

Argosy University
Course Syllabus
MA Forensic Psychology
FP 6525
Psychology of Victims

*Instructor: Dr. Arinn Testa, Psy.D.

*Campus: San Francisco/Bay Area

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* Office Hours: By Appointment.

*Short Faculty Bio:

Dr. Testa worked for several years as a Forensic Psychologist for the Marin County Sheriff's Department fulfilling a research grant awarded by the California Board 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. Consequently, Dr. Olson attained her certification as a Doula and Holistic Health Practitioner and recently returned from volunteering with midwives in Central America. She is co-founder of a non-profit foundation that supports the Children's Crisis Center in Modesto, California. Here she provides pro-bono consultation with families and staff on Clinical and Assessment dimensions. Other areas of specialty that Dr. Olson enjoys are Neuropsychology, Spirituality and Human Sexuality. She is currently developing a private practice in San Francisco and is particularly influenced by Jungian, Gestalt and Existential Psychotherapies.

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 Pre-requisites: None

Required Text:

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

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

Naparstek, B. (2004). Invisible heroes: Survivors of trauma and how they heal. New York, NY: Bantam Books. ISBN: 0-553-38374-4

*A book list will be provided for you during the first lesson for you to choose an additional reading from.

Recommended Text:

Follette, V. M. & Ruzek, J.I. (Ed.) (2006). Cognitive-behavioral therapies for trauma. (2nd ed.). 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

Shapiro, Francine (2001). EMDR: Eye movement desensitization and reprocessing. New York: Guilford. ISBN: 1572306726

Gerstenfield, P. B. (2004). Hate crimes: Causes, controls, and controversies. Thousand Oaks, CA: Sage Publications. ISBN: 0-7619-2814-6

Technology: Internet Access; Microsoft WORD; PsychInfo; Medline.

Course length: 15 Weeks

Contact Hours: 45 Hours

Credit Value: 3.0

Course Objectives:

**By the completion of this course students should be familiar with, if not proficient in the following:*

- 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 once a week and will be comprised of in-class lecture and discussion, video, presentations and role-plays. This course begins the week of January 8, 2007 and commences the week of April 16, 2007.

Course Evaluation:

**Your grade in this course will be based on the following requirements:*

- 1) Homework/In-class assignments:** (60 points): Students will have to complete homework assignments and or in-class assignments related to assigned readings. Readings must be completed for thoughtful participation in class discussions.
- 2) Attendance and Class Participation** (5 points each x 15 weeks): Students are expected to attend the course in its entirety and actively participate in class discussions and role-plays. If you have an emergency that prevents you from attending more than 3 classes in the duration of the course, please make arrangements with the program office to withdraw.
- 3) Midterm and Final Examinations** (30 questions each, 1 point per question): Exam questions will be taken directly from the readings assigned from the text as well as in-class videos and assignments. They will be short answer, multiple choice and open book/notes.
- 4) Paper** (50 points): The paper must be 4-6 pages, written in APA format and include a minimum of five references (all references must be within the last five years).
- 5) Presentation** (25 points): The presentation should be 10-15 minutes in length and it is strongly encouraged to bring visual aids or other materials to assist your classmates in learning the material. In addition, please make a copy of your reference list to share with everyone in the class.

Course Outline:

TBA

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 others.	Fails to set goals.
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 Presentation:

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 presentation was **not completed** by student.

Criteria for Paper:

A = 90+

Paper is in appropriate APA format, well thought out and provides **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

Grading requirements

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

<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.