

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

Instructor: Dr. Lesleigh Franklin

Campus: San Francisco/Bay Area

Email: lesleighf@yahoo.com

Office Hours: By Appointment.

On Line Portion: 3/3/09- 4/23/09

Class Meets: Sat. – Sun. 3/7-8 & 4/14/15

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: Graduate Status

Final Date to Drop the Class:

To receive a “W” grade a student must officially drop this class by the date listed below that corresponds to this course’s term and length (indicated by bold type). Students may not withdraw from this course after the date this date. If a student chooses to discontinue course work after the final drop date, the student may receive an “F” grade for the course.

Spring Session I (7.5 week courses): February 13, 2009

Spring Session II (7.5 week courses): April 6, 2008

Spring Full Term (15 week courses): March 18, 2008

Required Text:

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

Levine, P. & Frederick, A. (1997) Waking the tiger: Healing trauma: The innate capacity to transform overwhelming experiences. New York: North Atlantic Books. ISBN: 155643233X

*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

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, eCollege

Course length: 7.5 Weeks

Credit Value: 3.0

Program Outcomes: Master of Arts in Forensic Psychology

Program Outcome One:

Students will demonstrate knowledge of the theoretical concepts and methodological approaches to the psychological bases of behavior as it relates to the practice and application of forensic psychology.

Program Outcome Two:

A. Students will be able to distinguish and utilize the underlying theories guiding the interface between the legal system and psychology.

B. Students will be able to establish and analyze the interaction between psychology and the law in all major aspects of criminal and civil justice system.

Program Outcome Three:

Students will demonstrate the ability to critically evaluate the existing literature and body of knowledge in assessment, evaluation and research methods in forensic psychology.

Program Outcome Four:

Students will use leadership, consultative, and ethical knowledge, skills and attitudes that will allow them to succeed as a part of a professional team, capable of expanding the role of psychologists within society.

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:

FP-6525 is a blended, on-line/on-campus course.

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.

Course Evaluation:

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

- 1) **Discussion Assignments** (5 points each x 7 weeks): Each week students are responsible for responding to discussion questions related to readings and relevant topic matters. Responses should be thorough and meet graduate level standards for writing.
- 2) **Attendance and Class Participation** (10 points x 2 weekends): Students are expected to attend the course in its entirety and *actively* participate in class and on-line discussions. If you have an emergency that prevents you from attending more than 3 hours of the in-class portion of the course, please make arrangements with the program office to withdraw.
- 3) **Final Examination** (30 questions, 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 6-10 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.

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	Uses active listening and responding	Uses active listening and responding	Uses active listening and responding

	skills which are highly facilitative.	skills which are facilitative.	skills which are minimally facilitative.	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

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>	<i>12.5%</i>
<i>Discussion Assignments</i>	<i>22%</i>
<i>Final paper</i>	<i>31.2%</i>
<i>Final Exam</i>	<i>19%</i>
<i>Final Presentation</i>	<i>15.5%</i>
	<i>100%</i>

Librar **y:**

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.