

## **Justice Institute of British Columbia COURSE OUTLINE**

**Course Code:** AVS210

**Course Title:** Alberta Victim Advocate Training Update - 2010

**Prerequisite Courses:** Successful completion of Alberta Solicitor General and Public Security, Victims Services Advocate Certification prior to December 31, 2010 and acceptance into the training by the Alberta VS Training Supervisor.

**School:** School of Community and Social Justice

**Division/Academy/Centre:** Centre for Counseling and Community Safety

**Previous Course Code & Title:** N/A

**Course First Offered:** February 17, 2011

<b># of Credits:</b>	<b>1.0</b>
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**Course Description:**

This fourteen (14) hour course introduces participants to the concept and terms that are relevant to the following emerging crime trends; e-crimes, online sexual exploitation, human trafficking and gender diversity. Through online material and evaluations, participants will acquire a basic understanding of how to assist victims of crime and trauma.

**Course Goal(s):**

At the end of this fourteen (14) hour course participants will have a basic understanding of e-crimes, online sexual exploitation, human trafficking and gender diversity as well as the impact to society and individuals.

**Learning Outcomes:**

Upon successful completion of this course, the learner will be able to:

**1. E-Crimes**

- Provide support and assistance to victims of identity theft
- Provide support and assistance to victims of identity fraud
- Provide support and assistance to victims of internet-based fraud
- Become familiar with the criminal code definition for identity theft
- Become familiar with the definitions relevant to e-crime
- Describe the financial and emotional impact of e-crime
- Gain an understanding of how offenders gain access to a persons identity / personal information
- Gain an understanding about the methods criminals use and ways to prevent victimization
- Provide referrals that will be relevant to persons who have been a victim of an e-crime

**2. Online Sexual Exploitation**

- Describe what online sexual exploitation is
- Identify types of online sexual exploitation
- Identify unique circumstances of online sexual exploitation
- Describe possible characteristics of the victims
- Identify the factors that increase susceptibility to online sexual exploitation
- Identify community resources
- Describe best practices for assisting victims and their families
- Identify factors that increase susceptibility to critical incidents
- Describe how our understanding of online sexual exploitation has evolved over recent years

**3. Human Trafficking**

- Understand what human trafficking is
- Recognize identifying factors of a victim of human trafficking
- Identify which forms of available assistance may be relevant for a victim of human trafficking, and how to help a victim to access that assistance
- Develop an understanding of the existence of human trafficking on a world wide, national and local level
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**4. Gender Diversity**

- Understand basic information about sexual minorities and gender variance
- Be aware of your own attitudes and assumptions regarding people who are lesbian, gay, bisexual, intersex, transgender, trans-identified, transsexual, two-spirited, queer or questioning (LGBTQ)
- Understand the special challenges and fears of LGBTQ victims of crime
- Be able to respond appropriately to victims of crime who are part of a sexual minority
- Identify LGBTQ-friendly community resources for victims of crime
- Become familiar with terms and definitions that may be used with respect to gender diversity
- Become familiar with the criminal code as it relates to hate crimes

**Course Topics/Content:**

- N/A

**Text and Resource Materials:** Use APA style; specify chapters where applicable. ([APA Style Guidelines](#))

**Required:** N/A

**Recommended:** N/A

**Course Level:**

x	First Year		Second Year		Third Year		Fourth Year
	Graduate		Other (describe):				

**Equivalent Course(s) within the JIBC:**

**Class Delivery Methods:**

Some courses are delivered using a range of methods within one class (course section) or alternative methods in different classes. Please outline the most common delivery options used for this course. The total class hours should be the same for each option.

<b>Delivery Methods</b>	<b>Class Option A (Hours)</b>	<b>Class Option B (Hours)</b>	<b>Class Option C (Hours)</b>	<b>Class Option D (Hours)</b>
Classroom/Lecture/Discussion				
Simulation/Lab				
Practicum/Fieldwork				
Online	14			
Correspondence				
<b>Total Class Hours</b>	14			

**Comments on Delivery Methods:**

Delivery is a combination of online study, workbook and quizzes.

**Course Grading System:**

Letter Grades	Percentage	x	Pass/Fail
Complete/Incomplete	Attendance Only		

<b>Passing Grade:</b>	Quizzes 70%
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**Evaluation Activities and Weighing:**

Final Exam	%	Assignments	%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	%	Other	%
Quizzes/Test	%	Simulations	%	Practicum	%	<b>TOTAL</b>	<b>100%</b>

**Comments on Evaluation Activities and Weighing:**

Participants are evaluated on their online participation and the achievement of 70% or more on the quizzes (4). Where improvement is necessary to successfully complete the course, participants will be so advised by instructors/coaches.

**Other Course Guidelines, Procedures and Comments:**

N/A

View official versions of related JIBC academic regulations and student policies in the *JIBC Calendar* on the following pages of the JIBC website:

**Academic Regulations:**

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

Student Academic Integrity Policy  
Academic Progression Policy  
Admissions Policy  
Academic Appeals Policy  
Evaluation Policy  
Grading Policy

**Student Policies:**

<http://www.jibc.ca/programs-courses/jibc-calendar/student-policies>

Access Policy  
Harassment Policy – Students  
Student Records Policy  
Student Code of Conduct Policy

**JIBC Core Competencies**

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

**Critical thinking**

Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.

**Communication, oral and written**

Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.

**Leadership**

Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.

**Independent learning**

Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.

**Problem solving**

State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.

**Interpersonal relations**

Know and manage oneself; recognize and acknowledge the needs and emotions of others including those with diverse backgrounds and capabilities.

**Inter-professional teamwork**

Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.

**Information literacy**

Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.

