

*American Society of
Victimology*

Exploration of
Higher Education
and
Professional Practice

Proceedings of the
First American Symposium on Victimology

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Proceedings of the First American Symposium on Victimology: Exploration of Higher Education and Professional Practice

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Introduction

No one can deny an idea whose time has come.

~Victor Hugo

The First American Symposium on Victimology came into being as the product of a group of victimologist academicians who merged with a common purpose. To find a forum in which victimological information could be shared among academics and practitioners; and, to create a synergism that would address the needs of the evolving field of victimology. Our hopes were to build on the almost thirty years of American victimological and victim service history so as to move our new discipline forward. For that goal we needed a society where we could marry the interests of theory and practice to produce professionals who would want to teach, conduct research, or apply their knowledge to directly benefit victims. Thus, the First American Symposium on Victimology was used to launch our new Society. As the inaugural theme for the founding of the American Society of Victimology is seemed most appropriate to focus on how higher education could serve to establish national standards of education and to thereupon enhance the professions within victimology. Thus, the symposium theme was: Exploration of Higher Education and Professional Practice.

This book presents six views provided by persons who have been working, researching and teaching in victimology for roughly the past twenty years. Covered are the history of American victimology and victim services, the role and status of education and research in victim services, the current status of the field of victim services, characteristics of the profession, and the role of the National Victim Assistance Standards Consortium. The last segment of this book, the product of this First American Symposium on Victimology's participants who worked in small groups, is the recommendations for courses and competencies in victim assistance. This effort represents a synthesis of about seven hours of participant group work and finally about eight hours of focused work by the organizers. The fitting conclusion of this First American Symposium on Victimology was the establishment of the American Society of

Victimology and the beginning of a new American academic tradition which, we hope, will serve the needs of students, researchers, bureaucrats, volunteers, teachers and practitioners in the evolving field of victimology. It is our aspiration that the contents of this publication will be used as a resource for a working draft of national Terms of Reference for the Education and Practice of Victimology as a Profession.

History, Overview and Analysis of American Victimology and Victim Services Education

John P. J. Dussich, Ph. D.
Tokiwa University
Mito, Japan

Abstract

With the evolution of victimology and victim services followed the education and training of university students and practitioners interested in victims and victim recovery. These twin activities mostly kept pace with their education and training with a time lag of about three to five years. The first appearance of victimology in university curricula was as subtopics to existing courses in criminology, sociology, psychology, and social work from about the early 1960s. With the publication of the early victimology textbooks, came the stronger justifications for separate courses. The majority of victimology courses were about victims of crime, for both education and training. Although Benjamin Mendelsohn, the Father of Victimology, started from a position of penal victimology, he eventually gravitated toward general victimology. However, most courses are not called General Victimology; most are called Victimology, yet they are in reality focused only on the study of crime victims. The early courses at the university level as well as for training practitioners were mostly presentations of basic concepts in crime victimology. They covered the various types of crime victims, with descriptive statistics that had been gleaned from the few victimization surveys completed up to that time. These courses also tried to reconcile the often-conflicting needs of the criminal law and the criminal justice system with the needs of the victim. Today, these courses are much more sophisticated and now serve to provide

students and practitioners with advanced studies. They teach about the findings of roughly thirty years of research, dealing with the various types of crime victims including victims of traffic accidents, war, disasters, and genocides. Additionally, today's courses provide more emphasis on the various protocols for victim services and treatments. They now ensure more sensitive and effective responses to alleviate suffering and prevent the escalation of trauma. The result is greater success in helping to restore victims to a level of functionality sooner. The future of victimology education and training offers a bright prospect both for those interested in learning about victims and for those in applied studies working directly with all types of victims.

History

The awareness of victimology in America arrived with little notice mostly from Europe with the early writings in French of Benjamin Mendelsohn (1937) from Rumania, Hans von Hentig (1948) from Germany, Willem Nagel (1949) from the Netherlands, and Henri Ellenberger (1954) from Switzerland. They all wrote mostly from a traditional European *criminological* perspective. However, it was Mendelsohn, who, although he started from the perspective of a criminal attorney, went on to not only coin the term victimology but also to develop victimology beyond the bounds of crime to embody all forms of victimization with his concept of General Victimology. In this concept he also included victims of traffic accidents, disasters, and genocide (reflecting his personal connection to the Holocaust). Yet, the evolution of victimology, especially in America, mostly occurred within the confines of penal victimology with the major American works from such criminologists as Marvin Wolfgang (1958), Walter Reckless (1967) and Stephan Schafer (1968).

These early victimology developments occurred within the context of such social forces as: the post-war baby boom that largely contributed to the crime wave of the sixties and seventies. Later

came the civil rights movement and its method of civil disobedience in the mid sixties. Then was the Vietnam War, with its anti-war demonstrations and the Post Traumatic Stress Disorder experiences of its veterans. The feminist movement also focused on the plight of female victims and on the importance of their empowerment. Finally, came the emphasis on social problems and the search for new solutions, by the Law Enforcement Assistance Administration's grant-in-aid initiatives. All these social forces contributed to the heightened public and academic awareness of crime victimization, which in turn motivated the growth of victimology and victim services.

Victimology first appeared in university curricula as subtopics to existing courses in criminology, sociology, psychology, and social work from about the mid 1960s. The publication of Stephen Schafer's book, The Victim and His Criminal, (1968) was the first to emerge in America which gave support to a course fully dedicated to victimology.

Two important victim events drew much official attention. One was the enactment of California's Victim Compensation program in 1965; the other was the institutionalization of the national victimization surveys in 1966. These two activities supported each other. The surveys provided new hard data as to the "dark figure" of victims that had never before been measured; the compensation programs used these data to justify their implementation in other states; and, these new programs validated the growing need for better victim statistics. University researchers were the main resources for these victimization surveys. In particular the leaders were Wesley Skogan, Jim Garofalo, Michael Hindelang, and Michael Gottfredson. All published extensively and were frequent guest professors lecturing at universities around the nation. They dramatized the plight of crime victims with their hard data and formed the basis for a new kind of respect for the victim movement. Their research started in the late sixties, continued through the seventies and on into the eighties.

Other authors who made significant contributions to the awareness and understanding of special types of victimizations, but who were not researchers, criminologists nor academicians, were: Vincent Fontana who wrote about child abuse (1973); Susan Brownmiller who wrote about rape (1975); Frank Carrington who wrote about victim rights (1975); and, Del Martin who wrote about battered wives (1976).

This dynamic evolution of victimology and victim services in the early 1970s was followed by the education of university students interested in understanding victimization and the training of practitioners wanting to facilitate victim recovery with a time lag of about three to five years. At first this educational growth was tentative, vague and experimental. Also, there was much resistance to change in academe and even more in government. However, in 1974 Israel Drapkin and Emilio Viano published their five-volume tome that represented the full proceedings of the First International Symposium on Victimology in Israel in 1973, significantly stimulating the study of crime victims, especially in America. At this point the movement was further accelerated with the formation of various victim service organizations, particularly the National Organization for Victim Assistance (NOVA) in 1976. This organization served to organize victim service providers nationwide by hosting annual conferences where practitioners could meet and share their skills and experiences, it began to train crisis responders, advocates and professionals, and it also published authoritative manuals, monographs and books on all aspects of victim assistance in a non-academic setting and format.

Simultaneous to these mostly organizational, academic, and governmental initiatives were the early victim programs that spread throughout the country in the mid 1970s. These were two general types: *grass roots efforts* which directly and quickly supported all types of crime victims – especially children and women; and, *prosecutor based victim/witness programs* primarily concerned with helping prosecutors successfully try defendants and ease the suffering of victims as they fulfilled their witness responsibilities.

These programs were initially hosted by the National District Attorney's Association in 1974 to enhance the cooperation of victims as witnesses. Most of the persons who came to work in both these type programs were a mixture of victim survivors, social workers, untrained volunteers, psychologists, sociologists, pre-law and social work student interns, nurses and retired police officers. All were thirsty for the knowledge needed to help victims. The sad irony was that there was little information available at that time. The result was confusion, frustration and many victims who were not helped, in some cases, injured further. The need for a body of educational and training materials was serious and compelling.

The development of the early university victimology courses were mostly due to the zeal of such persons as: Stephen Schafer at the Florida State University and at Northeastern University, Richard Knudten at Marquette University, William McDonald at Georgetown University, Joe Hudson and Burt Galaway at the University of Minnesota, Robert Denten at the University of Akron, Eduard Zeigenhagen at the State University of New York, Emilio Viano at the American University, LeRoy Lamborn at Wayne State University, and me, first at the University of Southern Mississippi and then at the California State University – Fresno, covering a period from about 1968 to about 1982.

Another giant step forward was the publication of victimology textbooks that greatly facilitated the teaching of complete victimology courses. The first was by Eduard Ziegenhagen (1977), then Andrew Karmen (1984), and later William Doerner (1994) and Harvey Wallace (1998).

From the onset of program development in the mid 1970s, victim services training was first offered within the larger victim assistance programs to prepare victim care providers who were both paid and volunteer staff. Also most of the victim NGOs offered periodic training events and usually provided certificates of attendance for short term training for a day, over a weekend or for a five-day week. The first university to develop a regular certificate program

for victim advocates was the California State University – Fresno in 1983. This program later became the model for other interested universities which eventually joined forces and became part of a nation-wide consortium referred to as the National Victim Assistance Academy providing a standardized curriculum and annual training. These were: the California State University – Fresno; Washburn University in Topeka, Kansas; University of South Carolina, Charleston, South Carolina; and the University of New Haven, West Haven, Connecticut.

The majority of victimology and victim assistance courses were exclusively about victims of crime. However, in spite of Mendelsohn’s call for a broader victimology and its recent greater acceptance, most courses were still *not* called General Victimology. Most courses were called simply “Victimology” or “Victims of Crime,” and were exclusively focused on the study of crime victims, their role within the criminal justice process and were offered within departments of criminology or criminal justice. The early university level courses as well as those for training practitioners were mostly presentations of basic concepts in crime victimology. They covered the various types of crime victims, with descriptive statistics that had been gleaned from the early victimization surveys completed up to that time. These courses also tried to reconcile the often-conflicting needs of the criminal justice system with the needs of the victim. Today, these courses are much more sophisticated and now provide students and practitioners with information from more advanced studies. They teach about the findings of roughly thirty years of research, some even deal with a broader range of victims including victims of traffic accidents, war, disasters, and genocides; however, the emphasis is still with crime victims. Additionally, today’s courses provide more sensitive and effective responses to alleviate suffering and prevent the escalation of trauma. There is much more psychological information on the formation of trauma, phobias and a range of dysfunctional behaviors and the protocols to treat these conditions. The result of this greater sophistication is more success in helping to restore victims to a level of functionality sooner.

Functional Overview

People who work with victims need at least two basic things: the *understanding* about how people respond to a victimization in all its aspects (prior, during and after the injury); and, the *resources* to help ease the suffering of victims and facilitate their recovery. All the research, all the changes in laws, all the programs, all the training and education are of little value if at the end of the day, victims are not again made whole. Victimology is not an exercise to amuse the curious, it is not an activity to enhance the careers of scholars, and it is not a ritual to soothe the conscience of politicians. In the final analysis it is a sincere endeavor to improve the human condition. Thus, as academicians in victimology our prime objectives must focus on these two simple goals: to cause understanding about victims, and to teach students the skills and information so that they have the resources to bring about victim recovery. Over the past four decades it is clear that victimology has indeed evolved significantly in that direction.

At first victimology was a voice of concern by scholars and practitioners to recognize the plight of crime victims who were in large part being taken for granted by the criminal justice system and by society. Then victimology widened to include a variety of research efforts to document the extent of the victimization phenomenon in all its aspects. Finally, the information from this research was used to prompt changes in the laws and practices as to how victims should be responded to. As a part of the human social experience victimology began to be taught in departments of psychology, sociology, criminology, law, anthropology, social work, and political science. As this emerging field took form, its size and complexity grew; and, the need to diversify this educational process became apparent. Public awareness, the needs of the criminal justice system and the social responsibilities of responding to the conditions of many forms of victimization demanded more information and more attention. This was not only for the greater understanding by the community and at the university level to enlighten students about the theories of life, but also as an integral part of the training process

for practitioners in this new craft. The early trainers and educators were the pioneers in victimology, teaching about how to confront the chaos of victim trauma and crime response simultaneously. Searching for solutions with almost no traditions, training, funding, or awareness by the public, by the media and by the criminal justice system. Eventually the topic of victimology took on the character of a discipline with elaborate definitions of its unique words, clarification of its often conflicting and confusing concepts and special processes, with the creation of taxonomies of its various forms, and the generation of theories to explain the dynamics of victimization. Not only was a new discipline emerging, but also a new profession was emerging.

The typical victimology course topics included: the history of victimology, its basic concepts, compensation and restitution, sexual assault, child abuse, domestic violence, elderly abuse, victimization surveys, the victim and the criminal justice system, victim rights, mediation and reconciliation, victim program development and management, crisis intervention, victim organizations, and, the future of victimology and victim services.

Of course this learning process inherited most of its character from generic pedagogy; however, the uniqueness of victimology and victim services also had a variety of needs which required different educational/training approaches. Some of the special features of victimology included: the synergism of the theory/practice paradigm, the multidisciplinary fusion of ethics, law, sociology and psychology; the organizational dynamics of program development, management and evaluation; the understanding of how to utilize volunteers and survivors effectively, and, the missionary zeal for rendering aid to those in dire need.

Victimology has gone beyond just dispensing information to the masses, it has also become a bona fide learning enterprise. It now has concerns for: resource materials, qualified teachers, comprehensive curricula, effective methods of delivering information, creating theories and practices that address both the needs of the society

as well as the needs of the victims, and concerns over the social relevance of what is being taught. One of the first workshops about teaching victimology was held at the WSV's Xth International Symposium on Victimology in Montreal, Canada in 2000. These same issues were articulated and suggestions were made to continue these discussions. The theme of this symposium is one of the outcomes of that workshop. Another is being planned in Germany this year to be called "Curricula in Victimology and Victim Assistance" to be hosted by Gerd Kirchhoff and Elmar Weitekamp in Mönchengladbach tentatively planned for the 2nd week in April. Also, later this year at the WSV's XIth International Symposium on Victimology in South Africa, this theme will again be given a place in the schedule of topics. It has been long in coming; however, we have the opportunity to seize the moment. For the first time in history we can capture this subject and produce a summary that can lead to vast improvements in the way we teach victimology at universities and in the way we train practitioners.

Pedagogical Analysis

The process of victimology learning has two basic forms: *educational* and *training*. Each of these forms has different characteristics. Education is primarily theoretical, abstract and functions to *describe* phenomena and/or to explain *causality*. Training is primarily practical, applied and functions to impart skills which result in the acquisition of competencies. The prime challenges of victimological education are: to promote student understanding of the victimization/recovery phenomenon; to help reconcile the judgmental legal absolutes with the nonjudgmental behavioral realities; and, to effect acquisition of contextual information so that in its totality, students will obtain mastery in the comprehension of all aspects surrounding victimization. The prime challenges of victim services training are: to promote understanding of the role of victims within both the criminal justice system and the community; to ensure that competencies are learned that will effectively help to reduce victim suffering and to bring about timely recovery; and also, to provide the student with organizational skills so that they

can deliver their services effectively, efficiently and ethically.

Education is first theoretical in character, aimed at understanding victimization and is found primarily at universities and other institutions of higher learning. It is general and abstract and has the dual responsibility to *describe* and *explain* the quantitative, qualitative and contextual information mostly using simple statistics, percentages and rates to classify the various forms of victimizations and related behaviors. The first focus is on the nature of victimization as an injurious action visited upon humans and uses descriptive nouns, numbers and adjectives to explain what, how, whom, when, and where victims are injured and killed. The second focus is to understand the systemic responses to victimization, which includes the moral, social and organizational processes which serves the needs of the community as well as the needs of the victim so that societal harmony is facilitated. The third focus is on the causal variables surrounding the phenomenon of victimization and recovery. These include such questions as: what makes some persons more or less vulnerable, what makes some victims recover sooner, some later and some not at all. The fourth focus is contextual and considers the social-cultural and organizational environment within which victimization and recovery occurs and includes: history, norms, ethics, laws, management, community, and economics.

Training has two basic responsibilities, the first is to *qualify persons in the basic skills* needed to operate within a given job specification. Examples would be: a victim telephone hotline operator; a crisis responder for crime victims; or, a volunteer victim advocate. Some countries/states have created standardized curricula with uniform requirements and qualification tests leading to certification and in some instances licensure; these specify the types of information and skills that must be learned prior to working in specific roles where direct contact with victims exists. Usually these type standards are rigid because these roles involve levels of responsible decision-making and the objectives include avoiding the exacerbation of victim suffering and trauma; and, to ensure problem free processing at the organizational level. The second responsibility of training is to

provide *advanced skill acquisition* to enhance role effectiveness and efficiency and to be able to accept greater responsibility to promote organizational goals and serve the interests of victim recovery. Ironically this type of training is less standardized and is often offered by the many NGOs as short-term events for a day, a weekend or for one week where the requirement for a certificate is usually attendance and participation. These forms of training usually reflect the orientation of the respective NGOs. The exceptions are specific types of licensure training where closely regulated tests determine entrance into a profession, such as with clinical psychology and social work. The products of training are: the ability to make triage decisions at first contact with victims, perform crisis intervention, short-term counseling, and long term therapy.

Training is mostly *practical* and *specific* in its character, aimed at providing every-day skills for those individuals working in the many systems, within the scope of laws and rules, and are mostly found at local victim assistance programs, training centers associated with universities and government academies. This type of learning environment involves teaching the methods for processing victims as they come in contact with government and non-government entities, like the police, prosecutors and courts as well as the local rape crisis centers, spouse abuse support groups, coalitions for victim empowerment and victim/witness centers. The goal of this form of learning is to reflect organizational missions and therefore are usually taught internally by senior members of each organization and/or by imported experts. The objectives, standards and methods used are dictated by the respective organizational mandates. Ideally the goals of training are to help expediently eliminate victim suffering and return victims back into society as recovered functioning citizens again. Realistically, this form of learning is more oriented at organizational needs; and, it often operates from a narrower frame of reference linked to the special orientation of that organization.

Students and Teachers

Who are the people who are drawn to the study of, the teaching about and the healing of victims? I am reminded of the observation about the motives of psychology students for selecting their major because of the desire to understand their own problems. I think many people have entered both academic programs and joined service programs as volunteers because they had some direct victim experience as either a victim or a witness. Of course there may be a host of other reasons as well: coincidence, personality, job assignment, religion, to mention a few. Among those who have been victims, gathering information about ones own experience is a normal healthy way to cope and to hasten recovery. A natural progression after gathering information for oneself is to realize a larger potential: that this unique knowledge is a valuable commodity that can benefit others. Also, that the gathering of knowledge about one's own major life event is often an empowering feeling that significantly offsets the hopelessness and helplessness that usually accompanies the aftermath of a victimization. Thus, another natural progression is to continue learning and sharing, first about their own victimization and recovery, and then about related victimizations and recoveries. These activities are precursors to selecting victimology courses, obtaining volunteer training, giving testimonials, proselytizing about the victim's cause, offering direct aide to victims, and conducting research and teaching.

The Future

Victimology education and training offers a bright prospect both for those interested in studying victims and those interested in helping victims. At the university level there will be the full spectrum of professional education in the field of victimology at the baccalaureate, masters and doctorate levels. At the practitioner level there will be standardization and licensure with requirements for regular refresher training. The likely scenario in the near future will be that specializations will develop for the major traditional

sub-areas within victimology and victim services. Some of these will likely be: Female Victimization and Recovery Services; Victimization and Recovery Services of the Elderly; Victimization and Recovery of Children; Victimological Theories; Research Methods for Victimization and Recovery; Rights and Legal Issues of Victims; Psychological Protocols for Victim Injury and Trauma; and, Victim Program Management. Then there will likely be the newer topics such as: Victims of Terrorism; Victims of Abuse of Power; Victims of Disasters; Victims of Computer Fraud; Victims of Religious Prosecution; Police as Victims; Victim Outreach Services; Victim's Role in the Restorative Justice Model; Triage Trauma Techniques for Victims; and, Victims of Sexual Harassment.

In the not so distant future I see: a nation that provides needs-based services to all victims regardless as to the origin of the victimization, services that are provided by highly trained personnel who have licenses based on national standards; professional victimology education that leads to a career in either teaching, research or direct services; a victimology that has the victim in the center of its concerns; standardized victimology curricula offered in all major universities; a victimology that accepts a comprehensive theory which explains all forms of victimization and the process of recovery; a balance of academic offerings equal to criminology; a victimology that is restorative for all persons involved; and finally, a victimology and victim services that is accountable for its teachings and its services through the medium of empirical evaluation. I am convinced that these possibilities are on our horizon and will be the great challenges of the next generation of victimologists.

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History and Development of Academic Programs in Victimology/Victim Services

Steven D. Walker, Ph.D.
California State University, Fresno
Fresno, California

Abstract

As we survey the development of academic programs in this field (a very short history), several basic tenets of historical writing need to be reviewed. First, each generation re-writes history with the additional information discovered during its time and from its unique perspective. At this time, my generation, the founders of these programs, is doing the writing; this story will change some with generations to come. Second, any historical description, when done well, can only describe the “Zeitgeist” during each period; this German word means the “spirit of the times.” It is not humanly possible to relay all of the facts and figures of a period. The description below is meant to give a broad perspective of the general trends and attitudes of this period from 1976 to 2003.

“Ortgeist” of Fresno, California

The story of academic programs begins in Fresno, California; in fact, Fresno is the center for several seminal events in the Victims’ Movement. It is not exactly clear why this is the case, but I believe it comes down to significant people who forge forward, despite the odds—and timing. In my discussion below, I attempt to single out some of those significant individuals in the area of academic program development.

James Rowland, who was Chief Probation Officer in Fresno County,

created the first Victim Impact Statement in 1976 and required all of his probation officers to interview victims and denote the physical, psychological, social, and fiscal impact of crime on victims. James Rowland is the key person in all that followed; in 1976, the first NOVA Conference took place in Fresno with about 90 to 100 of the key leaders in this emerging field.

By the early 1980's, there were two other developments in this Central California city. One of the first Victim-Offender Reconciliation Programs was founded by Ron Classen, a leader in this movement. Then, in 1984 the first academic program in the United States was created by Dr. John Dussich at California State University, Fresno; the Victim Services Certificate Program was a 12-unit program of four courses: Victimology, Victim Services, Family Violence, and Legal and Social Policy in Victim Services. The program was jointly sponsored by the Criminology Department and the School of Education, but by 1988, it was exclusively housed and administered by the Criminology Department. The original purpose of the program was primarily to sensitize the majors in the Law Enforcement Option and the Corrections Option to victim issues and concerns.

Further Academic Program Development

In 1988, after four years as an adjunct teaching Psychology of Crime, I was hired as a tenured track Associate Professor and given the position of Coordinator of the Victim Services Certificate Program. In order to educate myself about victims' issues, I proceeded to attend every victims conference or workshop I could locate. At the first conference, the NOVA Horizon's Series in Kansas City, I met several key people, including Marlene Young, John Stein, Ed Stout, and Christine Edmunds. Two things happened at this conference which furthered the development of the Certificate Program: the fifty brochures I had taken disappeared in two hours after being placed on someone else's display table, and Chris Edmunds spoke of the positive reputation of CSU, Fresno's program and her

willingness to teach and assist in the program's development.

In the middle of this conference, the need for a program that was accessible to advocates outside of California was very evident; with the support of the Criminology Chair, Max Futrell, the idea of a Victim Services Summer Institute evolved very quickly. In the summer of 1989, the first Institute began with myself, Chris Edmunds, and two others as instructors. By the time it began, I had taken my brochures, along with the new Summer Institute fliers, to about five other conferences continuously receiving the same enthusiastic desire from the field for an accessible academic program for victim advocates.

Between 1989 and 1993, these two programs were marketed primarily at NOVA's annual conference. During this time, I traveled to about five different universities at the behest of local victim advocates, such as Ed Stout in St. Louis, in order to facilitate the development of other university victim services programs. About ten times per year, I received calls about our program from others interested in developing a program; I would send each person a packet of the syllabi of our four courses. My motto during these years was: "Have program, will travel." Since CSU, Fresno had no travel funds or release time, most of this promotion of other programs was done on my own time at my own expense.

At various NOVA conferences, I talked with Marlene Young (NOVA), Janice Lord (MADD), and Carolyn Hightower of OVC about developing programs and about the potential of a Victim Services Academy; the conversations with the last two were particularly significant in the history of academic program development. With Christine Edmunds' wonderful guidance and expertise, we wrote a position paper on an academy and one on offering credit for an OVC sponsored workshop, "Legal Remedies in Victim Service." OVC expressed an interest in both but only funded the second; this was the first time that an OVC sponsored workshop offered academic credit.

By 1992, the first Victimology Major was created at CSU, Fresno; it included the core four courses noted above, a diversity course, and all of the other criminology courses required of the other two options. That same year at the NOVA conference, Carolyn Hightower mentioned to me in passing that OVC was still quite interested in the academy concept. Chris Edmunds then wrote the full proposal in 1994 and the National Victim Assistance Academy became a reality in 1995. Because our efforts were not too successful in convincing universities to create victim services programs, I created an underground newsletter (1992) that was then sent with the course packets; this newsletter outlined ways to “subvert” the university academic bureaucracy—ways to maneuver through the system.

With the advent of NVAA, the marriage between academe and the field became a true reality; from my perspective, academe was finally fulfilling one of its most important roles in the field: delineating the field’s basic knowledge and making it accessible in an interactive manner. As NVAA needed to be expanded, the next important contact was with Dr. Thomas Underwood in the Division of Continuing Education at Washburn University. This contact led to Washburn being one of the oldest NVAA sites, the development of their Victim/Survivor Services Major in the Department of Human Services (1998), and the creation of the Joint Center on Violence and Victim Studies (2000); the Joint Center (CSU, Fresno and Washburn University) provides numerous types of workshops and academies for the field.

In 1996, Dr. Mario Gaboury created the second major in the field at the University of New Haven in Connecticut; this program focused on Victim Services Administration. MADD, with Dr. Brian Ogawa as Director, created the National Institute for Victim Studies that same year at North Texas State University in Denton; Dr. Ogawa also began developing and teaching bachelor and masters level courses in the Criminal Justice Department. At Kansas City Kansas Community College, I created a 67-unit Victim/Survivor Services program that included a wide array of social sciences classes, such as social psychology, grief, crisis counseling, etc.

The most recent developments have been Washburn University's program in 1998, a Masters of Public Administration for Domestic Violence Programs at the University of Colorado (Denver and Colorado Springs), and a Victim Services Major at Sam Houston State University in conjunction with MADD's National Institute. Therefore, currently there are four universities that have majors in the field of victimology/victim services housed in different schools and departments; there is a masters program at the University of Colorado and an extensive A.S./A.A. degree program at Kansas City Kansas Community College. There are many universities that offer various victimology/victim services courses and around 20 community colleges that have either courses, certificate programs, or majors. Soon (2004), the field will have its first doctorate in victimology at CSU, Fresno.

Nature of the Field and Nature of Academe

Having worked in both fields, the field of Victim Services is about 20 years behind the field of alcohol/drug Counseling, but today with 10,000 agencies and 30,000 laws supporting victim advocacy, the field has begun to discuss certification and the professionalization of the field. Academe's contribution to these two discussions is a key component to the growth of the victim services field. The ultimate goal is to provide better services to the victims of crime.

When I became involved in this field, several things were soon evident to me, besides the fact that it was behind the field of alcohol/drug counseling in its development. First, it was evident that victim advocates were not junior psychologists, junior social workers, nor junior lawyers—and clearly were not secretary/clerks (some of the original job categories emphasized only secretarial skills). This was a new profession with a combination of tasks from those other fields, but it had an entirely different focus—the victim. Second, it had evolved from two distinct sources: community-based programs and law enforcement-based programs, producing two different types of advocates who did not always trust or respect each other; however,

this dichotomy was not new to me and seemed somewhat the norm since the conservatives had fought with the liberals in my seminary days and the Freudians continually fight with the behaviorists in psychology, my current profession.

This is such a new profession that when I created the Victim/Survivor Services program at Kansas City Kansas Community College, it almost was not approved by the state of Kansas because there was not a number for the major; the dilemma was resolved by using the Criminal Justice, Other category. Currently Victim Services Majors are housed mainly in criminal justice or human services departments, but, in the future, they could legitimately be housed in psychology, social work, education, etc.

As the field reflects two different origins, the nature of the students in this field currently vary depending on the department in which they reside. Criminology/Criminal Justice students tend to be somewhat conservative and view victims' issues from a traditional system's perspective. Human Services students tend to be somewhat more liberal and have community organization, grassroots perspective. Both perspectives are valuable in producing a well rounded advocate ready to work in this very dynamic, diverse field. The ideal victim services/victimology major is an interdisciplinary one with a professional/applied focus; to have victim advocates who have a broader world view and increased functional flexibility, this interdisciplinary focus will be necessary in the future. My belief is that we want to create philosopher/practitioners; individuals who understand the bigger issues and who can do the daily work of an advocate.

Academic/Bureaucratic Issues

When NVAA was started and as OVC began funding state academies, we never imagined that, of the ten or so guidelines for an academy, the most difficult would be to find adequate, willing academic partners. As an academic, this lack of interest is somewhat

disconcerting and embarrassing. However, it should be very clear to all that change is very slow on university campuses; revolutions do not take place in this arena.

The university setting does not function with “politics” as the victim advocate understands the term; this bureaucracy functions based on personalities and interpersonal relationships. In order to create a new (unproven) program, one administrator has to support it and be willing to shepherd it through the labyrinth of committees; the administrator has to be somewhat of a visionary or an extremely pragmatic person—one who understands the needs of the field and is intrigued by the fact the CSUF currently has 200 Victimology majors while the other programs are clearly building. The second necessary component to build a new program is one faculty member with energy who sees this program as their “mission” in life. There often will not be resources; there will not be much release time; and there will not be many external rewards for this work.

The administrator and the faculty member will then need to create alliances by utilizing all the community action concepts they can muster within the university community. This will be a long process of networking and sitting through less than exciting committee and board meetings. Getting individuals from the Continuing Education Department involved is also a key element; they understand professional programs and workshops and will usually be willing to assist in sponsoring the initial classes.

If an advocate or service provider in the field wants to develop an academic program at their local community college or university, it can only be done if they know a key insider—that administrator or faculty member noted above. Or perhaps they know a Dean, a Provost, or the university President. With this insider charting the course through the bureaucracy, the advocate can provide the passion and energy needed to give birth to a new program in victim services. As the movie says, “if you build it . . .”

Role and Current Status of Higher Education and Research in Victim Services

Mario Thomas Gaboury, J.D., Ph.D.
University of New Haven
West Haven, Connecticut USA

Abstract

The transfer of “knowledge to practice” is an essential aspect of the alliance of institutions of higher education and the victim services profession. This session focused on the role of colleges and universities in providing basic and applied research that is, or should be, of assistance to crime victim service providers and advocates in better assuring the “cutting-edge” and well-informed nature of their work, to facilitate collaboration on evaluation research efforts, and to provide other avenues for the expansion of the knowledge-base in Victimology. Although a comprehensive overview of specific research agendas was beyond the scope of this brief session, specific examples and a group discussion assisted in demonstrating the important uses of research for successful victim assistance and advocacy. Various practical aspects of this potentially mutually beneficial alliance were also addressed (e.g., grant requirements and funding/budgeting, bureaucracy and politics, and turf issues).

There is a relatively long history of research in Victimology as an academic discipline, the evolution of which was so well described in Dr. John Dussich's opening paper. However, it was not until more recently that the transfer of empirically derived knowledge to the direct practice of victim assistance and advocacy took hold in the emerging profession of victim services.

The parallel, but often distinct, development of these two related areas (i.e. the academic discipline versus the service providing professional), may have contributed to minimizing the perceived need for and motivation toward the inter-reliance that is now developing. Academic Victimology tracing its roots in the United States to the late-1930's, with its criminal justice focus moving into the forefront in the 1950's, and the field of victim assistance to its grass-roots beginnings in the early-1970's with the establishment of the first victim assistance programs in California, the District of Columbia and Missouri. Moreover, the differing objectives of university-base researchers versus victim service providers often put the two groups in conflict.

Early Victimologists focused on issues like victim precipitation, the victim's contribution to the criminal event, which was obviously viewed with disdain by victim advocates. Even though other important areas were explored by academics, such as accurately assessing the incidence and prevalence of criminal victimization and the impact of policies and programs/procedures directed to aid the victim, there was suspicion and, at best, their work was viewed as simply too academic. The word "academic" has almost diametrically opposed meanings and usages in these two camps, in one it is the epitome of compliments while in the other is often interchangeably with the word irrelevant.

Again, much has improved in recent years and, indeed, there probably was more inter-reliance between academic Victimology and direct victim assistors then either may have recognized earlier on. Often researchers relied upon victim programs to assist them in

identifying and accessing research subjects and service providers did utilize research findings, to some extent, in program development and other areas, or at least were exposed to empirical works in education and professional training programs.

The Contribution of Research: An Overview

At this point, it is useful to look back at the contributions of researchers to the field of victim services and how their work has, indeed, been of assistance to those who have as their life's work alleviating the suffering of crime victims and survivors. This is, though, where it becomes apparent that there is much more to this analysis than a short paper can do justice to as the area of research into criminal victimization, which has been the mainstay of American Victimology to date, defies brief summary. Despite this limitation, an overview of this area will contribute useful information for discussions during this Symposium.

This first becomes quite apparent when one attempts to simply list the various types of victimization. These areas include, however are probably not limited to, child abuse, rape and sexual assault, domestic violence, drunk driving, surviving the loss of a loved one to homicide, elder abuse, other physical violence (e.g., assault), economic/financial crimes, stalking, cyber crime, school/campus crime, hate/bias motivated crime, workplace violence, terrorism and mass victimization. Also, there are cross-cutting areas of inquiry or service provision that involve, for example, the mental health impact of criminal victimization, law and public policy issues, juvenile perpetrators and their victims, substance abuse as a consequence or correlate of victimization or as precursor that in some manner raises an individual's vulnerability. This list could, no doubt, also be expanded.

Despite this tremendous expanse of subject matter and forms of victimization, a few thoughts on the contribution of research to practice will help frame the context within which the argument can be made that enhancing the partnership between academic

Victimologists and victim service providers and advocates will inure to the benefit of all, most particularly, and importantly, the victim. Again, in each area, volumes could be written. The purpose of the below is to merely suggest some of the topics that have and will require the concerted attention of victimology researchers and the victim service community.

In child abuse, early medical research helped improve our understanding of the problem and the importance of investigatory “red flags” (such as the discrepancy between caretaker explanations and the obvious mechanics of injuries), which remain part of the current investigatory regime to this day. Other important areas of inquiry include understanding the long-term effects of child abuse and appropriate intervention and treatment methods, the impact of children’s being witnesses (i.e., participating in the criminal justice process), and children’s exposure to violence more generally (e.g., witnessing domestic violence).

In the areas of rape and sexual assault tremendous contributions have been made to both victim service practice proper, as well as the mental health field generally, through research into the effects of such traumatic victimization. Other important research issues here have been gaining a better understanding of the true scope of sexual assault (i.e., its being vastly under-reported to law enforcement), “rape accommodation syndrome” and the substantial proportion of sexual assault victims who are children, among other areas.

Domestic violence research has focused on issues regarding the appropriate responses to these crimes, with a particular debate continuing on certain provocative areas such as the efficacy and appropriateness of mandatory arrest laws, no-drop prosecution policies, and the sanctioning of domestic violence victims for “violating” protective orders issued on their behalf. Emerging areas of study include our gaining a greater understanding of the interaction of domestic violence with child abuse both in terms of batterer’s characteristics as well as the impact of this on women and children in and after separation from the batterer.

The area of drunk driving also has numerous facets, such as the impact of these crimes on victims and survivors, as well as the community. However, much inquiry in this area is focused on appropriate laws and policies that will best enable society to prevent drunk driving crashes, but also so that the criminal justice system is better informed about the underlying dynamics in this area so that these cases will be taken seriously and not dismissed as “just accidents” as they had been in the past. This requires good evaluation research methodologies be applied to investigating the efficacy of various approaches. Other areas of concern here are evaluations of victim-impact programs and death notification protocols, etc. Surviving the loss of a loved one to homicide also involves an important focus on the impact of such tragic loss on families. Public awareness and understanding need to be raised and this can come through developing a better knowledge-base on the long-term effects on survivors and providing this information to caregivers, criminal justice professionals and the public at large.

Elder abuse is an emerging area that is in some ways at the stage child abuse research and practice was in the 1970’s or 1980’s. Much more needs to be explored about the true scope of this crime, the impact on its victims and how to implement prevention and early intervention programs to address this insidious form victimization.

Other physical violence (e.g., assault) victimization has not received the attention that it deserves. Victims and their families can be devastated by the permanent disabilities and psychological impairments that can result from serious assault. This issue had been ignored for some time until VOCA Victim Assistance regulations were revised to include an “underserved victim population” requirement and several states, like this author’s state of Connecticut, adopted assault victims as their underserved group. More research needs to be focused on the impact of these crimes and the most appropriate ways to assist these victims.

Economic/ financial fraud is in the forefront of public awareness. Again, however, researchers have only begun to explore the area of

victim impact here. Moreover, there is a tremendous apathy about these crimes in many sectors of the criminal justice system and the private banking and financial sector. How can researchers assist practitioner in developing a better understanding of these crimes, their impacts and the appropriate responses across systems.

Stalking is an area that has seen many new laws enacted and numerous polices and “best practices” models developed as of late. These need to be investigated and our evaluations of these responses used to continually improve our services programs for victims and to prod the justice system to enhance its sanctioning of the perpetrators.

The developing area of cyber crime, in its various forms, is both the enhancement of more traditional crimes (i.e., in providing another tool for predatory sex offenders to encounter and lure their victims), as well as providing for new types of victimization (e.g., mass fraud crimes). There is much in this emerging area that deserves the attention of victimologists to work with colleagues in the security and computer sciences areas to mutually support the development of prevention and victim service responses.

School or campus crime, whether by this one is referring to bullying and school-shootings or acquaintance rape on college campuses, there is a vast new area of victimization that is, in many ways, confounding traditional intervention methods.

Our understanding of the scope and dynamics of hate/bias motivated crime is in its infancy. When one looks at the relatively low numbers, but sometimes significant fluctuation, in official reports it is clear that we do not have a handle on the magnitude of this important criminal victimization.

And this list could go on. As stated, workplace violence, our new focus on terrorism in the U.S. and mass victimization, the mental health impact of criminal victimization, law and public policy issues, the many issue involving juvenile perpetrators and their victims, and substance abuse and its relationship to victimization all present areas

of important inquiry for victimologists and areas where information is needed by service providers and policy-makers to best assure that victims will be well-treated by a caring and informed system.

Why Must Researchers and Practitioners Collaborate?

In conclusion, several points need to be made regarding the importance of enhancing the researcher-practitioner collaboration as argued in this paper. In the first instance, it is the opinion of this author that there is a significant backlash still in progress where those who oppose the strides that victims have made thus far would seek to repeal laws and protections or de-fund victim programs, and the like. This was probably a bit more evident prior to September 11th, in that immediately (and for some time) after that tragic day it seemed the entire country had almost instantly gained a greater appreciation for the plight of victims and the need to address their concerns. However, it is posited that this backlash continues and will be an issue for some time. Some of the best progress made in the fields of victimology and victim services have come when the force of objective knowledge provide by researchers has been coupled with the passion and compassion of the direct service professional. This effort needs to be redoubled in the days ahead.

More practical issues include the fact that research, mostly in the form of program evaluation, is now a requirement of most funding sources. If “necessity of the mother of invention”, then this should provide some additional motivation for researchers, who need access to data (and generally do like to contribute to meaningful areas) and practitioners, who need to maintain funding justification for their programs, can find a very symbiotic, mutually beneficial partnership here. Moreover, this concern is likely to be even more accentuated in the future, as more and more funding sources, both public and private, demand so called “science-based” rationales and evaluations of service programs. This is certainly on the horizon for victim service programs. Programs will be required to demonstrate that they are theory-based and empirically sound and more than the typical “process” evaluation will be asked for as “outcome” and

”impact” methodologies are required. This is a very good time to forge the relationships that will provide the mutuality required to meet this challenge.

Finally, when all is said and done, we must all work together with our view toward the future and our focus on the victim. The all-important partnership between academic, research-oriented victimologists and direct victim service professionals needs to be enhanced and expanded. The fact of the matter is that by working together we will truly be able to assist victims in more and better ways to their benefit and the benefit of their families and the entire community. Researchers do many things and provide significant support to victim service providers, and, indeed, they should.

The Field of Victim Services

Christine N. Edmunds
Victim Rights and Services Consultant
U.S.A.

Abstract

The field of victims' rights and services has evolved over the past three decades to a recognized occupational area that serves persons and communities who have been victims of crime. While significant progress has been realized in the field of practice and policy, there are many challenges for the future.

History of Victim Services

The first victim assistance programs were established thirty years ago in the United States. The earliest programs, dating back to the early 1970's, were largely started by volunteers and provided services to victims of rape and domestic violence. Also during this time a small number of law enforcement and prosecution-based victim services programs were started with support from the US Department of Justice LEAA funding. Since these early years, the field of victim assistance has evolved from a grassroots movement to an institutionalized profession. Over 10,000 victim assistance programs exist today serving all types of crime victims.

Victim Services Across the Criminal Justice Continuum

While the majority of victim service programs are community-based, that is, are not a part of the government systems and are often non-profit, victim services programs are now found in all agencies across the justice system: law enforcement, prosecution, judiciary/courts, and corrections. Many large city police departments and prosecutor's offices have victim assistance programs. Limited resources and personnel are major challenges to bringing victim services to these agencies, especially in rural communities. Corrections has taken major initiatives over the past decade in establishing victim assistance programs, providing such services as notification, restitution collection, and victim impact awareness classes.

Victim service programs now exist across the nation's justice systems, however, in some justice systems, rights and services for crime victims are still in the process of emerging. The criminal justice system has the majority of victim assistance programs based out of law enforcement and prosecutors offices.

The juvenile justice system has changed significantly in the past decade. Now, many states have extended victims' rights laws to include crime victims of juvenile offenders and there are many excellent juvenile justice-based programs. However, victim advocates working in the juvenile system is still fairly rare. Other justice systems that now include victim services include the military and tribal justice systems. In addition, in the civil justice system, a new area of concentration has emerged -- attorney's with an expertise in representing victims of crime in the civil justice system.

Dynamics and Challenges of Victim Services

Many challenges face victim service providers. Tension often exists between advocates who provide services within the justice system versus victim service providers who work in community-

based programs. Often this is based on a perceived conflict of roles or competition over limited funding. Job instability faces many advocates who work in grant funded positions or who depend on community donations to support their program. Advocates still face the challenge of being accepted by other professionals in the justice system and in allied professions. There is a strong need for diversity in the field of victim assistance so that those providing services reflect the population group they serve.

In 1998 the US Department of Justice, Office for Victims of Crime issued a report entitled *New Directions from the Field: Victims' Rights and Services for the 21st Century* (Office for Victims of Crime, 1998). This Report served as an update to the 1982 *President's Force Report on Victims of Crime*. With contributions from over 1,000 individuals across the nation, the goal of *New Directions* was to provide a blueprint for the field of victim services and allied professions in improving their responses to victims of crime. Chapter Six provides sixteen recommendations for the field of victim services. These recommendations are the following:

- Reach diverse constituencies of crime victims
- Conduct community needs assessments to identify underserved victims
- Establish comprehensive community-wide services
- Develop standards of service
- Expand basic training and continuing education
- Create a national commission for certification and accreditation standards
- Increase public awareness of victim issues and services
- Conduct evaluation studies of victim services
- Adopt a code of ethics for victim service providers
- Develop statewide crisis response teams
- Create interagency response protocols
- Establish national hotline/state hotlines
- Integrate technology into all levels of victim services
- Comply with the requirements of the Americans with Disabilities Act (ADA)

- Conduct media training on victims' issues, and
- Include crime victims in all aspects of program development, planning, implementation, and oversight.

The field of victim services faces many challenges in responding to these recommendations. Several address the professionalization of the field, including expanding education and training programs, adopting a code of ethics, and creating standards of services.

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Characteristics of the Profession and Professionals

Thomas L. Underwood, PhD
Washburn University
Topeka, Kansas, U.S.A.

Abstract

Victim assistance as an occupational field has increasingly become professionalized from both a structural and an individual perspective. This session will briefly review the status of the field as a profession along with information on select practitioner characteristics, including attitudinal characteristics revealed in recent research.

The term “profession” has been used in the symposium promotional and program materials and in all of the presentations. It is a term of everyday usage by educators, practitioners, policy makers, and the general public. Yet it is a term that is often used without consideration of its meaning, components, or process. The purpose of this presentation is to apply the concept of profession to the field of victim assistance and to describe certain characteristics found from research recently completed by this author that was supported by the Joint Center on Violence and Victim Studies.

The concept of profession can be considered in two related yet independent realms: the social or structural and the individual or attitudinal. The structural attributes (Wilensky, 1964) of profession include the following:

1. Creation of a full time occupation.
2. Establishment of a training school.

3. Formation of a professional association.
4. Support of law.
5. Formation of a code of ethics.

The grass roots origins of victim services speaks to the volunteer and part time nature of the early field. Certainly contributions by volunteers continues to be critically important in victim services as many agencies could not provide services without this important resource. However, as described by Christine Edmunds in the prior section, there are an array of agencies throughout the United States that have developed over the past several decades to support services and assurances of rights for victims.

The transmission of the unique body of knowledge and skills needed to work in the field is essential for a profession. This transmission is typically within an academic institution. Indeed, it is rare for an occupation to be identified as a profession without an association with institutions of higher education. While there have been victimology and other victim related courses offered in the United States for some time, programs of concentration are very rare.

There are a few professional associations that relate to victims in the United States, but seemingly none that represent the field in its entirety or that has authority over practice. In terms of support of law, legal recognition that address the needs and rights of crime victims have increased tremendously since the early 1980's (Office for Victims of Crime, 1998), yet the occupation of victim services has scant legal recognition. At best, states or jurisdictions may offer notice of the duties, obligations, or protections of certain types of victim service practitioners though usually not to all. Finally, codes of ethics, a set of guidelines that define relationships between practitioners and consumers, have been recommended by various groups but there is no one code. Thus, while victim services as an occupation has made strides in these structural aspects of professionalization, it is evident that much more progress is necessary.

The individual or attitudinal attributes (Hall, 1968; Schack & Hapler, 1979) of profession are:

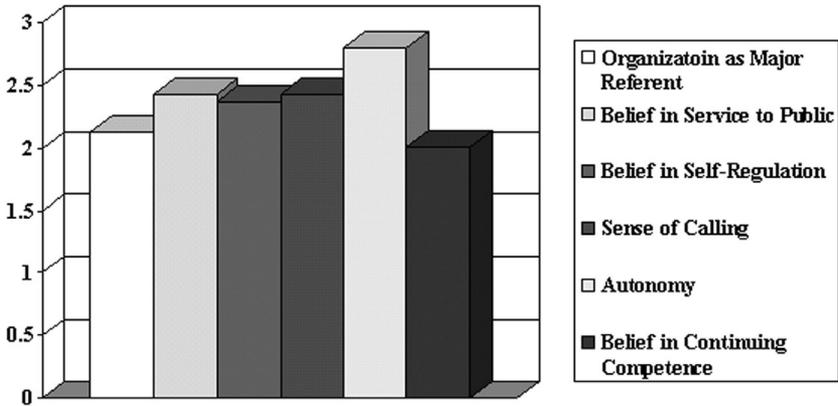
1. The use of profession as a major referent.
2. Belief in service to the public.
3. Belief in self-regulation.
4. Sense of calling to the field.
5. Autonomy.
6. Belief in continuing competence,

Unlike structural components that are social in nature and have a tangible quality that can be observed and measured, attitudinal characteristics are individual and can only be measured through survey of practitioners. Thus the nature of the research conducted by the author where 179 victim service practitioners employed in either prosecutor offices (n=32) or domestic violence shelters (n=147) in a seven-state west north central region of the United States completed a Hall's Professionalization Scale and a respondent information form. The instrument measures the attitudinal dimensions on a five point Likert –type scale with '1' suggesting a stronger association than '5'. The total response rate was 37%.

The use of profession as a major referent refers to the occupational role-set, that is, the occupation in which one identifies. Belief in service to the public reflects the ideals of public service, the belief that the occupation is essential to the public good. The belief that the profession, one's peers, are best suited to judge the performance of a practitioner is belief in self-regulation. Sense of calling refers to the commitment and passion to the work not for promise of tangible rewards (as little as those may be in victim services). Autonomy means the belief that one can or should make decisions about practice based on professional standards, not on the standards of other professions or of the organization. Finally, belief in continuing competence reflects the personal commitment one has to professional learning.

Scores for all the attitudinal dimensions suggests at least a moderate level of professional identification for victim service professionals. Figure 1 shows the average scale scores.

In addition to type of agency, the other variables considered were gender, age, level of education, role in agency (administrative versus direct care), membership in professional association, and extent of continuing professional education. The variables found to have significance on one or more of the attitudinal dimensions were level of education, role in agency, membership in professional association, and extent of continuing education. The two that had them most impact on attitudes and that are most significant to the symposium theme are level of education and participation in continuing education.



80% had an associate degree or above with 47% having a bachelor degree and 20% a masters degree. Caution must be exercised in generalization to victim services as it is very possible that those with more education responded to the survey more so than those with less education. About a third of the respondents reported participation in continuing education of twelve hours or less per year; about a third reported participation of between thirteen and thirty-six hours per year; and about a third reported thirty-seven hours or more per year.

While the association between education and professional training was not necessarily consistent among the various attitudinal

dimensions, generally it was found that higher levels of education and hours of continuing education were positively related to the strength of the attitudes. Those attitudes that realized a positive association with these two variables were professional organization as a major referent, autonomy, and belief in continuing competence. Further, when considering all attitudes comprehensively, extent of participation in continuing education was found to be the only variable found to be significant.

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Role of the NVASC Standards in Curriculum

Dan L. Petersen, Ph.D.
Washburn University
Topeka, Kansas, U.S.A.

Abstract

As an emerging profession, the field of victim services must identify ways in which the competencies of practice are determined. These competencies must be incorporated into the preservice education programs found in the institutions of higher education. This section provides an overview of the National Victim Assistance Standards Consortium with specific application to higher education.

Most professional fields can be defined by the knowledge and skills required to be successful in the field. For many there exist credentialing bodies which monitor in some fashion the training, requisite knowledge, or academic certifications/degree programs of the profession. One of the targeted outcomes of many of these credentialing bodies has been to attempt to integrate the knowledge and skills required of the professional in the field with that of preservice education programs. Many of these preservice education programs are found in institutions of higher education. Degree programs at colleges and universities which have developed in order to educate students to work in a professional field have a vested interest in the success of their graduates. The graduate's success often reflects on the academic program and frequently impacts both reputation and enrollments. If a credentialing body is involved with the profession, typically there will be accreditation of academic programs to insure both educational quality and professional

competence. In most cases, meeting the academic accreditation standards of the profession body is considered important and vital. Most universities and colleges place major importance on being accredited. In a some professions, failure of the academic program to meet accreditation standards jeopardizes and may even prevent its graduates from obtaining a job in the profession.

Academic programs, therefore, have a long history of meeting accreditation standards for a wide range of professions. Common at most universities and colleges are such professional programs as nursing, social work, clinical psychology, education, and others. These professional fields often have within them requirements such as graduation from accredited academic program as well as post graduate demonstrations of knowledge and practical experience to work in the field.

Currently, those institutions of higher education that offer degrees in the area of victim services do so in professional schools or programs. Often the host department is Criminal Justice, Criminology, Human Services, Social Work or other applied academic area. Universities such as CSU-Fresno, Washburn University, Sam Houston State University, and the University of New Haven currently host these programs in what is considered an applied or professional department, school or college. For these and other reasons it is usually important to the faculty in these programs to know that their graduates are knowledgeable and competent.

Assessment of academic programs in higher education has become an essential process linked to university accreditation. As such faculty and administrators often attempt to assess in applied or professional programs the competence of their students to practice in the respective professional field.. Where professional standards exist (e.g., Council on Social Work Education), curriculum is evaluated in relation to those standards. Where formal standards do not exist, assessment is sometimes accomplished by surveys of those who have hired their graduates and surveys of the graduates after they have been practicing in the field for a period of time.

The field of victim services has matured to the point where many, if not most, in the field believe that standards of practice are essential to the profession's growth. Recognizing the value and possibly sensing the need for a set of at least aspirational standards, the Office for Victims of Crime, United States Department of Justice, sent out a request for proposals for the development of model standards for the field of victim services. The University of South Carolina, Center for Child and Family Studies, received the grant award and began development on a set of model standards for the field.

A consortium of leaders in the field of victim services was constituted and brought together to work on the project. This group, the National Victim Assistance Standards Consortium (NVASC) under the direction of the project leader, Dana DeHart, completed a draft of the model standards in 2001. The development of the standards was a major effort involving town hall meetings, repeated input and review from a vast number of recognized professionals in the field throughout the development process, and long hours of review, writing and rigorous debate by the consortium members. The product was the NVASC Standards for the field of victim services. The NVASC Standards are currently being piloted in several states as credentialing standards and a NVASC Standards Kit will likely be disseminated in 2003.

The NVASC Standards are divided into three categories: program standards, individual competency standards and standards devoted to ethical conduct. The NVASC Standards are rich with content descriptions relevant to coursework offered at many institutions of higher education. Victim service related coursework is often offered under such course titles as: Victim Services, Victimology, Family Violence, Domestic Violence, Sexual Assault, etc. Professional, ethical, and program competencies directly related to the content of these courses are identified in the NVASC standards. For example the following program standard identifies inservice topics appropriate to victim service agencies offering training to their staff:

While the point of the standard appears to insure that programs are offering content relevant inservice education to its staff, the content described is therefore relevant to potential course content in higher education curricula.

PROGRAM STANDARD 2.6: The program conducts ongoing education and outreach within the community, as demonstrated through a written guideline describing procedures or through clear, documented evidence of efforts within the past year. Elements might include, as appropriate to program goals:

- *Prevention/education*
- *Training for other professionals*
- *Public relations*
- *Social change advocacy*

The NVASC Standards also identifies knowledge areas wherein victim service providers may need basic knowledge and skills. For example the following topic areas are listed in the Program Standards as knowledge or skill areas relevant to the professional in the field:

Overview of the Community's Victim Service Programs; History of Victims' Movements & Theories of Victimization; Mental, Physical, Financial, Social, Emotional, and Spiritual Concerns of Victims; Crisis Intervention; Intermediate and Long-Term Services; Victim Trauma, Grief, & Loss; Crime & Justice Systems; Victims' State & Federal Rights; Victim Expectations & Involvement in Justice; Compensation, Restitution, & Civil Reparations; Victim Service Ethics; Documentation & Confidentiality; Diversity & Values Clarification; Personal Safety; Communication & Conflict Management; Property Crime; Assault; Domestic Violence; Sexual Assault; Homicide/Suicide; Drunk-Driving Death and Injury; Death Notification; Working with the Media; Compassion Fatigue & Vicarious Traumatization; Office & Case Management;

Interagency Roles & Referral; Prevention, Outreach, & Social Change Advocacy; Supervised Internship.

In the NVASC professional Competency Standards, there is often more detailed descriptions of knowledge expected by competent professionals. For example, in the professional individual Competency Standard 1.3, victim service providers are expected to be able to:

Describe, in general terms, the justice systems that serve individuals in the community (e.g., this may include city, state, tribal, and federal systems for criminal, civil, juvenile, and military justice). Describe in practical detail the structure and components of justice system(s) most closely aligned with one's own services (e.g., important procedures or places). Describe key victim-related components of criminal codes and juvenile laws most closely aligned with one's own services. Recognize the significance of different phases of justice processing, from crime reporting through parole/aftercare. Recognize roles that non-profit and private programs/organizations may play throughout the justice process (e.g., victim assistance, restorative justice).

The NVASC Standards provides a blueprint for academics who are interested in evaluating their existing curriculum or developing new curriculum whose content will meet the needs of the field. As the Standards reflect the competencies required of victim service providers in the field, incorporating the competencies into university coursework will insure that graduates are receiving an education that is valued by the field. While most states currently do not have certification or registration standards, the trend appears to be towards certification. Academic institutions are encouraged to view the Standards and compare the objectives, competencies within their victim service/victimology related coursework to the competencies cited in the Standards.

Draft copies of the NVASC Standards can be downloaded from the

University of South Carolina, Center for Child and Family Studies
website: www.sc.edu/cosw/consortium.html

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Recommendations For Academic Courses and Competencies in Victim Assistance

by American Society on Victimology
Symposium Participants and Working Group

During the course of the American Symposium on Victimology, participants were given an opportunity to participate in facilitated small groups about what would constitute the essential components of the core academic courses of Victimology and Victim Services as well as the related academic courses that focus on victim needs and the skills, knowledge and abilities practitioners need to address them. This resulted in an considerable number of topics and subject areas. The information recorded in the small group discussions was later reviewed by a small working group comprised of representatives from the field and from universities. This working group was assigned the task of organizing and condensing the small group information into a working document.

Victim assistance is a multi-faceted professional endeavor that requires a breadth of knowledge in many areas. Prior to enrolling in any course in the victims field, it is highly recommended that students demonstrate an understanding of the basic concepts taught in the following introductory level courses:

- Sociology
- Psychology
- Criminology or Criminal Justice
- Human Development
- Social Psychology

This is not an exhaustive list of prerequisite courses as there are many other courses that contribute to the overall competence of a practitioner. However, these courses are recognized as foundations to the more specialized courses specifically related to the field.

The basic pedagogical objective for all courses meant to educate professional victim service providers is to effect acquisition of contextual information so that in its totality students will obtain mastery in the comprehension of all aspects surrounding victimization. In addition to issues specific to each topic, identification of the best practices in the field, as well as an ongoing critique of the field should be a key component for the course.

Core Courses

For the purpose of discussion, two courses were identified as forming the critical core for any academic program in victim assistance: Victimology and Victim Services.

Victimology

Victimology is defined as the study of victimization as it relates to persons, communities and institutions. Victimization occurs when individuals are impacted by persons or events leading to a violation of rights or significant disruption of well-being. It studies data that describes phenomena and causal relationships related to the victimization. This includes events leading to the victimization, the victims' experiences, its aftermath and subsequent actions. Victimology therefore studies precursors, vulnerabilities, events, impacts, recoveries, and responses by people, organizations and cultures.

Outcomes and components are identified for a foundation level course:

Outcomes:

Students will be able to

- demonstrate an understanding of the victimization/recovery phenomenon;
- reconcile judgmental legal absolutes with nonjudgmental

- behavioral realities;
- demonstrate an understanding of victimological taxonomies, theories and their influences;
- demonstrate a knowledge of the historical events, their influences and the evolution of victimology; and
- demonstrate an understanding of the roles, methods, results, and implications of victimological inquiry and research.

Essential Components:

- history of victimology--theory and research
- definitions and concepts
 - this includes (but is not limited to):
 - victim/survivor
 - victimization
 - trauma
 - secondary victimization
 - victim blaming
 - advocacy
- essential theories and taxonomies of causation as applied to victims
 - this includes perspectives from the fields of sociology, criminology and psychology
- victim data
 - this includes types of victimization, prevalence, sources of data, interpretation, causality vs. correlation, etc.
- trauma theory and crisis intervention theory
- reimbursement theory
- theories related to how victims are viewed
 - this includes just world theory, attribution theory, theory of cognitive dissonance, Christie's ideal victim theory, etc.
- ecological theory
- feminist theory
 - this includes theories about power, control and abuse
- understanding the connection between theory and practice
- history and theory of victim rights

- social change theory and advocacy
- coping and grief theory

Victim Services

Victim Services is a course focused on those activities which are applied in response to victimizations with the intention of relieving suffering and facilitating recovery. This includes information, assessments, individual interventions, social advocacy, public policy and program development.

Outcomes

Students will be able to

- demonstrate an understanding of the role of victim service providers in addressing the needs of victims;
- demonstrate competencies that will effectively help to reduce victim suffering and to bring about timely recovery; and
- demonstrate organizational skills so that they can deliver their services effectively, efficiently and ethically.

Essential Components

- history of victim services
this includes early concepts, first victim services, the evolution of funding sources, etc.
- victim rights
- diversity in cultures, populations and barriers to services
- continuum of services
this includes both the ideal way things should happen and the real way things happen
- needs assessment
this includes assessing immediate need/triage as well as short and long term needs and continued reassessment based on the changing needs of the victim
- victim service skills
this includes communication, safety planning, do's and don'ts when dealing with a victim, problem solving, death notification, case management, dealing with grief

and loss, etc.

- referral and resources
- interventions
 - this includes crisis intervention (e.g. making sure victim is in a safe place, that physical injuries are being tended to), mid-term intervention (e.g. locks for doors, accessing victim compensation), and long-term intervention
- prevention and risk reduction
- outreach
 - this includes taking services to people, being sensitive to peoples privacy, using unique approaches, educating about risk awareness, etc.
- financial remedies
- program management
- social advocacy
- professional issues
 - this includes professional role and identity, compassion fatigue, certification and licensure, etc.
- legal issues
 - this includes confidentiality, duty to warn, informed consent, restraining orders, etc.
- ethics
 - this includes, conflict of interest, values, client respect, etc.

Related Academic Courses in Victim Services Curriculum

Judicial Process in Victim Services

- judicial systems
- role of criminal justice agencies
- criminal justice procedure
- victim rights

Violence within the Family

- family dynamics
- domestic violence
- sexual assault

- child abuse
- elder abuse
- financial exploitation
- homicide
- role of drugs and alcohol

Trauma and Grief

- individual responses to trauma and coping mechanisms
- psychobiology
- survivor guilt
- victim vs. state needs
- unsolved cases
- executions
- exoneration of believed offender
- secondary victimization

Theories and Philosophies of Justice

- law and order movement
- evolution of offender management
- rehabilitation vs. restitution
- restorative justice
- mediation/reconciliation
- victim centered views of justice
- parallel justice

Financial Remedies

- crime victims' compensation
- civil remedies
- insurance
- restitution
- offender accountability vs. making the victim whole
- notoriety for profit and Son of Sam laws
- emergency financial issues
- employer intervention

Issues for Victim Service Providers

- vicarious trauma
- stress management
- self-awareness/assessment and values

- burn-out
- PTSD
- boundaries
- transference and countertransference
- compassion fatigue
- addictive behaviors
- substance abuse
- coping skills

Intervention Skills

- theories of counseling
- active listening
- safety planning
- how to give information to victims
- evaluation and treatment protocols
- suicide assessment
- DSM IV
- teaching coping skills
- crisis intervention
- case management
- support services (e.g. emergency shelter)

Victim Services Organizational Management

- program development
- organizational structure
- bureaucracy
- networking
- navigating the system
- referral and resources
- collaboration/interagency agreements
- grant writing
- technical writing
- dealing with the media

Diversity and Cultural Competence in the United States and the World

- race
- religion

- age
- SES
- culture

Research

- introduction to the scientific method
- overview of research methods
- reading/writing a research report
- problem and hypothesis formulation and theory testing
- experimental and quasi-experimental designs
- logic of causal inferences
- descriptive and inferential statistics
- application of quantitative methods and computer statistical programs

Program Evaluation

- defining program goals and objectives
- evaluation to improve service, for long range planning, for realistic expectations, and political utility
- types of outcome evaluation (e.g., follow-up studies, client-type comparison, etc.)
- relationship of cost, effectiveness and consumer satisfaction
- continuous improvement models
- evaluation as a social change technology

Practicum and Internships

At least one semester of practicum under the guidance of both an academic supervisor and an agency supervisor in order to expose student to a broad array of appropriate tasks and agency dynamics.

Outcomes/Objectives

- application of theory to practice.
- understand both criminal justice and community based victim service programs
- identify career goals by giving the student a career experience within victim services.

- develop relationships with victim service practitioners who may aid the student in finding future employment.

Essential Components

- 120 hours of experience
- agency interview
- creation of a resume
- agency/university MOU with specific internship description
- university internship meetings
- weekly agency supervisor meetings
- academic supervision
- perform professionally within the placement
- submit journal
- submit midterm and final evaluation

Summary

The development of a comprehensive curriculum of study is a complicated endeavor. The courses identified in this report are the product of many contributors who offered insights in facilitated group discussions. While these discussions were directed toward a stated objective, they often meandered down a multitude of labyrinthian paths that were influenced by the thoughts of the various academic disciplines, the realities of the various agencies represented by the practitioners, and the emotions of the various personal experiences. Needless to say, the courses and components offered merit further study, debate and potential revision.

Irrespective of these limitations and the call for further consideration, the initiative to identify these academic courses and their basic components demonstrates the commitment of a few from academe and the field of practice to develop the realm of study for an emerging profession. The contributors to this product should be recognized for their progressive thinking and leadership.

The courses identified for this curriculum comprise what is believed to be a comprehensive course of study for institutions of higher education to consider in the development of a victim services academic program. While the study of victim services may take place within a variety, and sometimes seemingly disparate, academic areas, it is important to recognize and support the essence of core and critical knowledge and the implied competencies identified.

Developing this list and major components of these courses is but a starting point.. Specific competencies should be further identified for each of these areas. This is the next step in the evolution of academic support for this emerging profession.

2003 American Society of Victimology Participants

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*Recommendations For Academic Courses
and Competencies in Victim Assistance*

Dick Andzeng
St. Cloud State University
St. Cloud, MN

Wende Baker
FBI – Kansas City Division
Kansas City, MO

Jan Bechtel
Pennsylvania Comm. on Crime
and Delinq.
Harrisburg, PA

Michael Birzer
Washburn University
Topeka, KS

Judy Brunhoeber
Wichita Police Dept
Wichita, KS

Tracy Clark
Ontario Office for Victims of
Crime
Toronto, Ontario, Canada

Renny Cushing
Murder Victims Families for
Reconciliation
Cambridge, MA

Fran Davis
Univ of Missouri at Columbia
Columbia, MO

John Dussich
Tokiwa University
Japan

Leigh Ebbesmeyer
Iowa Coalition Against Sexual
Assault
Des Moines, IA

Christine Edmunds
Deerfield Beach, FL

Rick Ellis
Washburn University
Topeka, KS

Colleen Fitzpatrick
University of Northern
Colorado
Greely, CO

Shari Konarske
U.S. Atty's Office – Northern
Dist of Iowa
Cedar Rapids, IA

Stephanie Frogge
Sam Houston State University
Huntsville, TX

Lee Ladue
St Cloud State University
Women's Center
St. Cloud, MN

Mario Gaboury
University of New Haven
West Haven, CT

Tomoko Masaki
Victim Support Cntr of Tokyo
Tokyo, Japan

George Garner
William Woods University
Fulton, MO

Flora Myambi
St. Cloud State University
St. Cloud, MN

Joan Gay
U.S. Attorney's Office – Kansas
Wichita, KS

Dan Petersen
Washburn University
Topeka, KS

Debra Guckenheimer
Overland Park, KS

Gwen Petersen
Shawnee County District
Attorney's Office
Topeka, KS

Marisol Casanova Guzman
U.S. Dept of Justice Victim
Assistance
Rio Grande, Puerto Rico

Mary Pollack
Kansas City Police Department
Kansas City, KS

Kristine Hart
Washburn University
Topeka, KS

Stanley Pryor
Office for Victims of Crime/
TTAC
Fairfax, VA

Laura Ivkovich
U.S. Dept of Justice – OVC
Washington, D.C.

Jaime Richardson
Kansas City Police Department
Kansas City, KS

Cliff Roberson
Washburn University
Topeka, KS

Mary Jo Speaker
U.S. Atty's Ofc – Eastern Dist
of Oklahoma
Muskogee, OK

John Stump
Kansas City Police Department
Kansas City, KS

Velma Thomspson
Wichita Police Department
Wichita, KS

Thomas Underwood
Washburn University
Topeka, KS

Lynn Van Dolan
Moberly Area Community
College
Moberly, MO

Steve Walker
California State University at
Fresno
Fresno, CA

Chuck Wilson
Kansas City Kansas Community
College
Kansas City, KS

Kendra Yoder
University of Missouri at
Columbia
Columbia, MO

