

Providing Care and Support for Victims of Crime

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These materials were developed under a cooperative agreement with The U.S. Department of Justice, Office for Victims of Crime (OVC). OVC funded The University of Massachusetts Lowell, Department of Criminal Justice and Criminology, along with partners from the University of Massachusetts Boston, University of Massachusetts Dartmouth, and University of Massachusetts Medical School to develop innovative, multidisciplinary education models that address victimization issues and responses to crime victims.

Purpose

To provide college students with a foundation on how to be present for and provide resources to people in their lives who are victimized by crime, including those who share their campus environment.

Learning Objectives

After completing this curriculum kit, students should be able to:

- Describe basic patterns of criminal victimization.
- List possible reactions of individuals to victimization.
- List reasons why victims may and may not report crime.
- Plan a way to respond to a victim of crime.
- List local resources to help victims of crime.

Time Required

Completion of the PowerPoint presentation requires 50 minutes. There are additional exercises and activities provided that can expand the PowerPoint presentation or be used as before or after assignments, as desired. Ample additional exercises and activities are provided to allow considerable flexibility in the curriculum – not to expect that faculty will use all of them.

Required Materials

- Equipment needed to use PowerPoint as an instructional tool.
- Small slips of paper for the first exercise – enough to have one for each student in the class.
- Blackboard, whiteboard, or other method of recording class brainstorming activities.
- CPR cards and/or electronic versions of CPR card information, included in the Faculty Materials.

Suggested Courses

Although this curriculum kit was initially piloted in a first-year student seminar course, the kit and its components may also be suitable for other courses, and for student orientation and residence life programming. Relevant slides should be adapted to each campus.

Directory of Materials

1. Faculty Materials
 - a. *Providing Care and Support for Victims of Crime* Faculty Guide
 - b. *Providing Care and Support for Victims of Crime* PowerPoint presentation
 - c. Exercises and Assignments
 1. What Do You Know About Crime and Victimization?
 2. A Scavenger Hunt for Victim Services
 3. Caring for Others: Building Empathy Writing Assignment
 4. CPR Beyond This Classroom: Victim Services Learning and Careers
 5. Services Evaluation for Victims of Crime
 6. CPR Guest Speakers
 7. Being a First Responder: Reaction Paper
 8. Design Your CPR Plan
 9. CPR Quiz
 - d. First Responder CPR Card

2. Student Materials

a. National Resources for Crime Victims Handout

This curriculum kit was created as a part of the National-Scope Demonstration Project to Integrate Crime Victims' Issues into University and College Curricula. The project is funded by a grant from the Office for Victims of Crime (OVC, a component of the Office of Justice Programs within the U.S. Department of Justice) to achieve the project goals of increasing the numbers of students exposed to information about crime victims and interested in working with crime victims, and thereby improve the future provision of services to crime victims.

Introduction and a Note to Faculty

The goal of this curriculum kit is to provide college students with a foundation on how to be present for and provide resources to people in their lives who are victimized by crime, including those who share their campus environment. The title *Providing Care and Support for Victims of Crime* (and the CPR metaphor) has been used to demonstrate to people that in most cases a close friend or family member is the first person told after an individual has been victimized. This person can have a tremendous influence on assisting the crime victim in getting the help that he or she needs, navigating the challenging criminal justice system, and beginning the emotional healing process.

The PowerPoint presentation is split into three major parts:

- Introduction to the realities of crime and victimization, the effects of criminal victimization, and the need for competent care-givers/responders.
- Guidelines on how to care for and be present for victims of crime.
- Guidelines on available resources for victims of crime.

Your primary intent as faculty is to convince students that our communities have a need for competent “first responders,” to provide them with the basic skills for playing such a role, and to raise their confidence and effectiveness in doing so. It is important for students to be emotionally present and to be aware of and provide resources to victims of crime.

This Faculty Guide includes guidance on implementing the curriculum kit, including recommended best practices for the PowerPoint, and related exercises and assignments. The larger curriculum kit includes the student materials and exercises and assignments, as well as supplementary materials that provide faculty with additional background knowledge, if desired, and guidance on teaching about victimization.

Please review all materials thoroughly prior to use.

Note to Faculty and Victim Advocates:

The statistics that are included in these resources were current when the material was developed; however, statistics can become quickly out-of-date. As you prepare to deliver a curriculum kit, be sure to review the material beforehand and include the most recent crime statistics.

There are two studies from the U.S. Department of Justice that measure the scope, magnitude, and impact of crime in the United States:

- The FBI Uniform Crime Report (UCR)(www.fbi.gov/about-us/cjis/ucr/ucr)
- Bureau of Justice Statistics' National Crime Victimization Survey (NCVS) (<http://bjs.ojp.usdoj.gov/index.cfm?ty=dcdetail&iid=245>)

A third source for crime statistics is:

- National Crime Victims' Rights Week Resource Guide (<http://ovc.ncjrs.gov/ncvrw/>).

The most recent national statistics lag several years behind the calendar year. For example, in 2013, the latest official national statistics are those collected in 2011, which were published in 2012. This lag results from the amount of time and the number of resources required to collect, analyze, and publish information from nationwide reports and interviews about crime and victimization.

Some Notes About the Faculty Guide

This guide is intended to take you through the PowerPoint presentation that contains the core curriculum for *Providing Care and Support for Victims of Crime*. The guide is set up to take you through slide by slide, explaining the goals of each slide and the best practices for facilitating each slide. Much of this program is didactic. As such, many of the slides speak for themselves. In these cases, it will be made clear that simply reading the slide and teaching its core ideas will be sufficient.

Some Notes About the Program:

- There is a small handful of interactive, brainstorming, small-group exercises throughout the program. Aside from these exercises, the curriculum is largely didactic in nature.
- Wherever possible, the program draws from the scientific literature and reputable national and local crime and victimization statistics. Faculty should, as much as possible, make themselves familiar with this information and the associated body of literature. Some resources are provided within this Faculty Guide, as well as citations of additional sources.

Some Notes About Presentation Style:

- It is important to keep in mind that we are trying to empower students. To support that goal, it is especially helpful to present yourself as positive, enthusiastic, and welcoming, and to use optimistic and empowering language when encouraging your students to be effective responders. For example, say something like: “As someone who listens to and believes a friend telling you about victimization, you have the power to make a huge positive difference in their life.”
- Many students have played the role of “first responder” in the past. They may have done things in a way that is not ideal or that runs counter to this curriculum. It is important to remind students that being a first responder is not an easy thing to do, and to not make them feel bad about how they may have performed in the past. It is much like we are encouraging them to do: be patient and empathetic. Similarly, praise examples they may share where they have competently intervened in the past.
- While this program will run more smoothly if students are participating, this is not the type of program where it is suggested to randomly call on students. This can be a difficult topic for many; there may be very justifiable reasons for their decision to remain quiet. For more guidance on teaching about victimization, please refer to the *Teaching About Criminal Victimization: Guidelines for Faculty* in the Faculty Involvement section.
- This can be a difficult topic for many students. As such, it is important to make yourself available after the presentation to answer questions or provide support for students.
- The following is the best practice for presenting this program:
 - ♦ Read this Faculty Guide thoroughly prior to teaching the curriculum.
 - ~ Use the guide to help you write your personal notes to walk you through the program.
 - ♦ Try to avoid reading directly from the guide whenever possible.
 - ♦ To prepare for possible sharing of victimization experiences by students, review the *Teaching About Criminal Victimization: Guidelines for Faculty*.

PowerPoint Presentation/Class Lecture



Slide 1.

Slide 1 is the introductory slide to the program. There are a few things that need to be done at the outset of the program before launching into the curriculum itself. These things can be done while Slide 1 is on display:

1. Briefly introduce yourself (*this would not apply if presenting in your own class*).
2. Thank students for attending (*this would not apply if presenting in your own class*).
3. Speak briefly about the goals of the program and what you will be covering.
4. Go over the ground rules for the presentation. This is very important:



Slide 2.

- a. **Self-Care:** This curriculum has the potential to be emotionally difficult. Remind students that it OK for them to take a break and leave the room, go get a drink of water, etc., at any point and to express any concerns or questions about the material once the program is complete.
- b. **Participation:** Remind students that participation is not mandatory, but that the program works well when people are asking questions and providing responses.
- c. **Respectful Communication:** Warn students to, e.g., “Please be cautious of the language you use and please be respectful of the material and of other students.”
- d. **Confidentiality:** “Please do not use any identifying information when sharing stories (whether it be during small group work or as part of the larger group). Always protect the identity of those you are talking about. Please feel comfortable in sharing your stories, but be cautious about how you do so.”
- e. **Sharing:** Student self-disclosure of victimization experiences should be gently discouraged. While it can be important for victims to talk about their experiences, the classroom (or in an online class environment) typically is not an appropriate environment for such disclosures.

“I understand that unfortunately victimization is all too common, so many of you may have had personal experiences. This can be very difficult. While it is totally understandable that you may have reactions to the subject matter of the course, class is not an appropriate place to try and discuss or process those feelings. If you need support, I am happy to refer you to resources.”

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For guidance on responding to a student disclosure to the class or to you, please refer to the *Teaching About Criminal Victimization: Guidelines for Faculty*.

- f. **Individual questions:** Remind students that they may want to ask some questions one-on-one after the program. Tell students that you will make yourself available to answer any questions they may have and refer them to appropriate resources as needed.



Slide 3.

The project is designed to:

- Broaden college and university students' awareness of crime victims' issues and knowledge of appropriate responses;
- Increase the number and diversity of students exposed to and educated in crime victims' issues;
- Give victim issues a new level of prominence in university and college curricula.

Note to Faculty:

Faculty should be aware of the appropriate professional resources for students who are victims of crime. In preparation for this lecture, faculty may find it helpful to develop a short list of campus and local community resources that can be used to refer students to, as well as including some national resources.

Modify the resources on the next two slides and provide appropriate contact information for your campus. It is helpful to have these resources available to share with students who come to the office, as well as available for students to access without talking to faculty, such as including them in the syllabus and online via course and faculty Web pages. National resources are included on the National Resources for Crime Victims. Have enough copies to hand out to each student.

Student Resources



Slide 4.

Campus resources to list typically include:

- Counseling.
- Health services
- College chaplain/faith community.
- Dean of students.

- Women's center.
- Campus police.



Slide 5.

Local community resources to list typically include:

- Rape crisis center.
- Domestic violence shelter agency.
- Local or county victim-witness office (often a part of the prosecutor's office).



Slide 6.

National Resources Information

A list of national resources for victims of crime appears at the end of this curriculum kit. Faculty should provide each student with this list; it is included in the Student Materials of this curriculum kit.



Slide 7.

Suggested Talking Points:

Explain to students the specific content the learning objectives cover. It will be helpful to read the slide. It may also be helpful to inform students that parts of the program will be lecture oriented, but that there will also be some interactive exercises and some time to share ideas and ask questions. You may want to add an encouraging line saying: "I am confident that by the end of the program all of you will be more equipped to help someone you care about if she or he becomes a crime victim."

However, it is extremely important that you emphasize throughout this curriculum kit that if a student does not have the appropriate skills and knowledge, they must be very careful when interacting with a victim. Point out the barriers and limitations, and caution students to thoroughly understand their role and seek guidance if they are uncertain.



Slide 8.

Generate a quick exercise, which should take less than 5 minutes.

For this exercise:

1. Give each student a slip of paper.

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2. Read the question directly from the slide and ask students to simply write a Yes or No on the slip of paper. They should not be answering one answer for themselves and one answer for others – just one answer overall. In other words, students should answer “Yes” if either they have been a victim of crime or someone they care about has been a victim of crime.
3. Collect the slips and mix them up. Read the slips and create a tally of Yes and No responses. You are likely to have many more Yes responses.
4. Use this quick exercise to transition into the next slide, indicating that crime victimization is, unfortunately, quite common and that most people have or will be called upon to assist someone they care about who has been victimized.



Slide 9.

Suggested Talking Points:

Ask students what a typical crimes victim looks like. You can further ask if we can predict whether someone has been affected by crime based on age, gender, race, etc.

These questions are intended to be somewhat rhetorical. Students will quickly understand that we cannot identify a victim of crime by appearance and that we never know when we are in the presence of someone who has been adversely affected by criminal victimization. This idea transitions to the next slide.



Slide 10.

Suggested Talking Points:

Bring home the point made on the previous slide, but spells it out more explicitly. The question: “What does this mean?” transitions faculty to the next slide.



Slides 11 and 12.

Suggested Talking Points:

Slides 11 and 12 are relatively straightforward. They demonstrate some basic statistics from the U.S. Department of Justice on the realities of crime. It is crucial that students understand the concept of “more likely” so they are aware that people of all demographic backgrounds can be victims of crime. For additional background and information, please refer to the supplemental reading on the “Nature and Extent of Victimization” included in *The Nature and Extent of Criminal Victimization* curriculum kit.

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The referenced report can be accessed online at www.bjs.gov/content/pub/pdf/cv111.pdf. Annual updates to *Criminal Victimization* are available through the U.S. Department of Justice's Bureau of Justice Statistics Web site.



Slide 13.

Suggested Talking Points:

Often students do not retain statistics without context or discussion, so for this slide it is helpful to develop some meaningful comparisons or benchmarks for students. These comparisons can be adapted to your campus and community context.

This curriculum kit was initially piloted in Massachusetts, so the following comparison was appropriate: For example, the 18.7 million victimizations in the U.S. in 2011 is equivalent to the number of Red Sox tickets sold for 500 games at Fenway Park, which would take more than six seasons to do.

Another helpful comparison to make can be to hits to a favorite student Web site or number of downloads of a popular song, movie, or TV show. It is not recommended to have students think of these statistics in terms of how many of their classmates, friends, or people they know are likely to be victims of crime.

Such an approach tends to focus students' attention on trying to figure out if anyone they know is a victim of crime, why their classmates/friends/people they know could not be victims of crime, or why they might be victims of crime, but how the student themselves can avoid becoming a victim. Instead, you want students to stay focused on what they can do to support victims of crime.

You may also want to create an additional slide to be inserted here to share statistics about victimization on your own campus.



Slide 14.

Suggested Talking Points:

Highlight some of the psychological/emotional consequences of crime victimization. As the slide indicates, not all crime victims have the same response. This is important to highlight. But make it clear that when someone is victimized, it is common for there to be long-term consequences, long after the victimization has occurred.



Slide 15.

Suggested Talking Points:

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The slide is a continuation of the previous slide. But here you are focusing on some of the more practical, tangible, effects of crime victimization. It is helpful to start developing empathy in students, indicating that although crime victims did not do anything wrong, they sometimes have to pay with very real consequences. It may be helpful to note that many people are unaware of the potential long-lasting, difficult impact criminal victimization can have.

As an example, victims of identity theft lost an average of \$2,400. For almost 20 percent of victims of ID theft, it took at least a month (after discovery of the crime) to resolve the issue and 50 percent of victims reported moderate to severe levels of emotional distress (Langton & Planty 2010).



Slide 16.

Suggested Talking Points:

If you want to expand the in-class time of this curriculum, this is a fitting spot to insert additional material. Video clips of stories from victims of crime work well to help students understand how crime can impact individuals and families. Before viewing of video clips, it is important to:

Provide students with resources for support if they need it.

- Let students know that these stories can be emotionally difficult to view.
 - ♦ If viewing the stories becomes too difficult, students should feel free to zone out, quietly go get a drink of water, or leave the class. However, note that just because someone leaves during the video clips does not mean they are a victim – people often have to leave class for various reasons and it is not fair to speculate as to why they are leaving. Check in with students later to offer any assistance that may be needed.
 - ♦ If after viewing the stories students feel upset or in need of support, they can refer to the resources you have provided. Students can also seek out the support of a trusted family member or friend.
- Be prepared with alternate options for students who feel watching these in class will be too emotionally difficult.
- Be prepared for student disclosures by reviewing the *Teaching About Criminal Victimization: Guidelines for Faculty*.

Here are some suggestions for media clips:

Victim Impact: Listen and Learn (U.S. Department of Justice, Office for Victims of Crime). This is 14 short segments with victims of crime (total running time: 57 minutes).

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Some of the segments that have worked well in the past are 2: Alan and 9: Teri. The segments are available multiple ways.

1. Files of each of the 14 segments are available for download through the Office for Victims of Crime Training and Technical Assistance Center (OVC TTAC) at www.ovcttac.gov/victimimpact/presenters_toolbox.cfm
2. The video in its entirety is available on YouTube: www.youtube.com/watch?v=_ghpl4vDZ3s
3. A DVD is available from the U.S. Department of Justice, Office of Justice Programs, Office for Victims of Crime. The DVD is free and shipping and handling is \$5. It can be ordered from their Web site: www.ojp.usdoj.gov/ovc/library/videoclips.html

The Office for Victims of Crime has a wide selection of videos that may be appropriate for this assignment, depending on discipline. For example, for journalism students clips from the *News Media's Coverage of Crime and Victimization* may be appropriate.

For criminal justice students, particularly those interested in law enforcement, the *First Response to Victims of Crime* produced by the National Sheriff's Association, provides some helpful clips.

These (and other DVDs) can be ordered from the Office for Victims of Crime Web site (www.ojp.usdoj.gov/ovc/welcome.html) and also can be found on YouTube.



Slide 17.

Suggested Talking Points:

Begin the transition from the realities of criminal victimization into the problem of under-reporting. As you present this slide, you will want to be aware of this transition. This slide also acknowledges the high rates of under-reporting. For example, only 5 percent of sexual victimizations of college women were reported to police (Fisher, Cullen, & Turner 2000). The next slide will go further with this concept.



Slide 18.

Suggested Talking Points:

Continue the theme of the last slide regarding the reality of under-reporting. The goal of this slide is make this idea more relevant to college-aged students and to highlight the concept that college students are at a high risk of victimization, and also less likely to report these crimes than individuals with other demographic backgrounds.



Slide 19.

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Suggested Talking Points:

This slide should be adapted to your campus. We suggest adding your campus logo or a picture of your campus in the middle of the slide.

The slide is designed to bring this message home even more by reminding students that they are all members of the campus community. The key with this slide is to invite them to be part of the solution and to let them know that they can play a role in creating a safe and supportive campus environment. With this slide, you are trying to highlight that if we are capable of responding to victims, victims will be more likely to report their victimizations and this, in turn, can make our campus safer. The diagram in the next slide draws this relationship out more explicitly.



Slide 20.

Suggested Talking Points:

Follow up on the point made on the previous slide. You can say something like: “Our primary reason for being here today is to discuss the importance of caring for and providing resources to victims of crime. This chart shows positive effects caring for crime victims can produce.”

Here you may want to remind students of the problem of under-reporting and how caring for victims can lead to a number of positive outcomes.

Then, take them through the diagram, showing the final result to be that our community can be safer as result of their actions.

When victims are not supported (such as enduring insensitive comment and victim-blaming remarks) during investigation, trial, and post-adjudication, it can worsen the negative consequences of victimization, which is referred to as secondary victimization. It is important for students to be made aware that the criminal justice system is often a source of secondary victimization, so continued reform of the system is needed.

Note to Faculty:

At this point in the program you have not given students specific skills related to caring for victims of crime. So, remind them that you will be covering this at length in a few moments. Think of this slide as a form of foreshadowing the message to come.



Slide 21.

Suggested Talking Points:

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Introduce a brief interactive exercise. Here, you will remind students that crimes are often under-reported and that under-reporting leads to less safe communities, and that in order to increase reporting it is important to understand some of the reasons why people are hesitant to report crimes. At this point, you can inquire from students: “What are some reasons why people may not report crimes to the police?”

As students provide responses, write down their answers on the board. This exercise can be wrapped up in 2-3 minutes or once there are a number of strong answers provided.



Slide 22.

Suggested Talking Points:

The slide serves as a conclusion to the brief interactive exercise that was just conducted. This slide highlights some of the major reasons, as indicated by research, why people do not report their victimizations to the police. As you read the reasons, draw a relationship between the answers your students provided and the reasons demonstrated on the slide. You can do this by circling or checking the answers that you wrote on the board during the previous slide. This is a good opportunity to engage students and to reward them for giving accurate responses.



Slide 23.

Suggested Talking Points:

Slide 23 follows the same goals of slide 21. Again, you are asking for responses to the question on the slide. Here, you may want to say: “It is important for us to know the factors that increase the likelihood of someone reporting a crime. What are some of these reasons?”

As students provide responses, write down their answers on the board. This exercise can be wrapped up in 2-3 minutes or once there are a number of strong answers provided.



Slide 24.

Suggested Talking Points:

The slide serves as a conclusion to the brief interactive exercise that was just conducted. This slide highlights some of the major reasons, as indicated by research, that increase the likelihood of crimes being reported to the police.

As you read the reasons, draw a relationship between the answers your students provided and the reasons demonstrated on the slide. You can do this by circling or checking the answers that you wrote on the board during the previous slide. This is a good opportunity to engage students and to reward them for giving accurate responses.



Slide 25.

Suggested Talking Points:

The slide is the first time that faculty will use the term “first responder.” It will be helpful to use this slide to remind students that, more often than not, victims of crime will disclose to a friend, family member, or other trusted person before they decide to report their victimization.

This is why we are using the term “first responder.” You can say something along the lines of: “Regular people are the first line of defense in helping victims of crime get the help they need. As we demonstrated earlier, most people will know someone in their life who has been victimized by a crime. Although this can be a difficult subject to think about, it is empowering to know that there are specific actions you can take to help them to get the care they need and to increase the likelihood of their reporting the crime effectively to the police.”

Remind students that the main goal of this program is to make them more skilled at being “first responders.”



Slide 26.

Suggested Talking Points:

Provide some specific examples of what was said in the previous slide. It is important to note these examples and to use empowering language, reminding students that a proper response can help lead to all of these positive outcomes. Again, remind students that when it comes to being present and providing resources, *we* are the first responders.



Slide 27.

Suggested Talking Points:

Introduce the CPR theme of the program. Emphasize up front that in this curriculum, CPR does NOT refer to the physical lifesaving procedure, cardiopulmonary resuscitation.

This slide is used to inform students that, although responding to victims of crime can be challenging, there are two basic things to be aware of: (1) being emotionally present for the victim (caring) and (2) being aware of and providing resources for victims of crime if and when they disclose a crime.

Remind students that understanding the CPR theme is just a simple approach to providing basic services to victims, and that in order to interact truly effectively with victims, students need additional knowledge and skills.



Slide 28.

Suggested Talking Points:

Define empathy. It is important to remember that many students will not be familiar with this term (or may think they know it but have misconceptions). As such, it will be helpful to define it briefly. An expression of sympathy (which is not what is helpful) might be “I feel so sorry for you.” An expression of empathy might be “I am so sorry that happened.”

Another goal of this slide is to remind students that people respond to negative experiences in different ways, and that it is important to be sensitive to this reality. This will help to transition into the idea that it is more helpful to *listen* to victims of crime without judgment, rather than to *tell* them what they need to do.



Slide 29.

Suggested Talking Points:

The slide is a continuation of the previous slide, with more specific components. Again, these may be relatively new ideas for students, so it is important to take these points one-by-one. Being patient is an especially important point here. Very often responders want victims of crime to seek help (i.e., the police) immediately.

However, it is best for victims of crime to move at their own pace. It important to remind students that if they are supportive and patient, these victims will likely seek out the services that they require, but they will be doing so on their own terms, thus taking some control of a situation in which they may have felt powerless.



Slide 30.

Suggested Talking Points:

Include some examples of things that responders often do when speaking to victims of crime. It is somewhat normal to do these things as a way to try to make the victim feel better or to lower one’s own fear or anxiety. In fact, doing these things is often done with good intentions. For example, a student might compare the victim’s experience to their own by saying “I know how you feel,” but this is to be avoided.

It is important not to be critical of these types of responses, as it is possible that students have responded this way in the past. Instead, remind them to be aware of these behaviors and challenge them not to do these things in the future, as well as providing them with more appropriate alternatives.



Slide 31.

Suggested Talking Points:

Emphasize the theme of victim blaming. The goal of this slide is to briefly define victim blaming and to highlight some of the negative consequences of victim blaming, which include psychological distress and an unwillingness to seek help or report the crime to authorities.

Victim blaming is holding a victim responsible for what happened to her or him. This is often done unconsciously by those responding to victims, but that does not lessen the negative psychological impact it can have on victims. Questions such as “Why did you leave your front door unlocked?” or observations like “The silver lining is now you know not to go drinking with people you don’t know” may lead a victim to feel the victimization was his or her fault because of the decisions he or she made.



Slide 32.

Suggested Talking Points:

Highlight that, very often, victim blaming is not done intentionally. Instead, it can be an unwanted result of asking too many questions.

It is important to remind students that when someone we care about has been victimized, we usually want to solve the problem for that person. This can lead to asking lots of questions or taking swift action, which is actually not helpful to or supportive of the victim of crime.

It is also important to remind students that they are not police officers and it is not their responsibility to solve the crime or seek justice. Asking lots of questions is potentially dangerous and rarely helpful for the victim. Instead, keep students focused on what their role is – to demonstrate that they care and provide referral to appropriate support resources.



Slide 33.

Suggested Talking Points:

The slide is a continuation of the previous slide. It presents the same idea using different language. The main goal of this slide is to remind students that first responders can help to empower victims of crime by allowing them to decide what course of action should be taken.

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This empowerment is crucial, because victimization undermines a person's sense of control over their own life. Helpful interventions assist a victim in regaining that sense of control.



Slide 34.

Suggested Talking Points:

Provide some very specific examples of things that a responder can say to a victim of crime. Note that these questions acknowledge potential resources that a victim of crime may want to seek. As such, this slide provides a transition to the next slides as the program moves into the area of providing resources for victims of crime.



Slide 35.

Suggested Talking Points:

Emphasize that students are not experts in crisis intervention and counseling, so they need to focus on saying something supportive and referring victims of crime to resources that are the appropriate experts.



Slide 36.

Suggested Talking Points:

The slide helps to continue this transition. The main goal here is being aware of resources and sharing them with victims of crime. This can help victims make their own decisions regarding moving forward.



Slide 37.

Suggested Talking Points:

Introduce a brief interactive exercise. Here, you will remind students that good first responders should be aware of resources for victims of crime. The goal of this exercise is to brainstorm with students some ideas for resources. The exercise can be started by reading the questions on the slide.

As students provide responses, write down their answers on the board. This exercise can be wrapped up in 2-3 minutes or once there are a number of strong answers provided.



Slide 38.

Suggested Talking Points:

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Suggested Talking Points:

The slide is a list of the general resources that victims of crime may use. A number of these examples will have been named during the preceding exercise and at the beginning of this curriculum kit. Faculty should note all of the resources that were named and also highlight the ones that students may have missed.

It is important faculty to be confident in knowing what each of these services provides and to share this information with students.

For example:

- 911 is the best number to call if there is an emergency, such as if the crime is in process, an immediate response is needed, or there is an ongoing threat posed by an offender. To report a crime that did not just happen or otherwise reach law enforcement (i.e., the police), it is best to call the nonemergency number which can be easily found online or in a phone book.
- Emergency medical services (EMS) would be needed if a victim has been injured and is in immediate need of medical assistance. The best way to reach EMS is by calling 911.
- Victim services and social services agencies are usually private agencies that provide services such as hotlines, counseling (e.g., one-on-one counseling, support groups, couples' counseling, family counseling), shelter, safety planning, advocacy, and legal assistance. These agencies may be specific to a certain type of victimization, such as a rape crisis center or domestic violence shelter; to certain populations, such as children, the homeless, or members of a particular community; or available to victims in general. From the standpoint of the victim, the criminal justice system begins when the police become aware of a crime. This is when most victim services are initiated, regardless if a case goes to court or not.
- Health services may provide needed medical care for victims.
- Counseling and mental health services, like victim services agencies, can provide support to victims in the form of counseling and therapy for individuals, couples, and families, as well as facilitating support groups.
- Legal assistance is often needed by victims, and may vary with the type of victimization. For example, victims of domestic violence may need help with restraining order paperwork and family law matters such as divorce and child custody.
- The criminal justice system provides a number of programs to support victims, including victim-witness advocates who are responsible for keeping victims informed of the progress of cases and helping victims access other criminal justice based services; and crime victim compensation programs, which allow for victims to be reimbursed for certain crime related expenses.

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This slide is also where to give local examples in each category. For UMass Lowell, a selection of these is available on the CPR resource cards for students and a more complete list of resources is available to faculty in the *Teaching About Criminal Victimization: Guidelines for Faculty*. For other campuses, faculty should conduct research ahead of time on their local resources. This research, at a minimum, should include:

- Calling the hotlines to confirm the number is correct and active.
- Calling the business line (or hotline if there is no business line) to get what services are provided and details of services. In this case it is helpful to think:
 - ♦ *Who* is eligible and ineligible for services? Qualifications may be related to age, gender, location of residence or of the victimization, if the victimization was reported to police, immigration status, and more.
 - ♦ *What* services are provided? Are the services confidential? Is there a cost? Are services provided in languages other than English?
 - ♦ *Where* are the services provided? Are those locations accessible by public transportation? Is there access for those who are physically disabled?
 - ♦ *When* are services provided? What services are available 24 hours?
- Screening the organizations' Web sites and mobile presence (e.g., blogs, Twitter, Facebook, YouTube, tumblr, and RSS feeds).
- Conducting an Internet search to see if there are warning signs that the organization is not supportive to victims. For example, if there has been news coverage of recent successful lawsuits by victims or the government against the organization, that could be a cause for concern.



Slide 39.

Suggested Talking Points:

The goal of this slide is to inform students that good first responders will know of these services and have the contact information of resources readily available. One option is to have students brainstorm where they could keep that information. This is also a good time to pass out the CPR resource cards to students and/or provide them with the information to access an electronic version of the CPR resource card.



Slide 40.

Suggested Talking Points:

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The goal of the last slide is to provide a final booster shot to empower students and emphasize how they can help victims of crime. Faculty should remind students that they can be first responders on an everyday basis and that good first responders are aware of how they carry themselves and present themselves as supporters of crime victims.

It may be helpful here to go refer back to the statistics that were shared at the outset of the program to remind students that, unfortunately, there will be people in their lives who may call upon them for help one day. The way they present themselves on a day-to-day basis can help others identify them as potential helpers.

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National Resources for Crime Victims

Crime victims and those who know them or work with them can face a number of issues for which support can be helpful. Listed below are a number of national resources. Other places to look for support can be Employee Assistance Programs (EAPs) at work, campus resources for college students, and state victim assistance programs.

Victims of Crime

The National Center for Victims of Crime

www.victimsofcrime.org/help-for-crime-victims

National Organization for Victim Assistance

800-TRY-NOVA

www.trynova.org/

Office for Victims of Crime Directory of Crime Victims Services

<http://ovc.ncjrs.gov/findvictimservices/>

Child Abuse

Stop It Now! (sexual abuse)

888-PREVENT

www.stopitnow.org/

Clery Center for Security on Campus

Office: (484) 580-8754

www.clerycenter.org/

Drunk Driving

MADD Victim/Survivor Helpline

877-MADD-HELP (623-3435)

www.madd.org/victim-services/

Elder Abuse

National Center on Elder Abuse
800-677-1116 (M-F, 9 a.m. – 8 p.m.)
www.ncea.aoa.gov

Homicide

National Organization of Parents Of Murdered Children
888-818-POMC
www.pomc.com/

Identity Theft

Federal Trade Commission's Identity Theft Hotline
877-ID-THEFT (438-4338)
www.consumer.ftc.gov/features/feature-0014-identity-theft

Identity Theft Resource Center Victim Assistance Center
888-400-5530
www.idtheftcenter.org/v_resources/v_intro.shtml

Intimate Partner Violence and Family Violence

National Domestic Violence Hotline
800-799-SAFE (7233)
www.ndvh.org/

Sexual Violence

RAINN National Sexual Assault Hotline
800-656-HOPE (4673)
[.http://online.rainn.org/](http://online.rainn.org/) (online hotline)