

Argosy University

COURSE SYLLABUS

Course Title: The Psychology of The Victim

Course Number: FP - 6525

***Instructor:** Dr. Pamela Jenkins

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*** Office Hours:** By Appointment.

***Short Faculty Bio:**

Dr. Jenkins worked for several years as a Clinical Psychologist for the California Department of Corrections. Her extensive work with forensic populations with its emphasis on rapid treatment results, such as the excessive use of pharmaceuticals, inspired her exploration into the use of Holistic alternatives in therapy. Dr. Jenkins is founder and owner of a private practice, Pacific Psychological Services with two offices to serve the Bay Area. Here she provides therapy, assessment and consultation to individuals, couples, families and staff on Clinical and Assessment dimensions. Other areas of specialty that Dr. Jenkins enjoys are Organizational Development, Trauma and Cultural Issues within Contemporary Society. She is currently teaching an Assessment in Counseling course at San Francisco State University and a course titled, "Cultural Trauma" developed and inspired as a result of her research, at Stanford University. Dr. Jenkins considers herself an eclectic therapist pulling from several theories and is particularly influenced by Existential Psychotherapy.

Required Texts:

1. Victimology. Sgarzi, Judith & McDevitt, Jack Prentice Hall (2002) ISBN: 0134372867
2. Social and Psychological Consequences of Violent Victimization Ruback, R. Barry Sage Publications, (2001) Thousand Oaks, California ISBN: 0-7619-1041-7.
3. Understanding Violence & Victimization. Meadows, Robert. Prentice Hall (2004) ISBN: 01311196724. (OPTIONAL TEXT) - Eye Movement Desensitization and Reprocessing Shapiro, Francine. Guilford Press (2001) 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.

Prerequisite Knowledge or Courses:

Graduate Status

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 meet two weekends, comprised of in-class lecture and discussion, video, presentations and role-plays. This course begins Saturday, May 12, 2007 and Sunday, May 13, 2007 and commences the weekend of Saturday, June 9, 2007 and June 10, 2007.

Content Areas:

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.

Schedule:

Section – 1

The Social Context & Consequences of Victimization (Victimology)

- The social psychology of victimization
- Victimization as a social phenomenon
- Representation of victims in media

- Hollywood & Victims
- "News"
- Societal responses to victims
- Service value allocation between victims & offenders
- Addressing Personal Responsibility
- Raising a Nation of Victims & Predators

Section – 2

Psychological Effects of Trauma & Victimization (Psychology of Trauma)

- Levels of victimization (Degrees of Victimization)
- Trauma based diagnoses
- PTSD
- ASD
- DSM Criteria
- Specific Phobias, Adjustment Disorders, Repetition Compulsions etc.

Section – 3

Treatments for Trauma Based Conditions

- Cognitive Therapy
- Medications
- Cognitive Behavioral Therapy
- Dissociative behaviors
- EMDR

Section – 4

Dialectics In Trauma & Victimization, The Forensic Dichotomy

- Assessing offenders with history of trauma
- Assessing offender recidivism risk based upon counter phobias due to trauma
- Dynamics of Sexual predation
- Reaction formation type behaviors
- The difficulty in managing an individual who is simultaneously victim & offender
- Cluster-B Disorders – Borderline Personality Disorder and Severe Personality Disordered Persons

Section – 5

Disaster Response

- Critical Incident's Defined –
- Stress – Distress Cycle
- CISD – History and Controversy around Lay & Professional “Debriefing”

- Mitchell Model Debriefing

Section – 6

Crime Profiles

- Statistical Overview of Occurrences of Violent Crime
- Trends in Criminal Behavior & Victimization
- Profiles of Violence and Victimization

Section – 7

Special Considerations for Women & Youthful Offenders

- Trauma history and correlations
- Trauma cycles
- Domestic Violence
- Most common call for police service
- Lengthy history of permissive social culture
- Multiple contributing psychological factors that provoke & maintain
- Prostitution
- Evaluating Childhood sexual & physical abuse as possible antecedents to criminal behavior, statistics and profiles.

Section – 8

Vicarious Effects of Working With Victims

- Compassion Fatigue
- Vicarious PTSD
- Altered World View
- Emergency Responder Exhaustion Syndrome.

Student Performance Evaluation Criteria and Procedures:

Classroom Climate Evaluation Criteria

Criteria	Distinguished Category (A)	Commendable Category (B)	Average Category (C)	Failed Category (F)
Personal goals	Pursues goals with high energy and assertion.	Pursues goals actively and with some assertion.	Pursues goals with low energy and mostly with prompting from	Fails to set goals.

			others.	
Member goals	Works toward shared goals in a highly cooperative manner.	Works toward shared goals in a cooperative manner; at times with compliance and defiance.	Works toward shared goals mostly with compliance and defiance.	Not cooperative in working toward shared goals
Creating climate of trust and openness	Uses active listening and responding skills which are highly facilitative.	Uses active listening and responding skills which are facilitative.	Uses active listening and responding skills which are minimally facilitative.	Uses active listening and responding skills which are destructively facilitative
Displaying sensitivity	Displays consistent sensitivity to similarities and differences with individuals from varied backgrounds.	Displays sensitivity to similarities and differences with individuals from varied backgrounds.	Displays some degree of sensitivity to similarities and differences with individuals from varied backgrounds.	Lacks sensitivity to similarities and differences with individuals from varied backgrounds.

Criteria for Class Participation

Grade

A = 90+

Student actively participated in discussions in > **80%** of class sections; **nearly all** comments were **thought provoking and incorporated material from the assigned readings.**

B = 80 – 89

Student actively participated in class discussion in >**80%** of class sessions; **most** of the comments were thought provoking and incorporated material from the assigned readings.

C = 70 – 79

Student participated in discussion in > **70%** of class sessions; comments/questions demonstrated a surface level of understanding of course topics

F = < 70

Student participated in < 70% of class sessions; comments/questions did not demonstrate an understanding of course topics, or **student did not participate** in the class discussion.

Criteria for Class Presentation

Grade

A = 90+

Presentation is well organized and provides excellent coverage of the topic area; informative visual aids provided to the instructor and classmates.

B = 80 – 89

Presentation is well organized and provides **adequate** coverage of the topic area.

C = 70 – 79

Coverage of material is marginal; presentation is slightly disorganized.

F = < 70

Presentation is **disorganized** and does not provide adequate coverage of the topic area, **or student did not complete presentation.**

Criteria for Papers

Grade

A = 90+

Paper is in an appropriate APA format, well thought out and provided excellent coverage of material.

B = 80 – 89

Paper is well thought out, but is missing one component of APA format OR coverage of material is adequate.

C = 70 – 79

Insufficient number of references provided AND limited coverage.

F = < 70

Paper is disorganized AND coverage is not adequate AND does not conform to APA format, or there is evidence of **plagiarism**, or paper not submitted.

Grading Criteria

Grading Scale

A	100 – 93
A-	92 – 90
B+	89 – 88
B	87 – 83
B-	82 – 80
C+	79 – 78
C	77 - 73
C-	72 – 70
F	69 and below

Grading Requirements

<i>Attendance/participation</i>	28%
<i>Assignments</i>	22%
<i>Final paper</i>	19%
<i>Midterm and Final Exams</i>	22%
<i>Final Presentation</i>	9%
	100%

Library

All resources in Argosy University’s online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.

Library Resources: Argosy University’s core online collection features nearly 21,000 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosyu.edu>. Detailed descriptions of online resources are located at <http://library.argosyu.edu/misc/onlinedblist.html>.

In addition to online resources, Argosy University’s onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy

University Libraries. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University's Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at <http://library.argosyu.edu/infolit/>

Academic Policies

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.

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 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.

Americans with Disabilities Act Policy

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student's responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

The Argosy University Statement Regarding Diversity

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.