

## Teaching Victimology: Yesterday, Today and Tomorrow – A South Australian perspective

Michael O'Connell<sup>1</sup>

This chapter explores the evolution of Victimology in Australia, with a focus on South Australia - the first state to introduce an academic subject on Victimology. Although Victimology is now taught in tertiary institutions across Australia, it continues primarily to be a subject or module in under-graduate and post-graduate courses on Criminology, Criminal Justice or Law. Therefore, Victimology in Australia is focused, with few exceptions, on the study of victims of crime, which is consistent with Benjamin Mendelsohn's original concept of a Penal Victimology. Conversely, in 2015, the University of Western Australia, Tokiwa University and the World Society of Victimology partnered to convene a multi-disciplinary course on General Victimology, which has not been repeated in Australia. Furthermore, issues, such as victims' rights are also integral to police training in all states and mainland territories. The chapter concludes with a speculative commentary on the future of Victimology.

### Key Words

Victimology – Criminology - victim assistance – victims' rights - criminal justice – training - education

Over the past six decades, concern for victims of crime has grown dramatically, as has the discipline – perhaps social science – known as Victimology (O'Connell 2008). Developments in the measurement of victimisation, awareness of the short-comings in criminal justice response to victims, and knowledge on what works, on what does not and what is showing promise in relation to assisting victims deal with the effects of crime have driven an array of law reforms and procedural changes across Australia. Academics have also advanced theoretical frameworks in better understanding why some individuals and groups are victimised as well as confirmed victims' needs and expectations.

Scholars, such as Professor K Chockalingam of India have been at the forefront in both research and advocacy to improve outcomes for victims of crime. This chapter on teaching Victimology in Australia is dedicated to him. It focuses on the evolution of training and education in South Australia because that state took the lead in the 1980s. Before doing so, it outlines the development of victim assistance and victims' rights in that state as it was against a backdrop of such that discussions on Victimology as an academic endeavour began. The chapter summarises the status of Victimology in Australia today then speculates on its future.

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<sup>1</sup> Michael O'Connell AM APM | Secretary-General, World Society of Victimology | Vice President, NGO Alliance on Crime Prevention & Criminal Justice | Victim Advocate, Second Chances SA | Member, International Network Supporting Victims of Terrorism & Mass Violence (INVICTM) | Foundation Member & Board Member, Victim Support Asia (VSA) | White Ribbon Ambassador | Australia Day Ambassador | E mjoco0759@gmail.com | W <https://consultingvictimologist.com>

## **Development of victim assistance and victims' rights**

In the 1960s and 1970s, South Australia was not a leader in law reform or procedural change to benefit victims of crime. In 1969, for instance, it became the third state to introduce a state-funded victim compensation scheme. It was not a pioneer either in setting up shelters for women and children escaping domestic violence or establishing a rape crisis centre and medical services for victims of sex offences. Similarly, in 1979 it followed others when a group of families bereaved by homicides gathered to form a self-help group, which soon became known as the Victims of Crime Service (VOCS). VOCS, under the stewardship of its first executive officer Ray Whitrod, aimed "to provide support for victims, and to press for reforms in the criminal justice system" (Whitrod 1986, p.296)

As that decade closed, however, South Australia assumed a lead and has in many ways done so since. In 1980 an Inquiry into Victims of Crime commenced. The committee comprised senior staff of the criminal justice agencies, the women's advisor to the Premier and the executive officer for the VOCS. The chair was Peter Grabosky the Director of the Office of Crime Statistics. After seven months, the committee produced a report, which was released in 1981. It was the first victim-centric review of an Australian criminal justice system; and, according to Whitrod (1986), the first in the world to probe the needs of victims of crime. The committee made sixty-five recommendations that both the Liberal Attorney-General, Hon. Trevor Griffin MLC and the Labor Shadow Attorney-General, Hon. Chris Sumner MLC undertook to implement as opportunities arose.

This report appeared before the widely acclaimed report of the USA President's Task Force on Victims of Crime (1982). Both reports pointed to a plethora of feelings of injustice. They made common observations about the criminal justice system being a source of secondary victimisation, and the imbalance between resources expended on offenders as compared to those available to victims. Both reports also acknowledged that victims should be protected; the criminal justice system should become more responsive to victims' needs; and, victims need assistance to deal with the effects of crime. These reports fuelled debate on victims' rights, which are integral, said Mawby (1988, p.133) for the majority of victims for whom "crime is an irritant rather than a crisis". Notably, four years on in South Australia and in the USA, significant reforms had happened, and more were happening.

The pace of reform and the magnitude of change in the 1980s in South Australia was, in a relative sense, remarkable. In 1981 South Australia hosted the first National Symposium on Victims of Crime at which several speakers contended that many of the problems for victims in the criminal justice system stemmed from insensitivity fuelled by police, lawyers' and judges' ignorance. They added that it was absurd that these people were not educated on how to properly deal with the human suffering they faced almost daily; and, recommended better training and education.

In September 1985, the Hon Chris Sumner as then Attorney-General introduced the state's and Australia's first declaration on victims' rights. He modelled the declaration on the Declaration of Basic Principles of Justice for Victims of Crime and Abuse of Power (1985) drafted earlier that year at the United Nations Congress on the Prevention of Crime and Treatment of Offenders, Milan Italy. Hon Chris Sumner had led the Australian delegation during the sessions on victims of crime at the Congress (Sumner 1985; see also Grabosky 1985). Thus, South Australia became one of the first jurisdictions in the world to endorse the United Nations declaration – in fact, it did so two months before the General Assembly resolved likewise to endorse it.

Furthermore, the Government of South Australia by Cabinet direction required all government departments to the extent reasonably practical to give effect to the declaration on victims' rights. Via the Attorney-General, it also mapped out an array of legislative reforms, including amendments to the state-funded victim compensation scheme, such as raising the maximum sum payable to \$50,000, setting up a dedicated fund to ensure money was readily available to pay compensation to victims of crime and pay for other assistance, and introducing victim impact statements – yet another Australian first.

Government departments responded. For example, in 1986 the South Australia Police gazetted the declaration then issued a Police Commissioner's Office Circular 'Victims of Crime' (1988) with specific guidelines on how police staff were to respond to victims and their rights; and in 1987 the police established a Victims of Crime Branch to coordinate its victim-oriented activities (Woodberry 1989). It also successfully piloted a Victim Contact Officer (Litster, Russo & Helbig 1988), and soon after appointed the inaugural Victim Impact Statement Coordinator (O'Connell 2009). The police were transitioning from a reactive force to a community service and revisiting the prevention of crime as its primary purpose. In 1987 the Commissioner of Police David Hunt (1987) asserted that the process of victimisation involves: crime causation; the crime; and, the effects of the crime. He linked this process to crime prevention in *Victims Past, Victims Future* (South Australia Police 1987). Like Schneider (1985), the police highlighted the importance of reducing the number of "victimogenic situations" (Schneider 1985, p.15). Other departments followed, such as the Department of Correctional Services (1988).

The Government in addition determined to ground its reforms on inquiries and research findings. In the mid-1980s, task forces were charged with examining responses to domestic violence (South Australia Domestic Violence Council 1987) and child sexual abuse (South Australian Government Task Force 1986). The Government felt these victims were "in need of close attention" (Office of Crime Statistics 1988, p.4) Amendments to the state-funded compensation scheme were informed by a survey of victims of crime (O'Connell 2015). Reforms to the criminal justice system were informed by another survey of victims of crime (Gardner 1990), which was based on that conducted by Shapland, Willmore and Duff in England (Shapland et al 1985). The Government also planned an evaluation of victim impact statements, which did not begin until the early 1990s (see Erez, Morgan & Roeger 1994). Additional data came from national crime victim surveys (for example, Australian Bureau of Statistics 1986)

The Government as well drew on the momentum to reform other laws. It, for instance, gave prosecutors the power to ask courts to review bail decisions; broadened rape laws; abolished unsworn statements in all cases; introduced new offences to counter threatened and actual violence; and amended sentencing laws. It also supported the transition in policing and promulgated a state-wide crime prevention plan, *Together against Crime*. Although the Labor Government and Liberal Opposition emphasised an association between victims' rights and crime control, neither exploited, as happened in the USA (Dubber 2002), the 'war on crime' rhetoric.

The flurry of initiatives and activities served as the backdrop for discussions on training and educating those who deal with victims. Professionalisation became the catchcry of those urging agencies to tackle their failures to meet victims' needs (O'Connell 2015). Higher standards of service required reflective practitioners. Some scholars and practitioners recognised that higher education could play a central role to enhance the knowledge and skills of those dealing with victims by advancing the new discipline known as Victimology.

## Teaching Victimology: Yesterday

In 1986 in South Australia discussions began on the introduction of Victimology as a core subject for students undertaking the Graduate Diploma in Public Sector Management (Justice Administration) and those undertaking the Associate Diploma in Business (Justice Administration), as well as an elective for students undertaking the Bachelor of Business. In the mid-1980s Victimology was a relatively new subject in Australia but it had been taught in Canada, United States of America, England and other European countries. As Dussich (2003, p6) said, for instance, “[Victimology had been taught in the United States since the mid-1960s] as subtopics to existing courses in Criminology, Sociology, Psychology, and social work”.

Benjamin Mendelsohn, a Father of Victimology, first argued for a penal victimology, which, as the opposite of Criminology, would study victims of crime but later he favoured a general Victimology, which would be the study of all victims (Dussich 2003; O’Connell & Hayes 2019). Notwithstanding, given the political imperatives, the scope of the Victimology subject in South Australia was agreed to be victims of crime (Bishop 1986). Its purpose was to develop analytic perspectives and techniques for understanding the ways victims are dealt with by police, prosecutors, courts staff, the magistracy and the judiciary.

Then Attorney-General, the Hon. Chris Sumner, who introduced the state’s first Declaration on Victims’ Rights, drove the development of Victimology as a formal academic subject. He collaborated with Harold Weir, the Justice Administration Coordinator, Elton Mayo School of Management, Institute of Technology. Mr Weir worked with fellow members of the School’s Advisory Panel on Justice Administration, including Ray Whitrod, the executive director of the Victims of Crime Service (VOCS) and member of the World Society of Victimology. Among the first students were David Hunt, Commissioner of Police, Gary Byron, State Courts Administrator and John Dawes, Chief Executive for the Department of Correctional Services.

### Graduate Diploma in Public Sector Management (Justice Administration)

The Graduate Diploma was designed for students with professional interests in the administration of justice (Weir 1986). Victimology was taught over two semesters. The aim of Victimology 1G was “To develop an understanding of the concepts, legislation and practices of Victimology in criminal justice processes”. The aim of Victimology 2G was “To examine cross-cultural theories and practices in the area of Victimology and techniques for evaluating victim services”. Table 1 shows the syllabus for each.

The Graduate Diploma ran over two years, and after students graduated the course was postponed.

### Associate Diploma in Business (Justice Administration)

The Associate Diploma was designed for students seeking to become senior administrators the public sector, but the Justice Administration stream was reserved for police, courts staff and correctional services officers. Victimology was one of four subjects Justice Administration students were required to complete. It covered the development of Victimology and theoretical fundamentals, victims in crime causation and control processes, the victimisation process, the effects of crime and treatment, restitution and compensation, and the plight of victims of particular offences, including ‘groups at risk’ and victims of sex offences.

The Associate Diploma in Business (Justice Administration) ran for several years; however, in 1990 the Institute of Technology merge with over tertiary institutions to form the University of South Australia. To coincide with the merger, responsibility for the Associate Diploma transferred to the state's Technical and Further Education Colleges (TAFE). The Adelaide TAFE campus established a Justice Studies Department and a new Associate Diploma Justice Studies was introduced.

#### Associate Diploma Justice Studies

Once again, the Hon. Chris Sumner, Harold Weir and Ray Whitrod played a central role in developing Victimology as a core subject in the new Diploma. They were helped by other members of the committee of the Australasian Society of Victimology, including then Commissioner of Police, David Hunt (Hunt 1990).

Instead of a textbook, Mr Weir and Mr Whitrod wrote five booklets that TAFE published. Each booklet covered a component of the subject, which students were expected to complete over three weeks, that is fifteen weeks in total. These booklets were used for students class attendance and distance education students.

Initially, Harold Weir and Ray Whitrod taught Victimology, but on Mr Whitrod becoming unwell, Mr Weir asked Michael O'Connell who was then the inaugural Victim Impact Statement Coordinator, to co-lecture. On Mr Weir's retirement, TAFE opened Victimology to all justice studies students. It employed a senior police officer, Peter Woite, as the principal lecturer on Victimology but Mr O'Connell continued to lecture on theoretical Victimology. Mindful of the principles of pedagogy (see Bishop & Jerin 2014), Woite and O'Connell combined practical, thought provoking exercises with lectures on theoretical concepts and objective analysis of research findings, among other sources. Such said, they endeavoured to traverse the divide between education and training, especially for students from criminal justice agencies such as the police. As Dussich (2003, p12) states,

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.

This quote is apt because on the turn of the century, TAFE tasked Michael O'Connell, as an expert and adult educator, to rewrite the Victimology curriculum as competency based. This became necessary as the national training framework was adopted across Australia and the focus was on competency-based training and education. O'Connell, however, insisted on keeping theoretical perspectives, so the subject kept educative elements, rather than become out-service training for police, correctional service officers, and court staff. Student appraisals confirmed students' want for knowledge rather than 'rope learning' of law and procedure.

Figure 1 states the aim and summarises the syllabus for the subject. It is evident that the educational aspect succumbed, at least partially, to the training aspect. Nevertheless, that the police continued to complete the subject as a core subject of promotion to Sergeant or above remained a constant and yet another first for South Australia.

#### Police Training

Coinciding with the advance in Victimology, the South Australia Police introduced lessons on victims' rights, victim impact statements and dealing with victims for recruits, and for those already graduated, a series of in-service training courses were offered. Such training aimed to avoid the exacerbation of victim suffering and trauma; and, to ensure police staff

respected victims' rights. Key stakeholders contributed; for example, in one-year VOCS staff participated in training over 1,000 from cadets to commissioned officers (Paterson 1992), which equated to over one quarter of the department's staff.

Like training was adopted by all police services in Australia in the 1990s, and as well the Australasian Police Commissioners' Conference charged a working group with auditing the victimological training and education in each department. All Commissioners acknowledged the police have an obligation to weigh and examine all issues cautiously, and to always remember fundamental legal tenets such as the presumption of innocence and the rule of law. However, they also concluded that the police may have been serving the criminal justice system rather than those who suffered as a result of crime. They recognised that the police are in a unique position to observe trauma and suffering of victims of crime (Hunt 1987; 1988; see also NCVAW 1993). Moreover, respecting victims' rights and assisting victims, like other people, in times of crisis, are central to the shift from crime-fighter to service provider (O'Connell 2009). In 1995, the Commissioners agreed to 'victims of crime' as a standing item on the annual agenda.

Listening to victims has an impact on police, an effect that can make listening difficult. Although references to vicarious trauma were far less evident at the time. As the 1990s closed, several speakers (Wilson 1991; Eijkman 1991; O'Connell 1991) raised concerns about police becoming victims at a national conference convened by the Australasian Society of Victimology. Eijkman (1991) pointed to the implications for education in policing. Charles Sturt University, which offered a Bachelor of Justice (Policing Studies) via correspondence to police across Australia, introduced a psychology on policing subject on personal well-being that grappled with some of the concerns, including police as victims. This subject partnered another that dealt with contemporary issues in policing, such as domestic violence, child abuse and sexual violence.

In 1998 the Attorney-General, Hon Trevor Griffin MLC commissioned a Review on Victims of Crime. He recruited a police officer and lecturer on Victimology, Michael O'Connell, to lead the review, which resulted in a three-volume report. Among the reviewers' tasks was an examination of training on victims' rights, needs and assistance in South Australia. They recommended (Justice Strategy Unit 1999):

"Police should continue to receive compulsory initial and ongoing training and education on Victimology, including how to respond to victims empathically and constructively, and in a culturally sensitive manner" (Rec 19).

"All agencies that have contact with victims (no matter whether that agency provides exclusively service for victims) should ensure their staff is adequately training on victim issues" (Rec 44).

The then Commissioner for the South Australia Police, Mal Hyde, endorsed the bulk of the recommendations impacting police. He gave an undertaking to keep victimological issues central in recruit training, and he undertook to keep Victimology as a core subject in the Advance Diploma on Policing, which was integral to promotional scheme. His undertakings have prevailed to this day with each subsequent Commissioner pledging to maintain the leadership in the field of Victimology first shown by David Hunt in the mid-1980s.

Each year 2001 to 2006, Victimology students completed exit surveys (O'Connell 2009). Most of these students were police officers. Most students stated that the studying Victimology was worthwhile. Some police students elaborated on their views; for example,

"Very interesting [I am] thinking differently to when I came in."

“As a police officer, I got a lot of benefit from completing [Victimology].”

“Interesting and informative.”

“Victimology really highlighted to me the deficiencies in [the police] handling and understanding of victims.”

The students' positive appraisal and comments do not necessarily indicate that police treat victims better. Real education is more than raising awareness and imparting knowledge. Real education should bring about changes in interpersonal behaviour such as listening respectfully to victims through to victim-centric changes in procedures governing police activities. On this point, three senior police officers – one assistant commissioner and two superintendents – each observed fifteen or more years after completing Victimology that they valued what they learnt and tried to act accordingly. One superintendent added that as a student he thought much of the subject was “crap” but as a far more experienced officer he wished he had listened more closely and had such realisation earlier.

Regarding other agencies, the commitment to training and education has been mixed. Court staff rarely, if ever, participate in the TAFE Justice Studies programme. Correctional Services withdrew more than a decade ago, to pursue professionalisation via a degree course offered by the University of South Australia, which was adapted from a course devised in New South Wales specifically for correctional staff. Rape and Sexual Assault Services staff had in-service training for its social workers and medical staff, which continues. This agency is also a member of National Association of Services against Sexual Violence (NASASV) and adheres to its 'standards of practice, including training standards (for example, NASASV 2015). The Education Department approved the inclusion of a module on victims and the law in the Legal Studies curriculum for Year 11 students, which led to the module being available, not compulsory, to students in South Australia and the Northern Territory (O'Connell 2005).

Post the Review on Victims of Crime, and considering gaps in child protection, South Australia Police, Public Prosecutors and Families SA staff collaborated with TAFE SA to develop a Certificate course on Child Protection. The course was embedded in the Code of Practice for the Investigation of Child Abuse and Neglect. The police commitment was not questioned; however, prosecutors argued they need only attend those lessons pertinent to their role in the criminal justice system, and some Families SA social workers challenged the value of course given their existing qualifications. Eventually, all agencies withdrew from the joint course; and, instead, the police introduced an internal course for officers specialising in the investigation of child abuse. Likewise, the police introduced an internal course for officers dealing with victims of domestic violence. These courses have been revised and restructured to accommodate findings of Coronial inquests into the deaths of Zahra Abrahamzadeh, a victim of domestic violence, and Chloe Valentine, a victim of criminal child neglect, as well as the recommendations of Royal Commissions (for example, Royal Commission into Families SA and Royal Commission into Institutional Responses to Child Sexual Abuse).

### **Victimology: Today**

At the National Conference on Victims of Crime in 2000, Professor Arie Frieburg (2000, p.) observed that universities and other educational institutions could provide education and training to improve the skills of those working with victims of crime. He pointed out that universities could also provide an independent monitoring and evaluation service to ensure that victim support services are effective, and especially are not harmful.

Notably, there was no and still is no Bachelor of or major in Victimology. An exception happened in the mid-1990s when the University of Melbourne and the Victoria Government's Victim Referral and Assistance Scheme collaborated to develop a post-graduate course on victim services.

An audit revealed that training was inadequate for VRAS referral staff and psychologists working under the scheme. Thus, VRAS and university staff determined that specialised training was needed for psychologists who treated victims of crime, so VRAS sponsored a position in the university for an initial period of three years to develop a course on victim services. University staff reviewed courses offered elsewhere, including 'summer institute' offered at the California State University, Fresno that covered four subjects: domestic violence; victimology, community services dealing with victims, and law and policies regarding victim services. The review also examined the Victim Assistance Program at Washburn University, including the intensive course covering concepts of victim assistance, an historical review of victims, ecological perspectives of victimisation, attitudes towards violence and victimisation, impact of stress, trauma response, barriers to services, the justice system and victims, victims of specific victimisations such as sexual assault, and victim advocacy.

Commencing in 1999, the University of Melbourne's School of Criminology began a course comprising six subjects, including Victimology; assessment and treatment of victims; organisational issues, such as service delivery methods; Criminology; and, special needs groups. Those who designed the course expected it would evolve, and not look the same after a few years (Frieberg 2000). It did not evolve, VRAS funding ended and the state's political environment changed.

Today, in the tertiary education sector, Victimology is taught as a subject or module in at least one university in most states in Australia (see Figure 2). The syllabi are like that proposed in 1986 for the Institute of Technology and later adapted by TAFE. Theory still plays a critical role in helping students make sense of the victimisation process, the effects of criminal victimisation and so on. Dussich (2003, p.13) says, "[such] grounding in the potential causes of victimization can provide the student with a framework to critique victim policy, reduce victimization risk, and appreciate the broader context of victimization risk as criminal justice agents, first responders, and service providers".

In 2015, the World Society of Victimology's (WSV) triennial international symposium on Victimology was held in Perth, Western Australia. The only time prior that Australia hosted the symposium was in 1994 in Adelaide when a concurrent session was dedicated to training and education on Victimology. In 2015, consistent with a practice introduced in 2003, the symposium coincided with a one-off course on Victimology, victim assistance and criminal justice, which was jointly convened by the University of Western Australia, Tokiwa University and the WSV. The course comprised two full days of lectures, four days of the symposium and two extra days for students' presentations. Given the diversity of the lectures, which included theoretical perspectives, victims of crime, victims of abuse of power and victims of disaster, the course as a whole was more akin to General Victimology than Penal (or Criminal) Victimology.

Since 1984, the WSV organises international courses on Victimology. The first course on Victimology, victim assistance and criminal justice, which is based in Croatia, celebrated its 35<sup>th</sup> year in 2019. Similar courses have been organised in Asia (Japan, Indonesia and India) since 1998; in South Africa since 2003; and, less frequently in Latin-South America (for example, San Salvador 2001, Caracas 2002, and Bogotá 2013). A course was held in the USA in 2006, and the course held in 2018 will be held biannually. A one-off course was held

in 2012 in the Netherlands to coincide with the triennial symposium. The WSV's Executive Committee, including Professor K Chockalingam, in 2015 endorsed an 'Education Policy' that lists the core topics it requires for a course on Victimology, victims' rights and victim assistance (or similar in title).

These are:

- The history of Victimology
- Theoretical issues and perspectives
- Victimological research methods and findings
- The process of victimisation
- The importance and practice of 'evidence-based' victim support and assistance
- Victims and criminal justice, including victims' rights

Later, Professor Chockalingam as the Chair of the WSV Standards and Norms Committee commenced a review of that policy. Although some articles of the policy were amended to accommodate changes in the structure of some courses, the core topics were not altered.

### **Victimology: Tomorrow**

The victimological field has expanded considerably since discussions happened in South Australia in the mid-1980s. The study of Victimology as an academic discipline is now possible in a few Australian universities; however, there is no major or dedicated degree in that subject. Yet, it is possible to attain a PhD with an emphasis on a contemporary issue for victimologists (see, for example, Flynn 2010; Braun 2014; McKinley 2015; Iliadis 2017; Holder 2018). Across Australia there are academics specialising in one or more of theoretical, applied and forensic victimology. There are few, but an increasing number of, textbooks dedicated to victimological issues; however, there is no uniquely Australian textbook solely on Victimology. Two of Australia's leading Criminology textbooks – both in their 5<sup>th</sup> edition – have had a chapter on victims and criminal justice since first published (Prenzler & Hayes 2019; Palmer, de Lint & Dalton 2016).

The exact direction of Victimology cannot be predicted, so some of that following is speculative. The core and common topics, such as the process of victimisation, will likely continue to shape Victimology for years to come. There are too many victims of crime and too many victims who are treated ambivalently by those from whom they seek assistance. There is still much to learn about the efficacy of treatment, and so on. Despite the steps taken to train and/or educate police, lawyers, social workers, psychologists and others, Victimology remains in the main an add-on - compulsory for police officers in some jurisdictions but optional for other police and other professionals.

Victimology tomorrow will need to adapt. As crime mirrors the existing political, social, economic and technological structures, as any of these changes, so will the form and sources of victimisation, among other things. Already the perpetrator can be in one country, commit a crime in another on a victim in yet another country. E-crime will necessitate a cross-border, culturally competent Victimology. Mass violence (including terrorism) is more prevalent, and studies are revealing both the similarities and differences of the impact on victims, compared to victims of other violence. Victims' rights as human rights is a developing discourse in Australia (Kirchengast 2017), so a future topic will be victims of abuse of power. Australia's near neighbours, Indonesia and New Zealand have endured repeated natural disasters. Indonesia has a charter on the rights of victims of natural disasters, so the effects of disasters on victims and their rights and needs will likely feature in future curricula. Victim service providers will require knowledge and skills in online

outreach services and triage trauma techniques for victims of all manner of sources of victimisation, some of which are yet to be known. Reciprocal training of victim service practitioners from different countries is already happening but it will be more common, which will necessitate common standards in training as well as education in the ever-expanding field of Victimology.

One thing will, however, remain constant - people will always be at the heart of Victimology.

FIGURE 1 –

<b>VICTIMOLOGY 1G</b>	<b>VICTIMOLOGY 2G</b>	<b>VICTIMOLOGY</b>
<p>Aim - To develop an understanding of the concepts, legislation and practices of Victimology in criminal justice processes.</p>	<p>Aim – To examine cross-cultural theories and practices in the area of Victimology and techniques for evaluating victim services.</p>	<p>AIM: To provide the participant with a knowledge and comprehension of the scope, concepts, theories and practices of Victimology with an emphasis on criminal victimisation, and the application victimological principles and processes in the justice sector.</p>
<p>Objectives – Students who complete this subject should be able to: Interpret and apply relevant Statutes and Regulations; Explain the philosophical bases of Victimology; Understand the extent and types of Victimology and the characteristics of victims; Evaluate proposals for policy formulation and implementation relevant to victims in Australia's criminal justice systems</p>	<p>Objectives – Students who complete this subject should be able to: Demonstrate an understanding of the results of government enquiries into Victimology in France 1982, USA 1982, Canada 1983; Appreciate the central elements of the United Nations Declaration of Basic Principles of Justice for Victims of Crime and Abuse of Power (1985) and the political assumptions and problems involved in their implementation; Devise efficient evaluation techniques for Victimology policy and research proposals; Understand cultural differences in traumatic stress reactions, therapeutic and preventive measures; Specify types of crimes that are most fear-provoking in various communities.</p>	
<p>Syllabus – 1. History, theory and development of concepts of Victimology overseas, in other Australian states and in South Australia. 2. The South Australian Government's 17 principles, the Statutes Amendment (Victims of Crime) Act 1986, and Criminal Injuries Compensation Act 1978. 3. The preparation of Victim Impact Statements, the role of police and correctional services officers, and the use of VIS in court processes. 4. The interactionist perspectives; types of victims and vulnerability rates; victim resistance, degrees of provocation and facilitation; and, organisations as victims of crime. 5. Impact on individuals and communities; restitution, compensation and retribution; and, prevention programmes. 6. National and state surveys; data from on-government organisations; unreported crimes; and, reasons for reluctance to report.</p>	<p>Syllabus – 1. Introduction of the various applications of the interactionist analytical perspectives to provide a holistic explanation of criminal/victim relationships; different interpretations of the concept of 'victim'. 2. Overseas attitudes of individuals and governments; their differences and agreements. 3. The revision and extension of crime categories beyond those of violence; methods of data collection and information processing., 4. The history and development of the involvement of the United Nations organisations in Victimology theories and principles; extent to which Australian proposals and methods of implementation differ from those of other countries. 5. Comparative research studies of individual and social victimisation processes, consequence and remedies; the functions of adversarial and inquisitorial judicial processes in relation to victims and courts.</p>	<p>Syllabus - 1 The nature and concerns of victimology. 2 Sources of victimological information and empirical data. 3 The theoretical basis for victimology. 4 The victimisation process 5 The effects and consequences of victimisation. 6 Crime victims and the criminal justice system. 7. Criminal justice practitioners and crime victims. 8 Services for crime victims 9 Compensation and restorative justice. 10 Victims with special needs – Families bereaved by Homicide; Road Crash / Trauma; Sexual Assault (including child victims); Domestic Violence</p>

FIGURE 2 –

University	Course & Subject Name	Aims	Content
Open & Griffith (QLD)	Bach Criminology & Criminal Justice  Victimology	Students who complete this subject should be able to: 1. "... examine the ways that victims of crime interact with the criminal justice system and apply research and theory to understand ways to balance victim and offender rights"; 2. "... provide a working knowledge of the theories that explain victimisation risk"; 3. "... critically review the research about crime victims and to enable students to become intelligent consumers of this research"	1. Introduction, History, Course Overview 2. Effects of Victimisation on Individuals 3. Measuring, Prevalence & Patterns of Victimisation 4. Victimisation Theories 5. Effects on Communities and Third Parties 6. Repeat Victimisation 7. Victims and the CJ System 8. Specific Forms of Victimisation 9. Specific Forms of Victimisation 10. Contemporary Issues
Bond (QLD / NSW)	Bach of Criminology  Forensic Victimology	Students who complete the subject should be able to:  1.1 Explain "the theories of victimisation and the role of the victim in the criminal justice system". 1.2 "Apply these theories to case studies and criminal justice issues". 1.3 Critically examine the issues of victimisation, "including false reporting and false victims of the criminal justice system among others". 1.4 Take responsibility for their feelings and actions, and for the consequences of their choices on self and others.	1. The study of victims 2. Rationales for forensic victimology 3. Empirical evidence to identify victims of crime 4. Psychological Aspects of Victimity 5. Intimate Partner Violence 6. Workplace and School Violence 7. Victims of Homicide 8. Sexual Violence 9. Victim Services 10. Victims of the criminal justice system 11. Future of victimology
University of New South Wales	Graduate Diploma & Master of Criminology Graduate Diploma & Master of Law  Critical Victimology	Students who complete the subject should be able to: 1. Understand the reasons for "the removal of the victim from the criminal justice system". 2. Critically evaluate the international and domestic reforms initiated to give victims greater recognition in criminal justice systems.	1. Perspectives on victims of crime as participants in the criminal justice system. 2. The victim of crime as a causative force in the evolution of criminal law, the decline and rise of the victim in criminal justice; the development of victim rights and human rights; and, the status of the victim in law, as well as a participant of criminal proceedings. 3. The theories of victimisation and impact of these theories on policy and practices.

Newcastle (NSW)	Bach Social Science  Victimology	Students who complete this subject should be able to: 1. Develop a theoretical and practical understanding of the victim in criminology (including victimology) 2. Apply this knowledge in a vocation setting, using relevant case examples to demonstrate their understanding.	1.-The scope of victimology as a discreet discipline within criminology, and its role within allied disciplines (such as social work, law, and psychology) 2. Context of the term 'victim' through the discussion of various definitions (legal, social, etc.) 3. The costs of victimisation 4. Victim typologies; including victims targeted on the basis of; age, gender, or ancestral origin 5. The victim's position in a modern criminal justice system
University of New England (NSW)	Bach of Criminology Bach of Criminal Justice Bach of Laws  Victimology	Students who complete this subject should be able to: 1. Understand the position and role of victims of crime in criminal justice systems; 2. Understand the victim in criminological contexts.	1. The history of victimology; 2. The rise of victim movement; 3. The nature and extent of criminal victimisation; 4. The victimisation of specific groups; 5. The consequences of victimisation; 6. The relationship between the victim and criminal justice system; 7. The victim's rights in the criminal justice system.
Southern Cross (NSW)	Bach Law & Legal Studies Bach of Laws Ass Degree Law Bach Business  Victimology	Students who complete this subject should be able to: 1. Articulate the fundamental concepts, principles, and theories of victimology. 2. Examine the evolution of crime victims' rights. 3. Critically evaluate the current topics and themes in the field of victimology including victims as participants in criminal justice systems, victims' role in sentencing, the needs of various classes of victims, and non-adversarial justice (e.g. restorative justice). 4. Explore the scope of and types of victims that should be included in the study of victimology.	1. The theories of Victimology 2. The scope, assumptions and concerns of victimology 3 Empirical evidence on criminal victimisation 4. Responses and reactions to criminal victimisation and its impact. 5. Victims and criminal justice, including the evolution of victims' rights internationally and domestically. 6. Victims' relationships with police, prosecutors, court officials and corrections staff 7. Comparative approaches to criminal justice (including non-adversarial justice) 8. Victims' needs and victim assistance. 9. Reparations, including restitution (offender responsibility) and compensation (state and/or third-party responsibility)
Charles Sturt (NSW)	Bachelor of Policing Bachelor of Policing (Investigations) Bachelor of Public Safety and Security Diploma of Policing Investigations Diploma of Investigations  Theoretical, Applied and Forensic Victimology	Students who complete this subject should be able to: 1. Apply the principles and practices of victimology to improve outcomes for people they encounter in dealing with criminal victimisation, including the investigation of criminal offences.	1. The scope and theories of victimology, and its role in the investigation of crime; 2. Direct and indirect victims of crime; 3. The functions of a Family Liaison Officer; 4. Strengths and weaknesses of witness information, and obtaining accurate and credible evidence to assist investigations and prosecutions; 5. Victims' rights and the investigator's obligations; 6. Groups at risk / vulnerable victims, including elderly, children, people with disability and culturally and linguistically diverse people.

La Trobe (VIC)	Bach of Criminology	Students who complete the subject should be able to: 1. Examine the concept of 'victim' in domestic, regional and international contexts 2. Apply the theoretical perspectives and practical understandings of victimology.	1. Contemporary issues in victimology, including the definition of victim, the concept of an 'ideal victim' and its impact on people's perception of victimhood. 2. Victimological theories. 3. The impact of victims' rights on common law/adversarial and civil law/inquisitorial justice systems, and alternative approaches to criminal justice (including restorative justice) 4. The application of victimology in legal and social contexts.
University of South Australia (SA)	Bach of Criminal Justice  Victimology	Students who complete this subject should be able to: 1. Understand the prevalence and impact of victimisation, and responses (of offenders, the criminal justice system and society more broadly) to victims of crime.	1. The evolution of victimology in 'social science'. 2. Victimisation statistics and other sources of data. 3. Victims' rights - relevant legislation. 4. Societal constructs that influence responses and attributions to victims of crime domestically and internationally.
Edith Cowan (WA)	Bach of Criminology & Justice Bach of Arts (Psychology, Criminology & Justice)  Victimology	Students who complete this subject should be able to: 1. Explain the historical and current perspectives about victims and criminal justice; 2. Critically evaluate the main theories of victimology; 3. Critically discuss the sources and methods of attaining victim data for empirical research; 4. Explain the evolutions of victims' rights in domestic, regional and international contexts; 5. Examine the short- and long-term effects of crimes on victims and others; 6. Explain the victimisation process and the impact of the criminal justice system on victims of crime; 7. Critically evaluate the effectiveness of victim impact statements having regard for the victim's right to access to justice and the victim's well-being and sense of fairness; 1.8 Demonstrate an understanding of justice, including natural and social justice.	1. Defining victims, victimisation and victimology. 2. Victimological research – crime statistics, victim surveys and studies on victims. 3. Victims and criminal justice (with a focus on the Victims of Crime Act 1994). 4. Children as victims. 5. The gender nature of victimisation (for example, gender-based violence). 6. Restorative Justice and other non-adversarial approaches to justice. 7. Special victim groups / groups at risk. 8. The effects of criminal victimisation, including the psychological impact. 9. Significant others as secondary victims. 10. Victims' role in sentencing, including Victim Impact Statements. 11. Victims' rights, victims' needs and criminal justice, and procedural safeguards.
Australian National University (ACT)	Victimological issues taught within Criminology subjects.		
University of Tasmania (TAS)	Victimology a topic within a Criminology subject		
University of Canberra (ACT)	Victimology a topic within a Criminology subject		

Sources:

Bond University <<https://bond.edu.au/subject/crim12-210-forensic-victimology>>

Charles Sturt University < <https://www.csu.edu.au/handbook/handbook19/subjects/JST345.html>>

Edith Cowen University < [https://handbook.ecu.edu.au/unit\\_outline.asp?UCID=7597&V=1.01](https://handbook.ecu.edu.au/unit_outline.asp?UCID=7597&V=1.01)>

Griffith University <<https://www.open.edu.au/subjects/griffith-university-victimology-grf-ccj214>>

La Trobe University < <https://www.latrobe.edu.au/students/your-course/subjects/current/1st2vic-victimology>>

Newcastle University < <https://www.newcastle.edu.au/course/CRIM1020>>

South Cross University < <https://www.scu.edu.au/study-at-scu/units/law00120/>>

University of New England < <https://my.une.edu.au/courses/2020/units/CRIM207>>

University of New South Wales <  
<https://www.handbook.unsw.edu.au/postgraduate/courses/2019/JURD7422/>>

University of South Australia < <https://online.unisa.edu.au/courses/165261/2020> >

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