

SECTION HEADING

CJS 1230: Victimology

Description

Victimology provides the student with contemporary concepts of impact of human behavior on the interactions between peace officers and individuals and how that interaction affects these relationships. Students will be introduced to techniques for dealing with individuals in crisis and victimization of individuals including: domestic abuse, sexual assault, individuals with disabilities, and crimes motivated by bias or hatred. Concepts of addressing issues of gangs, drugs, terrorism and homeland security will also be discussed.

Credits

3

Prerequisite

None

Corequisite

None

Topics to be Covered

1. Impact of human behavior on the interactions between law enforcement and communities they serve
2. Criminal justice response strategies to mental health issues, persons in crisis and critical incident events
3. Role of criminal justice as it relates, but not limited, to: victimization, stalking, predatory offenders, domestic abuse, sexual assault and hate/biased motivated crimes
4. Role of peace officers when addressing issues of gangs, drugs, terrorism, and homeland security

Learning Outcomes

1. Students will be able to successfully identify the knowledge base, respond to and properly handle all tasks associated with the following Professional Police Officer Education (PPOE) Learning objectives required by the Minnesota POST Board:

- 2.11.1 Explain the relationship between drug abuse and crime, describe current and emerging drug trends in prescription drug abuse and abuse of controlled substances and narcotics, and discuss the impact of evolving drug laws on law enforcement, including the legalization of medicinal and recreational marijuana in some states including Minnesota. (MN Stat. Sec. 152.22.)
- 2.14.2 Discuss the extent, causes and impact of crimes of violence including physical and sexual abuse, physical violence, harassment and stalking, and neglect. (Minn. Stat. 626.8451., Subd. 1a.)
- 2.14.3 Describe how anger, intimidation, isolation, restriction of freedom, economic abuse, emotional abuse, threats and psychological abuse, physical and sexual abuse, cultural factors (e.g., norms and values), societal factors (e.g., trauma history, institutional discrimination), relationship power imbalance (e.g., gender, race, class) are used to exert power, control and how these contribute to violence.
- 2.14.4 Describe stalking, how it is different from similar co-occurring crimes, and how it has changed with technological advances.
- 2.14.5 Discuss key points in stalking investigations, specifically, assessment of fear and distress; screening for stalking behaviors; and interviewing victims in order to properly document incidents.
- 2.15.2 Identify physical and behavioral indicators that aid officers in determining the likelihood of physical, psychological, emotional or sexual abuse, or neglect of a child or vulnerable adult has occurred.
- 2.15.3 Research the personal and situational characteristics of parents who abuse their children in order to gain insight into the individual and family dynamics that produce abusive behavior.
- 2.15.4 Describe community resources and supportive services for individuals and families involved in abusive situations.
- 2.15.8 Describe who is mandated to report suspected child and vulnerable adult abuse and the ramifications of not reporting.
- 2.15.9 Discuss resources law enforcement may partner with to assess and investigate incidents of maltreatment or to provide services to child or vulnerable adult victims.
- 2.15.10 Compare and contrast familial, acquaintance and stranger types of child abductions.
- 2.15.11 Explain the term "Drug Endangered Children", the immediate and future risks related to children living in drug related environments and the impact of rescuing drug endangered children may have on breaking the cycle of drug abuse and crime prevention.
- 2.16.2 Discuss the dynamics of domestic violence including the phases of abusive behavior, the progression of violence, the use of power to attain control of a relationship, the effects of abuse, and the societal forces that may perpetuate an atmosphere conducive to abuse.
- 2.16.3 Discuss types of abuse including physical, emotional, psychological, sexual, and economic.
- 2.16.4 "Discuss characteristics of batterers and victims and the effects of domestic violence including:
 - how fear and social stigma related to domestic violence affect victim behavior, and
 - issues related to children as victims and witnesses at domestic violence scenes."
- 2.16.8 Explain the peace officer's role in providing victim's rights information to victims of domestic assault.
- 2.17.2 Identify facts that are known about sexual assault in the U.S. including: the prevalence of criminal sexual assault by known and unknown perpetrators, who the victims of sexual assault are/may be, who sexual assault perpetrators are/may be and, what is known about the characteristics/ motivations of perpetrators of sexual assault.
- 2.17.3 Identify and refute common misinformation and misconceptions about sexual assault, sexual assault reporting, and the perpetrators and victims of sexual assault and explain how misconceptions about sexual assault can impact how victims are treated and whether or not they report assaults to the police.
- 2.17.4 Explain what trauma is, the basics of how the human brain and body react to trauma and why the trauma of sexual assault victimization may disrupt normal physical, emotional, cognitive and interpersonal behavior immediately or well after a traumatic experience.

Section Heading

- 2.17.5 "Demonstrate understanding that victims of sexual assault exhibit a wide spectrum of responses and coping mechanisms, that there is no right way or right time frame for a victim to respond to being sexual assaulted and Identify some signs and symptoms* that may be indicative of trauma.

* Examples of signs and symptoms of trauma include:

- Emotional numbness, denial, shock,
- Feelings of fear, hysteria, anger, rage, anxiety,
- Memory loss/block, disorientation, difficulty concentrating, eating or sleeping,
- Experiencing nightmares, flashbacks.
- Feelings of self-denigration, humiliation, guilt, self-blame,
- Expression of helplessness, withdrawal,
- Expression of other symptoms of depression,

This list is not all inclusive and is subject to change."

- 2.17.6 "Explain how officer doubt, judgment and repeated questioning can re-traumatize victims, negatively impact victims' recovery and trust in law enforcement and support a culture where sexual assaults go unreported and assailants are free to Reoffend."
- 2.17.7 Identify the value and elements of a victim centered approach to sexual assault including the role and importance of victim advocates and the use of trauma-informed victim communication strategies.
- 2.17.8 "Explain why it is important to support victims according to their unique needs and circumstances:
 - identify some special needs that might be related to a victim's age, gender identity, disability, religion or culture, and
 - explain why people in marginalized communities may face different barriers to reporting sexual assault."
- 2.18.1 Identify and describe the dynamics associated with the victim experience and myths surrounding trauma and victimization.
- 2.18.2 Describe the current state of victim's rights in the criminal justice system. (Minn. Stat. 611A)
- 2.18.3 Explain the peace officer's role in advising victims regarding shelter and assistance and the importance of demonstrating compassion and concern for victims.
- 2.18.4 Discuss the importance of confidentiality of a victim's address/location, and connecting victims with victim crisis services.
- 2.18.5 Discuss culturally responsive approaches to dealing with victims of violent crimes.
- 2.18.6 Explain the use of the crime victim notification form.
- 2.18.7 Explain peace officer duties relative to obtaining assistance with non-English speaking victims or victims with communications disabilities.
- 2.19.1 Explain the intent of the Americans with Disabilities Act.
- 2.19.2 Discuss the rights of people who have disabilities to the same service law enforcement provides to anyone else and stereotypes and biases some people may have toward people with disabilities.
- 2.19.3 Describe major areas of physical and mental disabilities requiring public section accommodations.
- 2.19.4 "Identify special communications issues peace officers may encounter and discuss reasonable and appropriate actions officers may take to improve communication with individuals:
 - coping with communication disorders including hearing impairment,
 - whose mobility impairment restricts communication, and
 - coping with dementia, Alzheimer's disease or intellectual disabilities."
- 2.19.5 Discuss methods for communicating with, assisting, or intervening in circumstances involving individuals who demonstrate indications of a variety of physical disabilities or mental impairments. (Minn. Stat. 626.8455)
- 2.19.6 Discuss emergency and non-emergency law enforcement situations involving people who have mobility disabilities, mental illnesses, intellectual disabilities, epilepsy or seizure disorders, speech disabilities, deafness or hard of hearing, and blindness or low vision and appropriate law enforcement response to those situations including making modifications or providing accommodations when appropriate.
- 2.19.7 Given scenarios that involve people with a variety of physical or mental conditions that limits their movement, senses, or activities, in roles of crime suspects, victims or witnesses, discuss what appropriate and reasonable actions peace officers may need to take depending on the circumstances and abilities of the individuals involved.
- 2.19.8 Discuss how peace officers may provide respectful, appropriate and reasonable assistance when it is needed to people with physical or mental conditions that limit their movement, senses or activities.
- 2.20.1 "Demonstrate understanding of Autism Spectrum Disorder (ASD), by:
 - Defining what autism spectrum disorder (ASD) is,
 - Describing the prevalence of autism and demographics of diverse ASD community,
 - Discussing how disparities (by race, culture, language, gender, economic status, and geography) can be barriers to support and service to the autism community and explaining why disparity awareness should inform peace officer response.
 - Describing and recognizing common characteristics and behaviors associated with ASD,
 - Identifying some ways ASD and other developmental disabilities compare and contrast, and
 - Reviewing and discussing facets of life with autism that may contribute to or detract from wellbeing, quality of life and safety, and the possibility for conflict or crisis."
- 2.20.2 "Demonstrate understanding of the benefits of autism-informed policing by:
 - Identifying reasons why individuals living with autism are more likely to interface with law enforcement and emergency responders, and
 - Explaining how alternative and accommodated strategies for interaction between law enforcement and individuals with autism and caregivers promote safety and positive outcomes for everyone involved."

- 2.20.3 "Demonstrate understanding of how to use strategies and practices that promote safe, effective and positive outcomes in situations involving ASD, including those that:
 - Promote effective communication,
 - Demonstrate awareness and accommodation of sensory and other processing differences,
 - May be beneficial in specific emergency circumstances, e.g., fire, missing person, accident scene,
 - Support cooperation and interactive sharing of information and response strategies with families, caregivers and support services where possible and safe,
 - Are effective in the safe intervention and de-escalation of crises, using non-violent and least restrictive tactics where possible, and
 - Promote education, mutual understanding, and improved relationships between LEOs and autistic individuals and community."
- 2.20.4 "Identify tools and technologies that may be useful in interacting with people with autism, including those that:
 - Aid in response to missing person, elopement, wandering, or acute emergency circumstances.
 - Facilitate the exchange of important, individual information on behalf of the person with autism."
- 2.21.1 Describe the major and severe forms of mental illness.
- 2.21.2 Describe the symptoms of major mental illnesses and how they manifest in adults and children, e.g., those associated with antisocial personality disorders, bipolar disorder and manic behavior disorders, depression, dissociative disorders, post-traumatic stress disorder (PTSD), schizoaffective disorder, schizophrenia, and Tourette's syndrome.
- 2.21.3 Identify signs and characteristics that may be indicative of suicidal individuals.
- 2.21.4 Discuss bias that comes from the stigma of mental illness and the rights of individuals dealing with mental illness to the same fair treatment and police protection as anyone else.
- 2.21.5 Discuss the Minnesota Crisis Intervention Team (MNCIT) model.
- 2.21.6 Discuss how substance abuse can mimic or contribute to mental illness.
- 2.21.7 Explain how medications may influence behaviors of individuals dealing with mental illness and why people don't always take their medications.
- 2.21.8 Discuss problems military veterans may have reintegrating into society, how these problems may involve law enforcement and special considerations for dealing with veteran in crisis.
- 3.13.5 Discuss the collaborative child abuse team approach in investigating child abuse.
- 3.13.6 Discuss special interview consideration when dealing with including the terms suggestibility and child centered interviewing.
- 3.13.50 "Identify options for resolution of situations involving individuals in mental health crisis situations including:
 - identifying resources/services that could be called for assistance, and
 - Identifying steps necessary for obtaining an involuntary commitment order by a law enforcement officer."

Credit Details

Lecture: 3

Lab: 0

OJT: 0

MnTC Goal Area(s):

Goal Area 5: History and the Social and Behavioral Sciences

1. Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
2. Examine social institutions and processes across a range of historical periods and cultures.
3. Use and critique alternative explanatory systems or theories.
4. Develop and communicate alternative explanations or solutions for contemporary social issues.

Goal Area 7A: Human Diversity

1. Understand the development of and the changing meanings of group identities in the United States' history and culture.
2. Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.
3. Analyze their own attitudes, behaviors, concepts, and beliefs regarding diversity, racism, and bigotry.
4. Describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.
5. Demonstrate communication skills necessary for living and working effectively in a society with great population diversity.

Goal Area 9: Ethical and Civic Responsibility

1. Examine, articulate, and apply their own ethical views.
2. Understand and apply core concepts (e.g. politics, rights and obligations, justice, liberty) to specific issues.
3. Analyze and reflect on the ethical dimensions of legal, social, and scientific issues.
4. Recognize the diversity of political motivations and interests of others.

5. Identify ways to exercise the rights and responsibilities of citizenship.

Transfer Pathway Competencies

Law Enforcement and Human Behaviors

1. Describe the impact of human behavior on the interactions between law enforcement and communities they serve.
2. Explain law enforcement response strategies to mental health issues, persons in crisis and critical incident events.
3. Describe the role of law enforcement as it relates, but not limited, to: victimization, survivors, stalking, predatory offenders, domestic abuse, sexual assault and hate/biased motivated crimes.
4. Explain the role of law enforcement when addressing issues of gangs, drugs, terrorism and homeland security.