subsequently appropriate clinical technique is a recent event. An exploration of trauma and victimization is essential to the development of a professional forensic perspective. Forensic practitioners will spend substantial time working with offenders who are themselves experienced both as victims and those who victimize.

Course Objectives:

- Students will learn to interpret and define the social construction of victimization in American society as reflected in popular culture and mass media.
- Students will become familiar with the common psychological effects of trauma and the most common mental health diagnoses found in persons who experience victimization.
- An overview of a variety of treatment techniques used to ameliorate trauma specific conditions will be introduced and evaluated.
- Students will gain a working understating of the commonalities between victims and offenders and will consider the complexities of working with individuals who are both.
- While most victims of violent crime are men, special populations of victims will be evaluated, including children, women and cultural minorities.
- The psychological and schematic effects of working with traumatized individuals will be evaluated along with popular theoretical conceptions of vicarious trauma.

Methods of Instruction:

This course will be delivered in a **blended format**, including in class lecture and discussion, video, and role-plays combined with online instruction. In addition to the two required weekends on campus, students are required to participate online via Embanet-Interlearn at <http://online.argosyu.edu> on a weekly basis during the entire term of the course.

Course Assignments and Student Expectations:

- Students will be expected to attend class regularly and be ready to discuss required readings. **SEE OUTLINE BELOW FOR READING ASSIGNMENTS TO BE COMPLETED PRIOR TO CLASS.**
- Participation in class discussion and group work (e.g. in-class vignettes and/or role play exercises) is required.
- Online participation is required. There will be six short assignments online (see weeks 2, 3, 4, 5, 6, & 7) each worth 18 points. Week 2 and Week 3 questions will be explained online. Expectations for the other assignments will be explained at the first class meeting on July 15th and also posted online.
- One research paper (worth 100 points) will be assigned. This should be an 8-10 page paper in APA format. It should be submitted electronically to instructor. Please pick one aspect of a topic within this class that interests you and look at it more deeply (for example---media effect on public perception of victimology; an area of hate crime; prison violence, psychology of fear, PTSD in particular populations, Critical Incident Stress Debriefing, restorative justice, victim/offender programs, domestic violence, sexual assault, victims of robbery, bioterrorism, etc). Details on how this paper should be done will be discussed at the first class meeting. Topics need to be discussed and approved by the professor by July 28th (**although it is recommended you choose your topic earlier and to get started as soon as possible with your research—email professor to discuss your choice in topic please.**) The paper is due on **August 7th**. Any papers turned in after that date will receive an automatic 10% deduction. We will discuss expectations of APA writing style at the first class meeting on March 18th---it is also recommended that you purchase the APA Publication Manual which describes all the aspects of APA style. It is my expectation that you use at least 5 references for your paper. These references can include the books that are assigned. Although you can use web site references, these need to be IN ADDITION TO the 5 references required. At least one of your references should be obtained through the Argosy library reference database search---this is an opportunity to learn how to search and cite scholarly research on your topic.
- The other main assignment will be a class presentation and short paper (three to four pages) write up summarizing your presentation (including where you found

your information.) You will need to **choose a different victimology topic than your research paper**. Focus can be either what I consider the negative (the victim experience itself) or the positive (ways to heal from it---either individual or system healing). Your presentation should be approximately 10 minutes long. We will do presentations the last day that we meet (**August 13th**). Paper summaries of your presentation are due that day. I encourage you to be creative in your presentation. It could be a talk, or it could include visual art, or some kind of performance, or designing a class participation exercise----main parameter is that the topic needs to be within the realm of victimology.

- Points will be deducted if assignments are turned in late. For the research paper an automatic 10% deduction will occur for each week it is late. It is due August 7th. For the embanet assignments, there will be a 2% deduction in grade for each day it is late. **If the assignment is not done on the week it is assigned, you have lost all points.** One can potentially earn up to 402 points (100 points for presentation and summary), 100 points for the research paper, 102 points for the online assignments (18 points each) and 100 points for participation.)

COURSE OUTLINE

Topic sequences and assignments in this section are subject to change. Final syllabus will be posted on embanet (under syllabus) by week before class begins. At time actual chapter assignments from readings will be delineated.

Week One Online: Begins June 29th. Log onto embanet. General overview of course and instructor/student introductions.

Week Two Online: Assignment due on July 7th. Victim data bases and research constructs.

Week Three Online: Assignment due on July 14th. Hate crimes.

First Class Weekend

Saturday (July 15)

- Introductions. Course overview and expectations.
- Victimology theories, trends, and data.
- Victim topics: Domestic violence; Rape; Sexual Abuse; Child Abuse
- Treatment topics: PTSD syndromes; cognitive behavioral treatment; EMDR; somatic therapy

Sunday (July 16)

- Media and Victimology
- Hate crimes
- Disasters/Bioterrorism
- Secondary Traumatic Stress
- Critical Incident Stress Debriefing

Week Four Online: Assignment due on July 24th Responses to Herman reading

Week Five Online: Assignment due July 31st Movie critique

Week Six Online: Assignment due on August 7th Healing from trauma assignment

RESEARCH PAPER DUE ON AUGUST 7th 5PM.

Electronically submit to professor at bfriendly@earthlink.net

Second In Class Weekend (August 12& 13):

Saturday (April 22)

- Criminals as victims; system victims
- Restorative justice
- Victim offender mediation
- Alternative treatments to shift prison culture

Sunday (April 23)

- CLASS PRESENTATIONS—approx will take half the day
- Also professor will discuss additional topics not covered.

Week Seven Online: Assignment due by August 18 th Vicarious traumatization and Stress test.

ALL ASSIGNMENTS MUST BE TURNED IN BY August 19th.

GRADING:

Research paper	100 points	A	381-402
Online assignments	100 points (20 pts each, Wk 2,3, 4, 5,&6)	A-	360-380
Presentation & summary	100 points	B+	347-359
Participation	100 points	B	333-346
		B-	320-332
		C+	307-319
		C	294-306
		C-	281-293
		F	<280

Total Class Points: 400

Grading Criteria for Assessments:

A=90+ Assessment is in appropriate format as suggested by instructor, well organized, thought out, provides excellent picture of client's presentation.

B=80-89 Assessment is well organized and thought out, but is missing one component of format OR picture of client is only adequate or is somewhat limited.

C=70-79 Assessment is disorganized, client presentation is inadequate, grammar is poor.

F=<70 Evidence of plagiarism or assessment not submitted.

Grading Criteria for Participation:

A=90+ Student actively participated in discussions in >80% of class sessions; nearly all comments were thought provoking and incorporated material from the assigned readings.

B=80-89 Student actively participated in discussions in >70% of class sessions; most of the comments were thought provoking and incorporated material from assigned readings.

C=70-89 Student participated in discussions in >60% of class sessions, comments/questions demonstrate only a surface level understanding of topics

F=<70 Poor understanding of course topics and demonstration that course materials have not been read.

Academic Dishonesty/Plagiarism:

In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 5th Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5th Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Additionally, Argosy University considers resubmission of a work produced for one course in a subsequent course or the submission of work done partially or entirely by another to be academic dishonesty. It is the student's responsibility to seek clarification from the instructor regarding how much help may be received in completing an assignment, exam or project and what sources may be used.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You are responsible for maintaining an electronic copy of any work submitted, because you may be asked to submit your course assignments through “Turnitin,” (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

ADA Policy

It is AU/San Francisco Bay Area Campus policy not to discriminate against qualified students with a documented disability in its educational programs, activities or services. If you have a disability-related need for accommodations in this class, contact the Campus Director of Student Services at 510-215-0277.

Your instructor is responsible for delivering this curriculum in a format that will ensure the objectives are met and measured. This can be accomplished in a variety of ways depending upon the experience, orientation, technological acumen, emphasis and preferences of the instructor as well as the resources available. Your instructor is also required to ensure that the course Outline include details regarding assignments and method of instruction.