ASU ARIZONA STATE UNIVERSITY

# GENERAL STUDIES COURSE PROPOSAL COVER FORM

**(ONE COURSE PER FORM)**

| | |
|---|---|
| 1.) DATE: 10/6.14 | 2.) COMMUNITY COLLEGE: Maricopa Co. Comm. College District |

3.) COURSE PROPOSED: Prefix: SWU Number: 258 Title: Victimology and Crisis Management Credits: 3

CROSS LISTED WITH: Prefix: AJS Number: 258; Prefix: EMT Number: 258; Prefix: FSC Number: 258;

Prefix: Number: ; Prefix: Number: ; Prefix: Number:

4.) COMMUNITY COLLEGE INITIATOR: DORI DIPIETRO PHONE: 480-461-7074
FAX: 480-461-7812

ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable are not eligible for the General Studies Program.

MANDATORY REVIEW:

☒ The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area).

POLICY: The General Studies Council (GSC-T) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.

AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.

5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA:
Core Areas: Social and Behavioral Sciences (SB) Awareness Areas:
Cultural Diversity in the United States (C)

6.) On a separate sheet, please provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

7.) DOCUMENTATION REQUIRED
☒ Course Description
☒ Course Syllabus
☒ Criteria Checklist for the area
☒ Table of Contents from the textbook required and/or list or required readings/books
☒ Description of how course meets criteria as stated in item 6.

8.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS:
☐ DEC prefix
☒ Elective

Current General Studies designation(s): SB, C

Effective date: 2014 Fall Course Equivalency Guide

Is this a multi-section course? ☒ yes ☐ no

Is it governed by a common syllabus? ☒ yes ☐ no

Chair/Director: ANNALISA ALVRUS Chair/Director Signature:

AGSC Action: Date action taken: ☐ Approved ☐ Disapproved

Effective Date:

**Arizona State University Criteria Checklist for**

# CULTURAL DIVERSITY IN THE UNITED STATES [C]

## Rationale and Objectives

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups, including, but not limited to, American Indians, Latinos, African Americans, and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.

Revised April 2014

**Proposer: Please complete the following section and attach appropriate documentation.**

| ASU--[C] CRITERIA | | | |
|---|---|---|---|
| **CULTURAL DIVERSITY IN THE UNITED STATES** | | | |
| **YES** | **NO** | | **Identify Documentation Submitted** |
| | | **1**. A Cultural Diversity course must meet the following general criteria: | |
| ☒ | ☐ | The course must contribute to an understanding of cultural diversity in **contemporary** U.S. Society. | -Course Comps 1-16; --Syllabus weeks 1-16; -"Victimology" by Doerner, class textbook, Table of Content, text chapters 1-13; -"Violence and Abuse Issues: Cross Cultural Perspectives for Health and Social Services" by Hoff, instructor supplemental text, Table of Content, chapters 1-13; -Calendar of Assignments with class lecture topics and paper/presentations (see syllabus) |
| | | **2.** A Cultural Diversity course must then meet **at least one** of the following specific criteria: | |
| ☐ | ☐ | a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States. | |

| ASU--[C] CRITERIA | | | |
|---|---|---|---|
| ☒ | ☐ | b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States. | Course Comps 1-16; -- Syllabus weeks 1-16; - "Victimology" by Doerner, class textbook, Table of Content, text chapters 1-13; -"Violence and Abuse Issues: Cross Cultural Perspectives for Health and Social Services" by Hoff, instructor supplemental text, Table of Content, chapters 1-13; -Calendar of Assignments with class lecture topics and paper/presentations (see syllabus) |
| ☒ | ☐ | c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States.<br>.<br>*Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc.<br><br>**Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Latinos, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc. | Course Comps 1-16; -- Syllabus weeks 1-16; - "Victimology" by Doerner, class textbook, Table of Content, text chapters 1-13; -"Violence and Abuse Issues: Cross Cultural Perspectives for Health and Social Services" by Hoff, instructor supplemental text, Table of Content, chapters 1-13; -Calendar of Assignments with class lecture topics and paper/presentations (see syllabus) |

| Course Prefix | Number | Title | General Studies Designation |
|---|---|---|---|
| SWU/AJS/FSC/EMT | 258 | Victimology and Crisis Mangement | C, SB |

Explain in detail which student activities correspond to the specific designation criteria.
Please use the following organizer to explain how the criteria are being met.

| Criteria (from checksheet) | How course meets spirit (contextualize specific examples in next column) | Please provide detailed evidence of how course meets criteria (i.e., where in syllabus) |
|---|---|---|
| Example-See 2b. Compares 2 U.S. cultures | Example-Compares Latino & African American Music | Example-See Syllabus Pg. 5 |
| See 2b- Study of experiences and world views among gender, racial, eithnic and minority groups within the U.S.. | The focus of SWU/AJS/FSC/EMT258 is on increasing cultural competency among students who desire to become helping professionals such as social workers, law enforcement, fire and emergency medical teams who respond to the various needs of those in crisis, experiencing trauma and victimization. SWU/AJS/FSC/EMT258 contributes to cultural understanding and competency by comparing and contrasting the different cultures, beliefs and values that exist within the many cultural, ethnic, racial and minority groups that exist within the United States as it relates to the experience of crisis and victimology as well as the process of grieving. Additionally, SWU/AJS/FSC/EMT258 focuses on gender differences and inequality factors that contribute toward the experience of crisis, trauma and victimization | See:<br>-Official Course Outline and learning objectives I-D, IV-A-1, V-C-D<br>-Course Comps 2, 9, 10, 12, 14, 15<br>-Syllabus lecture topics weeks 1,2, 3, 4, 7, 8, 9, 10, 11, 12, 13,<br>-Doerner, class textbook chapters 1-13;<br>-Hoff, instructor textbook chapters 1-13<br>-Cultural/ethnic paper and presentation on diversity of trauma and grieving (see syllabus, calendar of assignments)<br>- Paper and presentation on social justice/ societal influences/ agency that provides crisis resourses to victims (see syllabus, calendar of assignments) |

| | | |
|---|---|---|
| See 2c-Study of the social and psychological dimensions among gender, racial, ethnic and minority groups within the U.S.. | The culminating project of SWU/AJS/FSC/EMT258 is for students to write a research paper and present their findings to the class on the different social values, psychological beliefs and cultural traditions regarding crisis, trauma, victimology and grieving of their chosen topic of a cultural, ethnic, and/or racial group that exists within the United States, such as the ethnic and cultural diversity that exists in the United States within African American, Latin, Asian, European, as well as bi-racial and bi-cultural ethnic groups. Additionally, SWU/AJS/FSC/EMT258 focuses on gender differences and inequality factors that contribute toward the experience of crisis, trauma and victimization | See:<br>-Official Course Outline and learning objectives I-D, IV-A-1, V-C-D<br>-Course Comps 2, 9, 10, 12, 14, 15<br>-Syllabus lecture topics weeks 1,2, 3, 4, 7, 8, 9, 10, 11, 12, 13,<br>-Doerner, class textbook chapters 1-13;<br>-Hoff, instructor textbook chapters 1-13<br>-Cultural/ethnic paper and presentation on diversity of trauma and grieving (see syllabus, calendar of assignments)<br>- Paper and presentation on social justice/ societal influences/ agency that provides crisis resourses to victims (see syllabus, calendar of assignments) |
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| | | |

Center for Curriculum and Transfer Articulation

# Victimology and Crisis Management

| | |
|---|---|
| Course: **SWU258** | Lecture **3** Credit(s) **3** Period(s) **3** Load |
| | Course Type: **Academic** |
| First Term: **2015 Spring** | Load Formula: **S - Standard Load** |
| Final Term: **Current** | |

**Description:** Victimology, the criminal justice system, techniques of crisis intervention, and the importance of a multicultural and global perspective. Includes sexual assault, family violence, post-traumatic stress disorder, the role of substance abuse, effective coping skills, appropriate community resources and the responsiveness of the justice system.

**Requisites:** Prerequisites: None

**Course Attributes:**
General Education Designation: Cultural Diversity - [C]
General Education Designation: Social and Behavioral Sciences - [SB]

**Cross-References:** AJS258 EMT258 FSC258

## MCCCD Official Course Competencies

1. Describe and explain historical changes in the way society views and responds to crimes against persons. (I)
2. Identify and explain the historical, cultural and social forces and events causing philosophical shifts, changes in laws as well as resources for crime victims within the USA. (I)
3. Identify and describe major data sources for measuring crime within the USA. (II)
4. Summarize the complexity of identifying and responding to criminal victimization in the United States. (II)
5. Define the term "crisis," and explain common causes of crises. (IV)
6. Compare and contrast the function of victim assistance programs and crisis response teams linked to criminal justice agencies. (II)
7. Analyze research that illustrates the long-term impact of family and other forms of personal violence, including child abuse/neglect and partner abuse (including same sex partner abuse), sexual assault and murder. (III)
8. Describe effective treatment protocols and institutional responses to family and other forms of personal violence (III)
9. Identify and describe various treatment modalities for crises and explain their cultural relativity. (IV)
10. Discuss the significance of diversity in all its forms (including gender, ethnicity, sexual orientation, age, religious affiliation, country of origin, and global/geographic diversity) when considering the perpetrator, the victim, the global/geographical context. (V)
11. Explain the significance of the identity/status of the professional helper in relation to how they are likely to be viewed by the client. (V)

12. Evaluate one's cultural influences in terms of one's own coping mechanisms in stressful situations, and explain the importance of such insight for legal advocates, first responders and treatment providers' effectiveness. (V)
13. Analyze and describe proven techniques for managing burnout and stress, and apply these to one's own personality and coping styles. (V)
14. Explain the processes for crisis intervention and their cultural relativity. (VI)
15. Describe potential issues in cross-cultural communication and the importance of the helper dialoguing with interdisciplinary colleagues. (VI)
16. Assess and apply local community and national resources related to crisis intervention and victimology; explain the process of making a referral to these organizations. (VI)

## MCCCD Official Course Outline

I. History of Victimology within the USA
A. Evolution of definitions and theories related to victims
B. Past responses to victims
C. The victim movement
D. Definition of culture particularly as it relates to victimology
II. Two examples of other nations'/states' philosophical and legal responses to personal violence, one of an industrialized nation, another of a developing nation
III. Criminal Justice System and its Relationship to Victims
A. Extent of criminal victimization and resource development per geographical area
B. Victim rights in the USA
C. Services and intervention linked to criminal justice agencies
III. Types of Victimology
A. Sexual assault
B. Family violence (partner and elder abuse)
C. Child abuse
IV. Theoretical and cultural relativity considerations in Crisis Management
A. "Crisis" and "culture" defined
B. Causes of crisis and institutional responses
1. Situational/cultural norms, variability
2. Age-related, end of life issues
3. Bereavement and grief
4. Substance abuse, mental illness and disabilities
V. Cultural and Professional Ethics Issues
A. Coping skills and stress management for the professional and paraprofessional
B. Managing burnout
C. Multicultural perspective
D. Diversity Issues and ethical considerations
VI. Processes of Crisis Intervention and treatment modalities with an emphasis on cultural variability
A. Interviewing: Developing rapport and attending skills
B. Identification of problem and therapeutic intervention
C. Exploring and building upon the client's strengths, coping strategies and personal informal supports within their community/family
D. Referrals to culturally relevant formal resources

Last MCCCD Governing Board Approval Date: **December 9, 2014**

All information published is subject to change without notice. Every effort has been made to ensure the accuracy of information presented, but based on the dynamic nature of the curricular process, course and program information is subject to change in order to reflect the most current information available.

# Syllabus Information

**MESA COMMUNITY COLLEGE**

SWU 258 Victimology & Crisis Management Section 28602

FSC 258 Victimology & Crisis Management Section 28501

Fall 2014

Time: MW 9:00 to 9:50 AM

Location: Culture Science Building Room

**This is a hybrid class** and therefore will be conducted face to face and on the computer. The class will meet face to face on Monday and Wednesday. On Friday you will be required to complete assignments on the computer through the canvas site and the publisher web site for the book.

**Instructor**

Rose Marie Lichtenfels, MSW, MA, LCSW

Home Phone: 985-2366 E-Mail: rosieml@cox.net

**Required Text:** Victimology, *7th Edition, William Doerner and Steven Lab, Elsevier.* ISBN-13: 978-0323287654. Please refer to the **start here** portion of the canvas class to learn more information about the choices you have in purchasing your book.

**Optional/Instructor Text:** Violence and Abuse Issues: Cross-Cultural Perspectives for Health and Social Services, 1st Edition, *Lee Ann Hoff*, ISBN-13: 978-0415465724

**Course Description:** The focus of this class is on victimology and techniques of crises intervention and the importance of a multicultural perspective. The class includes coverage of sexual assault, family violence, child abuse, post-traumatic stress disorder, substance abuse, coping skills, stress management, and community resources.

**Prerequisites:** There are no prerequisites to take this class.

**Computer Skills Required:** You will need to know

- How to browse the internet and search engines.
- The basic e-mail commands to check mail, send, and reply, forward and send attachments.

- How to copy from your word processor and paste to an e-mail message and from your e-mail to your word processor.
- How download software and helper applications from the Internet. (Chrome, Firefox, Internet Explorer, Acrobat Reader, Real Player, Shockwave, Flash, QuickTime, etc.)

**Expectations:**

1. Attend all class sessions.
2. Read all readings listed on the course outline and come to class prepared to discuss these readings.
3. Participate actively in classroom discussions and exercises.
4. Turn in assignments on time, unless the instructor is contacted in advance of the due date and an extension is negotiated. Any assignment that is one class late will be marked down one letter grade. If the assignment is turned in later than one class date it will not be accepted and will be recorded as a zero.
5. Contact the instructor within two weeks of receiving a grade on any assignment if you feel you have been graded unfairly.
6. **Cell phones and all other communication devices MUST be turned off during class.** If you are someone who has to be contacted for emergencies please place your phone on vibrate and let me know your circumstances. If you use any of these devices in class, you will first be asked to turn it off. Further use will result in your being asked to leave class.

**Course Format:** A hybrid course moves some of the class time online in order to reduce the time you have to spend in the classroom. The in class portion of our course will include lectures, class discussion, small group participation and experiential exercises. The online portion of this course will include viewing videos, taking quizzes, and posting in online discussions. As stated in my introduction, you will be in class on Monday and Wednesday and on Fridays you will be required to complete assignments outside of class. The hybrid format will allow you to spend valuable class time on interactive activities, discussions, presentations and lectures, while the online component of our course will allow you to prepare for classes, take quizzes, and interact asynchronous with your classmates.

Many instructors and students consider hybrid to be the best of both worlds - you still have valuable face-to-face guidance from your instructor, but you also have some of the flexibility of an online class. But remember, this format also puts more responsibility on you as a student. You can't simply show up for class each week and expect to learn. You must actively participate both during and outside of class.

**Course Objectives: MCCD Official Course Competencies**

1. Describe and explain historical changes in the way society views and responds to crimes against persons. (I)
2. Identify and explain the historical, cultural and social forces and events causing philosophical shifts, changes in laws as well as resources for crime victims within the USA. (I)
3. Identify and describe major data sources for measuring crime within the USA. (II)

4. Summarize the complexity of identifying and responding to criminal victimization in the United States. (II)
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10. Discuss the significance of diversity in all its forms (including gender, ethnicity, sexual orientation, age, religious affiliation, country of origin, and global/geographic diversity) when considering the perpetrator, the victim, the global/geographical context. (V)
11. Explain the significance of the identity/status of the professional helper in relation to how they are likely to be viewed by the client. (V)
12. Evaluate one's cultural influences in terms of one's own coping mechanisms in stressful situations, and explain the importance of such insight for legal advocates, first responders and treatment providers' effectiveness. (V)
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14. Explain the processes for crisis intervention and their cultural relativity. (VI)
15. Describe potential issues in cross-cultural communication and the importance of the helper dialoguing with interdisciplinary colleagues. (VI)
16. Assess and apply local community and national resources related to crisis intervention and victimology; explain the process of making a referral to these organizations. (VI)

**Scholastic Integrity:** Students should exhibit the qualities of honesty and integrity. Any form of dishonesty, cheating, the facilitation of dishonesty and plagiarism make you subject to disciplinary action per MCC policy.

**Make-up Examinations:** All students are required to take the exams on the days they are given. The instructor reserves the right to decide if a make-up exam is to be given.

**Attendance:** Classes begin on time and students are expected to attend all scheduled classes. Role will be taken at each class. If you are not there it will be your responsibility to obtain notes and other material from a classmate. Absences or tardiness in excess of three may result in your being withdrawn without credit or notification per MCC policy.

**Withdrawals:** Policy set forth in MCC catalog will be followed. Students who officially withdraw from credit classes (in fall, spring, or summer) within the withdrawal deadlines listed

below will receive a 100% refund for tuition, class and registration processing fees. Refer to individual colleges for withdrawal and refund processes.

| Length of Class | Official Withdrawal Deadlines for 100% Re |
|---|---|
| **70+ calendar days** | **7 calendar days including the class start d** |

Note: Students will be charged tuition and fees when dropped from classes after the 100% refund period (whether through the enrollment cancellation process for non-payment or instructor removal for failure to attend).

Students are responsible for officially withdrawing from class. The instructor will initiate a withdrawal for a student for poor attendance on the 45th day roster. After that date, students will receive a letter grade for the course. If you just stop coming to class and do not in any way contact me you may very well end up with an "F" at the end of the semester. It is your responsibility to officially withdraw from class. It is **not** my responsibility to track you down.

**Code of Conduct:** If a student becomes disruptive during class the instructor will give one verbal warning to that student. After that if the behavior continues the student will be removed from the class. Please refer to the Student Handbook for information regarding MCC policy on this behavior.

**Netiquette:** Realize that what you send over the Internet will directly affect others in the class. Whether you are sending an email or posting a message on the course discussion board, be sure to relate to your instructor and classmates in a polite and considerate manner.

**Student Responsibilities:** Please be advised that your continued enrollment and participation in this class implies that you have read and accepted the terms and conditions of this syllabus. Also please be advised that you are responsible for being aware of and in compliance with the college policies included in the college catalog and the student handbook (page 117). You may also access both of these publications online at http://www.mc.marciopa.edu/students/publications.html or receive a copy of the handbook at the student center.

**Tutoring:** Free tutoring is available to MCC students at the Learning Enhancement Center in the library. Students must present a picture ID and documentation of registration for the current semester. For more information, call 461-7678 or visit http://www.mesacc.edu/library/LE/.

**Disabilities:** The instructor is willing to make any reasonable accommodations for students with limitations due to disabilities, including learning disabilities. Please see me after class to discuss any special needs you might have. If a student wants to tape lectures please see me on a one to one basis to discuss why you want to do that. If you have a documented disability and require specific accommodations you will need to contact the Disability Resources and Services Office at 461-7447, orhttp://www.mesacc.edu/students/disability/ or in building 37 Student Services Complex, to obtain an Instructor Notification Form. See Student Handbook page 147.

**Students with disabilities must have an equally effective and equivalent educational opportunity as those students without disabilities. Students experiencing difficulty**

**accessing course materials because of a disability are expected to contact the course instructor so that a solution can be found that provides all students equal access to course materials and technology.**

**Information for Students with Disabilities: If you have a documented disability, including a learning disability, and would like to discuss possible accommodations, please contact the MCC Disabilities Resources and Services Office at 480-461-7447 or email drsfrontdesk@mesacc.edu.**

**MCC Early Alert Program (EARS):** Mesa Community College is committed to the success of all our students. Numerous campus support services are available throughout your academic journey to assist you in achieving your educational goals. MCC has adopted an Early Alert Referral System (EARS) as part of a student success initiative to aid students in their educational pursuits. Faculty and Staff participate by alerting and referring students to campus services for added support. Students may receive a follow up call from various campus services as a result of being referred to EARS. Students are encouraged to participate, but these services are optional. Early Alert Web Page with Campus Resource Information can be located at http://www.mesacc.edu/students/ears.

**Student Grievance:** Please, refer to the Student Handbook (Section 2.3.5). Discuss the issue with the instructor. If the problem is not solved, the student may continue the process by filing a written complaint with the Department Chair, Steve Budge: 480-461-7062 or email: budge@mesacc.edu.

**Sexual Harassment:** Students who experience sexual harassment in the academic environment (by a faculty member, administrator, campus visitor or other student) are urged to report such conduct to the Vice President of Academic Affairs. Please, refer to the Student Handbook (Section 2.4.4).

**MCC Student Central:** Find everything you need in one place at http://www.mc.maricopa.edu/students/.

**General Information:** This syllabus may be subject to change. The instructor will notify students of any changes in the course requirements or policies of this class.

**GRADES:** Your semester grade will be based on performance in the following areas:

| | |
|---|---|
| Class Attendance/Participation 5 points x 32 classes = | **160 points** |
| Discussion Boards 20 points x 4 posts = | **80 points** |
| Cultural Paper and Presentation | **60 points** |
| Chapter Reading Quizzes- 10 points x 9 quizzes = | **90 points** |
| Child Abuse Paper | **20 points** |
| Mid-term and Final exam 100 points x 2 exams = | **200 points** |
| **TOTAL** | **610 points** |

**The course will use a percentage ratio to determine grades. Grades will be broke down as follows:**

**A = 100 to 90 percent** **B = 89 to 80 percent**

**C = 79 to 70 percent** **D = 69 to 60 percent**

**F = 59 to 0 percent**

**Grading Scale***
**A =92%-100% (561-610 points)** **B =82%-91% (500-560 points)**
**C = 72% - 81% (439-499 points)** **D = 62%-71% (378-438 points)**
**F = 61% (377 or below)**

Your attendance and punctuality are essential for success. If you are absent you are responsible for all material and assignments that you miss. Call or e-mail a classmate to find out what you missed. Late work is not accepted.

**Grading and feedback: Within one week of the due date.**

Course Outline

***Week one 8-25***

Introduction and go over class expectations

***Week one 8-27***

Intro to Victimology **Chapter 1 & 2**

Cross-Cultural approach to violence issues

***Week one 8-29***

Complete quiz

***Week two 9-1 No class***

***Week two 9-3***

Crisis Intervention

A psychosocultural perspective
A brief history of crisis intervention
Definitions of Crisis

***Week two 9-5***

Complete Quiz

***Week three 9-8 and 9-10***

Culturally Effective Helping

Multicultural Perspectives in Crisis Intervention
Positive Aspects of an Effective Multicultural Counselor

***Week three 9-12***

Complete Quiz

***Week four 9-15 and 9-17***

Victims' Rights **Chapter 13**

A Crisis paradigm and psycho-socio-cultural perspective on victimization

***Week four 9-19***

Discussion post on Victim Rights

***Week five 9-22 and 9-24***

Sexual Battery **Chapter 8**

Sexual assault – worldwide prevalence
Rape as the spoils of war
Reporting rape: the police, court, and health system

***Week five 9-26***

Complete the quiz

***Week six 9-29 and 10-1***

Personal Victimization and Bereavement **Chapter 4**

Types of Personal crimes
Dynamics of Bereavement

***Week six 10-3***

Complete Quiz

***Week 7 and 8, 10-6, 10-8, and 10-13***

Dimensions of Culture Paper and Cultural presentation:

You will pick a type of culture, religious or ethnic group and learn about how they handle grief in that cultural group. Find out how they treat their dying members. What they do when a person has passed on and the rituals that are important to the group you have decided to talk about.

You will then report back to the class on what you have learned about your chosen group.

You will turn in your paper and give a presentation of your topic to the class. You can give them handouts; do a power point presentation or just talk to the class. However you choose to do it you must make the rest of the class feel like they know exactly how they can assist that group of victims in their time of need.

More details on this assignment can be found on canvas

***Week eight 10-15***

Suicide

What may cause a person to commit suicide?
How to assist survivors of suicide
How different cultural and religions view suicide.

***Week eight 10-17***

Complete Quiz

***Week nine 10-20 and 10-22***

Human Trafficking

Interrelated factors affecting immigrants and survivors of human trafficking.
Gender differences in labor versus sex trafficking

***Week nine 10-25***

Discussion post

You will need to visit the Human Trafficking booth on campus on October 22th. After doing so you will need to discuss one of the areas you learned about at the booth. Explain how you can make a difference and help stop the type of trafficking you have picked. Then respond to two other class members about how you feel about the topic they have picked. You need to use more than one sentence to respond to other students. Just writing you agree with them is not going to be enough to get you the points you need for this discussion.

***Week ten 10-27 and 10-29***

Intimate Partner/Domestic Violence **Chapter 9**

Psychological and Cultural Dynamics of Partner Violence
Intervention Strategies

***Week ten 10-31***

Complete Quiz

***Week eleven 11-3 and 11-5***

Child Maltreatment **Chapter 10**

Overview: child abuse from ancient to contemporary times
Socio-cultural factors contributing to child neglect and abuse
Intervention techniques for working with these youth

***Week eleven 11-7***

Paper on Types of Child Abuse

After reading chapter 10 and viewing the power point presentation, students will identify two types of child abuse and describe their effects on child victims by writing a two page paper at 85% of accuracy. Please discuss the two types of abuse you choose in a way the lets me know you understand the full affect those types of abuse may have on a child. Please identify any sociocultural factors that may contribute to that type of abuse.

***Week twelve 11-8 and 11-12***

The Elderly as victims **Chapter 11**

Elder abuse, family situation, and violence
Risk factors for elder abuse
Socio-cultural views of elders and their role in the family

***Week twelve 11-14***

Discussion post on the elderly

After discussing elder abuse in class choose one of the types of elder abuse and discuss how it affects an elder victim. Also identify how this type of abuse may or may not happen in another cultural of your choosing. Remember to respond to two of your classmates to obtain all the points for this discussion.

***Week thirteen 11-17 and 11-19***

Victimization at work and school **Chapter 12**

Defining workplace and school victimization
Sexual Harassment as a form of workplace violence
Gangs and bullying as cultural violence in school settings

***Week thirteen 11-21***

Complete Quiz

***Week fourteen 11-24 and 11-26***

Hate Crimes

Socio-cultural dynamics of hate crimes

***Week fourteen 11-28, No school Thanksgiving Holiday***

***Week fifteen 12-1 and 12-3***

Human Service Workers and Burnout
PTSD

Factors that create to PTSD in victims i.e.; War, Abuse, Violence, and Natural Disasters
Vicarious traumatization and boundary issues
Dynamics of burnout and prevention techniques

***Week fifteen 12-5***

Complete Quiz

***Week sixteen 12-8***

CISM

Definition of CISM
Review of the growth and scope of this service

***Week Sixteen 12-10***

Review and finish up

***Week sixteen 12-12***

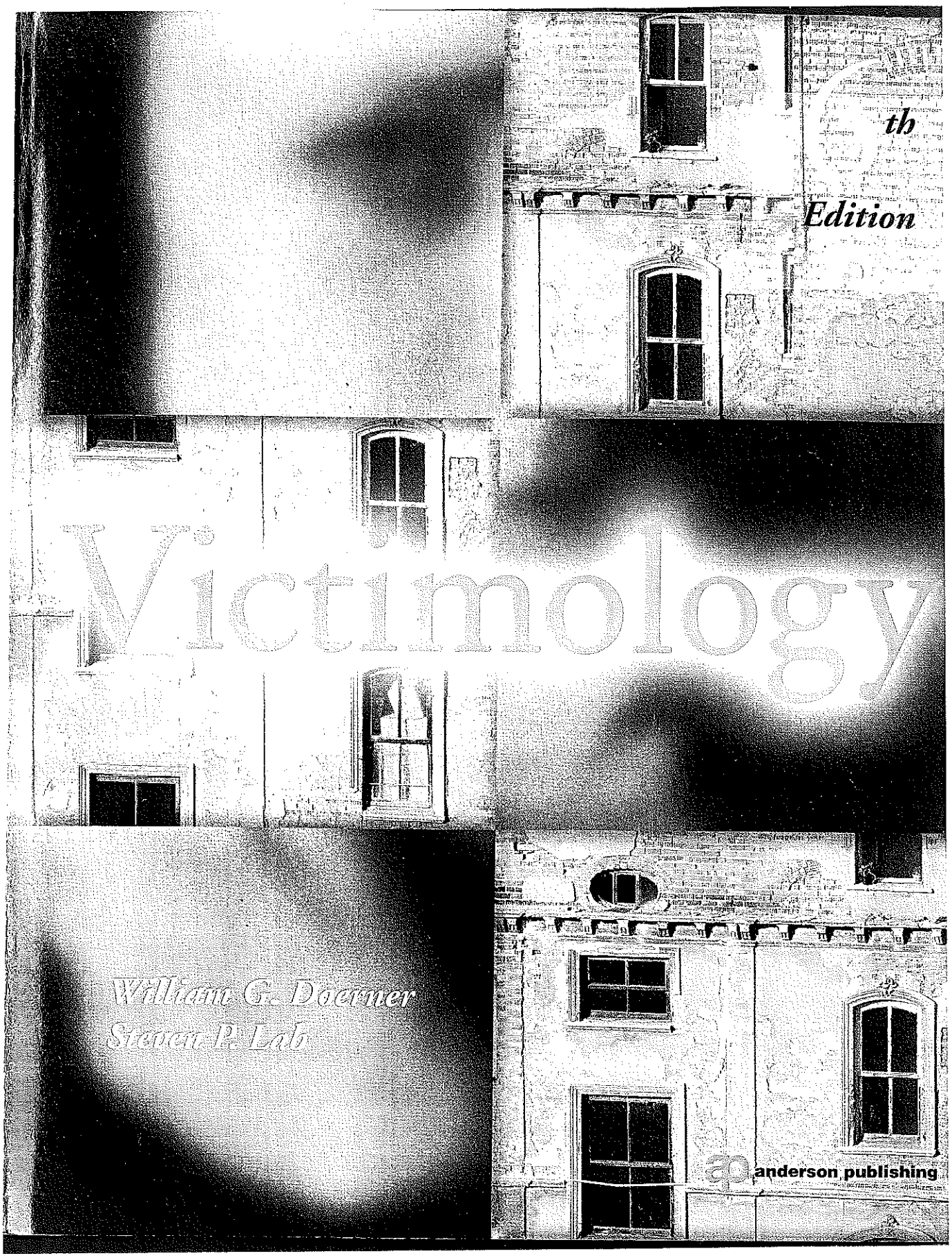
Discussion post on the Excessive effects of stress on a person

After discussing the common signs and symptoms of excessive stress choose one of the four types of stress and discuss how it affects s crisis worker. Remember to respond to two of your classmates to obtain all the points for this discussion.

***Week seventeen 12-15***

Final exam

Important information: *All assignments, course outlines, schedules, grading requirements, tests, etc. are subject to change at the discretion of the instructor.*



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Edition

# Victimology

William G. Doerner
Steven P. Lab

anderson publishing

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