

**Course Code:** FP6525  
 Spring I  
 Lesleigh Franklin, PhD

**Course Name:** Psychology of the Victim

**Course Description:** This course presents an intensive study, both theoretical and clinical, of the victim. This course will concentrate on the psychological impact of emotional, physical, sexual, or environmental victimization. Students will become familiarized with evaluation and treatment issues in working with victims. Additionally reviewed will be the manner in which social, legal, judicial, and treatment systems interact with victims. Special topic areas may include victim populations such as child victims, domestic violence survivors, war trauma, and political refugees.

**Course Prerequisites:** None

**Course Length:** 7.5 weeks

**Credit Value:** 3.0

**Contact Hours:** 45 hours

**Material Requirements:** None

**Textbooks:**

Title:	Victimology: Legal, Psychological, and Social Perspectives
Author:	Harvey Wallace, Cliff Roberson
Edition / Copyright:	3rd/2010
Publisher:	Prentice Hall
ISBN:	978-0135071571

**Technology:**

Computer:	<u>PC:</u> As a general guideline, students should not have computer specifications less than a Pentium III CPU, Windows XP with Service Pack 2, and 1 GB of RAM. <u>MAC:</u> As a general guideline, students should not have computer specifications less than a MAC G4 processor, MAC OS X 10.4, and 1 GB of RAM.
Software:	Microsoft Office Professional (including Word, Excel, PowerPoint, Access, and Outlook), Norton Antivirus, Adobe Acrobat Reader

Peripherals: N/A

Browser: Courses offered online are best viewed using Microsoft Internet Explorer 8.0 (PC), Safari 3.0 (MAC), or Mozilla Firefox 3.0.

Notes:

Course  
Competencies:

1. Describe theoretical and empirical knowledge about psychological trauma and victimization impact as viewed from the discipline of forensic psychology.
2. Identify and evaluate commonalities and differences in demographic variables and psychological profiles between subtypes of victims that may present in forensic settings.
3. Define and analyze the role and impact of the criminal justice system on victims.
4. Define and analyze the role and impact of past and current legal rights on victims.
5. Compare and contrast empirical research findings related to the assessment and evaluation of victims.
6. Compare and contrast empirical research findings related to treatment for victims.

Topical Outline: **Module 1**

- Defining “Victims” and “Victimology”

**Module 2**

- Victim Groups Part I: Family and or Interpersonal Victimization

**Module 3**

- Groups Part II: Indirect and/or Vulnerable Groups for Victimization

**Module 4**

- Victims in the Criminal Justice System

## Module 5

- Assessment and Evaluation with Victims

## Module 6

- Treatment and Intervention Part I: Stabilization

## Module 7

- Treatment and Intervention Part II: Recovery

## Module 8

- Integrating Knowledge on Victim's Assessment, Treatment, and Intervention

### 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. Students may not withdraw from this course after 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.

Session I (7.5 week courses):

Deadline for withdrawal "W": February 13, 2011

### 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.argosy.edu>. Detailed descriptions of online resources are located at <http://library.argosy.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.argosy.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, 6<sup>th</sup> Edition (2009)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 6<sup>th</sup> 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](http://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.

### Current Rubric for Grading Papers

Grade	Requirements
A = 90+	Paper is <ul style="list-style-type: none"> <li>• well thought out with proper grammar/writing skills</li> </ul> AND <ul style="list-style-type: none"> <li>• in appropriate APA format</li> </ul> AND <ul style="list-style-type: none"> <li>• provides <b>excellent</b> coverage of material</li> </ul>
B = 80 – 89	Paper is <ul style="list-style-type: none"> <li>• well thought out with proper grammar/writing skills</li> </ul> BUT <ul style="list-style-type: none"> <li>• is missing one component of APA format</li> </ul> OR <ul style="list-style-type: none"> <li>• coverage of material is <b>adequate</b></li> </ul>
C = 70 – 79	Paper has <ul style="list-style-type: none"> <li>• <b>poor</b> grammar/writing skills present</li> </ul> OR (one or more of the following) <ul style="list-style-type: none"> <li>• APA format is <b>inadequate</b></li> <li>• Insufficient number of references provided</li> <li>• <b>limited</b> coverage of material</li> </ul>
F = <70	Paper is (one or more of the following) <ul style="list-style-type: none"> <li>• disorganized</li> <li>• coverage is not adequate</li> <li>• does not conform to APA format</li> <li>• there is evidence of plagiarism</li> <li>• paper not submitted</li> </ul>

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>	<i>25%</i>
<i>Weekly Assignments</i>	<i>20%</i>
<i>Final paper</i>	<i>35%</i>
<i>Optional</i>	<i>10%</i>
<i>Optional</i>	<i>10%</i>
	<i>100%</i>