

PSYC 382: Psychology of Crime Victims (3 credits)

Spring 2020

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Course Description

Follows the stories of 13 different victims of crime, through interviews conducted with each victim, in an effort to understand the victim's individual experiences of victimization. Psychological theory and research data are applied to the interviews to analyze and evaluate the unique and similar aspects of each victim's experience in areas including immediate, short-term, and long-term psychological and physiological impact of victimization, PTSD, depression, anxiety, the effects of childhood trauma on victim experiences, and other topics as necessary. The roles and responsibilities of mental health professionals, victim advocates, and law enforcement officers are also described and evaluated with respect to empathy, professional behavior, and best practices. The crimes covered in the course include murder, sexual assault, elder abuse, child abuse and exploitation, hate crimes, robbery, workplace harassment, and stalking.

Blackboard Login Instructions

Access to [MyMason](#) and GMU email are required to participate successfully in this course. Please make sure to update your computer and prepare yourself to begin using the online format BEFORE the first day of class. Check [the IT Support Center](#) website. Navigate to [the Student Support page](#) for help and information about Blackboard. In the menu bar to the left you will find all the tools you need to become familiar with for this course. Take time to learn each. Make sure you run a system check a few days before class. Become familiar with the attributes of Blackboard and online learning.

Required Textbooks

- None – All material available online via the Blackboard website for the course.

Course Learning Outcomes

1. Describe and understand the experience of the victims of various and differing crimes through in-depth interviews with survivors.

2. Understand the potential immediate, short-term, and long-term psychological and physiological ramifications of being a victim of crime as well as topics including trauma, post-traumatic stress disorder, depression, anxiety, survivor's guilt, shame, and self-blame.
3. Understand psychological theory and research related to victimization.
4. Critically evaluate the roles of professionals such as law enforcement officers, victim advocates, and mental health professionals as they pertain to their interactions with victims of crimes and the treatment of the subsequent psychological issues.
5. Foster and practice empathic responses to victims of crime including skills related to listening to victims and communicating with victims in an empathic and useful way.

Technology Requirements

Hardware: You will need access to a Windows or Macintosh computer with at least 2 GB of RAM and access to a fast and reliable broadband internet connection (e.g., cable, DSL). A larger screen is recommended for better visibility of course material. You will need speakers or headphones to hear recorded content and a headset with a microphone is recommended for the best experience. For the amount of Hard Disk Space required taking a distance education course, consider and allow for:

1. the storage amount needed to install any additional software and
2. space to store work that you will do for the course.

If you consider the purchase of a new computer, please go to [Patriot Tech](#) to see recommendations.

Software: Many courses use Blackboard as the learning management system. You will need a browser and operating system that are listed compatible or certified with the Blackboard version available on the [myMason Portal](#). See [supported browsers and operating systems](#). Log in to [myMason](#) to access your registered courses. Some courses may use other learning management systems. Check the syllabus or contact the instructor for details. Online courses typically use [Acrobat Reader](#), [Flash](#), [Java](#), and [Windows Media Player](#), [QuickTime](#) and/or [Real Media Player](#). Your computer should be capable of running current versions of those applications. Also, make sure your computer is protected from viruses by downloading the latest version of Symantec Endpoint Protection/Anti-Virus software for free [here](#).

Students owning Macs or Linux should be aware that some courses may use software that only runs on Windows. You can set up a Mac computer with Boot Camp or virtualization software so Windows will also run on it. Watch [this video](#) about using Windows on a Mac. Computers running Linux can also be configured with virtualization software or configured to dual boot with Windows.

Note: If you are using an employer-provided computer or corporate office for class attendance, please verify with your systems administrators that you will be able to install the necessary applications and that system or corporate firewalls do not block access to any sites or media types.

Date	Topic	Assignments Due
1/22	Course Overview Talking About Victimization	Assignments due by 1/26 at 11:59pm <ul style="list-style-type: none"> • No quiz this week • Campus Treatment Options Paper (turned in via Blackboard)
1/27	Empathy, Listening, and Defense Mechanisms	Assignments due by 2/2 at 11:59pm <ul style="list-style-type: none"> • Week 2 Quiz (on all information from first three classes)
1/29	Joe	
2/3	Dana	Assignments due by 2/9 at 11:59pm <ul style="list-style-type: none"> • Week 3 Quiz • Brain Structures and Functions Quiz
2/5		
2/10	Dana and Beth	Assignments due by 2/16 at 11:59pm <ul style="list-style-type: none"> • Week 4 Quiz
2/12		
2/17	Beth	Assignments due by 2/23 at 11:59pm <ul style="list-style-type: none"> • Week 5 Quiz • Aada – Immediate Physiological and Psychological Symptoms Fictional Story
2/19		
2/24	Kiera	Assignments due by 3/1 at 11:59pm <ul style="list-style-type: none"> • Week 6 Quiz • Kiera – Outside Looking in
2/26		
3/2	Ayoola	Assignments due by 3/8 at 11:59pm <ul style="list-style-type: none"> • Week 7 Quiz • Aada – Long-term Family and Social Issues
3/4		

3/9	No Class – Spring Break	
3/11		
3/16	Luis	Assignments due by 3/22 at 11:59pm
3/18		<ul style="list-style-type: none"> • Week 8 Quiz • The Offender “Playbook” for Escaping Accountability
3/23	Erin	Assignments due by 3/29 at 11:59pm
3/25		<ul style="list-style-type: none"> • Week 9 Quiz • Diagnosing Disorders Associated with Victimization
3/30	Patrick	Assignments due by 4/5 at 11:59pm
4/1		<ul style="list-style-type: none"> • Week 10 Quiz • Class Survey
4/6	Brooke	Assignments due by 4/12 at 11:59pm
4/8		<ul style="list-style-type: none"> • Week 11 Quiz • Similarities in Abusive Situations
4/13	Mary	Assignments due by 4/19 at 11:59pm
4/15		<ul style="list-style-type: none"> • Week 12 Quiz • We Regret to Inform You...
4/20	Mark, Anthony, Steven, Sarah, etc.	Assignments due by 4/26 at 11:59pm
4/22		<ul style="list-style-type: none"> • Week 13 Quiz • Gun Rights Statement
4/27	Irving	Assignments due by 5/3 at 11:59pm
4/29		<ul style="list-style-type: none"> • Week 14 Quiz • Your Defense Mechanisms - Triggered
5/4	Dionne	Assignments due by 5/10 at 11:59pm
		<ul style="list-style-type: none"> • Week 15 Quiz • Thank You Note

5/11	No Final Exam	
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Assignments Description

1. Weekly Quizzes (3% each - 42% total): There are 14 weekly quizzes during the course of the semester.

- a. Online quizzes must be completed by Monday at 11:59pm each week... after that, the quiz closes. Missed quizzes cannot be made up.
- b. These quizzes are untimed, and you may use whatever resources you wish to answer the questions, including online content from the Blackboard site and the posted PowerPoint presentations.
- c. Each quiz is worth 3% of your overall grade in the course.

2. Campus Treatment Options Paper (4%):

- a. We will be discussing some difficult topics in this class and listening to some truly tragic stories as told by the people who have lived them. Due to this, you may find that you need to speak to a mental health professional as some point in the semester. Your first assignment is to make a list of the mental health treatment (and support) options available to you as a student.
- b. Please provide a list of all campus resources for mental health treatment and immediate intervention/support. This list should include the following:
 - i. GMU Student Health Services
 - ii. GMU Counseling and Psychological Services (CAPS)
 - iii. GMU Student Support and Advocacy Center (SSAC)
 - iv. GMU Sexual and Intimate Partner Violence Crisis Line
 - v. GMU Police
 - vi. The National Suicide Prevention Hotline
 - vii. Crisis Text Line
- c. For each organization listed above, please provide the
 - i. Name
 - ii. A brief description of the services provided
 - iii. Contact information (website, phone number, etc.)
 - iv. Hours of operation
 - v. How you can make an appointment.
- d. This list does not need to be in a narrative format. A bulleted list will suffice.
- e. This is due on the date listed on the syllabus and should be turned in via the "Campus Treatment Options Paper" link in the "assignments" section of the Blackboard site for the course.

3. Brain Structures and Functions

- a. This assignment has two steps:
- b. Step one:
 - i. Watch the video on Youtube.com titled "meet your Master – Getting to Know Your Brain"

- ii. The video can be found [HERE](#) or by cutting and pasting the following link in your web browser: <https://www.youtube.com/watch?v=vHrmiy4W9C0>
- c. Step two
 - i. Complete the online quiz which consists of matching different parts of the brain to their functions.
 - ii. This quiz is graded, but you can take the quiz as many times as necessary in order for you to get a 100%. The system will only log your highest grade... so feel free to try as many attempts as you need.

4. Aada – Immediate Physiological and Psychological Symptoms Fictional Story

- a. Posted on the Blackboard site for the course (in this assignment) is the beginning of a fictional story about a girl named Aada. You are to complete the following tasks in order:
 - i. Read the fictional story about Aada. Get a sense of her character, her situation, the way she deals with issues, her personal struggles, etc. At the end of the story, Aada is waiting outside the club with Maria and Rick when a car pulls up and begins shooting at Rick. Rick is killed and Aada is struck in her right arm (her dominant arm).
 - ii. You are to pick up the story after the shooting stops and continue the story until 48 hours after the shooting.
 - iii. When writing the story, please consider the following:
 - 1. What happens? Are the police called? What do the bystanders do? Is Aada taken to a hospital?
 - 2. What are the immediate physiological symptoms Aada experiences? Be sure to include physical pain, your own interpretation of Aada's fight, flight, or freeze response, and any other relevant information.
 - 3. What are Aada's immediate psychological symptoms? Consider things like fear, self-blame, difficulty remembering aspects of the incident, denial, etc.
 - 4. Some other things to consider:
 - a. This was a public shooting and Aada was a victim and a witness, the police are going to want to speak with her. What will she be able to remember? How will the police act? Does Aada lie to the police to protect herself from criminal prosecution? Does she lie about what she knows about Rick's "business?"
 - b. Aada is technically an adult. Her parents do not need to be notified. Does she consider telling them? Does she want them around?
 - c. Maria isn't hurt but has just lost her boyfriend... so what is her reaction to the crime? How does Aada deal with that?
 - d. How does Aada find out that Rick has been killed?
 - e. Aada's dominant arm is now severely injured. She can't use it at this time. How does that manifest itself?
 - f. What are Aada's interactions with the hospital staff and doctors like? Do they inquire about her parents?
 - g. Does Aada have any thoughts about how this incident will affect her future?

- iv. I do not expect you to write some amazing work of fiction... that is not the point here and you will not be graded on that.
- v. I'm looking for authenticity here, not fairy tales. Make it true to real life.
- vi. Use dialogue. Use internal character monologues. Use any literary device that you think helps you tell the story.
- vii. Please turn in the story without the beginning... include only the part you write please.
- viii. Since this story end 48 hours after the shooting... there will be no real resolution. I'm ok with that... you should be ok with that too. I understand that the story may feel incomplete in some way. If you try to include some resolution in the story, you will likely take a turn towards something that is not true to real life, which will hurt your grade. Once you get to 48 hours after the shooting... stop writing.

5. Kiera – Outside Looking In

- a. For this assignment, you are to pretend that you were the neighbor living next door to the house in Las Vegas where Kiera was being abused and exploited. In this fictional scenario, you are also a member of the same church that abusing family attends.
- b. You are to write an honest and self-exploratory letter to yourself (like a journal or diary entry) explaining why you did not report the abuse and exploitation. Please feel free to write in the first person (i.e. "I didn't even suspect the abuse was occurring...")
- c. Feel free to make up details of your life as a neighbor to explain (or attempt to explain) why you failed to report the abuse. For example, you can state that your mother had cancer and required your help for treatment, that you were going through a divorce, that your children were having behavioral issues in school that required your attention, etc.
- d. You are likely to write this from one of two perspectives: 1) "I didn't know the abuse was occurring." or 2) "I suspected the abuse but didn't say anything."
 - i. Regardless of the perspective you choose, you need to justify that position with clear explanations about how and why you felt that way.
- e. This can be written as a diary entry but should also contain the academic information we have covered in class. Please make sure you take into consideration the following information:
 - i. The defense mechanisms (from the beginning of the semester) as an explanation for justifying, excusing, or minimizing the abuse and exploitation and/or trivializing Kiera's experience or shifting blame to Kiera.
 - ii. Social embarrassment
 - iii. Breaching social norms
 - iv. Religious justifications
 - v. Gender roles
 - vi. Diffusion of responsibility
 - vii. Possible myths or misconceptions about child abuse and exploitation
 - viii. The difficulties individuals have discussing victimization (from the beginning of the semester)
- f. I expect the paper will be about 2 single spaced pages once completed if it covers the necessary information.

6. Aada – Long-term Family and Social Issues

- a. We are going to pick things back up with Aada’s story in this assignment. However, we are going to pick the story up one week after the shooting, the day that Aada leaves the hospital.
- b. Since the last time we dealt with this story (and regardless of what you wrote in your first story), the following things have happened:
 - i. Aada has had surgery to repair the damage done by the bullet. The doctors expect her to make a full recovery, but she will need two months of physical therapy.
 - ii. Aada’s parents do not know about the shooting... she has been avoiding all their texts and calls. However, Aada’s roommate Jessica does know about the shooting and has visited Aada in the hospital.
 - iii. Rick’s funeral is scheduled for the day after Aada is released from the hospital. Maria has asked Aada to go.
 - iv. The doctors have prescribed opioid pain killers to Aada to take when she gets home if she feels the need to do so. She has been given a prescription containing 30 pills.
 - v. None of Aada’s professors have been notified of the incident.
- c. Your task is to continue the story from that point in a realistic manner. Please be sure to consider the following when writing your story:
 - i. Aada cannot really use her dominant arm.
 - ii. Aada has a history of ignoring her academic responsibilities when things get difficult and turning to substance use.
 - iii. Aada is likely to be exhibiting some symptoms of PTSD. What are they and how do these symptoms affect her relationships?
 - iv. Jessica is an understanding and positive person who always tries to “fix” things. How does that play out when Aada gets back to the apartment?
 - v. Maria has a history of avoiding responsibilities and using substances... How does Maria react to the shooting and how does that affect Aada?
 - vi. Is Aada going to tell her parents?
 - vii. What happens with school?
 - viii. What about the Aada’s financial issues? How does she plan on paying for the hospital bill and the physical therapy? Will her parents see those charges on their insurance statement?
- d. As with the first fictional story assignment:
 - i. I do not expect you to write some amazing work of fiction... that is not the point here and you will not be graded on that.
 - ii. I’m looking for authenticity here, not fairy tales. Make it true to real life.
 - iii. Use dialogue. Use internal character monologues. Use any literary device that you think helps you tell the story.
 - iv. Please turn in the story without the beginning... include only the part you write please.
 - v. This may be on the longer side... But please cover all the relevant topics in 8 pages or less. Feel free to include summaries instead of dialogue in some sections to get the point across.

7. The Offender “Playbook” for Escaping Accountability

- a. As we have discussed in class, offenders (knowingly or unknowingly) use a “playbook” to escape accountability for their actions. This “playbook” includes:
 - i. Secrecy

- ii. Blatant denial
 - iii. Attacks on the credibility of the victim
 - iv. Rationalization
- b. For this assignment, your task is to research the history of the sexual abuse allegations against ONE of the following people (your choice): Bill Cosby, Harvey Weinstein, or R. Kelly.
- c. Something very important to remember: Use the victim's names... this is a paper about the effects that the offender "playbook" has/had on victims. Not a paper about criminal behavior.
- d. With respect to the case you choose, you are to do the cover the following things:
- i. Outline the history of the abuse and/or assault allegations against the offender.
 - ii. State how the offender used the stated "playbook" to avoid responsibility for his actions.
 - 1. How long did each aspect of the "playbook" work? Once one aspect of the "playbook" stopped working with a given individual, what did the offender do next?
 - iii. State the effect that the use of the "playbook" had on individual victims.
 - 1. Did it work? Did it work on everyone?
 - 2. Did some victims stop fighting? If so, why do you think that was the case?
 - 3. If victims fought through the difficulty, what was it about them or their situation that you thought was different than other victims? (this may be difficult given the information available online, I just want you to think about it).
 - iv. What resources or tactics were used by both sides in order to reach their goals? This includes:
 - 1. Money
 - 2. Lawyers
 - 3. Social and/or political connections
 - 4. Threats to the victim's career prospects or financial situation
 - 5. The use of media (court of public opinion, smear campaigns, etc.)
 - v. What was the final outcome of the events? If there has not been a final outcome, then what are the barriers to the victims getting the outcome they desire?
- e. Some things to consider:
- i. There is a lot of information on all of these cases available online from various sources (like newspapers and magazines). However, to get all the information you need, you are going to need to use multiple sources.
 - ii. References are now required as long as your sources come from large (and respected) media outlets.
 - iii. Always cite specific examples using dates.
 - iv. Keep the timeline in order (but you may jump around a bit if it makes sense with respect to telling the story).
- f. Please try and keep this to two single spaced pages. You do not need to cover every single thing that happened to every victim, you just need to get the major points across. If the offender did the same thing to multiple victims, you may state one example and then state that the behavior was repeated (listing other victim's names).

8. Diagnosing Disorders Associated with Victimization

- a. For this assignment you will need two documents:
 - i. “Diagnosis Vignettes”
 - ii. “DSM 5 Criteria for PTSD, OCD, Depression, and Anxiety”
- b. Your task is to read the three case vignettes in the “Diagnosis Vignettes” document and diagnose the three cases (Dahlia, Maria, and Derek) with the appropriate disorders given the diagnostic criteria outlined in the “DSM 5 Criteria for PTSD, OCD, Depression, and Anxiety” document.
- c. For each individual you must do the following:
 - i. Decide on an appropriate diagnosis for that individual.
 - 1. Note: There are four diagnoses in the “DSM Criteria” document but only three case vignettes... so you will not use one of the diagnoses. Also, each individual only qualifies for one diagnosis, no more. You will not use a diagnosis on more than one case.
 - ii. State the diagnostic criteria for the disorder (this may be cut and pasted from the diagnostic criteria document).
 - iii. State the ways in which the individual does, and does not, meet the criteria for diagnosis.
 - 1. Provide concrete examples from the vignette (the information from the vignette, direct quotes from the individual, etc.).
 - 2. If the individual does not meet a specific criteria... say so. Simply stating that there currently is no evidence that the individual meets that criteria is sufficient. But leave no stone unturned.
 - 3. Be sure to cover ALL the diagnostic criteria. Do not leave anything out.
 - iv. When you have finished laying out all the evidence, provide a sentence to that clearly states that the individual meets the criteria for the diagnosis.
- d. You CAN be wrong. Make sure you take everything into consideration. An incorrect diagnosis will affect your grade... but will not ruin it. The assignment is graded on the process of diagnosis that you outline as well. However, if you really go through the process, there is very little chance of you being wrong.

9. Class Survey

- a. This is an easy assignment for you all. Please complete the survey titled “Class Survey” in the “Assignments” section of our course Blackboard site.
- b. A couple of notes about this survey:
 - i. Your answers to these survey questions are completely anonymous. I will know if you have completed the survey, but I will have no way of knowing how you answered a particular question. No one will.
 - ii. Please answer every question. If you do not feel comfortable answering a particular question, there is always an option that reads "Prefer not to say" that you may select. However, if you do not answer all of the questions and submit the survey, I will not know that you took the survey and cannot give you credit.
 - iii. These are easy points towards your final grade. If you complete the survey, you get full points. If you do not, you get zero points.
 - iv. If you do not understand a question, or a particular question is unclear, please just do your best to answer or select the “Prefer not to say” option.
 - v. Late submissions will NOT be accepted since I need the survey results for class.
 - vi. The results of the survey will be used, completely anonymously, in class.

10. Similarities in Abusive Situations

- a. We have listened to the stories of Kiera and Brooke Astor. Your assignment involves identifying the ways that these two stories are similar.
- b. You are to write a 1-2 page (single spaced) paper outlining the ways that the experiences of Kiera and Brooke are similar.
- c. Please be sure to cover the following points (note: some of these may not apply):
 - i. Abuser-related
 1. Isolation
 2. Gaslighting – This involves denying a clear reality or using one’s words or actions against them. For example: “Are you sure? You have a really bad memory.”
 3. Withholding/controlling resources
 4. Blocking the victim from, or controlling, activities or social connections (this may also include setting up a scenario in which the victim blocks themselves from these activities)
 5. Trivializing aspect of the abuse
 6. Forgetting or blatant denial of abusive actions
 7. Any other similarities you identify that are not listed above
 - ii. Victim-related
 1. The victim second guessing themselves (actions or feelings)
 2. Confusion on the part of the victim
 3. The offender taking advantage of a vulnerable person
 4. Victim emotional states including, but not limited to:
 - a. Depression
 - b. Desperation
 - c. Suicidality
 - d. Anxiety
 - e. Hopelessness
 - f. Etc.
 5. The failure of those adjacent to the abuse to report
 6. Any other similarities you identify that are not listed above
 7. There is no need for a reference page since all of the information is taken directly from the interviews. However, good notes from the interviews will assist in writing this paper.
- d. Additionally, please include one final paragraph outlining what you think, based on these cases, is the “playbook” for offenders who abuse vulnerable populations.
- e. There is no need for a reference page since all of the information is taken directly from the interviews and from class. However, good note taking during the interviews will be helpful.

11. I Don’t Know What to Say...

- a. Earlier in the semester we discussed how difficult it can be talking about victimization. This is especially true when discussing the events in-person with the victim. In this assignment you are to sort a list of statements people often make to victims of crime into three separate categories (the document with the statements is provided in the assignment link on Blackboard). The categories are:
 - i. Helpful statements
 - ii. Statements that may be helpful, but may also backfire

- iii. Statements to avoid
- b. Use the Document provided (attached to the assignment on Blackboard) as a template and simply resave the document.
- c. In that document are headings for the three categories into which the statements must be sorted. The list of statements you need to sort is at the bottom of the page.
- d. Once you have decided which category a particular statement should be placed into, simply cut and paste the statement into the chosen category on the page. Continue this until you have successfully categorized every statement.
- e. For each statement that you place into a category, please include a brief explanation (1-2 sentences) of why you chose to put that particular statement in that category.
- f. When you choose the categories in which to place each statement, as well as the rationale for placing that statement in that category, consider whether or not the statement...
 - i. Makes assumptions about the individual that may not be true.
 - ii. Takes the focus off the victim and places the focus on the listener.
 - iii. May be viewed by the victim as victim-blaming.
 - iv. May implicitly deny whether the event occurred at all or question factual aspects of the event.
 - v. May shut down the possibility of continued conversation.
 - vi. Could diminish the perceived severity of the crime.
 - vii. May bring up aspects of the crime that the victim does not want to think about.
 - viii. May Assume emotional state on the part of the victim that the victim may not actually be experiencing.
 - ix. Tells the victim to do something they cannot do at this time.
 - x. Could possibly make the victim feel like their particular situation is not unique, forcing them to compare their reaction to the reactions of others.
- g. The parts of the document that are highlighted in yellow should be deleted and the appropriate information should be added. These were simply added to give you a sense of how to complete the document.

12. Gun Rights Statement

- a. Step one for this assignment is to look over the information on gun violence in the United States that is presented [HERE](#).
 - i. If the link does not work, the article can be found by copying and posting the following web address: <https://www.vox.com/policy-and-politics/2017/10/2/16399418/us-gun-violence-statistics-maps-charts>
- b. Step two... write a journal entry based off the information presented in the article on the Blackboard site for the course (the link for the journal entry is available in the instructions for the assignment posted online).
- c. Instructions for the journal entry:
 - i. You are to write (approximately) a one-page, single spaced, entry outlining why, given the information presented in the article, gun laws in the United States should NOT change from their current state.
 - ii. Yes, you read that right. I want you to argue why the United States should NOT make gun laws stricter.
- d. Some things to consider:
 - i. The reason this is a "journal" entry on Blackboard is because I do not want your statements to be public. No one will read them except me.

- ii. I will not know whether this is your actual opinion or not. The point of the assignment is to show that once an individual takes a good look at the available data on gun violence, and removes political party affiliation from the equation, finding data to support why we should not change gun laws becomes incredibly difficult.
- iii. This being the case, you may have to rely on arguments that are more cultural, political, or emotional in nature to try and make your point.
- iv. This assignment is more about trying than about succeeding. It will largely be graded on whether or not it is completed and effort.

13. Your Defense Mechanisms – Triggered

- a. We have listened to quite a few stories in this course so far. That being the case, I want you to review the information on defense mechanisms that we covered at the beginning of the semester and write a journal entry about your defense mechanisms.
- b. Your task is to create another journal entry (approximately one page) that discusses the following things:
 - i. When, in the course of listening to one of our interviews this semester, did you find that one of your defense mechanisms was triggered?
 - ii. Which Victim was it?
 - iii. What was being communicated in the interview at the time?
 - iv. What internal cues (feelings, thoughts, etc.) did you experience that let you know your defense mechanisms were kicking into action.
 - v. What was it about that situation that you think triggered your defense mechanisms?
 - vi. How did you deal with it at the time?
 - vii. What do you think of that reaction now?
 - viii. Why did this particular incident stick out in your mind?
- c. Some things to consider:
 - i. As with the previous journal entry, I will be the only person who has access to this and can read it.
 - ii. If you do not feel like sharing anything personal... don't. Instead feel free to write a brief one-page summary of the lawsuit involving Alex Jones and the surviving victims from the Sandy Hook shooting without penalty (but post that summary in the space for this journal entry).
 - iii. Again, this will largely be graded on whether or not the assignment is completed and effort.

14. Thank You Note

- a. All of the victims we have listened to this semester have been incredibly brave and selfless in sharing their stories with complete strangers. It is only fitting that we properly thank them for their generosity.
- b. Your task is to choose one of the victims that shared his or her story with us this semester (except Mary, who has since died) and write them a personal thank you note.
- c. The thank you notes need to be delivered to me in class (or slid under my office door) by the due date. Each thank you note needs to have the following information:
 - i. Who it should be sent to written clearly on the envelope or letter.

- ii. Your name (or G Number) written on of envelope or on a post-it note attached to the outside of the letter (so I can give you credit for doing the assignment).
- d. Some thoughts on the thank you notes:
 - i. Make them nice. These people deserve it.
 - ii. I'm not going to read them at all. I simply take all the notes written to a specific person and place them in a large envelope and send the letter to them. So do not worry if you want to share something personal.
 - iii. Add as much, or as little, personal detail as you would like. The point is to thank them. After that, what you write is up to you.
 - iv. By tuning in a note in the correct format and by the due date, you get full credit for the assignment.

Course Policies

Late Assignments: Late work will be penalized at 5 percent per day. If an assignment is worth 100 points, and is 5 days late, 25 points will be automatically deducted and grading will start at 75. If there is a legitimate emergency, non-penalty extensions will be considered.

Make-up Policy: Make-up exams will only be administered in special circumstances. Prior approval should be obtained if circumstances allow. Please let me know as soon as possible if you are unable to take an exam at the scheduled time.

Extra-Credit Assignments: There will be no extra credit assignments in this course. Please complete assignments and quizzes accordingly

Instructor-Student Communication: I will respond to your emails within 48 hours. If I will be away from email for more than one day, I will post an announcement in the Blackboard course folder. Before sending an email, please check the following (available on your Blackboard course menu) unless the email is of a personal nature:

1. Syllabus
2. Ask Professor
3. On-demand Blackboard videos on how to use Blackboard features, and Technical Requirements.

Feel free to respond to other students in the Ask Professor forum if you know the answer.

Technology. You will need a reliable computer and internet access to view course materials in Blackboard. You will need to video record your two role-plays and you can do that with a smartphone or other video camera, such as Kaltura CaptureSpace in Blackboard.

Grading Criteria

Assignment	Grade Percentage
Weekly Quizzes (3% each x 14 quizzes)	42%
Campus Treatment Options Paper	3%

Assignment	Grade Percentage
Brain Structures and Functions Quiz	4%
Aada: Immediate Physiological and Psychological Symptoms Story	5%
Outside Looking In	5%
Aada: Long-term Family Issues Story	6%
The Offender "Playbook" for Escaping Accountability	4%
Diagnosing Disorders Associated with Victimization	4%
Class Survey	4%
Similarities in Abusive Situations	5%
I Don't Know What to Say...	4%
Gun Rights Statement	5%
Your Defense Mechanisms - Triggered	4%
Thank You Note	4%
Total:	100%

Grading Scale

A+	98-100%
A	93-97%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D	60-65%
F	Less than 65%

University Policies and Resources

- a. Academic Honesty: GMU seeks to foster a spirit of academic honesty and integrity. This is as important to your professional development as the knowledge you gain in your course work. Violations of academic integrity includes: cheating on exams or homework assignments (e.g. copying the work of others), passing off someone else's ideas as your own (plagiarism), and engaging in dishonesty of any kind with respect to your classroom participation and assignments. Failure to uphold these standards will result in immediate consequences (i.e. not a warning) commensurate with the violation, which may include a failing grade on the assignment and/or referral to the appropriate University resources. You are expected to be familiar with and abide by the University's Honor Code. The Code can be found [here](#).

- b. **Plagiarism:** Any work submitted by a student must represent original work produced by that student. Any source used by a student must be documented through normal scholarly references and citations. The extent to which any sources have been used must be apparent to the reader. Everything used from other sources - ideas from other's or actual language - must be cited. This policy includes the use of materials from the World Wide Web. With respect to plagiarism, it is always best to err on the side of caution. If you are caught plagiarizing material, the assignment will receive a failing grade and you will not have the opportunity to re-submit the assignment. Additionally, depending on the severity of the violation, you may be referred to the appropriate University resources.
- c. Students must follow the university policy for [Responsible Use of Computing](#)
- d. **Student services:** The University provides range of services to help you succeed academically and you should make use of these if you think they could benefit you. I also invite you to speak to me (the earlier the better).
- e. **Privacy and Communication:** Student privacy is governed by the Family Educational Rights and Privacy Act (FERPA). As a result, students must use their MasonLive email account to receive important information about this class, including any communication with the professor via digital communication. Please allow 24 hours (48 on weekends) for a response to email messages. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- f. [The George Mason University Counseling and Psychological Services \(CAPS\)](#) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance. Counseling Center: Student Union I, Room 364, 703-993-2380.
- g. Students with disabilities who seek accommodations in a course must be registered with the [George Mason University Office of Disability Services \(ODS\)](#). If you have a documented learning disability or other condition that may affect academic performance you should: 1) make sure this documentation is on file with the Office of Disability Services (SUB I, Room 4205; 703-993-2474) to determine the accommodations you need; and 2) talk with me by the second week of class to discuss your accommodation needs. Accommodation can only be made in cases in which proper documentation has been provided through the Office of Disability Services.
- h. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- i. [The George Mason University Writing Center](#) staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing. University Writing Center: Robinson Hall Room A114, 703-993-1200. The writing center includes assistance for students for whom English is a second language.
- j. **Diversity:** An emphasis on diversity and inclusion is essential to achieve our goals as a campus community. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds, and practices have to opportunity to be heard and respected. This commitment to diversity is included in all University settings. GMU promotes continuous monitoring and self-assessment with respect to

diversity and seeks to incorporate diversity and inclusion within the philosophies and actions of the individual, group, and organization to make improvements as needed. If you feel, in any way, that any aspect of your personal characteristics, viewpoints, or perspectives are not being respect, please talk to me. I will listen.