

## **Instructor's Overview**

### **Training Goal**

This training, *Ethics in Victim Services*, explores common ethical conflicts and how to apply ethical standards and decisionmaking to resolve them. There are several goals associated with this training:

- To create self-awareness and understanding of how attitudes and beliefs influence responses to victims of crime.
- To become familiar with and be able to apply the Standards for Victim Assistance Programs and Providers developed by the National Victim Assistance Standards Consortium.
- To recognize when a person is acting in an ethically questionable way.
- To use a standard decisionmaking process when faced with an ethical dilemma.

The participants will learn information and skills related to:

- Values and responses to victims.
- Ethics in victim services.
- Standard decisionmaking process.

### **Target Audience**

The training is designed for those who work in the field of victim services with at least 2 years of experience. The training material is useful for both supervisors and direct services staff.

To be most effective and best use the participatory techniques in the training, enrollment should be limited to 40 participants.

## Instructor Requirements

Instructors for this course should have:

- Practical experience as a victim advocate/counselor.
- Experience conducting training, particularly experiential and interactive (rather than lecture-based) programs.

## Length of the Training

This training is designed to be conducted in 1 day.

## Using This Instructor's Manual

This instructor's manual is a template to help trainers prepare for instruction and guide the delivery of training. It details the information to be discussed and how to introduce, conduct, and process group activities. It also contains a copy of all visuals (see *Using the Visuals*, below).

Each trainer should draw on her or his knowledge and expertise to enrich the training and provide relevant examples and illustrations, while maintaining the integrity of the training design. To successfully conduct this training, you should become very familiar with all of the concepts and processing notes in this manual as well as the Participant's Manual.

The Instructor's Manual is organized into this overview and the following six modules.

Module 1: Introduction and Training Overview

Module 2: Values and Responses to Victims

Module 3: Ethics in Victim Services

Module 4: Standard Decisionmaking Process

Module 5: Case Studies

Module 6: Closing and Evaluations

An outline is provided at the beginning of each module. The outlines include specific learning objectives, a list of required equipment and materials, preparation instructions, and notification of time required to complete the module. All information and activities within the modules are presented in a timed sequence and have been chosen to help participants achieve the learning objectives for each module.

The following cues appear throughout this manual and are intended to help you determine what to say, when to show slides or overheads, and when and how to conduct activities.



The group activity icon in the margin and the ***bold italic type*** indicate directions for you to follow when leading activities.



This icon and the directive “**show visual**” followed by a number, means that you should show a specific slide or overhead; the text immediately following that directive is intended as an explanation of the information contained on the slide or overhead.

The directives “tell participants.....” or “explain.....” are used to indicate that information following the directives should be verbalized to participants. Paraphrase this information as you present comments or brief lectures. You can use the visuals to guide the brief lectures.

## Using the Visuals

The visuals for this training are designed to provide the trainer with an outline that can be used to guide the activities in each module. The visuals include “talking points” for use during lectures as well as cues for the trainer to conduct an activity, ask for questions from the participants, or transition to the next module. As mentioned above, the directive “show visual” followed by a number, appears throughout the Instructor’s Manual. Within each module, the visuals are numbered sequentially starting with 1-1 (indicating the first slide for the first module). For clarity, the visual number appears at the bottom right corner of the slide. This allows the trainer to determine, at a glance, both the module number and the number of the particular visual within that module.

## Training Approach

The training design is based on the principles of adult learning and active training. Adults learn best when:

- Training focuses on building skills rather than just transferring information.
- They are involved in meaningful activities to practice new skills.
- They can draw on and apply their own knowledge and experience to the training.
- They see the relevance to their jobs and their lives of what they are learning.

The training also incorporates a variety of methods and activities to appeal to visual learners (those who learn best by seeing), auditory learners (those who learn best by hearing), and kinesthetic learners (those who learn best by moving and doing).

## **Equipment and Materials**

Each module includes a list of required equipment and materials. In addition to each module-specific list, the following equipment and materials are used consistently throughout the training.

- Instructor's Manual.
- Participant's Manual.
- Visuals, which are provided in a PowerPoint presentation on CD-ROM.
- Laptop PC (with PowerPoint), LCD projector and screen (or blank space on wall for projection), or overhead projector and screen.
- Tear sheets and easel.
- Multi-colored thick markers for use with a flip chart; dark colors should be used so participants can see the writing on the tear sheets easily.
- Name tags (for participants and instructor).
- Pens (one per participant).

Additionally, for each module there may be specific equipment and materials that are required to conduct the module. These are listed in the outline that precedes each module and are also included in the summary table at the end of this overview.

## **Worksheets**

Each module includes worksheets that are used by participants during one of the activities in a module. The Worksheets are labeled sequentially by module (e.g., Worksheet 2.3 is the third worksheet in Module 2; Worksheet 5.2 is the second worksheet in Module 5). A complete list of worksheets is provided at the end of this overview.

## **Room Layout**

If at all possible, try to avoid a traditional classroom style layout (a series of rows) in the training room. This type of layout makes it more difficult for participants to see and hear the trainer and the audiovisual equipment, and to interact with each other. Instead, try to organize the room so participants are seated in a series of small groups. This type of layout encourages discussion and participation among participants. Remember that you

will need a small table at the front of the room for your training supplies, as well as a larger table at the side or back of the room for supplementary materials for the participants.

## **Preparation for Training Delivery**

In addition to studying this manual and making preparations described for each module, be sure you visit the training room prior to the training. Confirm the layout of the training room, including location of furniture and audiovisual equipment, and determine if you need additional tables or chairs. Make sure all electrical outlets are functioning, and appropriate extension cords and power cords are available. Check to see if there are shades on the windows and whether lighting can be adjusted, to control any glare on the audiovisual equipment. Test all equipment to be sure it is functioning properly.



**Instructor Preparation - Worksheets, Equipment/Materials**

Module	Worksheets	Equipment / Materials	Preparation
1	<ul style="list-style-type: none"><li>1.1, Introductions and Expectations</li></ul>		
2	<ul style="list-style-type: none"><li>2.1, Assault Victim Vignette</li><li>2.2, Self-Awareness Inventory</li><li>2.2, Self-Awareness Inventory (Instructor)</li><li>2.3, Domestic Violence Scenario</li></ul>	Assault Victim vignette	<ul style="list-style-type: none"><li>View the Assault Victim vignette</li><li>Review the Self-Awareness Inventory.</li></ul>
3	<ul style="list-style-type: none"><li>3.1, Is it Ethical?</li><li>3.2, Identify the Relevant NVASC Standards</li><li>3.2, Identify the Relevant NVASC Standards (Instructor)</li><li>3.3, NVASC Standards for Victim Assistance Programs and Providers</li></ul>	None	<ul style="list-style-type: none"><li>Review the five scenarios for the Is it Ethical? activity.</li><li>Review the six scenarios and the discussions for the Identify the Relevant NVASC Standard activity.</li><li>For the Identify the Relevant NVASC Standard activity, create one tear sheet for each scenario with the name of the scenario (e.g., "Sue and Connie").</li></ul>
4	<ul style="list-style-type: none"><li>4.1, The Decisionmaking Process</li><li>Handout 4.1, Decisionmaking Process: Steps 1-6</li><li>4.2, Disclosing Victim Vignette</li><li>4.3, Common Ethical Issues</li></ul>	Disclosing Victim vignette	<ul style="list-style-type: none"><li>View the Disclosing Victim vignette.</li><li>Prepare a tear sheet with the heading "Potential Benefits."</li></ul>
5	<ul style="list-style-type: none"><li>5.1, Decisionmaking Process</li><li>5.2, Case Study</li><li>5.2, Case Study (Instructor)</li></ul>	None	Read the case studies.
6	<ul style="list-style-type: none"><li>6.1, Brainstorming Ideas: What Can You Do When You Get Back?</li></ul>	None	Create a tear sheet with the heading "Ideas."

**Special Instructions:**

- Copy Handout 4.1, The Decisionmaking Process: Steps 1-6 – 1 per participant.
- Copy and laminate NVASC Standards for Victim Assistance Programs and Providers – 1 per participant.



## ***NVASC Standards for Victim Assistance Programs and Providers***

Developed by the National Victim Assistance Standards Consortium (NVASC)

For additional information about the NVASC, go to  
[www.sc.edu/ccfs/training/victimstandards.pdf](http://www.sc.edu/ccfs/training/victimstandards.pdf).

### **SECTION I: Scope of Services**

**ETHICAL STANDARD 1.1:** The victim assistance provider understands his or her legal responsibilities, limitations, and the implications of his/her actions within the service delivery setting, and performs duties in accord with laws, regulations, policies, and legislated rights of persons served.

**ETHICAL STANDARD 1.2:** The victim assistance provider accurately represents his or her professional title, qualifications, and/or credentials in relationships with persons served and in public advertising.

**ETHICAL STANDARD 1.3:** The victim assistance provider maintains a high standard of professional conduct.

**ETHICAL STANDARD 1.4:** The victim assistance provider achieves and maintains a high level of professional competence.

**ETHICAL STANDARD 1.5:** The victim assistance provider who provides a service for a fee informs a person served about the fee at the initial session or meeting.

### **SECTION II: Coordinating within the Community**

**ETHICAL STANDARD 2.1:** The victim assistance provider conducts relationships with colleagues and other professionals in such a way as to promote mutual respect, confidence, and improvement of services.

**ETHICAL STANDARD 2.2:** The victim assistance provider shares knowledge and encourages proficiency in victim assistance among colleagues and other professionals.

**ETHICAL STANDARD 2.3:** The victim assistance provider serves the public interest by contributing to the improvement of systems that impact victims of crime.

### **SECTION III: Direct Services**

**ETHICAL STANDARD 3.1:** The victim assistance provider respects and attempts to protect the victim's civil rights.

**ETHICAL STANDARD 3.2:** The victim assistance provider recognizes the interests of the person served as a primary responsibility.

**ETHICAL STANDARD 3.3:** The victim assistance provider refrains from behaviors that communicate victim blame, suspicion regarding victim accounts of the crime, condemnation for past behavior, or other judgmental, anti-victim sentiments.

**ETHICAL STANDARD 3.4:** The victim assistance provider respects the victim's right to self-determination.

**ETHICAL STANDARD 3.5:** The victim assistance provider preserves the confidentiality of information provided by the person served or acquired from other sources before, during, and after the course of the professional relationship.

**ETHICAL STANDARD 3.6:** The victim assistance provider avoids conflicts of interest and discloses any possible conflict to the program or person served as well as to prospective programs or persons served.

**ETHICAL STANDARD 3.7:** The victim assistance provider terminates a professional relationship with a victim when the victim is not likely to benefit from continued services.

**ETHICAL STANDARD 3.8:** The victim assistance provider does not engage in personal relationships with persons served which exploit professional trust or could impair the victim assistance provider's objectivity and professional judgment.

**ETHICAL STANDARD 3.9:** The victim assistance provider does not discriminate against a victim or another staff member on the basis of race/ethnicity, language, sex/gender, age, sexual orientation, (dis)ability, social class, economic status, education, marital status, religious affiliation, residency, or HIV status.

**ETHICAL STANDARD 3.10:** The victim assistance provider furnishes opportunities for colleague victim assistance providers to seek appropriate services when traumatized by a criminal event or client interaction.

### **SECTION IV: Administration and Evaluation**

**ETHICAL STANDARD 4.1:** The victim assistance provider reports to appropriate authorities the conduct of any colleague or other professional (including self) that constitutes mistreatment of a person served or brings the profession into dishonor.