

National Victim Assistance Academy

Instructor Manual



Innovation • Partnerships
Safer Neighborhoods

Office for Victims of Crime
OVC
"Putting Victims First"

Track 1: Foundation-Level Training

**U.S. Department of Justice
Office of Justice Programs**

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**Office of Justice Programs
World Wide Web Home Page**
www.ojp.usdoj.gov

For grant and funding information contact:
Department of Justice Response Center
1-800-421-6770

OVC Resource Center
1-800-851-3420
(TTY: 1-877-712-9279)
www.ncjrs.gov

OVC Training and Technical Assistance Center
1-866-682-8822
(TTY: 1-866-682-8880)
www.ovcttac.gov

The Office of Justice Programs (OJP), headed by Assistant Attorney General Laurie O. Robinson, provides federal leadership in developing the nation's capacity to prevent and control crime, administer justice, and assist victims. OJP has seven components: the Bureau of Justice Assistance; the Bureau of Justice Statistics; the National Institute of Justice; the Office of Juvenile Justice and Delinquency Prevention; the Office for Victims of Crime; the Community Capacity Development Office, and the Office of Sex Offender Sentencing, Monitoring, Apprehending, Registering, and Tracking. More information about OJP can be found at www.ojp.gov.

Office for Victims of Crime

The Office for Victims of Crime (OVC) was created by the U.S. Department of Justice in 1983 and formally established by Congress in 1988 through an amendment to the Victims of Crime Act of 1984. OVC's mission is to enhance the Nation's capacity to assist victims of crime and to provide leadership in changing attitudes, policies, and practices to promote justice and healing for all victims of crime.

OVC accomplishes its mission by:

- Administering the Crime Victims Fund.
- Supporting direct services.
- Providing training programs.
- Sponsoring demonstration and evaluation projects with national and international impact.
- Publishing and disseminating materials that highlight promising practices that can be replicated worldwide.
- Sponsoring fellowships and clinical internships.

Office for Victims of Crime Resource Center

The Office for Victims of Crime Resource Center (OVCRC) is your information clearinghouse for emerging victim issues.

As a component of the National Criminal Justice Reference Service—a federally funded resource offering justice and substance abuse information to support research, policy, and program development worldwide—OVCRC offers access to a vast criminal justice resource library and top information specialists to answer your questions. Staff can offer statistics and referrals, discuss publications, compile information packages, and search for additional resources using OVCRC's extensive network of victim advocates and organizations.

OVCRC also offers easy access to OVC and other victim-related publications through an online ordering system and an electronic newsletter. To learn more about OVCRC and its products and online services, visit www.ovc.gov/ovcres/welcome.html or call 1-800-851-3420 (TTY 1-877-712-9279).

Office for Victims of Crime Training and Technical Assistance Center

For victim service providers, the Office for Victims of Crime Training and Technical Assistance Center (OVC TTAC) is the portal to a broad range of resources. OVC TTAC extends training and technical assistance to victim service providers, allied professionals, volunteers, advocates, and victim/witness coordinators. The training and technical assistance are designed to enhance participants' skills and improve the quality and efficiency of the services they deliver.

OVC TTAC also provides a broad range of comprehensive resources for victim service providers. These resources include needs assessment, resource development and delivery, education and outreach, and evaluation. OVC TTAC is committed to helping the Nation's victim service community build its capacity to respond to the increasingly complex needs of victims of crime.

Office for Victims of Crime Training and Technical Assistance Center

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Web site: www.ovcttac.gov

Acknowledgments

The U.S. Department of Justice, Office for Victims of Crime wishes to thank the NVAA Work Group for helping to realize its vision and commitment to providing quality education and skill-based classroom trainings for those who assist victims and survivors of crime.

The Work Group is composed of nationally known scholars and practitioners, formed to work closely with OVC to contribute their insight, expertise, and knowledge of victims' issues to the development of the material that comprises the NVAA.

The NVAA Work Group is chaired by:

Mario Gaboury, Ph.D.
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The opinions, findings, and conclusions expressed in this document are those of the authors and do not necessarily represent the official positions or policies of the U.S. Department of Justice.

Table of Organization

Instructor Overview

- Module 1** Introductions and Overview
- Module 2** History of the Crime Victims' Rights Movement in the United States
- Module 3** Victims' Rights Laws in the United States
- Module 4** Impact of Crime on Victims
- Module 5** Navigating the Justice System
- Module 6** Communication With Victims and Survivors
- Module 7** Direct Services
- Module 8** Cultural and Spiritual Competence
- Module 9** Ethics in Victim Services
- Module 10** Developing Resilience
- Module 11** Resources for Victim Advocates
- Module 12** Taking It All Back Home

NVASC Handout

Instructor Worksheets

Participant Worksheets

Instructor Overview

Training Goal

The National Victim Assistance Academy (NVAA) Track 1, Foundation-Level Training is a skill-based training that provides professionals and volunteers who assist victims and survivors of crime with a broad understanding of the victim services field, and lays the groundwork for a career in victim services. Participants will learn the history of the victim services field, how to help victims attain their basic rights, how to navigate the criminal justice systems, how to communicate effectively with victims, how to effectively provide direct services to victims while recognizing cultural and spiritual issues that affect service, how to make ethical decisions, and how to increase resilience.

Target Audience

The NVAA Track 1, Foundation-Level Training was designed for victim service providers and allied professionals who have 3 years or less experience in the victim services field. A broad range of participants is recommended to maximize the learning that occurs among participants. To the extent possible, participants should be selected to ensure that the group represents urban and rural areas; federal, state, county, local, tribal, military, and international jurisdictions; and community/nonprofit, faith-based, and hospital or medical organizations.

Instructor Requirements

Each module within the NVAA Track 1, Foundation-Level Training was designed to be co-taught by scholars and researchers from the academic community and practitioners with years of experience providing direct services to victims. Scholars/researchers should hold an advanced degree and have experience teaching courses related to victim services. Practitioners should have at least 5 years of experience in providing direct services to crime victims. All instructors must have superior presentation skills and experience in training a target audience and applying adult learning methodologies.

Length of the Training

This training is designed to begin on Monday and conclude on Friday, with a total of 35 hours of classroom time. Additionally, participants must complete approximately 5 hours of pre-Academy assignments.

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.
- Participants are involved in meaningful activities to practice new skills.
- Participants can draw on and apply their own knowledge and experience to the training.
- Participants see the relevance of what they are learning to their jobs and their lives.

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

Using This Instructor Manual

This Instructor Manual is a template to help NVAA instructors prepare for instruction and to guide the delivery of the training. It details the information to be discussed and how to introduce, conduct, and process group activities. It also contains a copy of all participant materials.

Each instructor should draw on her or his own knowledge and expertise to enrich the training and provide relevant examples and illustrations, while maintaining the integrity of the training design. To successfully conduct the modules that each instructor has been assigned, instructors should become familiar with all of the concepts and processing notes in their modules as well as with the material that their co-instructors will be presenting. Because each module will be co-taught, it is imperative that instructors who will be conducting the same training module discuss how they will divide the material to be presented.

The Instructor Manual is organized into this overview and the following modules:

Module 1: Introductions and Overview

Module 2: History of the Crime Victims' Rights Movement in the United States

Module 3: Victims' Rights Laws in the United States

Module 4: Impact of Crime on Victims

Module 5: Navigating the Justice System

Module 6: Communication With Victims and Survivors

Module 7: Direct Services

Module 8: Cultural and Spiritual Competence

Module 9: Ethics in Victim Services

Module 10: Developing Resilience

Module 11: Resources for Victim Advocates

Module 12: Taking It All Back Home

An outline is provided at the beginning of each module. The outlines include specific objectives, a list of worksheets that participants will use during the module, a list of required equipment and materials, preparation instructions, and notification of the 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.

Icons

There are several icons that appear frequently throughout the Instructor Manual:



with directive **“Show Visual”** indicates that a PowerPoint slide is to be shown.



indicates that an activity is to be conducted.

Activities are included in each module to provide participants with opportunities to apply or process information that has been presented, to enhance skill-building, and to underline the transfer of knowledge and skills to the participant’s job following the training. Each activity includes steps to follow and time estimates to conduct the activity.



indicates that the worksheet used in the activity that follows is to be collected after the activity.

DVD indicates that you are to show a DVD that is embedded in the PowerPoint presentation by clicking on the edge of the black box in the corresponding PowerPoint slide.

Using the Visuals

The visuals for this training provide the instructor with an outline they can use to guide the activities in each module. The visuals include “talking points” for use during lectures as well as cues for the instructor 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 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 of the slide. This allows the instructor to determine, at a glance, both the module number and the number of the particular visual within that module.

Other Material To Support the NVAA Track 1, Foundation-Level Training

There are two manuals and a resource thumb drive that support the NVAA Track 1, Foundation-Level Training.

- The **Instructor Manual**, previously described, includes the template for instructors to deliver the training.
- The **Participant Manual** includes the agenda, copies of the PowerPoint slides with room to take notes, and copies of worksheets participants will use during activities.
- The **NVAA resource thumb drive** contains the following items:
 - ♦ Participant Text: Background reading to supplement the material in each module
 - ♦ Statistical Overviews and Resources: Excerpt from 2009 National Crime Victims’ Rights Week Resource Guide
 - ♦ Resource papers on the following topics:
 - Child Abuse
 - Drunk Driving
 - Domestic Violence
 - Elder Abuse
 - Homicide
 - Human Trafficking
 - Identity
 - Sexual Assault
 - ♦ Worksheets

Additionally, the resource thumb drive includes a comprehensive list of victim assistance-, criminal-, and juvenile justice-related Web sites as well as resources on specific victim topics.

The topic-specific resource papers can be used as a “refresher” for those who are already providing services in these areas or as an introduction for those who are new to serving victims in a specific topic area. The resource thumb drive will **not** be used during the Academy.

Equipment and Materials

Instructors will use the following equipment and materials consistently throughout the training:

- Instructor Manual.
- Participant Manual.
- PowerPoint presentation.
- Laptop PC (with PowerPoint), LCD projector, and screen.
- Tear sheets, masking tape, and easel.
- Multicolored, thick markers for use with tear sheets; dark colors should be used so participants can see the writing on the tear sheets.
- Name tents and name tags.
- Pens (one per participant).
- Sticky notes.

Additionally, if a module requires specific equipment and materials, they are listed in the outline that precedes each module and also are included in the summary table in this Overview.

Worksheets and Handouts

Most modules include worksheets that participants use during one of the activities in a module. The worksheets for all of the modules are after the final module, behind the tab marked Participant Worksheets. They are labeled sequentially by module (e.g., Worksheet 4.1 is the first worksheet in Module 4). A complete list of worksheets is provided at the end of this Overview.

When worksheets have Instructor versions (which include answers or preferred responses), they are behind the tab marked Instructor Worksheets.

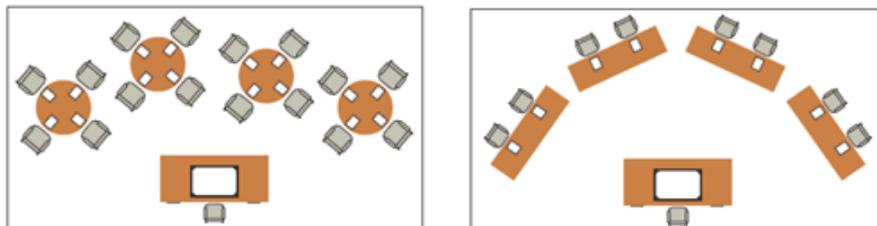
Handouts are in the Instructor Manual only. Handouts are material that is not provided to participants in the Participant Manual. OVC TTAC will supply copies of the material for each participant in the training event.

Participant Manual

Participants will receive a comprehensive training manual that includes the agenda, copies of the PowerPoint slides with room to take notes, and copies of worksheets participants will use during activities.

Room Layout

If at all possible, try to avoid a traditional classroom-style layout in the training room. This type of layout makes it more difficult for participants to see and hear the instructor 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 arrangement encourages discussion and participation. Remember that you will need a small table at the front of the room for your training supplies, as well as a larger table for supplementary materials for participants.



Advance Preparation for Training Delivery

Instructors should become familiar with participants by reviewing their NVAA applications. This will provide an overall picture of the range of experience that participants bring to the Academy.

In addition to studying and preparing for each module, instructors should be sure to visit the training room before the Academy begins. Picture the layout of the training room, including the location of furniture and audiovisual equipment, and determine if you need any additional tables or chairs. Make sure all electrical outlets are functioning and check to see if there are shades on the windows to control any glare that could interfere with audiovisual presentations. Test all the equipment to be sure it is functioning properly.

Pre-Academy Assignments

The following sections include the instructions sent to participants prior to the Academy.

Module 1: Introductions and Overview

Prior to attending NVAA Track 1, please visit the OVC Oral History Project (OHP) online at <http://vroh.uakron.edu/index.php>. At the OVC OHP site, please click on interviewees and scroll down to view **one** of the following interviewees:

If your last name begins with the letter:

A – F, please view Steve Derene.

G – L, please view James Rowland.

M – R, please view Roberta Roper.

S – Z, please view the OVC Directors Panel.

Steve Derene. Steve Derene helped craft and worked to pass the federal legislation that resulted in the Victims of Crime Act of 1984 (VOCA). He is currently the Executive Director of the National Association of VOCA Assistance Administrators.

James Rowland. James Rowland is a founding member of the National Organization for Victim Assistance. He is also the former Director of the California Department of Corrections, former Director of the California Youth Authority, and founding Chair of the American Correctional Association's Task Force on Victims of Crime. Rowland is also recognized as "the father of the victim impact statement."

Roberta Roper. Roberta Roper became a victim activist following the murder of her daughter Stephanie in 1982. She and her husband Vince co-founded the Stephanie Roper Foundation (now called the Maryland Crime Victims' Resource Center), one of the leading nonprofit state-level victim advocacy groups in America.

OVC Directors Panel. Featured in this discussion are Aileen Adams, a former OVC Director and victims' rights advocate; John Gillis, the recent past OVC Director, who became a victim activist following the murder of his daughter Louarna in Los Angeles in 1978, and helped co-found a number of grassroots victim assistance organizations; the Honorable Lois Haight, who chaired the 1982 President's Task Force on Victims of Crime and is currently a Juvenile Court Judge in Alameda County, CA; and Dr. Jane Nady Sigmon, a former OVC Director who currently works on behalf of international trafficking victims at the U.S. Department of State.

Please review the entire interview. You can also review the print transcript, as well as the summary of the interview.

Written assignment: Based on the interview, please answer the following questions:

- What were the biggest challenges the interviewee faced?
- What accomplishments in the victims' rights field did the interviewee identify?
- What three points from the interview most surprised you?

Module 2: History of the Crime Victims' Rights Movement in the United States

Participants were asked to complete part of an online module from Victim Assistance Training Online (VAT *Online*) and to read the material in Basics/Victim Service Provider Overview/Victims' Rights Movement. Pay particular attention to the document link in Activity 1: "History of the Crime Victims' Movement in the United States," by Steve Derene, Steve Walker, Ph.D., and John Stein, JD.

Module 3: Victims' Rights Laws in the United States

Please locate, obtain, and bring to the Academy as many of the following laws pertaining to victims' rights as may be applicable to your particular jurisdiction:

- State constitutional amendment (primarily for state participants).
- State victims' bill of rights (primarily for state participants).
- Federal Crime Victims' Rights Act (primarily for federal participants).
- Victim notification legislation.
- Victim impact statement legislation.
- Restitution legislation.
- Protection from intimidation and harm legislation.

If your jurisdiction does not have some or any of these rights codified in "legislation" but they do exist in other forms, such as an oral tradition (primarily for tribal participants) or in other written policy statements (e.g., that may exist on military installations), please bring whatever information you can on the above core victims' rights.

Helpful Hints:

In many jurisdictions, the basic victims' rights are summarized and catalogued by VOCA Administrator's offices, other government agencies (e.g., the office of the Governor, Attorney General, State/County/District Attorney, or statewide victim services coalitions). Visiting those Web sites may provide a helpful reference to what those laws are and where they can be located.

Module 7: Direct Services

Locate and bring a copy of your state compensation form with you to the NVAA.

Module 9: Ethics in Victim Services

You will be asked to complete part of an online module from Victim Assistance Training Online (VAT *Online*). You will receive a separate e-mail that details exactly what you will need to do to access this online training.

Once you have registered for VAT *Online*, please read the material in Basics/Ethics in Victim Services: Foundation. Complete the Activity: Guiding Values Match Game.

Written assignment: Sometimes our personal interests conflict with our professional responsibilities as a victim services professional. Please think of a time in your work with victims where you experienced a conflict between your personal interests and professional responsibilities. Write a summary of the situation (350-400 words), describing your personal interests and your professional responsibilities and what happened or how it was resolved.

Module 10: Developing Resilience

Please complete the Compassion Satisfaction/Fatigue Self-Test for Helpers and answer the questions following the self-test. Bring your test scores to the Academy.

INSTRUCTOR MANUAL
National Victim Assistance Academy Track 1: Foundation-Level Training

Worksheets/Handouts, Equipment/Materials, and Preparation

Module	Worksheets	Equipment / Materials	Preparation	PowerPoint Slides
1	None	<ul style="list-style-type: none"> ▪ Agenda for the training ▪ List of participants and instructors for the training ▪ Pre-printed name tents: <ul style="list-style-type: none"> ♦ Survivor ♦ Subject Matter Expert: VOCA ♦ Grass Roots Victim Advocate ♦ OVC Directors 	<p>Instructor:</p> <ul style="list-style-type: none"> ▪ Place a Participant Manual, highlighter, sticky notes, and pen at each participant position ▪ Prepare tear sheet entitled "Parking Lot" ▪ Place name tents on tables ▪ Go to: http://vroh.uakron.edu/index.php and review interviews of Steve Derene, James Rowland, Roberta Roper, and OVC Directors Panel 	
2	<ul style="list-style-type: none"> ▪ Instructor Worksheet 2.1, History of the Field Jeopardy: Questions and Answers 	<ul style="list-style-type: none"> ▪ Play money for Jeopardy game ▪ Jeopardy History PowerPoint slides 	<p>Instructor:</p> <ul style="list-style-type: none"> ▪ Review and practice using History of the Field Jeopardy game questions and answers ▪ Go to https://www.ovcttac.gov/vatonline/index.cfm and register for Victim Assistance Training <i>Online</i> (VAT <i>Online</i>) ▪ Read the material in Basics/Victim Service Provider Overview/Victims' Rights Movement (see Instructor Manual for details) ▪ Go to http://vroh.uakron.edu/ and become familiar with the content and format of the OVC Oral History Project Web site <p>OVC TTAC:</p> <ul style="list-style-type: none"> ▪ Prepare packets of \$500 (in \$100 bills) for 4-5 teams 	

INSTRUCTOR MANUAL
National Victim Assistance Academy Track 1: Foundation-Level Training

Module	Worksheets	Equipment / Materials	Preparation	PowerPoint Slides
3	<ul style="list-style-type: none"> ▪ Worksheet 3.1, Case Scenario—Edith, Charles, and Daniel ▪ Worksheet 3.2, Identifying and Documenting Losses for Victim Restitution 	None	<p>Instructor:</p> <ul style="list-style-type: none"> ▪ Read Chapter 3, “Victims’ Rights Laws in the United States,” in the Participant Text ▪ Prepare 10 tear sheets; each has one basic victims’ right written as the header <p>OVC TTAC:</p> <ul style="list-style-type: none"> ▪ Prepare copies of victims’ rights laws from a sampling of states to distribute to those participants who did not bring their state laws with them to the Academy 	<p>Visual 3-31:</p> <p>Following the activity, collect Worksheets 3.1 and 3.2 and give to the room monitor</p>
4	<ul style="list-style-type: none"> ▪ Worksheet 4.1, Case Scenario—Janet ▪ Worksheet 4.2, Possible Victim Impact—Physical, Psychological/ Emotional, Financial, and Spiritual Impact 	<ul style="list-style-type: none"> ▪ DVD: <i>Victim Impact: Listen and Learn</i> 	<p>Instructor:</p> <ul style="list-style-type: none"> ▪ Read Chapter 4, “Impact of Crime on Victims,” in the Participant Text 	
5	<ul style="list-style-type: none"> ▪ Worksheet 5.1, Basic Victims’ Rights and the Criminal Justice System ▪ Worksheet 5.2, The Role of Victim Service Providers Across the Criminal Justice System 	None	<p>Instructor:</p> <ul style="list-style-type: none"> ▪ Read Chapter 5, “Navigating the Justice System,” in the Participant Text ▪ Prepare five tear sheets labeled Law Enforcement, Prosecution, Courts, Community Supervision (Probation and Parole), and Institution Corrections 	<p>Visual 5-12:</p> <p>Following the activity, collect Worksheet 5.1 and give to the room monitor</p>

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National Victim Assistance Academy Track 1: Foundation-Level Training

Module	Worksheets	Equipment / Materials	Preparation	PowerPoint Slides
6	<ul style="list-style-type: none"> ▪ Worksheet 6.1, Case Scenarios – Open- and Close-Ended Questions ▪ Worksheet 6.2, Communication Self-Assessment 	<ul style="list-style-type: none"> ▪ DVD player and external speakers ▪ <i>Listen to My Story: Communicating with Victims of Crime</i> DVD. 	<p>Instructor:</p> <ul style="list-style-type: none"> ▪ Read Chapter 6, “Communication with Victims and Survivors,” in the Participant Text ▪ Preview <i>Listen to My Story: Communicating with Victims of Crime</i> video <p>OVC TTAC:</p> <ul style="list-style-type: none"> ▪ Test the DVD player and set up DVD. 	<p>Visual 6-9: Show the DVD embedded in the PowerPoint</p> <p>Visual 6-31: Following the activity, collect Worksheet 6.2 and give to the room monitor</p>
7	<ul style="list-style-type: none"> ▪ Worksheet 7.1, Crisis Role Plays ▪ Worksheet 7.2, Advocacy Tasks and the Justice System 	None	<p>Instructor:</p> <ul style="list-style-type: none"> ▪ Read Chapter 7, “Direct Services,” in the Participant Text ▪ Prepare three tear sheet pads for the “Brainstorm Crisis Intervention” activity by labeling one with “Safety/Security,” another with “Ventilate/Validate,” and one with “Predict/Prepare” ▪ Prepare five tear sheets with the following headings and post around the room: After a Crime is Reported; After-Arrest; Pre-Court; Court; and Post-conviction 	
8	<ul style="list-style-type: none"> ▪ Instructor Worksheet 8.1, Case Studies (18) ▪ Worksheet 8.1, Case Studies (18) ▪ Worksheet 8.2, Case Study: Vickie and Bill 	None	<p>Instructor:</p> <ul style="list-style-type: none"> ▪ Read Chapter 8, “Cultural and Spiritual Competence,” in the Participant Text ▪ Prepare tear sheet of large iceberg with water line so that 1/10 of iceberg is above the water line ▪ Select 4-6 case studies from Instructor Worksheet 8.1 to be used by the group, based on participants’ occupations, demographics of their communities, and those they serve 	<p>Visual 8-8: Show the DVD embedded in the PowerPoint</p> <p>Visual 8-25: Show the DVD embedded in the PowerPoint</p>

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Module	Worksheets	Equipment / Materials	Preparation	PowerPoint Slides
9	<ul style="list-style-type: none"> ▪ Handout: NVASC Standards for Victim Assistance Programs and Providers ▪ Instructor Worksheet 9.2, Elderly Victim ▪ Worksheet 9.1, Self-Awareness Inventory ▪ Worksheet 9.2, Elderly Victim ▪ Worksheet 9.3, Applying the Decisionmaking Process 	None	<p>Instructor:</p> <ul style="list-style-type: none"> ▪ Read Chapter 9, “Ethics in Victim Services,” Participant Text ▪ Tear sheets numbered separately 1 to 5 and taped around the training room ▪ Go to https://www.ovcttac.gov/vatonline/index.cfm and read material in Basics/Ethics in Victim Services: Foundation <p>OVC TTAC:</p> <ul style="list-style-type: none"> ▪ Make one copy of each of the ethical dilemmas that were part of the Pre-Academy Assignments. ▪ Prepare laminated copies, one for each participant, of the NVASC standards handout. 	<p>Visual 9-20: Following the activity, collect Worksheet 9.2 and give to the room monitor</p> <p>Visual 9-21: Show the DVD embedded in the PowerPoint</p>
10	<ul style="list-style-type: none"> ▪ Worksheet 10.1, Resilience Assessment ▪ Worksheet 10.2, Personal Resilience Development Plan ▪ Worksheet 10.3, Resilience Strategies 	None	<p>Instructor:</p> <ul style="list-style-type: none"> ▪ Read Chapter 10, “Developing Resilience,” in the Participant Text ▪ Prepare five tear sheets, one with each of these headings: Self-Knowledge and Insight, Sense of Hope, Healthy Coping, Strong Relationships, and Personal Perspective and Meaning 	

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11	<ul style="list-style-type: none"> ▪ Instructor Worksheet 11.3, Resources for Victim Advocates Word Search ▪ Worksheet 11.1, Roster of Victim- and Justice-Related URLs ▪ Worksheet 11.2, Federal and National Toll-Free Information and Referral Resources ▪ Worksheet 11.3, Resources for Victim Advocates Word Search 	None	None	
12	None	<ul style="list-style-type: none"> ▪ Business envelope and sheet of paper for each participant 	None	

Module 1: Introductions and Overview

Time Required

1 hour, 30 minutes

Purpose

This module includes introductions of the instructor(s) and participants, an overview of what participants can expect to learn during the training, and summaries of “lessons learned” from individuals interviewed for the Oral History Project.

Pre-Academy Assignment

Prior to attending NVAA, Track 1, please visit the OVC Oral History Project (OHP) online at <http://vroh.uakron.edu/index.php>. At the OVC OHP site, please click on interviewees and scroll down to view **one** of the following interviewees:

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M – R, please view Roberta Roper.

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victim activist following the murder of his daughter Louarna in Los Angeles in 1978, and helped co-found a number of grassroots victim assistance organizations; the Honorable Lois Haight, who chaired the 1982 President's Task Force on Victims of Crime and is currently a Juvenile Court Judge in Alameda County, CA; and Dr. Jane Nady Sigmon, a former OVC Director who currently works on behalf of international trafficking victims at the U.S. Department of State.

Please review the entire interview. You can also review the print transcript, as well as the summary of the interview.

Written assignment: Based on the interview, please answer the following questions:

- What were the biggest challenges the interviewee faced?
- What accomplishments in the victims' rights field did the interviewee identify?
- What three points from the interview most surprised you?

Lessons

1. Welcome and Overview of NVAA Track 1 (10 minutes)
2. Participant and Instructor Introductions (40 minutes)
3. Ground Rules and Logistics (10 minutes)
4. Office for Victims of Crime Oral History Project (30 minutes)

Participant Worksheets

No worksheets are required.

Equipment and Materials

- Agenda for the training
- List of participants and instructors for the training
- Preprinted name tents:
 - ♦ Survivor
 - ♦ Subject Matter Expert: VOCA
 - ♦ Grassroots Victim Advocate
 - ♦ OVC Directors

Preparation

- Place a Participant Manual, highlighter, sticky notes, and pen at each participant position.
- Prepare tear sheet titled “Parking Lot.”
- Place preprinted name tents on tables.
- Go to <http://vroh.uakron.edu/index.php> and review interviews of Steve Derene, James Rowland, Roberta Roper, and the OVC Directors Panel.

1. Welcome and Overview of NVAA Track 1 (10 minutes)



Show Visual 1-1.

Welcome participants to NVAA Track 1, Foundation-Level Training. **Explain** that the NVAA was piloted in 2006 at the Maritime Institute.



Show Visual 1-2.

Review goal of the training.



Show Visual 1-3.

Introduce **Module 1**.

Describe “lessons learned” from the Oral History interviewees.



Show Visuals 1-4 through 1-6.

Provide an overview of each module.

- Module 2: History of the Crime Victims’ Rights Movement in the United States
- Module 3: Basic Victims’ Rights
- Module 4: Impact of Crime on Victims
- Module 5: Navigating the Justice System
- Module 6: Communication with Victims and Survivors
- Module 7: Direct Services
- Module 8: Cultural and Spiritual Competence
- Module 9: Ethics in Victim Services
- Module 10: Developing Resilience
- Module 11: Resources for Victim Advocates
- Module 12: Taking It All Back Home

Advance through the Participant Manual with participants, explaining the contents and how the material will be used (i.e., “bonding with your binder”).

Explain the other resources they have: Participant Text and other materials on the USB pen, which they will receive at graduation.

2. Participant and Instructor Introductions (40 minutes)



Show Visual 1-7.

Introduce the activity.



Activity: Speed Dating (20 minutes)

The purpose of this activity is to use the concept of speed dating to encourage participants to meet as many people as possible in a short time and to learn simple facts about each other.

- 1. When the instructor indicates that participants should begin, participants are to find someone they do not know and ask the following questions of each other:**
 - What is your name and where are you from?
 - What is the name of the organization you work for?
 - What motivated you to work in the victim services field?
 - What would you like to take away with you at the end of this training?
- 2. After 3 minutes, call time and ask participants to find a new partner.**
- 3. Repeat this two more times, so that participants have met four new people through this activity.**



Show Visual 1-8.

Individual instructors briefly **introduce** themselves.

- One sentence summarizing your background and experience in the victim services field.
- One sentence about something you are **professionally** proud of.
- One sentence about something you are **personally** proud of.

3. Ground Rules and Logistics (10 minutes)



Show Visual 1-9.

Share the following ground rules and ask if there are others that need to be added to the list.

- Arrive on time and attend the entire session.
- Be respectful of other participants and the instructors.
- Share your expertise and experiences with others.
- Participate fully in each activity.
- Ask questions and make suggestions that will facilitate learning.
- Cell phone is on “off” or “vibrate.”



Show Visual 1-10.

Review the following information.

Paraphrase:

If at any time you feel stress because of the topics being discussed, take time to deal with your feelings in whatever ways help you. All of the instructors are available during the day to discuss any feelings you have that may be causing you discomfort. There is a Quiet Room onsite. This is a place where you can go if you need to deal with any feelings that may have arisen because of the training material.

Provide participants with directions to the Quiet Room.

Tell participants that in the evening, instructors have volunteered to be on-call should you need to talk with someone. Each day, we will post the name of the instructor who is on-call for that evening.

Provide the name and contact information for the instructor who is on-call this evening.



Show Visual 1-11.

Explain the use of the Parking Lot.

Paraphrase:

Each table has sticky notes. Use a sticky note to write down issues that are not fully addressed because of time or issues that you feel everyone would benefit from addressing. Post these on the Parking Lot tear sheet. Each morning, the instructors will review and address issues on the Parking Lot.



Show Visual 1-12.

Direct participants to and **review** the agenda, found in their Participant Manual.

4. Office for Victims of Crime Oral History Project (30 minutes)



Show Visual 1-13.

Provide a brief overview of the importance and purpose of the Oral History Project.

Paraphrase:

Five words are written on the Archives Building: “What is Past is Prologue.”

Understanding our past in the victim services field helps us to forge ahead into a productive, positive future for crime victims’ rights and victim assistance.

The purpose of the Oral History Project is to document the history of the victims’ rights and services movement since its inception in 1972.

Research and personal interviews were conducted in 2002 with over 60 leaders in the field.



Show Visual 1-14.

Introduce the activity.



Activity: Oral History Interview Summary (25 minutes)

- 1. Ask the participants to move to the table with the name tent that identifies the OHP interviewee they were assigned (e.g., survivor is Roberta Roper; subject matter expert on VOCA is Steve Derene; grassroots victim advocate is James Rowland; and OVC directors are Aileen Adams, John Gillis, the Hon. Lois Haight, and Dr. Jane Nady Sigmon).**

- 2. Each of the small groups should reach consensus on what they collectively view as the most important “lessons learned” from the interview. Each group should select a spokesperson to present a 2-minute summary of the “lessons learned” and key points from the discussion (10 minutes).*
- 3. Ask each group spokesperson to present the summary (10 minutes).*
- 4. Summarize any common “lessons learned” that were identified by the groups and any unique “lessons learned.”*
- 5. Encourage participants to continue exploring the Oral History Project site and learning more about key individuals in the victim services field.*



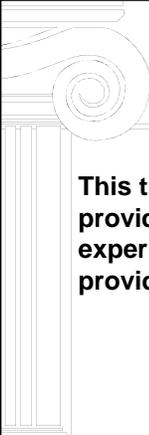
Show Visual 1-15.

Ask for any questions and close the module.



**NVAA
Track 1
Foundation-Level Training**

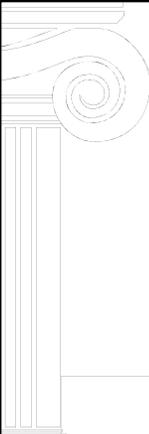




**Goal of NVAA Track 1,
Foundation-Level Training**

This training offers victim service providers who have less than 3 years of experience the basic skills needed to provide effective services to victims.

1-2



**Module 1
Introductions and
Overview**



Overview of Modules

- ❖ **Module 2: History of the Crime Victims' Rights Movement in the United States**
- ❖ **Module 3: Basic Victims' Rights**
- ❖ **Module 4: Impact of Crime on Victims**
- ❖ **Module 5: Navigating the Justice System**

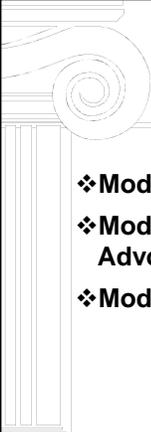
1-4



Overview of Modules

- ❖ **Module 6: Communication with Victims and Survivors**
- ❖ **Module 7: Direct Services**
- ❖ **Module 8: Cultural and Spiritual Competence**
- ❖ **Module 9: Ethics in Victim Services**

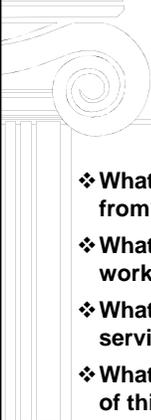
1-5



Overview of Modules

- ❖ **Module 10: Developing Resilience**
- ❖ **Module 11: Resources for Victim Advocates**
- ❖ **Module 12: Taking It All Back Home**

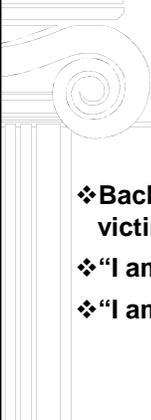
1-6



Activity: Speed Dating

- ❖ What is your name, and where are you from?
- ❖ What is the name of the organization you work for?
- ❖ What motivated you to work in the victim services field?
- ❖ What would you like to take away at the end of this training?

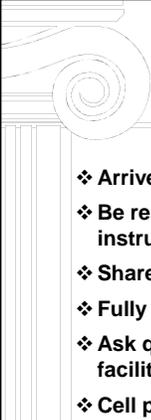
1-7



Who Are the Instructors?

- ❖ Background and experience in the victim services field
- ❖ “I am professionally proud of...”
- ❖ “I am personally proud of...”

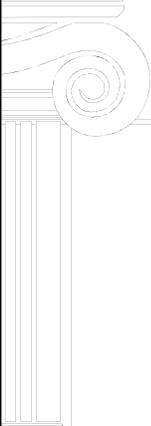
1-8



Ground Rules

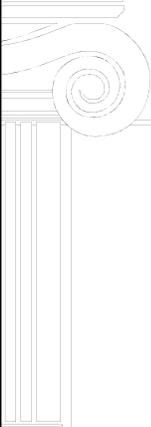
- ❖ Arrive on time; attend the entire session.
- ❖ Be respectful of other participants and the instructors.
- ❖ Share your expertise and experiences.
- ❖ Fully participate in each activity.
- ❖ Ask questions and make suggestions that will facilitate learning.
- ❖ Cell phone is on “off” or “vibrate.”

1-9



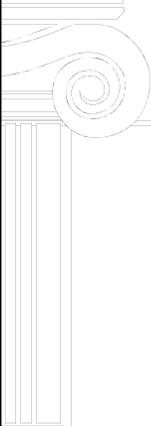
Quiet Room

1-10



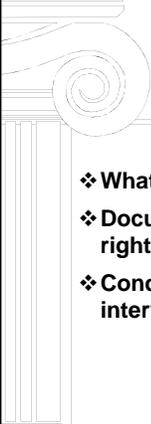
Parking Lot

1-11



Agenda

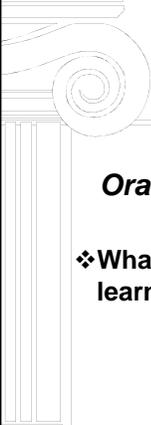
1-12



Oral History Project

- ❖ What is Past is Prologue
- ❖ Documented the history of the victims' rights and services movement since 1972
- ❖ Conducted research and personal interviews of over 60 leaders in the field

1-13



Activity

Oral History Interview Summary

- ❖ What are the most important "lessons learned" from the interviewees?

1-14



Closing of Module 1

- ❖ Questions?
- ❖ Comments?

1-15

Module 2: History of the Crime Victims' Rights Movement in the United States

Time Required

1 hour

Purpose

This module provides a review of the history of the victims' rights and assistance movement in the United States, covering the major social, political, legislative, and administrative influences that led to the development of the movement.

Pre-Academy Assignment

Participants were asked to complete part of an online module from Victim Assistance Training Online (VAT *Online*) and to read the material in Basics/Victim Service Provider Overview/Victims' Rights Movement. Pay particular attention to the document link in Activity 1: "History of the Crime Victims' Movement in the United States," by Steve Derene, Steve Walker, Ph.D., and John Stein, JD.

Lessons

1. Review (30 minutes)
2. Summary: OVC Oral History Project and Key Landmarks (30 minutes)

Learning Objectives

By the end of this module and its prerequisite activity, participants will be able to:

- Identify the major social/political movements that contributed to the rise of the victims' rights movement.
- Describe three major federal victims' rights laws.
- Describe and access the OVC Oral History Project.
- Describe at least three landmarks in the history of the victim assistance field.

Instructor Worksheet

- Instructor Worksheet 2.1, History of the Field Jeopardy: Questions and Answers

Participant Worksheets

No worksheets are required.

Equipment and Materials

- Play money for Jeopardy game
- History Jeopardy PowerPoint slides

Preparation

- Review and practice using History of the Field Jeopardy game questions and answers.
- Go to www.ovcttac.gov/vatonline and register for Victim Assistance Training *Online* (VAT *Online*).
- Read the material in Basics/Victim Service Provider Overview/Victims' Rights Movement. Pay particular attention to the document link in Activity 1: History of the Crime Victims' Movement in the United States, by Steve Derene, Steve Walker, Ph.D., and John Stein, JD.
- Go to <http://vroh.uakron.edu/> and become familiar with the content and format of the OVC Oral History Project Web site.
- Prepare packets of \$500 (in \$100 bills) for four to five teams.

 **Show Visual 2-1.**

 **Show Visual 2-2.**

Review the purpose and learning objectives for this module.

By the end of this module and its prerequisite activity, participants will be able to:

- Identify the major social/political movements that contributed to the rise of the victims' rights movement.
- Describe three major federal victims' rights laws.
- Describe and access the OVC Oral History Project.
- Describe at least three landmarks in the history of the victim assistance field.

Ask participants why learning about history is important. Why, for example, do many people learn about their family history and study genealogy?

1. Review (30 minutes)

 **Show Visual 2-3.**

Introduce the activity.

 **Activity: History Jeopardy (25 minutes)**

The purpose of this activity is to review the key points in the history of victim services.

- 1. Set up activity by explaining to participants that they will engage in a game of History Jeopardy. The game generally works like TV's Jeopardy! game with a few exceptions, explained below.**
- 2. Divide group into 4-5 groups/teams. Each team should select a team leader.**
- 3. Explain how History Jeopardy will be played. The instructor will select the first category/question. Whoever gains control of the board with a correct answer will select the category/question as the game progresses.**
- 4. Each team receives \$500 (in \$100 bills) to begin.**

- 5. When an answer is read, the team must confer and agree on the correct answer, and the team captain stands up.*
- 6. Play money is awarded to the team that answers correctly. Play money is taken away from the teams that answer incorrectly.*
- 7. Teams will be called on in the order in which the team captain stands up until a correct answer is given.*
- 8. The team with the most money at the end of the game wins.*
- 9. Remind participants that their answers must be in the form of a question.*
- 10. Distribute play money to each team.*
- 11. Launch History of the Field Jeopardy PowerPoint and click each cell across the blue top row to reveal the categories one by one.*
- 12. Select the first category and dollar amount; click on the underlined link to go to the question.*
- 13. Click to reveal the question and ask the question shown.*
- 14. Call on the team captain who stood up first, then on subsequent captains until the correct answer is given.*
- 15. When it is time to show the answer, click the mouse.*
- 16. To go back to the playing board, run the cursor over the lower right-hand corner of the question slide.*
- 17. Continue for time allotted or until the game is over, whichever comes first.*

2. Summary: OVC Oral History Project and Key Landmarks (30 minutes)



Show Visual 2-4.

Describe the OVC Oral History Project.

Paraphrase:

The Office for Victims of Crime Oral History Project (OHP) – co-sponsored by Justice Solutions, National Association of Crime Victim Compensation Boards, National Association of VOCA Assistance Administrators, and National Organization for Victim Assistance – documents the rich history of the victims’ rights and services movement since its inception in 1972. The historical perspectives of the victims’ rights and services field offered through the OHP provides significant insights into the genesis, growth, successes and challenges of the field; and provides written and video databases for research and reference by practitioners, academicians, public policy makers, journalists and others in the future.

The online OHP can be accessed at <http://vroh.uakron.edu/>, and the physical location of the OHP (which houses paper documents relevant to the history of the field) is at the University of Akron in Ohio

In 2002, the OHP conducted in-depth interviews of over 50 pioneers and leaders of the victim assistance field. Both complete video presentations and written transcripts of each interview can be viewed at the OHP Web site. Specific information can be accessed by the name of the interviewee, or by key words that search all interviews.



Show Visual 2-5.

Describe the special features of the OVC Oral History Project.

The OHP Web site includes several important resources related to the history of the field, and how to develop a state-specific Oral History Project. These include:

- “The History of the Crime Victims’ Movement in the United States.”
- “A Retrospective of the 1982 President’s Task Force on Victims of Crime.”
- “Paving the Path to Justice” video of the history of the field.
- How To Create an Oral History Project (for states and jurisdictions).



Show Visual 2-6.

Note that the “key landmarks” of the field address the development of programs, public policies, and partnerships that promote collaboration to improve victim services.

- The first crime victim compensation program was established in California in 1965.
- By 1970, five additional compensation programs were created – New York, Hawaii, Massachusetts, Maryland and the Virgin Islands.
- The first three victim assistance programs were created in 1972:
 - ♦ Aid for Victims of Crime in St. Louis, Missouri.
 - ♦ Bay Area Women Against Rape in San Francisco, California.
 - ♦ Rape Crisis Center in Washington, D.C.
 - ♦ All three still exist today.



Show Visual 2-7.

Describe the President’s Task Force on Victims of Crime, and the creation of the Office for Victims of Crime.

In a 1982 Rose Garden ceremony, President Reagan appointed the Task Force on Victims of Crime, which held public hearings in six cities across the nation to create a greatly needed national focus on the needs of crime victims. The Task Force’s *Final Report* offered 68 recommendations that became the framework for the advancement of new programs and policies.

This led to the creation of the Office for Victims of Crime (OVC) within the Office of Justice Programs, U.S. Department of Justice to implement recommendations from the President’s Task Force on Victims of Crime. OVC established a national resource center, trained professionals, and developed model legislation to protect victims’ rights.



Show Visual 2-8.

Describe the Task Force on Family Violence, and efforts to secure a Federal constitutional amendment for victims’ rights.

- In 1984, the Task Force on Family Violence presented its report to the U.S. Attorney General with recommendations for action, including the criminal justice system’s response to battered women; prevention and awareness; education and training; and data collection and reporting.

- In 1986, national victim assistance organizations met to address the final recommendation of the President’s Task Force on Victims of Crime – to amend the Sixth Amendment of the U.S. Constitution to guarantee that “...the victim, in every criminal prosecution, shall have the right to be present and to be heard at all critical stages of judicial proceedings...”
- Although decades-long efforts to secure a Federal constitutional amendment for victims’ rights have not been successful, today 33 states have state-level constitutional amendments that define and protect crime victims’ rights.



Show Visual 2-9.

Describe the passage of VAWA, and the creation of the U.S. Congress Victims’ Rights Caucus.

- In 1994, President Clinton signed a comprehensive package of Federal victims’ rights legislation as part of the *Violent Crime Control and Law Enforcement Act*. The Act includes the *Violence Against Women Act* (VAWA), which authorized more than \$1 billion in funding for programs to combat violence against women.
- VAWA was reauthorized in 2002 and 2005.
- The U.S. Congress House of Representatives established the first-ever bipartisan U.S. Congress Victims’ Rights Caucus, co-chaired by Congressman Judge Ted Poe (R-TX) and Congressman Jim Costa (D-CA). The mission of the Caucus is to elevate crime victim issues in Congress in a bipartisan manner without infringing on the rights of the accused, and represent and advocate before the Administration and within the U.S. Congress on behalf of crime victims.
- In 2004, the *Crime Victims’ Rights Act* (CVRA) was signed into law. It articulates eight key rights for victims of Federal crimes; establishes a victim’s right for relief and writ of mandamus; and defines procedures to promote compliance with victims’ rights as defined by Federal law. For additional information about the CVRA, please visit: www.justice.gov/usao/eousa/vr/cvra/18_USC_3771.html.



Show Visual 2-10.

Review the learning objectives and ask whether these were met.

By the end of this module and its prerequisite activity, participants will be able to:

- Identify the major social/political movements that contributed to the rise of the victims' rights movement.
- Describe three major federal victims' rights laws.
- Describe and access the OVC Oral History Project.
- Describe at least three landmarks in the history of the victim assistance field.



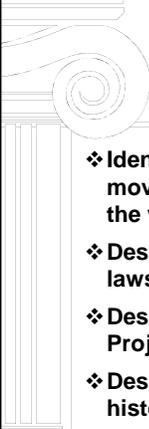
Show Visual 2-11.

Ask for any questions and close the module.



Module 2
History of the Crime Victims’
Rights Movement in the
United States





Learning Objectives

- ❖ Identify the major social/political movements that contributed to the rise of the victims’ rights movement.
- ❖ Describe three major federal victims’ rights laws.
- ❖ Describe and access the OVC Oral History Project.
- ❖ Describe at least three landmarks in the history of the victim assistance field.

2-2

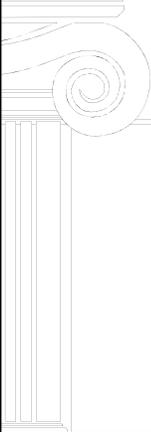


Activity

History Jeopardy

- ❖ Your answers must be in the form of a question.

2-3



OVC Oral History Project

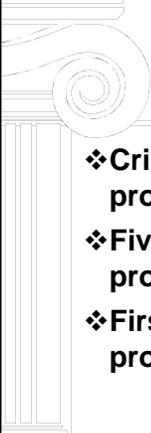
2-4



OVC Oral History Project

- ❖ **“The History of the Crime Victims’ Movement in the United States”**
- ❖ **“A Retrospective of the 1982 President’s Task Force on Victims of Crime”**
- ❖ **“Paving the Path to Justice” videotape of the history of the field**
- ❖ **How To Create an Oral History Project (for states and jurisdictions)**

2-5



Key Landmarks of the Field

- ❖ **Crime victim compensation program – 1965**
- ❖ **Five additional compensation programs created – 1970**
- ❖ **First 3 victim assistance programs - 1972**

2-6



❖ President's Task Force on Victims of Crime

- ◆ Creation of the Office for Victims of Crime

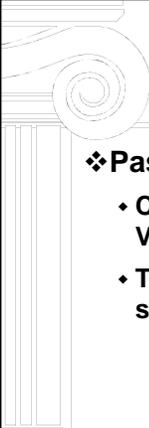
2-7



❖ Task Force on Family Violence

- ◆ Efforts to secure a federal constitutional amendment for victims' rights

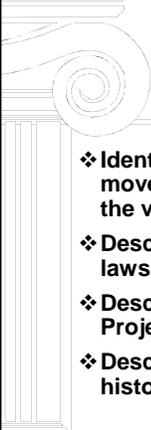
2-8



❖ Passage of VAWA

- ◆ Creation of the U.S. Congress Victims' Rights Caucus
- ◆ The Crime Victims' Rights Act was signed into law in 2004

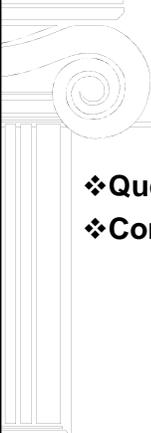
2-9



Review of Learning Objectives

- ❖ Identify the major social/political movements that contributed to the rise of the victims' rights movement.
- ❖ Describe three major federal victims' rights laws.
- ❖ Describe and access the OVC Oral History Project.
- ❖ Describe at least three landmarks in the history of the victim assistance field.

2-10

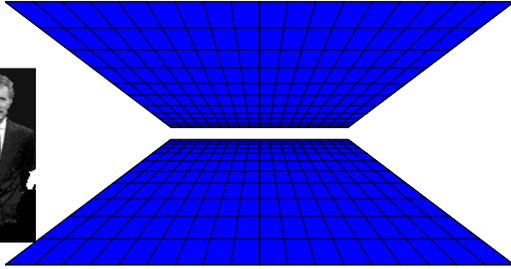


Closing of Module 2

- ❖ Questions?
- ❖ Comments?

2-11

Jeopardy - History of the Field



Movements & Stages	Acronyms	Legislation	Milestones	Pioneers
<u>\$100</u>	<u>\$100</u>	<u>\$100</u>	<u>\$100</u>	<u>\$100</u>
<u>\$200</u>	<u>\$200</u>	<u>\$200</u>	<u>\$200</u>	<u>\$200</u>
<u>\$300</u>	<u>\$300</u>	<u>\$300</u>	<u>\$300</u>	<u>\$300</u>
<u>\$400</u>	<u>\$400</u>	<u>\$400</u>	<u>\$400</u>	<u>\$400</u>
<u>\$500</u>	<u>\$500</u>	<u>\$500</u>	<u>\$500</u>	<u>\$500</u>

For \$100 the answer is ...

This crusader and public policy pioneer was among the first to introduce victim-related issues to the public by addressing such subjects as domestic violence and sexual harassment.

Who is ...
Susan B. Anthony?



For \$200 the answer is ...

This President was the first to proclaim National Crime Victims' Rights Week in addition to establishing the National Task Force on Victims of Crime.

Who is ...
Ronald Reagan?



For \$300 the answer is ...

This diagnosis was first officially recognized by the American Psychiatric Association's Diagnostic and Statistical Manual in 1980 to describe the psychological response of crime victims to their victimization.

What is ...
Posttraumatic
Stress Disorder?



For \$400 the answer is ...

This Woman's Movement book helped change attitudes and laws about sexual assault victims.

What is ...
Against Our Will by Susan
Brownmiller?



For \$500 the answer is ...

This federal agency started funding victim/witness assistance programs as part of the "Law and Order" movement.

What is ...

The Law Enforcement Assistance Administration (LEAA)?



For \$100 the answer is ...

OVC

What is ...

The Office for Victims of Crime?



For \$200 the answer is ...

NOVA

What is ...

The National Organization for Victim Assistance?



For \$300 the answer is ...

NCADV
What is ...
The National Coalition Against
Domestic Violence?



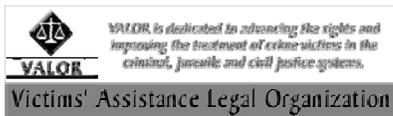
For \$400 the answer is ...

VOCA
What is ...
The Victims of Crime Act?



For \$500 the answer is ...

VALOR
What is ...
Victims' Assistance Legal Organization?



For \$100 the answer is ...

This federal law, first enacted in 1994, provides protections and services for victims of domestic violence, sexual assault, and stalking.

What is ...
Violence Against Women Act (VAWA)?



For \$200 the answer is ...

Thirty-three states have adopted this fundamental protection for victims' rights.

What are ...
State Victims' Rights Constitutional Amendments?



For \$300 the answer is ...

This 2004 law enhanced and enforced rights for victims in the federal criminal justice system.

What is ...
The "Justice for All" or "Crime Victims Rights Act"?



For \$400 the answer is ...

In 1980, this state enacted the first statutory “Bill of Rights for Victims and Witnesses of Crime.”

What is ...
Wisconsin?



For \$500 the answer is ...

This state passed the first law mandating arrest in domestic violence cases.

What is ...
Oregon?



For \$100 the answer is ...

Founded in 1978, this was the first national grassroots organization to support survivors of homicide victims.

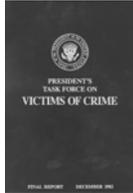
What is ...
Parents of Murdered Children
(POMC)?



For \$200 the answer is ...

This 1982 report contained 68 recommendations to improve victims' rights and services.

What is ...
The President's Task Force on Victims of Crime?



For \$300 the answer is ...

In 1965, California became the first U.S. state to establish this type of direct support to victims of crime.

What is ...
Crime Victim Compensation?



For \$400 the answer is ...

Of the following, this was NOT one of the first victim-assistance programs:

- a. Aid for Victims of Crime, St. Louis, MO
- b. Safe Horizon, New York, NY
- c. Bay Area Women Against Rape, San Francisco, CA
- d. Rape Crisis Center, Washington, DC

What is ...
Safe Horizon?



For \$500 the answer is ...

The first U.S. academic program in victim services was developed at this university.

What is ...

California State University, Fresno?



For \$100 the answer is ...

She chaired the President's Task Force on Victims of Crime.

Who is ...

Lois Haight Herrington?



For \$200 the answer is ...

These two Senators were the primary sponsors of the proposed Crime Victims' Rights Amendment to the U.S. Constitution.

Who are ...

Senator John Kyl

&

Senator Dianne Feinstein?



For \$300 the answer is ...

He created the first victim impact statement.

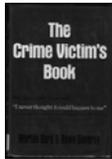
Who is ...
James Rowland?



For \$400 the answer is ...

They wrote *The Crime Victim's Book*, the first "bible" for victim services.

Who are ...
Morton Bard & Dawn Sangrey?



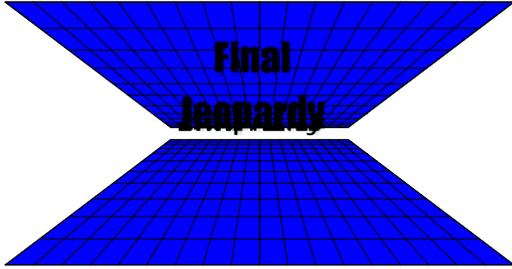
For \$500 the answer is ...

They established Mothers Against Drunk Driving (MADD).

Who are ...
Candy Lightener & Cindi Lamb?



History of the Field



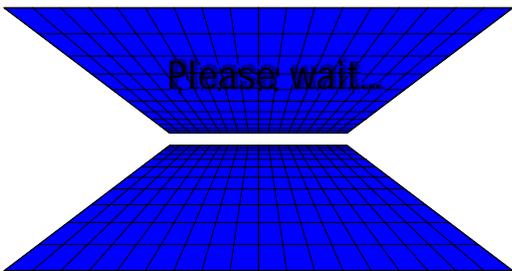
Firsts in the Field...

The first American state to establish a public prosecutor's office.

What is ...
Connecticut?



History of the Field





Module 3: Victims' Rights Laws in the United States

Time Required

2 hours, 30 minutes

Purpose

Thousands of laws have been enacted to provide rights for crime victims in our Nation's justice systems. This module will review basic rights for victims and provide an historical and legal perspective for each. Using a case scenario, participants will explore specific actions victim service providers can take to advocate for crime victims' rights and ensure those rights are enforced.

Pre-Academy Assignment

Please locate, obtain, and bring to the Academy as many of the following laws pertaining to victims' rights as may be appropriate for your particular jurisdiction:

- State constitutional amendment (primarily for state participants).
- State victims' bill of rights (primarily for state participants).
- Federal Crime Victims' Rights Act (primarily for federal participants).
- Victim notification legislation.
- Victim impact statement legislation.
- Restitution legislation.
- Protection from intimidation and harm legislation.

If your jurisdiction does not have some or any of these rights codified in "legislation" but they do exist in other forms, such as an oral tradition (primarily for tribal participants) or in other written policy statements (e.g., that may exist on military installations), please bring whatever information you can on the above core victims' rights.

Helpful Hints:

In many jurisdictions, the basic victims' rights are summarized and catalogued by VOCA Administrator's offices, other government agencies (e.g., the office of the Governor, Attorney General, State/County/District Attorney, or statewide victim services coalitions). Visiting those Web sites may provide a helpful reference to what those laws are and where they can be located. You can also locate these laws by going to www.victimlaw.info.

Lessons

1. Overview of Victims' Rights (30 minutes)
2. Ten Victims' Rights (2 hours)

Learning Objectives

By the end of this module, participants will be able to:

- Describe 10 major categories of victims' rights laws.
- Identify types of records needed to document losses for victim restitution.
- Discuss actions they can take to ensure that victims' rights are enforced.

Participant Worksheets

- Worksheet 3.1, Case Scenario—Edith, Charles, and Daniel
- Worksheet 3.2, Identifying and Documenting Losses for Victim Restitution

Equipment and Materials

No special equipment or materials are required.

Preparation

- Read Chapter 3, "Victims' Rights Laws in the United States," in the Participant Text.
- Prepare 10 tear sheets; each has one basic victims' right written as the header.
- Prepare copies of victims' rights laws from a sampling of states to distribute to those participants who did not bring their state laws with them to the Academy.

 **Show Visual 3-1.**

 **Show Visual 3-2.**

Review the purpose and learning objectives for this module.

By the end of this module, participants will be able to:

- Describe 10 major categories of victims' rights laws.
- Identify types of records needed to document losses for victim restitution.
- Discuss actions they can take to ensure that victims' rights are enforced.

1. Overview of Victims' Rights (30 minutes)

 **Show Visual 3-3.**

Introduce the activity.

 **Activity: Reverse Miranda (10 minutes)**

The purpose of this activity is to introduce the 10 categories of basic victims' rights.

- 1. Ask participants to turn to Worksheet 3.1, Case Scenario – Edith, Charles, and Daniel, put their Unique ID# on the worksheet, and explain that they will hand them in to you later in the module.**
- 2. After they have read the case scenario, participants are to take 3 minutes to write their answers to the question on the worksheet, then take 2 minutes to discuss their responses with others at their table.**
- 3. After the 5 minutes of individual work and small-group discussion, facilitate a round-robin report out from all tables to identify the list of rights that each table has identified.**
- 4. Write responses on a tear sheet until 10 basic rights have been identified.**



Show Visual 3-4.

Introduce the activity.



Activity: Victims' Rights Laws in the United States (15 minutes)

- 1. Ask participants to divide into pairs and share with their partner key points of the victims' rights laws in their states.*
- 2. Ask for two or three volunteers to share with the large group the key points of their state laws.*
- 3. Summarize similarities and differences between state laws.*

2. Ten Victims' Rights (2 hours)



Show Visuals 3-5 and 3-6.

Explain that victims' rights generally can be divided into 10 categories:

- Right to be treated with dignity and respect
- Right to information and referral
- Right to notification
- Right to be present
- Right to be heard
- Right to reasonable protection from intimidation and harm
- Right to restitution
- Right to apply for victim compensation (for violent crime victims)
- Right to speedy proceedings (without unreasonable delay)
- Special rights and protections



Show Visual 3-7.

Present and discuss the definition of the right to be treated with dignity and respect.

- Crime victims will be treated with sensitivity during all phases of justice processes and by all agents of the justice systems.
- This right is included in:
 - ♦ Most states' constitutional amendments that define victims' rights.
 - ♦ Most state victims' bills of rights.
 - ♦ The Federal Crime Victims' Rights Act within the Justice for All Act, enacted into law in 2004.



Show Visual 3-8.

Paraphrase:

The Utah Constitution provides the following definitions:

- Dignity means treating the crime victim with worthiness, honor, and esteem.
- Fairness means treating the crime victim reasonably, even-handedly, and impartially.
- Respect means treating the crime victim with regard and value.



Show Visual 3-9.

Introduce the activity.



Activity: Dignity and Respect (5 minutes)

- 1. Ask participants: What do dignity and respect specifically mean in the context of how victims are treated by the criminal justice system, and by society as a whole?**
- 2. Facilitate a 3-minute discussion among participants, and record their responses on a tear sheet.**
- 3. Ask participants: What do dignity and respect specifically mean in the context of how victims are treated by the criminal justice system, and by society as a whole?**

4. Facilitate a 3-minute discussion among participants, and record their responses on a tear sheet.



Show Visual 3-10.

Provide a definition of the right to information and referral. This right includes the provision of information about:

- Basic victims' rights.
- The justice process.
- Community- and system-based services available to help cope with the aftermath of crime.

Explain that information about the range of victim assistance programs in the United States is provided in the Participant Text, Chapter 3. Additionally, information about the range of victims' rights and services in the United States can be found in that same chapter.



Show Visual 3-11.

Present and discuss the definition of the right to notification.

- This is the “threshold right” from which all other victims' rights emanate.
- The victim of a crime has the right to be notified:
 - ♦ Of their statutory and constitutional rights.
 - ♦ Of the status of the case and alleged or convicted offender.
 - ♦ At all junctures throughout the criminal justice process where crime victims have the right to participate.



Show Visual 3-12.

Provide the historical/legal perspective.

- The 1982 President's Task Force on Victims of Crime Final Report recommended that victim-notification laws be enacted to ensure that victims be provided:
 - ♦ Case status information.
 - ♦ Prompt notice of scheduling changes for court proceedings.

- ◆ Prompt notice of defendants' arrest and bond status.



Show Visual 3-13.

- Today, all 50 states, the District of Columbia, and the federal justice system have enacted notification laws.
- Currently, there are at least 67 different points of notification for victims about:
 - ◆ Their rights.
 - ◆ Their right to attend and participate in hearings.
 - ◆ Events and activities involving the status of alleged and convicted offenders.



Show Visual 3-14.

Present the different ways victims can be notified:

- In person by a justice agency official or victim service provider.
- By telephone.
- By letter.
- By e-mail.
- By text message.
- Through technology: automated calls to victims; victims call into computerized system.
- Through use of agency Web sites that document information (e.g., status of case and alleged or convicted offender).



Show Visual 3-15.

Describe key enforcement issues.

- Notification needs to be situation-specific.

- Notice must be given in a manner that is reasonable, accurate, and timely, depending on the type of crime victim and the stages of the justice process.
- Notification should be early, often, and accurate.



Show Visual 3-16.

Present and discuss the definition of the right to be present.

- All victims have the right to be physically present during criminal justice proceedings.
- All victims have the right to have a voice at critical hearings related to their cases.
- State statutes and some state constitutions have defined the right to be present more specifically than others. Examples:
 - ♦ “Victims shall have the right to attend all criminal justice proceedings that the defendant has the right to attend.”
 - ♦ Some states allow judges considerable discretion in how the victim’s right to attend is applied.



Show Visual 3-17.

Review some of the reasons why the right to be present is important.

- Helps keep victims informed about what is happening in their case.
- Helps victims take an active role in securing justice, holding the offender accountable, and promoting safety for themselves and the community.
- Reminds the judge, jury, court personnel, and parole boards of the real human consequences of crime in a way that helps foster a more balanced and just system.
- Provides victims with the information needed to ask the prosecutor timely and informed questions about their case and its progress.



Show Visual 3-18.

Ask participants: When might victims *not* be allowed to be present?

- If they will be called as a witness.
 - ♦ However, the prosecutor can schedule the victim/witness to testify early in the trial, so they can attend the proceeding.

- If the defense motions the court to exclude the victim.
 - ♦ However, prosecutor can contest such a motion and request clear rationale for victim/witness exclusion for the court record.



Show Visual 3-19.

Discuss enforcement issues.

Ask participants: Does the mere presence of a crime victim hurt the defendant's rights?

Share that there is not a single case in the history of the U.S. where a victim's presence impeded the defendant's rights.



Show Visual 3-20.

- **Present** the definition of the right to be heard.
- Victims have the right to have a voice at critical hearings related to their cases—from bail and bond hearings to sentencing and parole hearings.
- This right allows victims:
 - ♦ To express their concerns about the status of offenders.
 - ♦ The opportunity to tell (through victim impact statements) the court or paroling authority about the physical, psychological, financial, social, and spiritual impact the crime has had on them and their families.



Show Visual 3-21.

Provide the historical/legal perspective.

- 1976: Fresno County, California, Chief Probation Officer James Rowland believed it was unfair that no information was presented at sentencing about the impact of the crime on the victim.
- All 50 states and the federal system have allowed victim impact evidence at sentencing.
- Majority of states require the sentencing authority to consider victim impact statements in the sentencing decision.



Show Visual 3-22.

Present information about victim impact statements. Victim impact information can be presented in:

- Oral impact statements.
- Written impact statements.
- Audio impact statements.
- Video impact statements.
- Teleconference.
- Pre-sentence investigation (PSI) or pre-adjudication investigation (PAI) reports.

Discuss enforcement issues.

Paraphrase:

Today, enforcement efforts to ensure a victim has a right to be heard are focusing not just at the sentencing and parole stages of the justice process, but earlier, including during the pre-trial stage, such as bond hearings and in the plea process.



Show Visual 3-23.

Present and discuss the definition of the right to reasonable protection from intimidation and harm.

- Justice agencies and agents have a duty to offer victims a range of measures that can enhance their personal safety and prevent an alleged or convicted offender from intimidating, threatening, or harming victims.



Show Visual 3-24.

Discuss the historical/legal perspective for this right.

- No statute, law, or constitutional amendment can guarantee that victims will be protected from their accused or convicted offenders.
- Many states assert that victims have a right to “reasonable protection” from the offender.
- More than half of states have passed laws granting victims the right to be reasonably protected from the accused during the criminal justice process.

Tell participants that eight states have granted this right in a constitutional amendment.



Show Visual 3-25.

Explain the following ways that victims' rights laws address safety concerns.

- Victims' bills of rights generally require victims to be notified at the beginning of the judicial process about legal action they can take to protect themselves from intimidation and harassment (e.g., orders of protection, restraining orders).
- States have laws requiring courts to establish safe and secure waiting areas for crime victims and witnesses that are separate by sight and sound from accused and/or convicted defendants in order to reduce potential intimidation and harassment from a defendant or his family and friends.
- States have established specific offenses for the harassment of victims and witnesses and make harassment grounds for bail revocation and re-incarceration.
- States have enacted protection statutes that mandate judges to issue "no contact" orders as a condition of pretrial and posttrial release.
- States have passed laws that require automatic revocation of pretrial or supervised posttrial release if the defendant or convicted offender harasses or intimidates a victim or witness.
- State laws have given courts the authority to detain and/or prosecute defendants who pose a danger to victims and/or community safety.



Show Visual 3-26.

Present and discuss the following information on ways victim service providers can help ensure victims are knowledgeable about the range of victims' protection rights.

- Victim service providers can advise victims about their right to request that the court/correctional agency/probation agency/parole authority issue a protection or no contact order. This means that for a designated period of time, the offender will be under a legal order to refrain from contacting the victim.
- Victims can request contact information for the specific criminal justice agency and officials who are responsible for offender supervision or incarceration.

- Victim service providers can assist victims in making decisions and considering actions that can enhance their personal safety and security at home, at work, and in the community. They can work with victims to develop safety plans that give victims a sense of control and involvement in their personal protection. The core elements of a safety plan are provided in the Participant Text, Chapter 7.
- Victims should be informed of the specific conditions of a protection order and have the justice agency confirm that the order has been served to the offender.

Tell participants that “Enforcement of Protective Orders,” published by the Office for Victims of Crime, provides guidelines about how to help victims seek protective orders, and highlights current issues in the enforcement of protective orders. This *Legal Series Publication* is included in the Participant Text, and can be downloaded at:

www.ojp.usdoj.gov/ovc/publications/bulletins/legalseries/bulletin4/ncj189190.pdf.



Show Visual 3-27.

Discuss enforcement issues.

- A key issue is the interaction of victims’ rights law.
- For example, even if it is not explicit, if a victim has the right to protection, then a victim implicitly has the right to be heard.



Show Visual 3-28.

Provide a definition to the right of restitution.

Paraphrase:

Restitution is a civil remedy that is applied to criminal cases in an attempt to help the victim recover from pecuniary losses resulting from the crime, and to hold the offender accountable for his/her criminal or delinquent acts.



Show Visual 3-29.

Present and discuss the costs associated with specific types of injuries.

- Victims suffer physical, emotional, financial, social, and spiritual injuries that may have real costs associated with them.

- Physical injuries often require costly medical care and physical therapy.
 - ♦ Psychological and emotional injuries often require ongoing counseling and therapy.
 - ♦ Victims suffer direct economic losses as a result of property damage, theft, lost wages, and expenses related to their participation in the justice process.
- Crime victims may have limited resources. The economic consequences of being a crime victim often push victims into bankruptcy.
- Cost of crime (e.g., medical expenses, lost earnings, public assistance): \$105 billion per year (Journal of Law and Economics, 1999).
- When pain, suffering, and the reduction in quality of life are added to the cost of crime: \$450 billion per year (Journal of Law and Economics, 1999).
- Restitution is intended to shift some of this burden to convicted criminal offenders.



Show Visual 3-30.

Present the following information.

- Restitution is the “oldest” victim right.
 - ♦ Restitution statutes were among the first victims’ rights laws passed in the 1960s and 1970s.
 - ♦ Today, all states have restitution laws that provide crime victims the right to receive financial recompense from the offender.
- Restitution can be ordered in *all* cases, including:
 - ♦ Cases of property crime involving the theft of goods or stolen or damaged property.
 - ♦ For victims of violent crime and for survivors of homicide for current and future expenses related to the crime.
 - ♦ For victims of theft of services, fraud, forgery, and violation of vehicle and traffic laws.



Show Visual 3-31.

Instructor Note:



Following the activity, collect **Worksheets 3.1 and 3.2** and give to the room monitor.

Introduce the activity.



***Activity: Documenting Losses for Victim Restitution: Edith and Charles
(15 minutes)***

The purpose of this activity is to identify possible economic losses suffered by Edith and Charles as a result of their victimization, using **Worksheet 3.1, Case Scenario - Edith, Charles, and Daniel**.

- 1. Ask participants to return to Worksheet 3.1, Case Scenario - Edith, Charles, and Daniel, and to locate Worksheet 3.2, Identifying and Documenting Losses for Victim Restitution, found in the Participant Manual.***
- 2. Instruct participants to place their Unique ID# on Worksheet 3.2.***
- 3. Ask participants to review Worksheet 3.1, Case Scenario - Edith, Charles, and Daniel, and to complete Worksheet 3.2, Identifying and Documenting Losses for Victim Restitution.***
- 4. After most participants have completed their review, ask participants to identify Edith's and Charles' losses. Record these on tear sheets, leaving enough room to record how they might document their losses.***
- 5. When the list of possible losses is complete, go back and ask participants how they would advise Edith and Charles to document their losses for each type that was identified.***
- 6. Remind participants to put their unique ID# on both worksheets. Collect Worksheets 3.1 and 3.2 and give to the room monitor.***



Show Visual 3-32.

Transition to the key points of restitution.

Tell participants that state laws vary on restitution.

- Some laws make restitution mandatory. Judges must order or explain in writing.
- Other laws give more discretion based on ability of the offender to pay.



Show Visual 3-33.

Describe restitution considerations:

- Restitution should be the first payment of offenders' legal/financial obligations, except in cases where child support is also ordered (in such cases, restitution and child support obligations should be split as the first order of payment).
- Victim service providers should always ask the prosecutor to request restitution in cases involving pecuniary losses, and/or in cases where the victim has specifically requested restitution.
- Ability to pay should be irrelevant to the judge's order of restitution. If an offender's "ability to pay" is raised, the prosecutor should raise, for the court record, the "victim's ability to pay" for the financial losses of a crime committed against him or her, for which the victim had no responsibility.
- Victim service providers should be aware of their state's law regarding if/how restitution can be converted to a civil order, and be able to advise victims about this process.

Current case law leans toward 1) judges ordering restitution and 2) the offender's ability to pay.



Show Visual 3-34.

Explain that one of the resources available nationwide is victim compensation. All states, the District of Columbia, the U.S. Virgin Islands, Guam, and Puerto Rico have established programs for crime victims.

Provide a definition of the right to apply for victim compensation.

Victim compensation programs reimburse violent crime victims for crime-related expenses such as medical costs, mental health counseling, funeral and burial costs, and lost wages or support that are not covered by collateral sources.



Show Visual 3-35.

Explain that although each state's compensation program is administered independently, most programs have similar eligibility requirements and offer comparable benefits. It is important for victim service providers to know the specifics of the eligibility and program parameters of their state's program. Maximum awards generally range from \$10,000 to \$25,000, though some states have higher or lower ranges.

- Compensation is paid only when other financial resources (e.g., private insurance or offender restitution) do not cover the loss.
- Most state programs do not cover theft damage, property loss, or compensation for victims of terrorism.



Show Visual 3-36.

Explain that to be eligible for compensation, crime victims must:

- Be innocent of the criminal activity.
- Report the crime to law enforcement in a timely manner.
- Cooperate with the law enforcement investigation of the crime.
- File a timely application.



Show Visual 3-37.

- Not be involved in illegal activity at the time of the crime.
- Have an expense that is not covered by another source.



Show Visual 3-38.

Paraphrase:

A victim whose application for compensation is denied has the right to appeal the denial. The appeal should state why the victim believes the denial to be in error. Each state has a procedure for applying denied claims, so the victim needs to follow that procedure (i.e., meet the appeal deadline) in order for the appeal to be considered.



Show Visual 3-39.

Introduce the activity.



Activity: State Victim Compensation Forms (10 minutes)

1. *Ask participants to take out a copy of the state victim compensation form that was part of their pre-Academy assignment.*
2. *Ask for a volunteer to review their state victim compensation form with the large group. Facilitate a brief discussion about similarities and differences between other state compensation forms.*
3. *Ask the group what challenges their form presents for them as an advocate and for the victim. Solicit advice from the large group about how to address the challenges.*



Show Visual 3-40.

Describe other collateral sources of payment to the victim.

- Compensation programs are “payers of last resort.”
- Other collateral sources of payment to the victim must be accessed before compensation programs will consider payment:
 - ♦ Medical and auto insurance.
 - ♦ Employee benefit programs.
 - ♦ Social Security.
 - ♦ Medicaid.



Show Visual 3-41.

Define and discuss the right to proceedings without unreasonable delay.

Paraphrase:

- A court is required to consider any adverse impact a delay may have on the well-being of the victim when considering a motion for a delay or continuance. The court must balance the victim’s interests with the fair-trial rights of the defendant.
- One of the greatest hardships victims endure in the criminal justice process is the delay of scheduled proceedings.

- Repeated continuances cause serious hardships and trauma for victims. The impact of continuances is particularly difficult for victims whose memories may fade over time or whose health may deteriorate.
- Many states have laws that give crime victims the right to request a speedy trial.
- Defendants have a similar right clearly defined in the U.S. Constitution.
- Some delays are legitimate for case preparation, and some are not. Legitimate delays include the following.
 - ♦ Case investigation.
 - ♦ Expert witness work.
 - ♦ Witness interviews.
 - ♦ Any testing that can support the prosecutor's case.



Show Visual 3-42.

Ask participants: What can victim service providers do?

- Work with the prosecutor to encourage objections to unnecessary delays.
- Inform victims of their right to have input into and/or object to delays.
- Include information about the victim's right to "speedy disposition" in judicial training programs.



Show Visual 3-43.

Present and discuss special rights and protections.

Employer Intercession: Most states have enacted laws that prevent employers from firing or penalizing victims when they take time off from work to attend preliminary hearings, trials, sentencing hearings, parole hearings, etc.

Prompt Property Return: Laws giving victims the right to have their property returned within a reasonable period of time have been enacted in most states.

Victims' Right to Privacy: Laws include protection of the victim's contact information and identity.

- Protection of the victim's contact information—created to prevent defendants and/or their agents from discovering the location of the victim in order to further victimize, harass, or intimidate the victim or the victim's family members.

- Protection of the victim’s identity—created to prevent the disclosure of the victim’s identity to the public in order to spare him or her embarrassment, loss of dignity, and stigma from the publication of personal facts or details related to the crime.



Show Visual 3-44.

Discuss actions that victim advocates can take to ensure crime victims’ rights are enforced.

- To be effective, victim advocates need to have a strong working knowledge of victims’ right laws and how they should be implemented.
- Work with the prosecutor to encourage objections to unnecessary delays.
- Inform victims of their right to have input into and/or object to delays.
- Include information about the victim’s right to “speedy disposition” in judicial training programs.
- Many states offer compilations of victims’ rights laws either online or in printed directories. Check with the state VOCA administrator to learn if there is a list of laws pertaining to victims’ rights, or visit www.victimlaw.org.



Show Visual 3-45.

Discuss key events related to enforcing victims’ rights.

- Historical perspective:
 - ♦ Moving from private to public prosecution
 - ♦ 1972 U.S. Supreme Court case *Linda R.S. v. Richard D.*
- Overview of Constitutional amendments:
 - ♦ First recommendation of the 1982 President’s Task Force on Victims of Crime Final Report
 - ♦ 33 state constitutional amendments
 - ♦ Federal Constitutional Amendment Compromise—2004 Justice For All Act, Crime Victims’ Rights Act (CVRA)

Explain the goal of Constitutional amendments.

Paraphrase:

Many victim advocates believe that a victims' rights Constitutional amendment is the only legal measure strong enough to rectify the current inconsistencies in victims' rights laws that vary significantly from jurisdiction to jurisdiction on the state and federal levels.

Explain key case on enforceability of victims' rights.

United States v. McVeigh, 106 F.3d 325 (10th Cir. 1997)

Paraphrase:

- Victims of the Oklahoma City bombing sought to exercise their federal statutory right to attend the criminal trial of Timothy McVeigh, and to subsequently testify at the sentencing proceeding if McVeigh was convicted.
- The trial court prohibited the victims' attendance at trial if they opted to appear and testify at sentencing.
- The victims sought review from the appellate court, and the Tenth Circuit Court of Appeals upheld the trial court, pointing to the statute's requirement of only "best efforts" and finding that the statute did not grant the victims standing to seek review of denials of their rights. *Id.* at 335.
- This ruling meant that while victims of the bombing had, on paper, the rights to both attend the proceedings and to be heard at the sentencing, when the trial court denied these rights there was nothing the victims could do.
- Congress intervened and passed the Victims' Rights Clarification Act of 1997.



Show Visual 3-46.

Discuss current enforcement efforts.

- Federal Crime Victims' Rights Act of 2004
- State initiatives—Maryland, Arizona, Colorado, Wisconsin
- Legal Advocates for Victims—Connecticut
- National Crime Victim Law Institute
- State crime victim legal clinics



Show Visual 3-47.

Discuss the role of victim advocates in ensuring victims' rights.

- Have a strong knowledge of victims' rights laws.
- Keep up-to-date on any changes in your state laws.
- Begin to follow case law on behalf of victims' rights.
- Identify if your state has an enforcement mechanism.



Show Visual 3-48.

- **Define** the mission of victims' rights advocacy.
- It is our mission as victim advocates to ensure that all crime victims have every opportunity to receive their rights.
- Success depends on your knowledge of current victims' rights laws, and your vital role in helping victims understand and implement their rights.
- Your understanding of enforcement measures helps to guarantee these rights.



Show Visual 3-49.

Introduce the activity.



Activity: What Can I Do? (15 minutes)

The purpose of this activity is to highlight and promote actions by participants to help ensure crime victims' rights.

- 1. Refer participants to prepared tear sheets posted around the room. Each tear sheet has one basic right written at the top.**
- 2. Ask participants to walk around the room and, using a marker, write specific actions they can take or that a victim service provider can take to help ensure that the right is enforced.**
- 3. After 10 minutes, ask a volunteer to present the material from one tear sheet.**
- 4. Ask for comments or questions after each right has been covered.**



Show Visual 3-50.

Review the learning objectives and ask whether these were met.

By the end of this module, participants will be able to:

- Describe 10 major categories of victims' rights laws.
- Identify types of records needed to document losses for victim restitution.
- Discuss actions they can take to ensure that victims' rights are enforced.



Show Visual 3-51.

Ask participants for any questions or comments before moving to the next module.



Module 3
Victims' Rights Laws in
the United States

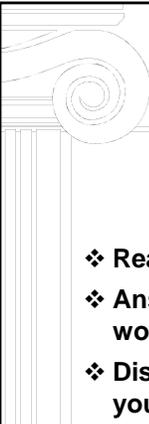




Learning Objectives

- ❖ Describe 10 major categories of victims' rights laws.
- ❖ Identify types of records needed to document losses for victim restitution.
- ❖ Discuss actions you can take to ensure that victims' rights are enforced.

3-2



Activity

Reverse Miranda
Worksheet 3.1

- ❖ Read the case scenario.
- ❖ Answer the questions on the worksheet.
- ❖ Discuss responses with others at your table.

3-3



Activity

Victims' Rights Laws in the United States

- ❖ Working in pairs, share key points of victims' rights laws in your jurisdiction.
- ❖ In the large group, summarize similarities and differences among jurisdictions.

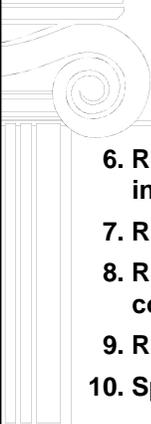
3-4



Ten Victims' Rights

1. Right to be treated with dignity and respect
2. Right to information and referral
3. Right to notification
4. Right to be present
5. Right to be heard

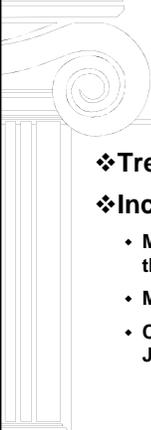
3-5



Ten Victims' Rights

6. Right to reasonable protection from intimidation and harm
7. Right to restitution
8. Right to apply for victim compensation (violent crimes)
9. Right to speedy proceedings
10. Special rights and protections

3-6



Right To Be Treated with Dignity and Respect

- ❖ Treated with sensitivity
- ❖ Included in:
 - Most states' constitutional amendments that define victims' rights.
 - Most states' victims' bills of rights.
 - Crime Victims' Rights Act within the Justice for All Act for federal crime victims.

3-7



Utah Constitution

- ❖ Dignity = Treating with worthiness, honor, esteem
- ❖ Fairness = Reasonable, even-handed, impartial treatment
- ❖ Respect = Treating with regard and value

3-8

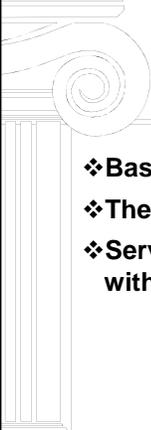


Activity

Dignity and Respect

- ❖ What do dignity and respect specifically mean in the context of how victims are treated by the criminal justice system, and by society as a whole?

3-9



Right to Information and Referral

- ❖ Basic victims' rights
- ❖ The justice process
- ❖ Services available to help cope with the aftermath of crime

3-10



Right to Notification

- ❖ Right to be notified
- ❖ "Threshold right"
 - Of statutory and constitutional rights available
 - Of the status of the case and alleged or convicted offender
 - At all junctures throughout the criminal justice process where crime victims have the right to participate

3-11

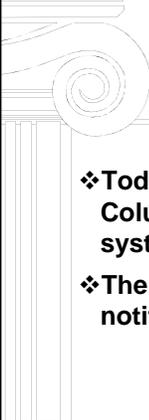


Right to Notification: Historical/Legal Perspective

The 1982 President's Task Force on Victims of Crime Final Report recommended victims be provided:

- ❖ Case status information.
- ❖ Prompt notice of scheduling changes for court proceedings.
- ❖ Prompt notice of defendants' arrest and bond status.

3-12



Right to Notification: Historical/Legal Perspective

- ❖ Today, all 50 states, the District of Columbia, and the federal justice system have notification laws.
- ❖ There are at least 67 points of notification for victims.

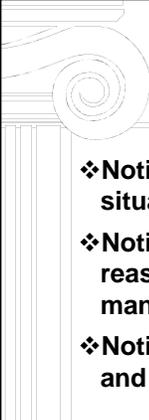
3-13



Range of Victim Notification Processes

- ❖ In person
- ❖ By telephone
- ❖ By letter
- ❖ By e-mail
- ❖ By text message
- ❖ Through technology
- ❖ Through agency Web sites

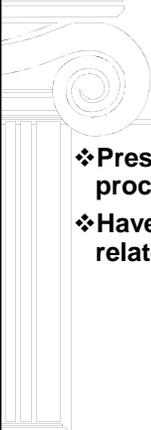
3-14



Key Enforcement Issues

- ❖ Notification must be situation-specific.
- ❖ Notice must be given in a reasonable, accurate, and timely manner.
- ❖ Notification should be early, often, and accurate.

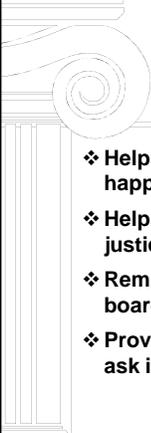
3-15



Right To Be Present

- ❖ Present during criminal justice proceedings
- ❖ Have a voice at critical hearings related to their cases

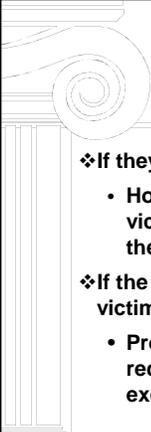
3-16



Importance of the Right To Be Present

- ❖ Helps keep victims informed about what is happening in their case.
- ❖ Helps victims take an active role in securing justice.
- ❖ Reminds judge, jury, court personnel, parole boards of human consequences of crime.
- ❖ Provides victims with information needed to ask informed questions.

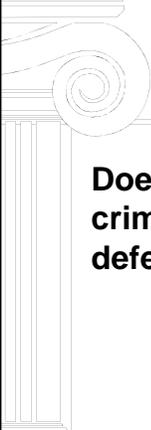
3-17



When Might Victims NOT Be Allowed To Be Present?

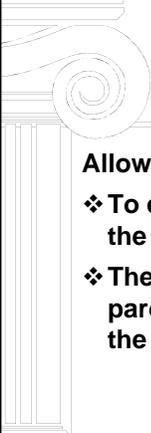
- ❖ If they will be called as a witness.
 - However, the prosecutor can schedule the victim/witness to testify early in the trial, so they can attend the proceeding.
- ❖ If the defense motions the court to exclude the victim.
 - Prosecutor can contest such a motion and request clear rationale for victim/witness exclusion for the court record.

3-18



Does the mere presence of a crime victim hurt the defendant's rights?

3-19



Right To Be Heard

Allows victims:

- ❖ **To express their concerns about the status of offenders.**
- ❖ **The opportunity to tell the court or paroling authority about the impact the crime has had on them.**

3-20



**Right To Be Heard:
Historical/Legal Perspective**

- ❖ **1976: Fresno County, CA, Chief Probation Officer believed it was unfair that no victim impact information was presented at sentencing.**
- ❖ **All 50 states and the federal system have allowed victim impact evidence at sentencing.**
- ❖ **Majority of states require the sentencing authority to consider victim impact statements in the sentencing decision.**

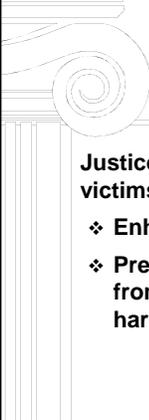
3-21



Victim Impact Statements

- ❖ Oral
- ❖ Written
- ❖ Audio
- ❖ Video
- ❖ Teleconference
- ❖ Pre-sentence investigation or pre-adjudication investigation

3-22

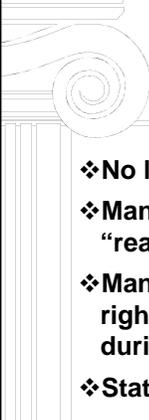


Right to Reasonable Protection from Intimidation and Harm

Justice agencies have a duty to offer victims measures to:

- ❖ Enhance their personal safety.
- ❖ Prevent alleged or convicted offenders from intimidating, threatening, or harming victims.

3-23



Historical/Legal Perspective

- ❖ No law can guarantee protection.
- ❖ Many states assert a right to “reasonable protection.”
- ❖ Many states have laws granting the right to reasonable protection during criminal justice process.
- ❖ State constitutional amendment.

3-24



Safety Concerns and Victims' Rights Laws

- ❖ Intimidation and harassment
- ❖ Safe and secure waiting areas
- ❖ Specific offenses for harassment
- ❖ No contact orders
- ❖ Automatic revocation of release
- ❖ Detain defendants who pose danger

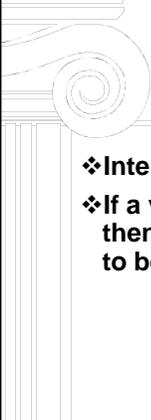
3-25



What Can Victim Service Providers Do?

- ❖ Protection or no contact order
- ❖ Contact information
- ❖ Decisionmaking, safety plans
- ❖ Conditions of protection order, confirmation

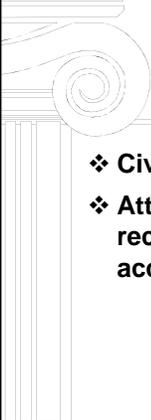
3-26



Enforcement

- ❖ Interaction of victims' rights laws
- ❖ If a victim has a right to protection, then he/she implicitly has the right to be heard.

3-27



Right to Restitution

- ❖ Civil remedy
- ❖ Attempts to help the victim to recover, and to hold the offender accountable

3-28



Injuries Have Costs

- ❖ Victims suffer physical, emotional, financial, social, and spiritual injuries.
- ❖ Restitution shifts some burden to convicted criminal offenders.

3-29



Right to Restitution: Historical/Legal Perspective

- ❖ Restitution the “oldest” victim right.
- ❖ Restitution can be ordered in all cases, including:
 - Cases of property crime.
 - For victims of violent crime and survivors of homicide.
 - For victims of theft of services, fraud, forgery, and violation of vehicle and traffic laws.

3-30

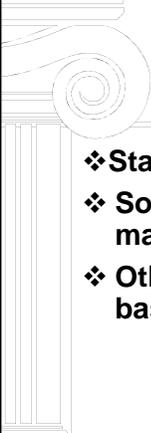


Activity

**Documenting Losses for
Victim Restitution: Edith and Charles
Worksheets 3.1, 3.2**

- ❖ What are their losses?
- ❖ Turn in worksheets 3.1 and 3.2.

3-31



Restitution

- ❖ State laws vary.
- ❖ Some laws make restitution mandatory.
- ❖ Other laws give more discretion based on ability to pay.

3-32



Restitution Considerations

- ❖ First payment
- ❖ Request restitution
- ❖ Ability to pay
- ❖ Civil orders
- ❖ Current case law

3-33



Right To Apply for Compensation

- ❖ Medical costs
- ❖ Mental health counseling
- ❖ Funeral and burial costs
- ❖ Lost wages or support

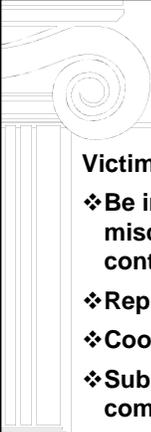
3-34



Who Is Eligible for Compensation?

- ❖ Every state has a crime victim compensation program.
- ❖ State laws dictate the range of compensation.
- ❖ Almost all states have minimum loss requirements.
- ❖ All states have maximum benefit levels.

3-35

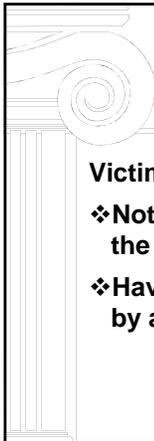


Who Is Eligible for Compensation?

Victim must:

- ❖ Be innocent of criminal activity or misconduct that caused/ contributed to victim's injury/death.
- ❖ Report the crime promptly.
- ❖ Cooperate with police, prosecutors.
- ❖ Submit a timely application to the compensation program.

3-36

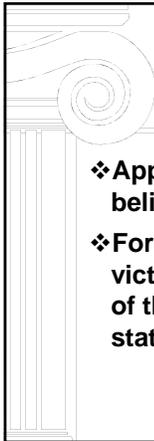


Who Is Eligible for Compensation?

Victim must:

- ❖ **Not be involved in illegal activity at the time of the crime.**
- ❖ **Have an expense that is not covered by another source.**

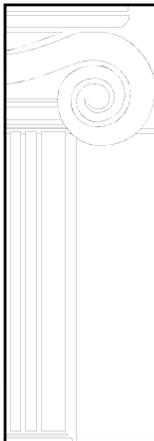
3-37



Right To Appeal the Denial

- ❖ **Appeal should state why victim believes the denial is in error.**
- ❖ **For the appeal to be considered, victim must follow appeal procedures of the compensation program in the state where the crime occurred.**

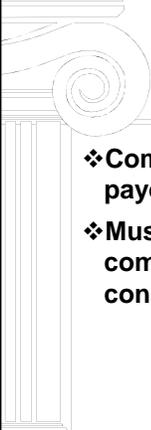
3-38



Activity

State Victim Compensation Forms

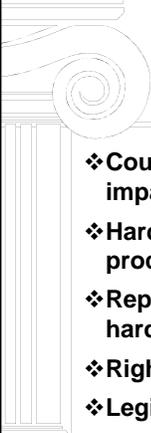
3-39



Collateral Resources

- ❖ Compensation programs are payers of last resort.
- ❖ Must be accessed before compensation programs will consider payment.

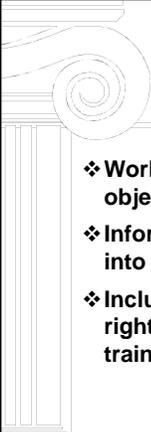
3-40



Right to Proceedings Without Unreasonable Delay

- ❖ Court required to consider adverse impact delays may have on victim
- ❖ Hardship of delay of scheduled proceedings
- ❖ Repeated continuances cause serious hardships and trauma
- ❖ Right to a speedy trial
- ❖ Legitimate delays

3-41



What Can Victim Service Providers Do?

- ❖ Work with the prosecutor to encourage objections to unnecessary delays.
- ❖ Inform victims of their right to have input into and/or object to delays.
- ❖ Include information about the victim's right to "speedy disposition" in judicial training programs.

3-42



Special Rights and Protections

- ❖ Employer intercession
- ❖ Prompt property return
- ❖ Victim's right to privacy
 - Protection of the victim's contact information
 - Protection of the victim's identity

3-43



What Can Victim Advocates Do?

- ❖ Strong working knowledge of victims' rights laws.
- ❖ Work with the prosecutor.
- ❖ Inform victims of their right to have input, object to delays.
- ❖ Speedy disposition.
- ❖ State compilations of victims' rights laws.

3-44



Key Events

- ❖ Historical perspective, moving from private to public prosecution
- ❖ Constitutional amendments
- ❖ *United States v. McVeigh*

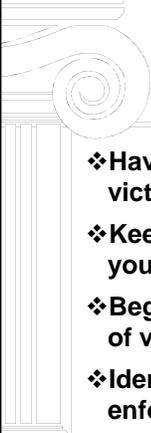
3-45



Enforcement Efforts

- ❖ Federal Crime Victims' Act of 2004
- ❖ State initiatives—Maryland, Arizona, Colorado, Wisconsin
- ❖ Legal Advocates for Victims—Connecticut
- ❖ National Crime Victim Law Institute
- ❖ State crime victim legal clinics

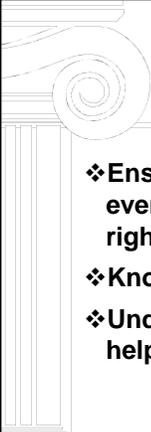
3-46



Role of Victim Advocates

- ❖ Have a strong knowledge of victims' rights laws.
- ❖ Keep up-to-date on any changes in your state laws.
- ❖ Begin to follow case law on behalf of victims' rights.
- ❖ Identify if your state has an enforcement mechanism.

3-47



Mission of Victims' Rights Advocacy

- ❖ Ensure that all crime victims have every opportunity to exercise their rights.
- ❖ Know current victims' rights laws.
- ❖ Understand enforcement measures to help guarantee these rights.

3-48



Activity

What Can I Do?

- ❖ **What can you do to help ensure that the right is enforced?**

3-49



Review of Learning Objectives

- ❖ **Describe 10 major categories of victims' rights laws.**
- ❖ **Identify types of records needed to document losses for victim restitution.**
- ❖ **Discuss actions you can take to ensure that victims' rights are enforced.**

3-50



Closing of Module 3

- ❖ **Questions?**
- ❖ **Comments?**

3-51

Module 4: Impact of Crime on Victims

Time Required

2 hours, 15 minutes

Purpose

The trauma of victimization can have a profound and devastating impact on crime victims and their loved ones. It can alter the victim's view of the world as "a just place" and leave the victim with new and difficult feelings and reactions he or she may not understand. This module addresses the different ways crime can impact victims—physically, psychologically/emotionally, financially, and spiritually.

Lessons

1. Who Is Affected by Crime? (30 minutes)
2. Immediate, Short-Term, and Long-Term Reactions (45 minutes)
3. Posttraumatic Stress Disorder (PTSD) and Emotional and Psychological Trauma (30 minutes)
4. Physical, Psychological/Emotional, Financial, and Spiritual Impact of Crime (30 minutes)

Learning Objectives

By the end of this module, participants will be able to:

- Identify primary and secondary victims of crime.
- Recognize factors that influence a victim's ability to cope.
- Identify symptoms of trauma that victims may have in the immediate, short-term, and long-term periods following victimization.
- Discuss possible physical, psychological/emotional, financial, and spiritual effects of crime on victims.

Participant Worksheets

- Worksheet 4.1, Case Scenario–Janet
- Worksheet 4.2, Possible Victim Impact–Physical, Psychological/Emotional, Financial, and Spiritual Impact

Equipment and Materials

- DVD *Victim Impact: Listen and Learn*
- DVD player and external speakers

Preparation

- Read Chapter 4, “Impact of Crime on Victims, in the Participant Text.”
- Preview the DVD *Victim Impact: Listen and Learn*.
- Test the DVD player and set up the DVD.



Show Visual 4-1.



Show Visual 4-2.

Review the purpose and learning objectives for this module.

The trauma of victimization can have a profound and devastating impact on crime victims and their loved ones. It can alter the victim's view of the world as "a just place" and leave the victim with new and difficult feelings and reactions he or she may not understand. This module addresses the different ways crime can impact victims—physically, psychologically/emotionally, financially, and spiritually.

By the end of this module, participants will be able to:

- Identify primary and secondary victims of crime.
- Recognize factors that influence a victim's ability to cope.
- Identify symptoms of trauma that victims may have in the immediate, short-term, and long-term periods following victimization.
- Discuss possible physical, psychological/emotional, financial, and spiritual effects of crime on victims.

1. Who Is Affected by Crime? (30 minutes)



Show Visual 4-3.

Introduce the lesson.



Show Visual 4-4.

Introduce the activity.



Activity: *Impact of Crime (10 minutes)*

The purpose of this activity is to graphically illustrate on a very small level some of the possible feelings that victims may have following a crime against them or a loved one.

1. *Take a clean piece of paper and crinkle the paper into a ball, making it as small as you can. Tell participants that the process of crinkling the paper represents a crime against an individual.*
2. *Then demonstrate restoring the paper to exactly how it was before it was crinkled.*
3. *Briefly ask a few questions about the experience:*
 - What do you notice about your ability to restore the paper to its original condition?
 - What feelings did this activity leave you with?
 - How do you think this activity compares to what happens to crime victims?



Show Visual 4-5.

Introduce the lesson.



Show Visual 4-6 through 4-11.

Review definitions of crimes.

Violent crime: behavior against persons or property that intentionally threatens, attempts, or actually inflicts physical harm. The seriousness of the injuries to the victim(s), whether or not guns or other weapons were used and/or whether or not the alleged perpetrator has a criminal record will alter the crime's seriousness.

Rape: In the United States, the definition of what constitutes rape varies from state to state. In all states, if a man forcibly subjects a woman who is not his wife to sexual intercourse without her consent, he has committed the crime of rape.

Robbery is similar to theft, but with the added element of force or use of a weapon. A robbery is committed if in the course of committing a theft someone:

1. Uses force against the person of the owner or any person present with intent to overcome his physical resistance or physical power of resistance; or
2. Threatens the imminent use of force against the person of the owner or any person present with intent to compel acquiescence to the taking of or escaping with the property.

Assault: Degrees of assault are defined according to state laws. Laws vary by state, but generally, assault in the first degree is defined as when a person with intent to cause serious physical injury to another person causes serious physical injury to any person by means of a deadly weapon or a dangerous instrument.

Homicide is the killing of a human being due to the act or failure to act of another. Criminal homicides include murder and manslaughter.

(USLegal, Inc., <http://uslegal.com/>)

Present crime trends and rates for property crimes, violent crimes, serious violent crimes, and personal thefts.



Show Visual 4-7.

In 2009, U.S. residents age 12 or older experienced approximately 20 million violent and property victimizations, according to findings from the National Crime Victimization Study (NCVS). (Bureau of Justice Statistics Bulletin, Criminal Victimization, 2009. Published October 2010 NCJ 231327.)

Of these victimizations:

- Almost 15.6 million were property crimes (i.e., household burglary, motor vehicle theft, theft).
- 4.3 million were violent crimes.
- Almost 1.5 million were serious violent crime (i.e., rape/sexual assault, robbery, aggravated and simple assault).
- 133,210 were personal thefts (i.e., pocket picking, completed purse snatching, and attempted purse snatching).



Show Visual 4-8.

Present statistics of identity theft in 2007:

- About 7.9 million households (6.6% of all households in the U.S.) discovered that at least one member had been a victim of one or more types of identity theft.
- Half of the victimized households experienced the unauthorized use or attempted use of a credit card account.
- The second-most common type of identity theft involved the unauthorized use or attempted use of existing accounts, such as a bank, checking or debit, or cellular phone.
- Across all victimized households reporting a financial loss, the average amount lost per household was \$1,830.

(Bureau of Justice Statistics, Identity Theft Reported by Households, 2007 – Statistical Tables, June, 2010 NCJ 230742.)

Add other statistics:



Show Visual 4-9.

- Rates for every type of violent and property crime measured by NCVS declined from 2000 to 2009.
- About half (49%) of all violent crimes and about 40% of all property crimes were reported to the police in 2009.
- Violent crimes against females were more likely to be reported (53%) than violent crimes against males (45%).



Show Visual 4-10.

Introduce the activity.



Activity: Who Is the Victim? (10 minutes)

The purpose of this activity is to identify all those who are affected when a crime is committed.

- 1. Ask for a volunteer to read aloud Worksheet 4.1, Case Scenario - Janet.**
- 2. Ask participants to identify all the victims in the case scenario. As they identify the victims, record their answers on a tear sheet. Probe to ensure that primary as well as secondary victims (for example, Janet's family, her roommate, her classmates, and the resident advisor) are identified as victims.**
- 3. Make the following points:**
 - Everyone is affected by crime, either directly or indirectly.
 - Secondary victims may not be as easily identified and may not receive needed services.



Show Visuals 4-11 and 4-12.

Present and discuss the factors that influence a victim's ability to cope with the impact of crime.

- Prior victimization increases trauma following a new crime.
- A history of mental health problems, particularly Posttraumatic Stress Disorder (PTSD) or major depression, increases trauma following a new crime.

- The degree of threat to life and physical injury affects the risk of difficulty in coping.
- Generally, violent crime victims have a more difficult time coping than property crime victims.
- Two key post-victimization factors can increase the likelihood of victims developing mental health problems:
 - ♦ Lack of or poor social support systems.
 - ♦ Degree of exposure to the justice system.

2. Immediate, Short-Term, and Long-Term Reactions (45 minutes)



Show Visual 4-13.

Introduce the lesson.



Show Visual 4-14.

Introduce the activity.



Activity: Victim Impact: Listen and Learn DVD (20 minutes)

The purpose of this activity is to highlight the impact that one crime can have on an individual, family members, and their community.

- 1. Show the DVD Victim Impact: Listen and Learn.**
- 2. Facilitate a discussion about the DVD: Are the experiences described by the victims on the DVD familiar to participants? Were there any surprises from watching the DVD? What did they learn from the DVD?**
- 3. Ask participants to remember the experiences of the victims from the DVD during the remainder of this module.**



Show Visual 4-15.

Review the common elements of an emotional trauma:

- It is unexpected.
- The person is unprepared.
- There is nothing the person could do to prevent it from happening.
- It is not the event that determines whether something is traumatic to someone, but the individual's experience of the event.
- It is not predictable how a given person will react to a particular event.



Show Visual 4-16.

Discuss the causes of emotional and psychological trauma.

Paraphrase:

Our brains are structured into three main parts:

- Cortex: the outer surface, where higher thinking skills arise; involves the frontal cortex, the most recently evolved portion of the brain.
- Limbic system: the center of the brain, where emotions evolve.
- Brain stem: the reptilian brain that controls basic survival functions.

Using brain-scan technology, scientists can now observe the brain in action. They have observed that trauma actually changes the structure and function of the brain, at the point where the frontal cortex, the emotional brain, and the survival brain converge.
(http://helpguide.org/mental/emotional_psychological_trauma.htm)



Show Visual 4-17.

Define immediate and short-term trauma.

- Immediate and short-term trauma occurs during or immediately after the crime until about 3 months later.
- Many crime victims achieve considerable recovery, between 1 and 3 months after the crime.

**Show Visual 4-18.**

Review and discuss the following set of reactions, providing examples. These are normal “flight or fight” responses that occur in dangerous situations.

- Few crime victims are anticipating a violent assault as the crime occurs; most are shocked, surprised, and terrified when it happens.
- Crime victims often have feelings of unreality when an assault occurs and think, “This can’t be happening to me.”
- People who have been victimized in the past are at greater risk of developing emotional problems than first-time victims. Victims do not “get used to it.”
- Many violent crime victims describe experiencing extremely high levels of physiological anxiety, including rapid heart rate, hyperventilation, and stomach distress.
- Crime victims often experience cognitive symptoms of anxiety, including feeling terrified or helpless, guilty, and/or out of control.

**Show Visual 4-19.**

Review and discuss the following examples of trauma reactions in the months following a crime.

- Some victims of violent crime continue to have high levels of fear, anxiety, and generalized distress.
- They are preoccupied with the crime (e.g., they think about it a great deal of the time; they talk about it; they have flashbacks and bad dreams about it).
- They are often concerned about their safety from attack and the safety of their family members.
- They are concerned that other people will not believe them or will think that they were to blame for what happened.
- Many victims also experience negative changes in their belief systems and no longer think that the world is a safe place where they can trust other people.
- For victims of some crimes, such as child abuse or domestic violence, the trauma occurs many times over a period of weeks, months, or even years. Victims in such cases often experience the compounded traumatic effects of worrying about when the next attack will occur.

**Show Visual 4-20.**

Present and discuss long-term trauma reactions, providing examples.

- Most victims of crime—especially those who receive counseling, other support services, and/or information about justice processes and their relevant rights—are able to cope with the trauma of victimization.
- If a victim’s trauma is not identified or addressed with mental health assistance, initial and short-term trauma reactions can exacerbate and turn into long-term trauma reactions, including:
 - ♦ Major depression.
 - ♦ Thoughts of suicide and suicide attempts.
 - ♦ Use and abuse of alcohol and other drugs.
 - ♦ Ongoing problems with relationships.
 - ♦ Anxiety disorders.
 - ♦ A changing view of the world as a safe place.
 - ♦ Increased risk of further victimization.

Ask participants about the time frame in which they are interacting with a crime victim. Why would it be important to understand the impact of trauma beyond the immediate crisis?

3. Posttraumatic Stress Disorder (PTSD) (30 minutes)

**Show Visual 4-21.****Define PTSD:**

The American Psychiatric Association describes PTSD as a set of symptoms that develops after exposure to an extreme stressor.

Explain that an extreme stressor capable of producing PTSD can be:

- Sexual assault
- Physical attack
- Robbery
- Mugging
- Kidnapping
- Child sexual assault
- Observing the serious injury or death of another person due to violent assault
- Learning about the violent personal assault or death of a family member or close friend



Show Visual 4-22.

Present and discuss characteristic symptoms after the traumatic event.

- Persistent re-experiencing of the event (e.g., distressing dreams, distressing recollections, flashbacks, or emotional and/or physiological reactions when exposed to something that resembles the traumatic event).
- Persistent avoidance of things associated with the traumatic event, or reduced ability to be close to other people, and to experience or sustain loving feelings.
- Persistent symptoms of increased arousal (e.g., sleep difficulties, outbursts of anger, difficulty concentrating, constantly being on guard, extreme startle response).



Show Visuals 4-23 and 4-24.

Present and discuss research about crime-related PTSD.

- Rates of PTSD are much higher among those who have been victims of violent crime than among those who have been victims of other types of traumatic events (Resnick et al., 1993).
- Victims whose crimes resulted in physical injuries and who believed they might have been killed or seriously injured during the crime are much more likely to suffer from PTSD than victims whose crimes did not involve a threat to their lives or physical injury (Resnick et al., 1993).

- Rates of PTSD appear to be higher among victims who report crimes to the justice system than among nonreporting victims, probably because these crimes are more serious or more likely to result in injury (Resnick et al., 1993).
- Many crime victims with PTSD do not spontaneously recover without treatment; some crime victims have PTSD years after they were victimized.

4. Physical, Psychological/Emotional, Financial, and Spiritual Impact of Crime (30 minutes)



Show Visual 4-25.

Introduce the lesson.



Show Visual 4-26.

Introduce the activity.



Activity: Possible Victim Reactions (20 minutes)

The purpose of this activity is to provide an opportunity for participants to identify possible physical, psychological/emotional, financial, and spiritual impacts of crime.

- 1. Divide the large group into five smaller groups. Assign each group one impact of crime area and ask them to brainstorm possible impacts (for example, Group One works on physical impacts of crime; Group Two works on psychological/emotional impacts of crime, etc.).***
- 2. Using Worksheet 4.2, Possible Victim Impact - Physical, Psychological/Emotional, Financial and Spiritual, ask participants to compare their list with the worksheet.***
- 3. Ask each group to report to the larger group, providing a few examples.***



Show Visual 4-27.

Present and discuss the following cautions.

- Every victim is unique.
- Never make assumptions concerning how a victim will react.
- Remember that a person's reaction to his or her victimization will be influenced by a variety of factors.



Show Visual 4-28.

Review the learning objectives and ask whether these were met.

By the end of this module, participants will be able to:

- Identify primary and secondary victims of crime.
- Recognize factors that influence a victim's ability to cope.
- Identify trauma symptoms victims may have in the immediate, short-term, and long-term periods following victimization.
- Discuss possible physical, psychological/emotional, financial, and spiritual effects of crime on victims.



Show Visual 4-29.

Ask participants for any questions or comments before moving to the next module.



Module 4
Impact of Crime on Victims





Learning Objectives

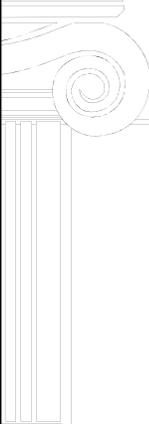
- ❖ Identify primary and secondary victims of crime.
- ❖ Recognize factors that influence a victim's ability to cope.
- ❖ Identify symptoms of trauma.
- ❖ Discuss possible physical, psychological/emotional, financial, and spiritual effects of crime on victims.

4-2



Who Is Affected by Crime?

4-3



Activity

Impact of Crime

4-4



Crime Trends and Rates

4-5



Definitions

- ❖ **Violent crime**
- ❖ **Rape**
- ❖ **Robbery**
- ❖ **Assault**
- ❖ **Homicide**

4-6

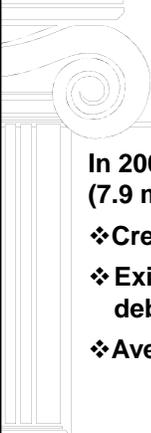


Overview of Crime

In 2009, U.S. residents age 12 or older experienced approximately 20 million crimes.

- ❖ 15.6 million property crimes
- ❖ 4.3 million crimes of violence
- ❖ 1.5 million serious violent crimes
- ❖ 133,210 personal thefts

National Crime Victimization Study
4-7

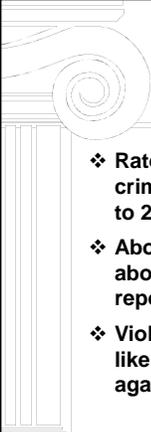


Overview of Crime

In 2007, 6.6% of all U.S. households (7.9 million) had an identity theft victim.

- ❖ Credit card.
- ❖ Existing account (bank, checking, debit, cell phone).
- ❖ Average financial loss was \$1,830.

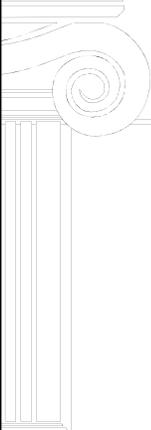
National Crime Victimization Study
4-8



Overview of Crime

- ❖ Rates for every type of violent and property crime measured by NCVS declined from 2000 to 2009.
- ❖ About half (49%) of all violent crimes and about 40% of all property crimes were reported to the police in 2009.
- ❖ Violent crimes against females were more likely to be reported (53%) than violent crimes against males (45%).

National Crime Victimization Study
4-9

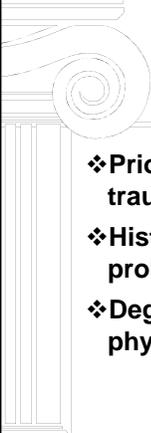


Activity

Who Is the Victim?

Worksheet 4.1

4-10



Coping With the Impact of Crime

- ❖ **Prior victimization increases trauma.**
- ❖ **History of mental health problems.**
- ❖ **Degree of threat to life and physical injury.**

4-11



Coping With the Impact of Crime

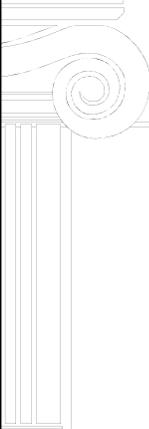
- ❖ **Violent crime victims often have a more difficult time coping than property crime victims.**
- ❖ **Lack of or poor social support systems.**
- ❖ **Degree of exposure to the justice system.**

4-12



Immediate, Short-Term, and Long-Term Reactions

4-13



Activity

***Victim Impact:
Listen and Learn DVD***

4-14



Emotional and Psychological Trauma

- ❖ Unexpected.
- ❖ Victim was unprepared.
- ❖ Could not be prevented.
- ❖ Individual's experience of the event.
- ❖ Reaction is unpredictable.

4-15

What Causes Emotional and Psychological Trauma?

Trauma changes the structure and function of the brain.



4-16

Immediate and Short-Term Trauma Reactions

- ❖ Reactions occur during or immediately after the crime until about 3 months post-crime.
- ❖ Most crime victims achieve considerable recovery sometime between 1 and 3 months after the crime.

4-17

Immediate and Short-Term Trauma Reactions

Flight or fight responses:

- ❖ Shock
- ❖ “This can’t be happening to me”
- ❖ Emotional problems
- ❖ Physiological anxiety
- ❖ Cognitive symptoms of anxiety

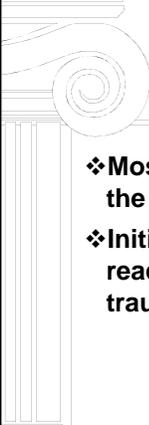
4-18



Trauma Reactions: Months After the Crime

- ❖ Fear, anxiety, generalized distress
- ❖ Preoccupation with the crime
- ❖ Concern about safety from attack
- ❖ Concern that other people will not believe them
- ❖ Negative changes in belief systems
- ❖ Worry about the next attack

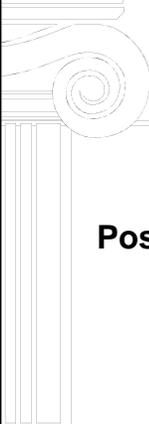
4-19



Long-Term Trauma Reactions

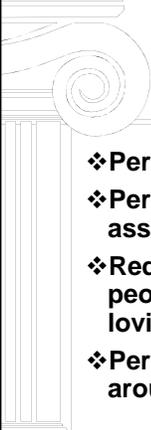
- ❖ Most victims of crime can cope with the trauma of victimization.
- ❖ Initial and short-term trauma reactions can turn into long-term trauma reactions.

4-20



Posttraumatic Stress Disorder (PTSD)

4-21



PTSD Symptoms

- ❖ Persistent re-experiencing of event
- ❖ Persistent avoidance of things associated with traumatic event
- ❖ Reduced ability to be close to other people and experience or sustain loving feelings
- ❖ Persistent symptoms of increased arousal

4-22



Crime-Related PTSD

- ❖ Rates of PTSD are higher among victims of violent crime than other traumatic events.
- ❖ Victims with physical injuries and who believed they might have been killed or seriously injured during the crime are more likely to suffer from PTSD.

4-23



Crime-Related PTSD

- ❖ Rates of PTSD are higher among victims who report crimes to the justice system than among non-reporting victims.
- ❖ Many crime victims with PTSD do not spontaneously recover without treatment.

4-24



**Physical, Psychological/
Emotional, Financial, and
Spiritual Impact of Crime**

4-25

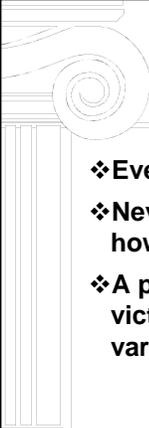


Activity

***Possible Victim Reactions
Worksheet 4.2***

❖ Brainstorm possible impacts of crime in a specific area, e.g., physical, psychological/emotional, financial, spiritual.

4-26



Cautions

- ❖ Every victim is unique.
- ❖ Never make assumptions concerning how a victim will react.
- ❖ A person's reaction to his or her victimization will be influenced by a variety of factors.

4-27



Review of Learning Objectives

- ❖ Identify primary and secondary victims of crime.
- ❖ Recognize factors that influence a victim's ability to cope.
- ❖ Identify symptoms of trauma.
- ❖ Discuss possible physical, psychological/emotional, financial, and spiritual effects of crime on victims.

4-28



Closing of Module 4

- ❖ Questions?
- ❖ Comments?

4-29

Module 5: Navigating the Justice System

Time Required

2 hours

Purpose

This module provides an overview of the seven phases of the criminal justice process. It is critical that victim advocates understand the criminal justice process and victims' rights at each phase of the process. This module also presents the basic elements of four other key justice systems: federal, juvenile, military, and tribal. Rights for crime victims vary greatly across these justice systems.

Lessons

1. Phases of the Criminal Justice Process (1 hour, 15 minutes)
2. Federal, Juvenile, Military, and Tribal Justice Systems (45 minutes)

Learning Objectives

By the end of this module, participants will be able to:

- Describe the seven phases of the criminal justice process.
- Identify at least two key victims' rights in each phase of the criminal justice process and describe the advocate's role in securing or ensuring enforcement of these rights.
- Describe at least two key distinctions between the federal, juvenile, military, and tribal justice systems.

Participant Worksheets

- Worksheet 5.1, Basic Victims' Rights and the Criminal Justice System
- Worksheet 5.2, The Role of Victim Service Providers Across the Criminal Justice System

Equipment and Materials

No special equipment or materials are required for this module.

Preparation

- Read Chapter 5, “Navigating the Justice System,” in the Participant Text.
- Prepare five tear sheets labeled:
 - ♦ Law enforcement
 - ♦ Prosecution
 - ♦ Courts
 - ♦ Community Supervision (Probation and Parole)
 - ♦ Institutional Corrections



Show Visual 5-1.



Show Visual 5-2.

Review the purpose and learning objectives for this module.

By the end of this module, participants will be able to:

- Describe the seven phases of the criminal justice process.
- Identify at least two key victims' rights in each phase of the criminal justice process.
- Describe at least two key distinctive characteristics between the federal, juvenile, military, and tribal justice systems.

1. Phases of the Criminal Justice Process (1 hour, 15 minutes)



Show Visuals 5-3 and 5-4.

Present and provide a brief overview of seven phases in the criminal justice system.

- Law enforcement
- Prosecution
- Judiciary and courts
- Probation
- Institutional corrections
- Parole
- Appellate level

Phase 1: Law Enforcement



Show Visual 5-5.

- They are the “first responders” when a crime is reported by a victim, witness, or a third party with knowledge that a crime occurred.
- Law enforcement agencies work to prevent and respond to crimes, and to protect individuals and property.
- Agencies operate at many levels.
 - ♦ Local
 - ♦ County
 - ♦ State
 - ♦ Federal, military, and tribal law enforcement
 - ♦ Higher education

Phase 2: Prosecution



Show Visual 5-6.

When law enforcement has investigated a crime and a suspect has been arrested, the case is then referred to a prosecutor.

- The prosecutor:
 - ♦ Is an attorney who works on behalf of the citizens of a state (or acts in this capacity for federal, military, or tribal justice systems).
 - ♦ Decides whether police have collected enough evidence against a suspect, and then decides what crime(s) to charge.
 - ♦ Can negotiate the charges and sentences with the defendant and the defendant’s lawyer.
- If the case goes to trial, the prosecutor prepares and presents the case.
- At sentencing, the prosecutor gives the judge information, facilitates the victim impact statement and restitution order, and makes recommendations for the sentence.

Phase 3: Judiciary



Show Visual 5-7.

- Judges must make fair and unbiased decisions. They cannot take sides in a criminal case.
- Judges oversee all hearings throughout the trial process. They decide:
 - ♦ Whether or not a defendant can be released on bail.
 - ♦ Appointment of a defense counsel.
 - ♦ Motions on legal issues.
 - ♦ What evidence to admit in a case, using the law, rules of evidence, and rules of procedure.
- If the trial results in a conviction or if the defendant pleads guilty or no contest to a felony offense, the judge schedules and presides over a sentencing hearing.
- A pre-sentencing investigation report (PSI) is prepared for the judge that includes information about the convicted offender and the victim.
- Judges make decisions about sentencing based on the facts of the case, state law, and relevant sentencing guidelines.

Phase 4: Probation



Show Visual 5-8.

- The probation agency is responsible for:
 - ♦ Protecting the community.
 - ♦ Maintaining public safety through supervision of offenders.
 - ♦ Monitoring their conduct to make sure the offenders comply with all conditions of supervision.
- The probation agency may provide or facilitate services to offenders such as job training and placement, education, and alcohol or other drug treatment.

Phase 5: Institutional Corrections



Show Visual 5-9.

- State Department of Corrections and the Federal Bureau of Prisons are responsible for incarcerating offenders who have been convicted of a felony crime.
- Some inmates will choose to serve their entire sentence behind bars. When their sentence is over, they will not be subject to any supervision in the community.
- Some inmates will be eligible for parole prior to the expiration of their sentence.

Phase 6: Parole



Show Visual 5-10.

- Parole is the supervised release of prisoners to the community, with conditions attached to the release that are designed to protect the safety of the public, as well as the victim(s) of that parolee.
- Parole is considered part of the prison sentence that is served in the community.
- Victims of crime are allowed to provide information to the paroling authority about how the crime has affected them since it occurred. Information is called a victim impact statement (VIS).
- When an inmate is released on parole, he or she is supervised and monitored by a parole officer/agent.

Phase 7: Appellate Courts



Show Visual 5-11.

- The convicted offender has constitutional and other legal rights to appeal the conviction, by having the Court of Appeals or the Supreme Court review the decisions made in the trial court.
- Many of the issues raised on appeal concern how the judge managed the trial.



Show Visual 5-12.

Instructor Note:



Following the activity, collect **Worksheet 5.1** and give to the room monitor.

Introduce the activity.



Activity: *Basic Victims' Rights and the Criminal Justice System (30 minutes)*

The purpose of this exercise is to have participants build upon their knowledge of the basic victims' rights that they learned in Module 3 by applying them to the various phases of the justice system and further focusing on their role in victims' rights enforcement.

- 1. *Divide the large group into five smaller groups. Assign each group one of the phases within the criminal justice system: law enforcement; prosecution; courts; community supervision (probation and parole); and institutional corrections. Explain why probation and parole were collapsed into one category and why appeals is not addressed in this exercise.***
- 2. *Ask participants to put their Unique ID# on Worksheet 5.1, Basic Victims' Rights and the Criminal Justice System, found in the Participant Manual. Using the worksheet, ask each group to identify the part of the justice system they have been assigned and then: (1) identify which basic rights for crime victims fall within that phase of the justice system, and (2) the role of the victim advocate (or allied professional) in securing and enforcing each basic right that falls within each respective phase of the justice system.***
- 3. *Ask each group to identify a spokesperson and report to the large group. Fill in any key victims' rights that may not have been identified by the small groups; refer participants to Worksheet 5.2, The Role of Victim Service Providers Across the Criminal Justice System, found in the Participant Manual, which provides a comprehensive list of actions that can be taken by victim service providers within each respective phase of the justice system.***
- 4. *Remind participants to put their Unique ID# on Worksheet 5.1. Collect Worksheet 5.1 and give to the room monitor.***

2. Federal, Juvenile, Military, and Tribal Justice Systems (45 minutes)



Show Visual 5-13.

Introduce the lesson.



Show Visuals 5-14 and 5-15.

Discuss key distinctions of the federal justice system.



Show Visuals 5-16 and 5-17.

Discuss key distinctions of the juvenile justice system.



Show Visuals 5-18 through 5-20.

Discuss key distinctions of the military justice system.



Show Visuals 5-21 and 5-22.

Discuss key distinctions of the tribal justice system.

Following the presentation on the four justice systems, **facilitate** a discussion about them.



Show Visual 5-23.

- What justice systems have you worked in?
- How are the justice systems similar to each other?
- How are they different from each other?
- What new facts did you learn about the justice systems?



Show Visual 5-24.

Review the learning objectives and confirm that they were met.

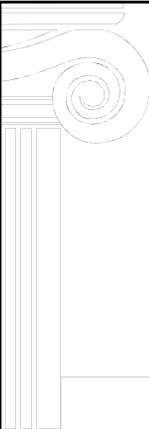
By the end of this module, participants will be able to:

- Describe the seven phases of the criminal justice process.
- Identify at least two key victims' rights in each phase of the criminal justice process.
- Describe at least two key distinctions between the federal, juvenile, military, and tribal justice systems.



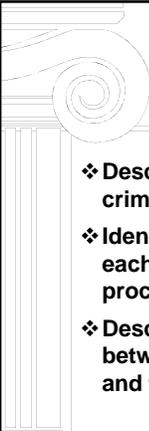
Show Visual 5-25.

Ask if there are any questions or comments before moving to the next module.



Module 5
Navigating the
Justice System

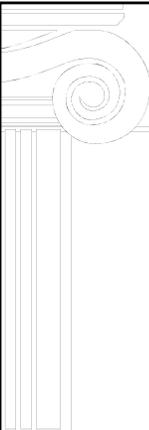




Learning Objectives

- ❖ Describe the seven phases of the criminal justice process.
- ❖ Identify at least two key victims' rights in each phase of the criminal justice process.
- ❖ Describe at least two distinctions between the federal, juvenile, military, and tribal justice systems.

5-2



Seven Phases of the
Criminal Justice Process

5-3

Phases in the Criminal Justice System

- ❖ Law enforcement
- ❖ Prosecution
- ❖ Judiciary and courts
- ❖ Probation
- ❖ Institutional corrections
- ❖ Parole
- ❖ Appellate level

5-4

Phase 1: Law Enforcement

- ❖ “First responders” when a crime is reported.
- ❖ Work to prevent and respond to crimes and to protect individuals and property.

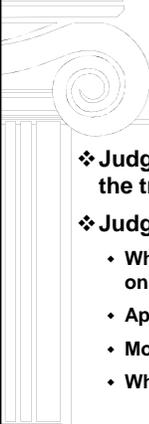


5-5

Phase 2: Prosecution

- ❖ After law enforcement has investigated a crime and a suspect has been arrested, the case is referred to a prosecutor.
- ❖ Prosecutor works on behalf of the citizens of a state.
 - Prepares and presents the case, if it goes to trial.
 - At sentencing, facilitates the victim impact statement (VIS) and makes recommendations for the sentence.

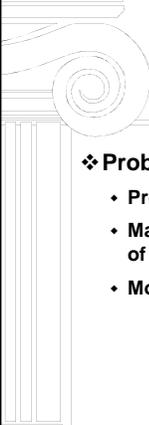
5-6



Phase 3: Judiciary, The Trial Court

- ❖ Judges oversee all hearings throughout the trial process.
- ❖ Judges decide:
 - Whether or not a defendant can be released on bail.
 - Appointment of legal counsel.
 - Motions on legal issues.
 - What evidence to admit in a case.

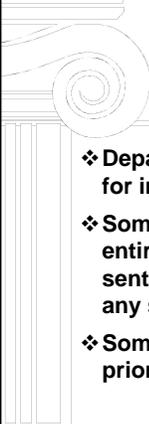
5-7



Phase 4: Probation

- ❖ Probation agency
 - Protects the community.
 - Maintains public safety through supervision of offenders.
 - Monitors offenders' conduct.

5-8



Phase 5: Institutional Corrections

- ❖ Department of Corrections is responsible for incarcerating offenders.
- ❖ Some inmates will choose to serve their entire sentence behind bars; when their sentence is over, they will not be subject to any supervision in the community.
- ❖ Some inmates will be eligible for parole prior to the expiration of their sentence.

5-9

Phase 6: Parole

- ❖ Supervised release of prisoners to the community.
- ❖ Considered part of the prison sentence.
- ❖ Victims of crime are allowed to provide a victim impact statement (VIS) to paroling authority.

5-10

Phase 7: Appellate Courts

- ❖ The convicted offender has the right to appeal.
- ❖ An appeal is a request by the losing party to have the court review the decisions made in the trial court.



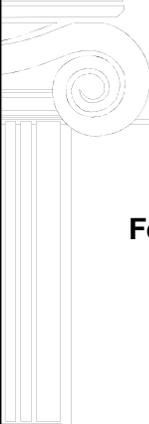
5-11

Activity

Basic Victims' Rights and the Criminal Justice System Worksheets 5.1, 5.2

- ❖ Identify which basic rights for crime victims fall within your phase of the justice system.
- ❖ What is the role of the victim advocate in securing and enforcing each right?
- ❖ Turn in worksheet 5.1.

5-12



Federal, Juvenile, Military, and Tribal Justice Systems

5-13

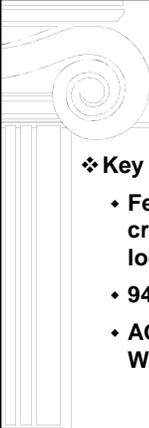


Federal Justice System

❖ **Key distinctions**

- ♦ **Critical Legislation**
 - The Victim and Witness Protection Act of 1982
 - The Crime Control Act of 1990
 - The Mandatory Victims Restitution Act of 1996
 - The Victims' Rights Clarification Act of 1997
 - The Crime Victims' Rights Act of 2004

5-14

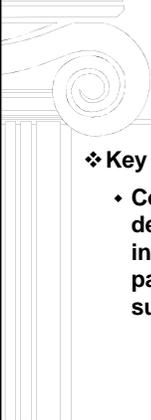


Federal Justice System

❖ **Key distinctions**

- ♦ **Federal jurisdiction (due to particular criminal law violation and/or location)**
- ♦ **94 U.S. Attorneys' Offices prosecute**
- ♦ **AG Guidelines for Victim and Witness Assistance**

5-15



Juvenile Justice System

❖ **Key distinctions**

- Confidentiality rights of juvenile defendants often clash with information, notification, and participation rights of victims and survivors.

5-16

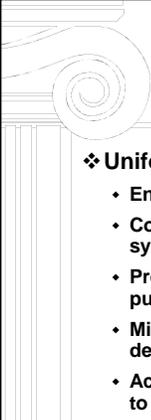


Juvenile Justice System

❖ **Key distinctions**

- Critical to establish victim assistance that is compatible with juvenile system
 - Specific juvenile system information for victims
 - Identification of personnel that can assist victims
 - Referral for victims who need other services
 - Contribute to appropriate policy change

5-17

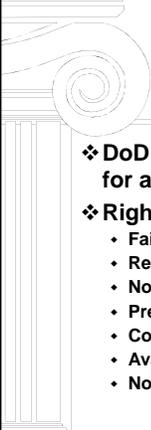


Military Justice System

❖ **Uniform Code of Military Justice**

- Enacted by Congress
- Contains laws governing military justice system
- President prescribes procedures and punishments for violations of crimes
- Military commanders have the power to decide charging and punishment decisions
- Actions range from administrative sanctions to courts-martial

5-18



Military Justice System

- ❖ DoD established victim rights and services for all sectors of the military
- ❖ Rights for crime victims
 - Fairness and respect
 - Reasonable protection
 - Notice of court-martial proceedings
 - Present at courts-martial
 - Confer with attorney
 - Available restitution
 - Notice of outcome of trial/release from confinement

5-19



Military Justice System

- ❖ Victim Assistance
 - Family Advocacy Program—all branches
 - Sexual harassment and counseling hotline—Army, Navy/Marine Corps, Air Force
 - Sexual Assault Victim Intervention Program—Navy
 - Financial Assistance

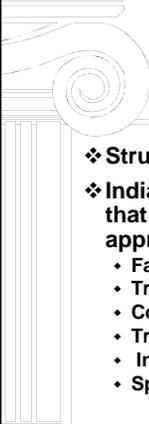
5-20



Tribal Justice System

- ❖ Tribal Justice and Victim Services
 - Variously governed by federal, state and tribal (indigenous) criminal jurisdictions, often creating variation and inconsistency
 - Type of jurisdiction depends on persons involved (victim/offender) and type of crime
 - *Major Crimes Act*: governs prosecution by Federal government for 16 types of offenses. Tribal courts may have concurrent jurisdiction.

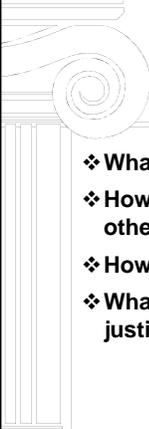
5-21



Tribal Justice System

- ❖ **Struggle to maintain sovereign powers**
- ❖ **Indian Nations have developed tribal courts that are hybrids of different justice approaches:**
 - Family and community forums
 - Traditional courts
 - Courts of Indian offenses
 - Tribal courts
 - Indigenous peacekeeping systems
 - Spiritual, holistic, and restorative practices

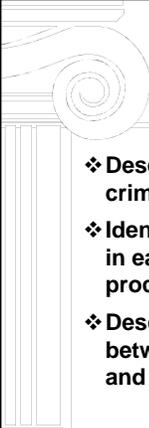
5-22



Four Justice Systems

- ❖ **What justice systems have you worked in?**
- ❖ **How are the justice systems similar to each other?**
- ❖ **How are they different from each other?**
- ❖ **What new facts did you learn about the justice systems?**

5-23



Review of Learning Objectives

- ❖ **Describe the seven phases of the criminal justice process.**
- ❖ **Identify at least two key victims' rights in each phase of the criminal justice process.**
- ❖ **Describe at least two distinctions between the federal, juvenile, military, and tribal justice systems.**

5-24



Closing of Module 5

- ❖ Any questions?
- ❖ Any comments?

5-25

Module 6: Communication With Victims and Survivors

Time Required

4 hours, 15 minutes

Purpose

This module introduces basic communication skills that are necessary for victim service providers to successfully advocate for victims in the aftermath of a crime and throughout their involvement in the criminal or juvenile justice system.

Lessons

1. Key Communication Skills: Active Listening and Paraphrasing (2 hours)
2. Key Communication Skills: Reflective Listening, Affirmation, and Open-Ended and Closed-Ended Questioning (2 hours)
3. Using Key Communication Skills (15 minutes)

Learning Objectives

By the end of this module, participants will be able to:

- Demonstrate their use of active listening techniques.
- Differentiate between open-ended and closed-ended questions.
- Demonstrate their use of five communication skills (i.e., active listening, paraphrasing, reflective listening, affirmation, and open-ended and closed-ended questioning) to establish trust with a victim.

Participant Worksheets

- Worksheet 6.1, Case Scenarios – Open- and Closed-Ended Questions
- Worksheet 6.2, Communication Self-Assessment

Equipment and Materials

- DVD player and external speakers
- *Listen to My Story: Communicating with Victims of Crime* DVD

Preparation

- Read Chapter 6, “Communication with Victims and Survivors,” in the Participant Text.
- Preview *Listen to My Story: Communicating with Victims of Crime* DVD.
- Test the DVD player and set up the DVD.

 **Show Visual 6-1.**

 **Show Visual 6-2.**

Review the purpose and learning objectives for this module.

By the end of this module, participants will be able to:

- Demonstrate their use of active listening techniques.
- Differentiate between open-ended and closed-ended questions.
- Demonstrate their use of five communication skills (i.e., active listening, paraphrasing, reflective listening, affirmation, and open-ended and closed-ended questioning) to establish trust with a victim.

1. Key Communication Skills: Active Listening and Paraphrasing (2 hours)

 **Show Visual 6-3.**

Introduce the lesson.

 **Show Visual 6-4.**

Introduce the activity.

 **Activity: Listen to My Story DVD (25 minutes)**

- 1. Introduce the video. It contains five segments: *Helping Victims Gain Control; Listening with Compassion; Understanding the Impact of Trauma; Building Trust; and Becoming Aware of Communication Barriers.***
- 2. After showing the DVD, hold a brief discussion on the topics. What did you learn? What surprised you? What would you like to learn more about? How do the topics apply to your job?**

Review and discuss the basic services that victim service providers offer to victims.

- Provide crisis intervention services.

- Provide advocacy (e.g., active problem-solving and action to support and ensure victims' rights).
- Conduct basic victim needs assessment.
- Provide liaison activities between the victim and the justice system.



Show Visual 6-5.

Paraphrase:

To provide these services effectively, victim service providers must be able to use five key communication skills with their clients. These skills form the foundation for effective communication. They are:

- Active listening
- Paraphrasing
- Reflective listening
- Affirming
- Open- and closed-ended questioning

These communication skills are the building blocks to establish rapport and build trust between victim service providers and victims. Acknowledge that many participants may already be practicing effective communication. This is an opportunity to finetune these important skills.



Show Visual 6-6.

Discuss the following definition:

In effective communication, one person conveys information or a message to another, and they both agree on the meaning.



Show Visual 6-7.

Define active listening and differentiate between marginal listening (e.g., the listener is not listening carefully; mind is wandering) and evaluative listening (e.g., the listener is assessing the speaker's remarks and planning what to say in response).

Tell participants that active listening is:

- Listening carefully to what the speaker is saying, without judgment or evaluation.
- Listening to both the content of the message as well as the feelings that are being expressed.
- Attempting to “stand in the other’s shoes” to understand and relate to another’s situation and feelings.



Show Visual 6-8.

Ask participants what they do to actively listen to victims. Write responses on a tear sheet. Review any responses that have not been covered.

Techniques to practice active listening:

- Be attentive; maintain eye contact, if appropriate.
- Take time to listen to the full story without interrupting the victim.
- Allow the client to be silent. Silence allows victims time to think.
- Ask for clarification or repetition of statements to understand the victim.
- Listen without judgment.
- Set your reactions aside and focus on the victim’s feelings.



Show Visual 6-9.

Paraphrase:

You are going to see a film clip from the movie, *Little Miss Sunshine*. The movie is about Olive Hoover, a little girl who dreams of winning the Little Miss Sunshine beauty contest. Her entire dysfunctional family piles into their Volkswagen mini-bus to go to Redondo Beach, where Olive is able to participate in the contest.

In this scene, the Hoovers are rushing Richard’s father to the hospital because he didn’t wake up that morning. The doctor is about to enter the scene to share the news with the family that Richard’s father has passed away.

DVD Show the clip of *Little Miss Sunshine* that is embedded in the PowerPoint presentation by clicking on the PowerPoint slide.

After the video clip, **lead** a brief discussion using following questions:

- What did Linda do that was appropriate? Inappropriate?
- Did Linda use active listening skills? What were they? What was missing?



Show Visual 6-10.

Introduce the activity.



Activity: *It Changed My Life* (25 minutes)

The purpose of this activity is to practice and receive feedback on listening skills.

- 1. *Ask participants to form pairs with someone they do not know. They should sit facing their partner. Ask one person from each pair to raise his or her hand. Designate that person as “A” and the other as “B.”***
- 2. *Ask the A’s to share for 3 minutes a time when they made a decision that they knew would affect the rest of their life.***

Instructor Note:

Participants are encouraged to talk about a decision they are comfortable in sharing with others. They do not have to choose a particularly difficult or traumatic decision.

If participants are anxious about the risks involved in this exercise, ask how people determine what is safe to share and with whom they feel safe sharing. Ask them to put themselves in the shoes of a crime victim who tells their story to complete strangers and usually the strangers also are people who the victim views as having authority.

- 3. *While A’s are sharing, B’s give their total attention to what A is saying and do not speak.***
- 4. *After 3 minutes, call time. Switch roles so that B’s share and A’s listen, without speaking.***
- 5. *In the small groups, ask each participant to spend a few moments sharing their self-assessment (i.e., A’s will share how they think they did practicing this skill).***



Show Visual 6-11.

As the speaker:

- Did you feel listened to?
- What did your partner do that contributed to feeling listened to?
- Did you feel that your partner understood what you were saying and how you were feeling?
- Was there anything that your partner did that prevented you from feeling listened to?



Show Visual 6-12.

As the listener:

- Did you feel that you could really listen without making judgments or having your attention wander?
- Did you feel that you understood what your partner was saying and feeling?

6. Provide individual feedback to participants in the small groups.



Show Visual 6-13.

Review and discuss the following points.

Nonverbal communication:

- Facial expressions
- Gestures
- Position of bodies and body orientation
- Physical space
- Personal touch

Face-to-face communication is made up of:

- Verbal cues—Spoken words.
- Nonverbal cues—Facial expressions, gestures, position of body and body orientation, physical space.

In nonverbal communication, the words you use are the **least** important factor in communicating the message to the other person.

Ask for examples of nonverbal cues that you noticed your partner using from the last exercise. Include the following nonverbal expressions in your examples:

- Maintain eye contact, if culturally appropriate.
- Use friendly, calm tone of voice.
- Use voice volume that is neither too loud nor too soft.
- Be still—no fidgeting or multitasking; hand gestures can be distracting or annoying.
- Use silence to provide the victim time to formulate his or her words.
- Lean forward in the chair; face the other person.
- Be aware of how close you sit or stand to the other person. If you are too close, you make the other person uncomfortable, but if you are too far away, it might appear that you do not care.

Note that different cultures have different nonverbal cues:

- Some cultures prefer more or less physical space.
- Some cultures are more comfortable with personal touch than others.
- Some cultures view direct eye contact as a way to express strong interest in what another is saying while other cultures view direct eye contact as a barrier to personal communication.

Ask participants for examples they have noticed in their work with people from cultures other than their own.



Show Visual 6-14.

Define paraphrasing. Ask participants the purpose and importance of paraphrasing.

- Paraphrasing: Stating back to the victim in your own words what you understood the victim to say.

- Purpose of paraphrasing: To make sure that you have heard and understood what the victim has said and is feeling. Effective paraphrasing helps avoid misunderstandings between you and the victim. Paraphrasing is effective to use before moving on to another subject.



Show Visual 6-15.

Ask participants how they practice paraphrasing. **Write** responses on a tear sheet. **Review** any responses that have not been covered.

Techniques to practice paraphrasing:

- Listen to the victim carefully, focusing on key words, phrases, and concepts.
- Repeat what the speaker has said, using your own words, without changing the meaning.
- Paraphrasing often begins with:
 - ♦ “So what I hear you saying is ...”
 - ♦ “In other words ...”
 - ♦ “What I understand you to say is ...”
 - ♦ “If I hear you correctly ...”

Tell participants that when you paraphrase, you want to listen to how the victim responds. The response will indicate if you have accurately paraphrased what was said.



Show Visual 6-16.

Introduce the activity.



Activity: Paraphrasing (20 minutes)

The purpose of this activity is to practice and receive feedback on paraphrasing skills.

- 1. Ask participants to form pairs with someone at their table whom they know the least. They should sit facing their partner. Ask one person from each pair to raise their hand. Designate that person as “A” and the other as “B.”**
- 2. Ask “B’s” to go first and tell “A’s” the same story that they told their partner in the first activity. A’s are to paraphrase what they heard the B’s say.**
- 3. After 5 minutes, call time and ask participants to switch roles.**

4. *After 5 minutes call time.*



Show Visual 6-17.

5. *In the small group, ask:*

- Did you feel listened to?
- What kinds of things did your partner say that helped you feel heard?
- Were there any things that were said that made you feel that you were not being heard?
- What do you think it would be like to be traumatized and to feel listened to?

6. *Provide individual feedback to participants in the small groups.*

2. Key Communication Skills: Reflective Listening, Affirmation, and Open-Ended and Closed-Ended Questioning (2 hours)



Show Visual 6-18.

Introduce the lesson.



Show Visual 6-19.

Define reflective listening and identify why this is an important communication tool for victim service providers.

- Reflective listening: Reflecting the victim's feelings back to the victim. The feelings may or may not have been verbalized by the victim.
- Purpose of reflective listening: To make sure that you have understood what the victim is feeling, even though the victim may not have expressed the feelings. This skill also lets victims know that they have been heard.

Tell participants that the difference between paraphrasing and reflective listening is that in paraphrasing you are only summarizing what the victim has said. With reflective listening, you are going beyond summarizing to identifying feelings that the victim may not have identified, but their words and attitudes point to such feelings.

Provide an example or ask for examples that illustrate the difference between paraphrasing and reflective listening (e.g., “You sound angry about your friend's response. Is that so?”).



Show Visual 6-20.

Review the following techniques and examples of reflective listening:

- Listen to the victim carefully.
- Make a mental note of key points.
- Notice how you are feeling.
- Ask yourself how you would feel if you were the victim as you listen to the victim share the experience.
- Listen for what is not being said.

Explain that reflective listening often begins with:

- “That must make you feel ...”
- “It sounds like you were really feeling ...”
- “If I were in your shoes, I might have concerns about that also.”
- “I can see why you’re feeling ...”

Note that reflective listening is not therapy.



Show Visual 6-21.

Introduce the activity.



Activity: It Changed My Life–Reflective Listening (30 minutes)

- 1. Ask each participant to find a person at their table to practice reflective listening skills. Ask the person with the longest hair to be “A” and to go first. A’s are to share the same story of a decision they made that changed their life. If they prefer, A can tell B a new story. They should pick a story about something they did that they have strong feelings about, either negative or positive. B’s are to respond using reflective listening skills.**
- 2. After 5 minutes, call time and ask participants to switch roles. This time, ask the pairs to turn their chairs around so they are facing away from each other.**
- 3. After 5 minutes, call time.**



Show Visual 6-22.

4. In the small group, ask:

- What did it feel like to be understood on a feeling level?
- What did your partner say that made you feel understood?
- What changed when you could not see your partner, either as the speaker or the listener? **Note** that a lot of work that victim advocates do is often done by phone or even e-mail. We are often in situations where we cannot see (or even hear) the victim or survivor.



Show Visual 6-23.

- What can we do to prevent misunderstandings when we cannot see or hear the victim?
- Are there any situations in listening to crime victims where you might need to use caution in reflecting their feelings?
- Did anyone have any trouble staying focused on what your partner was saying?
- How do you stay present and focused while listening to a crime victim when you know that you have deadlines to meet and many other work priorities?

5. Provide individual feedback to participants in the small groups.

Instructor Note:

Participants should stay with their partner as they listen to the short presentation on affirmations and do the “Affirmation” activity with their same partner.



Show Visual 6-24.

Define affirmation and explain why it is a key communication tool for victim service providers.

- **Affirmation:** Statements that recognize and validate a victim’s strengths and acknowledge that the victim has been harmed.
- **Purpose of affirmation:** To help build the victim’s confidence in his or her ability to persist.

Review techniques to practice affirmation:

- Listen carefully to the victim’s experience and identify points that indicate the victim’s strength.
- Validate the strength based on what you heard; affirmations must be congruent with what the victim has shared.
- Affirmations must be genuine; they are not effective if they are not believed by you.
- Affirmations often begin with:
 - ♦ “I think it is great that you want to do something about this situation.”
 - ♦ “I appreciate how hard it must have been for you to decide to ...”
 - ♦ “You are certainly a resourceful person to have been able to ...”
 - ♦ “You took a big step.”
 - ♦ “You certainly are coping with a lot of problems right now.”



Show Visual 6-25.

Introduce the activity.



Activity: Affirmation (15 minutes)

The purpose of this activity is to provide participants with an experience of being affirmed.

- 1. Participants remain with the same partner they were with for the previous activity. Ask each pair to decide who is “A” and who is “B.” Ask the A’s to take 1 minute to honestly affirm B, based on the experience that B shared in the previous activity.**
- 2. After 1 minute, call time and switch roles. After 1 minute call time.**



Show Visual 6-26.

3. In the small group, ask:

- How many felt good when you were affirmed by your partner? How many felt embarrassed or another strong emotion when you were affirmed?
- How do you think a crime victim might feel when they are affirmed as they are telling their story?

4. Ask the large group to consider the four exercises they just completed with others in the room. Ask participants:

- How many feel that you know your partners better than when we began this module?
- How many feel a connection with your partners?
- What did you have to do to create the connection?

5. Provide individual feedback to participants in the small groups.



Show Visual 6-27.

Ask participants for definitions of open-ended and closed-ended questions.

- Open-ended questions cannot be answered by “yes” or “no.” They elicit information and explanations and expand the discussion. Examples: Questions that begin with “where,” “what,” “how,” “why,” or “Tell me about ...”
- Closed-ended questions can be answered by either “yes” or “no.” They are useful to find out a specific piece of information or clarify a specific point of discussion. Examples: “Do you want me to call anyone for you?” or “Would you like help filling out the application for victim compensation?”



Show Visual 6-28.

Review the following points about the appropriate use of questions.

- Before you ask a question, ask yourself what information you need to get. Do not ask questions based on **your** interest; ask questions that will help you provide effective services to the victim.
- Ask questions one at a time. Multiple questions can easily confuse or put off the other person.



Show Visual 6-29.

Introduce the activity.



Activity: Open- and Closed-Ended Questions (30 minutes)

1. **Assign each table one case scenario from Worksheet 6.1, Case Scenarios - Open- and Closed-Ended Questions.**
2. **Ask each table to read the scenarios and decide as a group:**
 - What do you need to know?
 - What are the questions you need to ask?
 - Which of the questions are open-ended? Which are closed-ended?
3. **Call time after 10 minutes. Ask one person from each table to briefly summarize the scenario, identify what kinds of information they needed to know, list the questions they would ask, and identify which questions are open-ended and which are closed-ended.**

In the small group, ask:

- What is the usefulness of open-ended questions? What is the usefulness of closed-ended questions?
 - What did you learn from this exercise?
4. **Provide individual feedback to participants in the small groups.**

3. Using Key Communication Skills (15 minutes)



Show Visual 6-30.

Introduce the lesson.



Show Visual 6-31.

Instructor Note:



Following the activity, collect **Worksheet 6.2** and give to the room monitor.

Introduce the activity.



Activity: Communication Self-Assessment (10 minutes)

1. **Refer participants to Worksheet 6.2, Communication Self-Assessment, found in the participant Manual. Ask participants to put their Unique ID# on their worksheets.**

- 2. Ask participants to complete **Worksheet 6.2, Communication Self-Assessment**, based on their participation in the activities in this module that required a partner. Tell participants they will not be sharing their self-assessments with anyone except their instructors.*
- 3. Remind participants to put their **Unique ID#** on their worksheets. Collect worksheets and give to the room monitor.*



Show Visual 6-32.

Review the learning objectives and ask whether these were met.

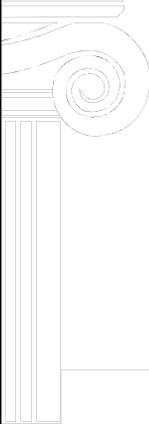
At the end of this module, participants will be able to:

- Demonstrate their use of active listening techniques.
- Differentiate between open-ended and closed-ended questions.
- Demonstrate their use of five communication skills (i.e., active listening, paraphrasing, reflective listening, affirmation, and open-ended and closed-ended questioning) to establish trust with a victim.



Show Visual 6-33.

Ask participants for any questions or comments before moving to the next module.



Module 6
Communication With
Victims and Survivors

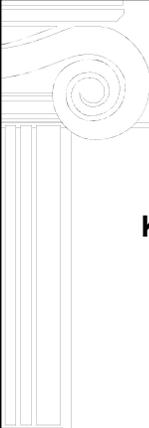




Learning Objectives

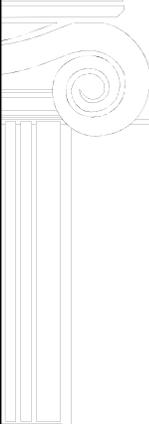
- ❖ **Demonstrate your use of active listening techniques.**
- ❖ **Differentiate between open-ended and closed-ended questions.**
- ❖ **Demonstrate your use of five communication skills to establish trust with a victim.**

6-2



Key Communication Skills:
Active Listening
and Paraphrasing

6-3



Activity

Listen to My Story

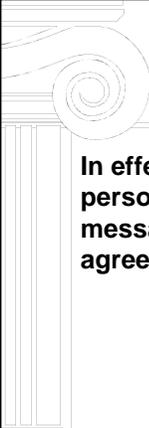
6-4



Foundation Skills for Effective Communication

- ❖ Active listening
- ❖ Paraphrasing
- ❖ Reflective listening
- ❖ Affirming
- ❖ Open-ended and closed-ended questioning

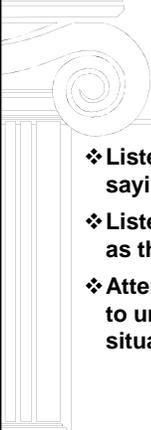
6-5



Effective Communication

In effective communication, one person conveys information or a message to another, and they both agree on the meaning.

6-6



Active Listening

- ❖ Listening carefully to what the speaker is saying, without judgment or evaluation.
- ❖ Listening to content of message as well as the feelings being expressed.
- ❖ Attempting to stand in the other's shoes to understand and relate to another's situation and feelings.

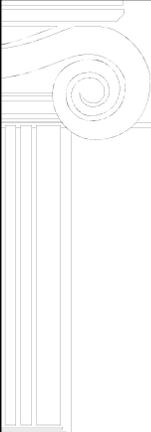
6-7



How Do You Practice Active Listening?

- ❖ Be attentive.
- ❖ Take time to listen to the story without interrupting.
- ❖ Allow client to be silent.
- ❖ Ask for clarification or repetition of statements.
- ❖ Listen without judgment.
- ❖ Set your reactions aside and focus on the victim's feelings.

6-8



Little Miss Sunshine

6-9

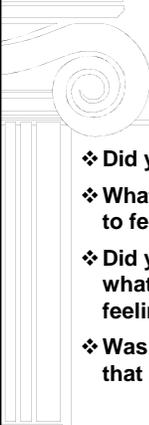


Activity

It Changed My Life

❖ **Listening Skills:** Share a time when you made a decision that you knew would affect the rest of your life.

6-10



As the Speaker

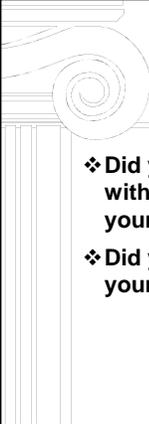
❖ Did you feel listened to?

❖ What did your partner do that contributed to feeling listened to?

❖ Did you feel that your partner understood what you were saying and how you were feeling?

❖ Was there anything that your partner did that prevented you from feeling listened to?

6-11



As the Listener

❖ Did you feel that you could really listen without making judgments or having your attention wander?

❖ Did you feel that you understood what your partner was saying and feeling?

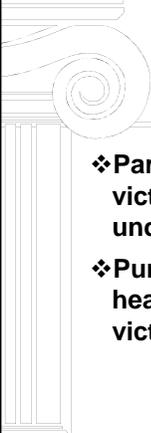
6-12



Actions Speak Louder Than Words

- ❖ Nonverbal communication
- ❖ Face-to-face communication

6-13



Paraphrasing

- ❖ **Paraphrasing:** Stating back to the victim in your own words what you understood the victim to say.
- ❖ **Purpose:** To make sure that you heard and understood what the victim said and is feeling.

6-14



How Do You Paraphrase?

- ❖ Listen to the victim carefully, focusing on key words, phrases, and concepts.
- ❖ Repeat what the speaker said, using your own words, without changing the meaning.

6-15

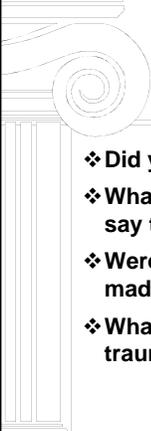


Activity

Paraphrasing

❖ Share the same story with another person.

6-16



❖ Did you feel listened to?

❖ What kinds of things did your partner say that helped you feel heard?

❖ Were there any things that were said that made you feel you were not being heard?

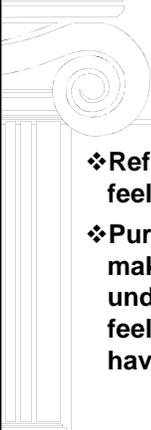
❖ What do you think it would be like to be traumatized and to feel listened to?

6-17



**Key Communication Skills:
Reflective Listening, Affirmation,
and Open-Ended and
Closed-Ended Questioning**

6-18



Reflective Listening

- ❖ Reflective listening: Reflecting their feelings back to victims.
- ❖ Purpose of reflective listening: To make sure that you have understood what the victim is feeling, although the victim may not have expressed the feelings.

6-19



Techniques To Practice Reflective Listening

- ❖ Listen to the victim carefully.
- ❖ Make a mental note of key points.
- ❖ Notice how you are feeling.
- ❖ Ask yourself how you would feel if you were the victim as you listen to the victim share the experience.
- ❖ Listen for what is not being said.

6-20

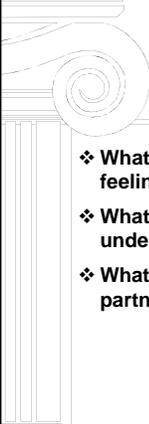


Activity

It Changed My Life: Reflective Listening

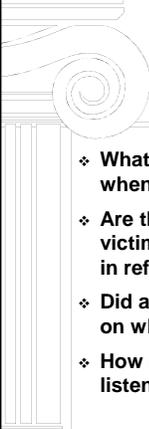
- ❖ Share the same story, or a different story, with a new partner.

6-21



- ❖ What did it feel like to be understood on a feeling level?
- ❖ What did your partner say that made you feel understood?
- ❖ What changed when you could not see your partner, either as the speaker or the listener?

6-22



- ❖ What can we do to prevent misunderstandings when we cannot see or hear the victim?
- ❖ Are there any situations in listening to crime victims where you might need to use caution in reflecting their feelings?
- ❖ Did anyone have any trouble staying focused on what your partner was saying?
- ❖ How do you stay present and focused while listening to a crime victim?

6-23



Affirmation

- ❖ **Affirmation:** Statements that recognize and validate a victim's strengths.
- ❖ **Purpose of affirmation:** To help build the victim's confidence in his or her ability to persist.

6-24

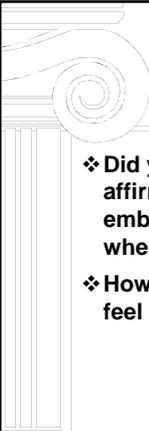


Activity

Affirmation

❖ Honestly affirm your partner based on the experience they shared.

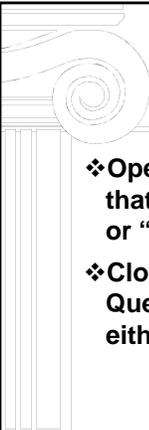
6-25



❖ Did you feel good when you were affirmed by your partner? Did you feel embarrassed or another strong emotion when you were affirmed?

❖ How do you think crime victims might feel when they are affirmed?

6-26

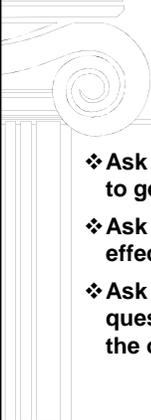


Open-Ended vs. Closed-Ended Questions

❖ **Open-ended questions:** Questions that cannot be answered by “yes” or “no.”

❖ **Closed-ended questions:** Questions that can be answered by either “yes” or “no.”

6-27



Getting Information With Questions

- ❖ Ask yourself what information you need to get before you ask a question.
- ❖ Ask questions that will help you provide effective services to the victim.
- ❖ Ask questions one at a time. Multiple questions can easily confuse or put off the other person.

6-28



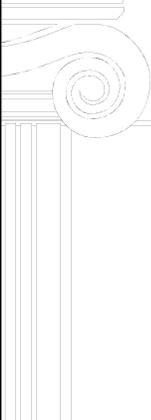
Activity

Open- and Closed-Ended Questions

Worksheet 6.1

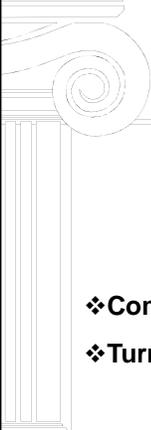
- ❖ What do you need to know?
- ❖ What are the questions you need to ask?
- ❖ Which of the questions are open-ended? Which are closed-ended?

6-29



Using Key Communication Skills

6-30



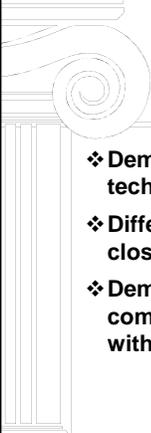
Activity

**Communication
Self-Assessment**

Worksheet 6.2

- ❖ Complete the worksheet.
- ❖ Turn in the worksheet.

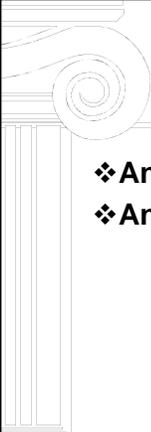
6-31



**Review of
Learning Objectives**

- ❖ Demonstrate your use of active listening techniques.
- ❖ Differentiate between open-ended and closed-ended questions.
- ❖ Demonstrate your use of five communication skills to establish trust with a victim.

6-32



Closing of Module 6

- ❖ Any questions?
- ❖ Any comments?

6-33

Module 7: Direct Services

Time Required

2 hours

Purpose

This module explores three core services victim service providers deliver to help victims recover from a criminal act and to empower them as they move through the criminal justice system process. These core services are crisis intervention, advocacy, and the identification of resources and services needed by the client.

Pre-Academy Assignment

Locate and bring a copy of your state victim compensation form with you to the NVAA. This form will be used in Lesson 3.

Lessons

1. Crisis Intervention (1 hour, 20 minutes)
2. Advocacy (15 minutes)
3. Identification of Client Needs and Provision of Resources and Services (25 minutes)

Learning Objectives

At the end of this module, participants will be able to:

- Demonstrate the use of key steps in providing effective crisis intervention services.
- Identify three services that victim service providers provide during the phases of the justice system process.
- Discuss strategies to identify resources and services to meet victim needs.

Participant Worksheets

- Worksheet 7.1, Crisis Role Plays
- Worksheet 7.2, Advocacy Tasks and the Justice System

Equipment and Materials

No special equipment or materials are required.

Preparation

- Read Chapter 7, “Direct Services,” in the Participant Text.
- Prepare three tear sheet pads for the brainstorming activity by labeling one with “Safety/Security,” another with “Ventilate/Validate,” and one with “Predict/Prepare.”
- Prepare five tear sheets with the following headings and post around the room:
 - ♦ After a Crime is Reported
 - ♦ After-Arrest
 - ♦ Pre-Court;
 - ♦ Court
 - ♦ Post-Conviction.



Show Visual 7-1.



Show Visual 7-2.

Review the purpose and objectives for this module.

This module explores three core services victim service providers deliver to help victims recover from a criminal act and to empower them as they move through the criminal justice system process. These core services are crisis intervention, advocacy, and the identification of resources and services needed by the client.

At the end of this module, participants will be able to:

- Demonstrate the use of key steps in providing effective crisis intervention services.
- Identify three services that victim service providers provide during the phases of the justice system process.
- Discuss strategies to identify resources and services to meet victim needs.



Show Visual 7-3.

Explain that this module will cover three main services from a “mechanical” perspective; that is, it will provide an overview of the direct services landscape by describing the services and the main activities involved with providing them. The module will refer to some of the skills/knowledge necessary to provide these core services (e.g., how to conduct a needs assessment).

Explain that there is natural overlap between and among the services and the activities involved, but that for the purpose of this module, they are organized in the following relatively chronological way. Similarly, it is very difficult to capture all the small things victim service providers do every day to help victims.

The main focus of this module:

Core Services = The Victim Service Provider’s “List of Things I Do.”

- **Provide crisis intervention services:** Assistance in the immediate aftermath of a trauma, including establishing rapport, helping to create safety, allowing the victim to experience trauma, educating the victim about processes and procedures that may occur as a result of the crime, and assisting the victim in regaining control of their life.

- **Provide advocacy:** Active problem-solving and action to support victims and ensure victims' rights, including serving as the bridge between the victim and the justice system.
- **Identify client resources:** Identifying victims' needs and the appropriate resources to address them.

1. Crisis Intervention (1 hour, 20 minutes)



Show Visual 7-4.

Introduce the lesson.



Show Visual 7-5.

Provide basic definitions for crisis intervention.

Crisis: An unexpected event that calls for the mobilization of additional resources beyond those necessary for everyday life.

It is important to stress that what constitutes a crisis for one person may not be considered a crisis for another.

Crisis intervention: Assistance in the **immediate** aftermath of a trauma.

- Establish rapport with those affected by the crime, including the victim, family members, and/or friends.
- Predict reactions, based on knowledge of how people tend to respond to crises and trauma.
- Identify and address as many physical, psychological, cognitive, emotional, and spiritual needs as possible by listening and asking questions and conducting a needs assessment.

Tell participants that crisis intervention assistance helps victims deal with immediate needs and begin to plan for the future.

Emphasize the difference between crisis intervention and trauma response. Crisis intervention assistance is provided in the immediate aftermath of a trauma. The victim could be reacting to trauma at any time following the trauma.



Show Visual 7-6.

Explain some of the reasons crisis intervention is so important. Ask participants for other examples.

- Victims in crisis are not thinking clearly.
- They may be experiencing shock; fear; physical, emotional, and/or spiritual pain; and a host of other emotions at once.
- They often have difficulty mobilizing their resources to meet the challenges of the trauma.
- As a result, victims are extremely vulnerable to additional danger and traumatization.
- You could be saving a life!

Remind participants that immediately following trauma, a victim may be experiencing the “flight or fight” trauma response covered in Module 4 (e.g., shock, terror, helplessness, high levels of anxiety, etc.).



Show Visual 7-7.

Explain that there are several useful models of crisis intervention that can guide victim service providers in their crisis intervention work. We will explore one of the most widely used models in more detail: Young’s Three-phase Model (1993).

- **Safety and security:** Focuses on ensuring that victims feel they are safe from additional harm, and includes establishing rapport.
- **Ventilate and validate:** Focuses on allowing victims to tell their victimization story and helping them understand that their reactions are normal reactions to trauma—a normal reaction to an abnormal event.
- **Predict and prepare:** Focuses on preparing victims for the unfamiliar experiences they will encounter in the law enforcement, medical, justice, and other environments.



Show Visual 7-8.

Introduce the activity.



Activity: *Brainstorm Crisis Intervention Activities for Safety/Security, Ventilate/Validate, and Predict/Prepare Phases (15 minutes)*

The object of this activity is to get as many ideas recorded as possible in the 3-minute time allotment for each phase. Follow the rules of brainstorming and ask for any clarifications after all ideas are recorded. Validate/comment, as appropriate, and acknowledge that many other possible activities exist, depending on the crisis.

- 1. *Set up the brainstorming activity by explaining that the group will spend 3 minutes brainstorming intervention activities for each of the phases in Young's crisis intervention model, 9 minutes total.***
- 2. *Brainstorm the activities for each phase below (3 minutes each):***
 - Safety and security: Focuses on ensuring that victims feel they are safe from additional harm. What can victim advocates do?
 - Ventilate and validate: Focuses on allowing victims to tell their victimization story and helping them understand that their reactions are part of a normal process. What can victim advocates do?
 - Predict and prepare: Focuses on preparing victims for the unfamiliar experiences they will encounter in the law enforcement, medical, justice, and other environments. What can victim advocates do?



Show Visual 7-9.

Introduce the activity.



Activity: *Crisis Role Play (45 minutes)*

The purpose of this activity is to highlight those behaviors essential to responding to a victim in crisis. Refer to this chart to clarify the participant's role in each of the role plays.

Participant	Role Play #1 Safety and Security	Role Play #2 Ventilate and Validate	Role Play #3 Predict and Prepare
A	Victim	Advocate	Coach
B	Advocate	Coach	Victim
C	Coach	Victim	Advocate

1. Ask participants to form groups of three; Participant A will play the victim, Participant B will play the advocate, and Participant C will play the coach. Refer participants to Worksheet 7.1, Crisis Role Play. Each small group completes Role Play #1 (3 minutes). Call time and ask the following questions.



Show Visual 7-10.

- Participant A (Victim): How did the advocate do?
- Participant B (Advocate): What did you do to establish rapport? What did you do to help the victim feel safe from additional harm?
- Participant C (Coach): What did you see that made you believe the advocate established rapport? What did you see that made you believe the advocate helped the victim feel safe from additional harm?

2. Ask participants to switch positions: The coach is now the victim; the victim is now the advocate; and the advocate is now the coach. Each small group completes Role Play #2 (3 minutes). Call time and ask the following questions.



Show Visual 7-11.

- Participant C (Victim): How did the advocate do?
- Participant A (Advocate): What did you do to allow the victim to ventilate and how did you validate?

- Participant B (Coach): What did you see that made you believe the person from law enforcement allowed the victim to ventilate? How did the advocate validate the victim?

3. Ask participants to switch positions: The coach is now the victim; the victim is now the advocate; and the advocate is now the coach. Each small group completes Role Play #3 (3 minutes). Call time and ask the following questions.



Show Visual 7-12.

- Participant B (Victim): How did the advocate do?
- Participant C (Advocate): What did you do to predict and prepare the victim?
- Participant A (Coach): What did you see that made you believe the advocate focused on predicting and preparing the victim?



Show Visual 7-13.

4. In small groups, facilitate a discussion about the activity.

- What did you do as an advocate that worked?
- What did you do as an advocate that didn't work?
- How difficult was it to be an advocate and have to use different skills than those required by your current job?
- What was the most important thing you learned from this role play?

5. Provide individual feedback to participants in the small groups.

2. Advocacy (15 minutes)



Show Visual 7-14.

Transition from crisis intervention content by explaining that once the victim's immediate crisis needs are met, significant advocacy work often follows.



Show Visual 7-15.

Explain that advocacy and victim services are largely synonymous, since the entire field was created to provide quality victim services and to help ensure victims' rights. Therefore, everything a victim service provider does falls within the general definition of advocacy. However, advocacy also is a specific activity on the "list of things to do" that requires certain skills, knowledge, and careful planning.

Tell participants that advocacy is a specific type of problem solving and planned action that is used to protect the personal, legal, and societal rights of an individual. The problem solving and actions will be different depending on what phase of the justice system the victim is in. **Review Worksheet 7.2, Advocacy Tasks and the Justice System.**

Ask participants if there are any other tasks that need to be added to this chart.

Ask participants if there are other things that they do that are not listed?

3. Identification of Client Needs To Provide Resources and Services (25 minutes)



Show Visual 7-16.

Introduce the lesson.



Show Visual 7-17.

Explain that we will briefly survey three key activities in providing core services to crime victims. Each of these activities could be a course by itself and each is dependent on the unique circumstances of your state, program, and the victim's situation.

- Assess needs.
- Identify available resources and services.
- Help obtain victim compensation. This was discussed in Module 3.



Show Visual 7-18.

Explain that assessing the victim's needs is the first step in identifying which resources and/or services will be most helpful and appropriate. Most agencies have specific assessment tools, but they all serve the same purpose and rely on the victim service provider's interactions with the victim.

- Assessment is gathering information from the client and evaluating it with the client to decide what course of action to take.

Tell participants that methods for assessment may include:

- Asking questions in a variety of areas.
- Listening carefully.
- Observing behavior.
- Identifying resources and services that meet the needs you and the client identify.
- Working with the client to create a plan of action.

Ask participants: How many of you use a standard assessment tool? What areas of assessment do they include? Common areas of assessment include:

- Mental health
- Health
- Safety
- Support
- Compensation

Note that the victim will have different sets of needs depending on where they are in the phases of the criminal justice system.



Show Visual 7-19.

Explain that there are some general competencies for preparing for and conducting a good needs assessment. To conduct an effective needs assessment, you should know:

- Your client's general situation.
- The type of crime and trauma experienced by your client.
- How to give information to your client and how to get information.
- The resources and services available.



Show Visual 7-20.

Explain that once you have completed the assessment, the next step is to identify the resources the client needs. As a victim service provider, one of the most valuable services you can offer is knowing what resources are available to address various client needs and how to access them.

Discuss ways to identify resources:

- Start with your agency's existing list of services and providers.
- Build your own list of resources, based on your experience.
- Ask colleagues for their recommendations in general and for specific situations.
- Do your own research (e.g., phone book, Internet searches).
- Network with other agencies and providers about what they offer.



Show Visual 7-21.

Introduce the activity.



Activity: Large Group Discussion (10 minutes)

Facilitate a large group discussion of participants' strategies for identifying and connecting to resources and services for their clients. Remind them that they are their own best resources and can learn tremendously from each other's experience. The purpose of the large group discussion is to provide them with an opportunity to share ideas they can use in their own states.



Show Visual 7-22.

Review the learning objectives and ask whether these were met.

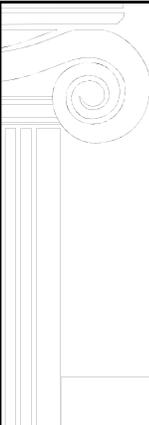
At the end of this module, participants will be able to:

- Demonstrate the use of key steps in providing effective crisis intervention services.
- Identify three services that victim service providers provide during the phases of the justice system process.
- Discuss strategies to identify resources and services to meet victim needs.



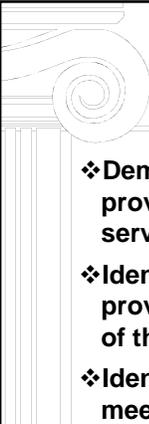
Show Visual 7-23.

Ask participants for any questions or comments before moving to the next module.



Module 7 Direct Services

7-1



Learning Objectives

- ❖ Demonstrate use of key steps in providing effective crisis intervention services.
- ❖ Identify services that victim service providers provide during the phases of the justice system process.
- ❖ Identify resources and services to meet victim needs.

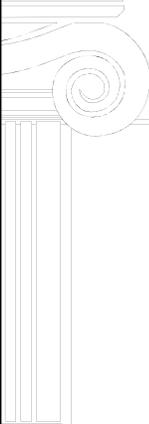
7-2



Core Services

- ❖ Provide crisis intervention.
- ❖ Provide advocacy.
- ❖ Identify client needs and provide resources and services.

7-3



Crisis Intervention

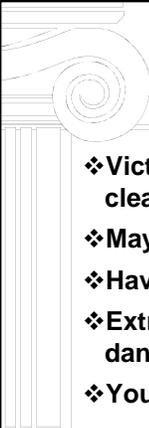
7-4



What Is Crisis Intervention?

- ❖ **Crisis:** An unexpected event that calls for the mobilization of additional resources beyond those necessary for everyday life.
- ❖ **Crisis intervention:** Assistance in the immediate aftermath of a trauma.

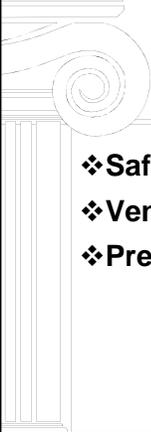
7-5



Why Is Crisis Intervention Important?

- ❖ **Victims in crisis are not thinking clearly.**
- ❖ **May experience many emotions.**
- ❖ **Have difficulty mobilizing resources.**
- ❖ **Extremely vulnerable to additional danger and traumatization.**
- ❖ **You could be saving a life!**

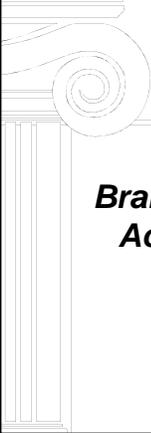
7-6



Young's Three-Phase Model

- ❖ Safety and security
- ❖ Ventilate and validate
- ❖ Predict and prepare

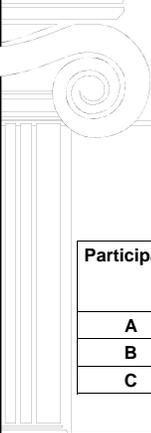
7-7



Activity

Brainstorm Crisis Intervention Activities for Three Phases

7-8

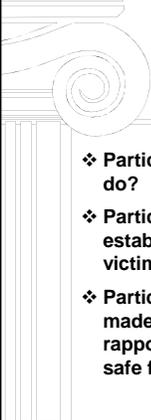


Activity

Crisis Role Play Worksheet 7.1

Participant	Role Play #1 Safety and Security	Role Play #2 Ventilate and Validate	Role Play #3 Predict and Prepare
A	Victim	Advocate	Coach
B	Advocate	Coach	Victim
C	Coach	Victim	Advocate

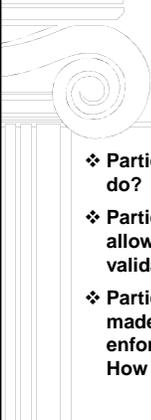
7-9



Role Play 1

- ❖ Participant A (Victim): How did the advocate do?
- ❖ Participant B (Advocate): What did you do to establish rapport? What did you do to help the victim feel safe from additional harm?
- ❖ Participant C (Coach): What did you see that made you believe the advocate established rapport? the advocate helped the victim feel safe from additional harm?

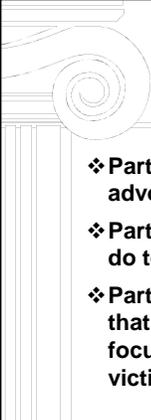
7-10



Role Play 2

- ❖ Participant C (Victim): How did the advocate do?
- ❖ Participant A (Advocate): What did you do to allow the victim to ventilate and how did you validate?
- ❖ Participant B (Coach): What did you see that made you believe the person from law enforcement allowed the victim to ventilate? How did the advocate validate the victim?

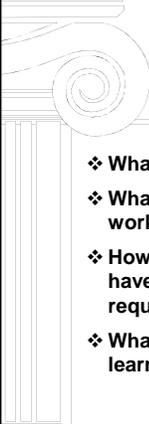
7-11



Role Play 3

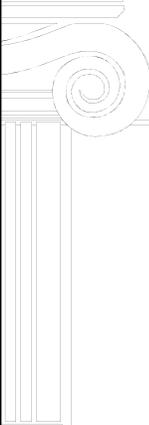
- ❖ Participant B (Victim): How did the advocate do?
- ❖ Participant C (Advocate): What did you do to predict and prepare the victim?
- ❖ Participant A (Coach): What did you see that made you believe the advocate focused on predicting and preparing the victim?

7-12



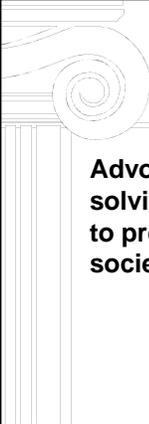
- ❖ What did you do as an advocate that worked?
- ❖ What did you do as an advocate that didn't work?
- ❖ How difficult was it to be an advocate and have to use different skills than those required by your current job?
- ❖ What was the most important thing you learned from this role play?

7-13



Advocacy

7-14



What Is Advocacy?

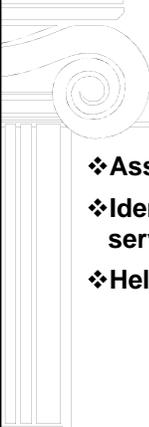
Advocacy is a specific type of problem solving and planned action that is used to protect the personal, legal, and societal rights of an individual.

7-15



Identification of Client Needs To Provide Resources and Services

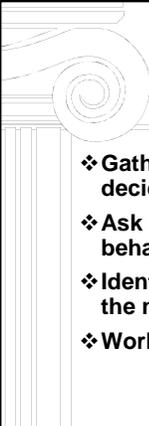
7-16



Three Key Activities

- ❖ Assess needs.
- ❖ Identify available resources and services.
- ❖ Help obtain victim compensation.

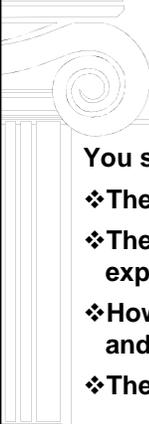
7-17



Needs Assessment

- ❖ Gather information from the client; together decide what action to take.
- ❖ Ask questions, listen carefully, observe behavior.
- ❖ Identify resources and services that meet the needs that you and the client identify.
- ❖ Work with client to create a plan of action.

7-18



Preparing for Needs Assessment

You should know:

- ❖ The general situation of your client.
- ❖ The type of crime and trauma experienced by your client.
- ❖ How to give information to your client and how to get information.
- ❖ The resources and services available.

7-19



Identifying Resources and Services

- ❖ Start with your agency's list of services and providers.
- ❖ Build your own list of resources.
- ❖ Ask colleagues for their recommendations.
- ❖ Do your own research.
- ❖ Network with other agencies and providers.

7-20



Activity

Large Group Discussion

7-21



Review of Learning Objectives

- ❖ Demonstrate use of key steps in providing effective crisis intervention services.
- ❖ Identify services that victim service providers provide during the phases of the justice system process.
- ❖ Identify resources and services to meet victim needs.

7-22



Closing of Module 7

- ❖ Questions?
- ❖ Comments?

7-23

Module 8: Cultural and Spiritual Competence

Time Required

3 hours

Purpose

The purpose of this module is to introduce cultural and spiritual competence as key capabilities for victim service providers. This module provides definitions of cultural and spiritual competence, explores cultural considerations in victim service delivery and barriers to culturally and spiritually competent service delivery, and examines strategies to address barriers to culturally and spiritually competent service delivery.

Lessons

1. Overview of Cultural and Spiritual Competence (45 minutes)
2. Crime Victims and Diversity (30 minutes)
3. Common Barriers to Providing Culturally and Spiritually Competent Victim Assistance Services (1 hour)
4. Tips and Tools for Culturally Competent Service Delivery (15 minutes)
5. Tips for Spiritually Competent Service Delivery (30 minutes)

Learning Objectives

By the end of this module, participants will be able to:

- Define cultural and spiritual competence.
- Recognize the multidimensional nature of culture.
- Explain the importance of cultural considerations in providing victim services.
- Describe common barriers to providing culturally and spiritually competent services.
- Identify specific skills, strategies, and resources required to serve diverse crime victims effectively.

Instructor Worksheet

- Instructor Worksheet 8.1, Case Studies (18)

Participant Worksheets

- Worksheet 8.1, Case Studies (18)
- Worksheet 8.2, Case Study: Vickie and Bill

Equipment and Materials

No special equipment or materials are required.

Preparation

- Read Chapter 8, “Cultural and Spiritual Competence,” in the Participant Text.
- Prepare tear sheet of large iceberg with waterline so that 1/10 of iceberg is above the waterline.
- Select 4-6 case studies from Instructor Worksheet 8.1 to be used by the group, based on participants’ occupations, demographics of their communities, and those they serve.



Show Visual 8-1.



Show Visual 8-2.

Review the purpose and learning objectives for this module.

By the end of this module, participants will be able to:

- Define cultural and spiritual competence.
- Recognize the multidimensional nature of culture.
- Explain the importance of cultural considerations in providing victim services.
- Describe common barriers to providing culturally and spiritually competent services.
- Identify specific skills, strategies, and resources required to serve diverse crime victims effectively.

1. Overview of Cultural and Spiritual Competence (45 minutes)



Show Visual 8-3.

Introduce the lesson.



Show Visual 8-4.

Provide the following definition of culture:

Culture is the shared values, attitudes, beliefs, communication styles, religious practices, and traditions that guide and structure a group or community.



Show Visual 8-5.

Introduce participants to the definition of cultural and spiritual competence that will be used in this module.

Tell participants that cultural and spiritual competence reflect:

- A process of continuous learning that enables an individual to work effectively cross-culturally.

- The ability to function effectively in the context of cultural (including spiritual) differences.

Note that it is impossible to separate the victim’s cultural concerns from their spiritual concerns. Spirituality and religion provide a person of faith their world view and way of life.

- Spirituality refers to one’s search for meaning beyond the ordinary human realm, and centers on reality beyond the five senses. A person can be spiritual without being engaged in organized religious practice.
- Religion refers to the organized behavioral manifestations of values and beliefs within a certain form of spirituality. A person can be religious without being spiritual, perhaps valuing the tradition, symbolism, academic aspects, or social interaction of religious practice more than spiritual aspects.¹



Show Visual 8-6.

Introduce the Cross Model of Cultural Competence.

The Cross Model of Cultural Competence describes six stages of competence:

- Cultural destructiveness
- Cultural incapacity
- Cultural blindness
- Cultural precompetence
- Basic cultural competence
- Advanced cultural competence

Paraphrase:

The Cross Model of Cultural Competence describes the stages of competence that can be found in individuals. The most negative stage is Cultural Destructiveness, where culture is seen as a problem; all people should be more like the “mainstream”; and assumes that one culture is superior and other “lesser” cultures should be eradicated.

¹ Janice Harris Lord, Melissa Hook, Sharifa Alkhateeb, and Sharon J. English, *Spiritually Sensitive Caregivers: A Multi-Faith Handbook* (Burnsville, NC: Compassion Press, 2008), pg. 26, www.compassionbooks.com

The most positive stage is Advanced Cultural Competence. At this stage, people not only accept, appreciate, and accommodate cultural differences, but educate others who are less informed about cultural differences. They seek out knowledge and develop skills to interact in diverse environments.²



Show Visual 8-7.

Paraphrase:

Paul Pederson (1988) developed a model with three components:

- Awareness: consciousness of one's personal reactions to people who are different.
- Knowledge: meaningful understanding of others.
- Skills: practices in working with others from different cultures than our own.³



Show Visual 8-8.

Paraphrase:

You are going to see a clip from the film *Finding Forrester*. In the movie, Jamal is an incredibly talented basketball player who receives a scholarship to a prep school in Manhattan. He befriends an introverted writer who becomes his mentor. In this scene, Jamal watches as a man who is delivering groceries to the writer pulls up in his BMW.

DVD Show the clip of *Finding Forrester* that is embedded in the PowerPoint presentation by clicking on the PowerPoint slide.

After the video clip, **lead** a brief discussion about assumptions:

- What assumptions did the delivery man make about Jamal?
- Were his reactions based on the neighborhood? Jamal's race?
- What assumptions did Jamal make?

² Terry L. Cross, Barbara J. Bazron, Karl W. Dennis, and Mareasa R. Isaacs, *Towards a Culturally Competent System of Care: A Monograph on Effective Services for Minority Children Who Are Severely Emotionally Disturbed* (Washington, D.C.:CASSP Technical Assistance Center, Georgetown University Child Development Center, 1989).

³ Paul B. Pedersen, Juris G. Draguns, Walter J. Lonner, and Joseph E. Trimble (Eds.), *Counseling Across Cultures (6th Ed.)* (Sage Publications, 2008), pg. 462, www.sagepub.com/home.nav



Show Visual 8-9.

Introduce the activity.



Activity: Iceberg Analogy (10 minutes)

The purpose of this activity is to explore in greater detail issues related to cultural diversity. Use the prepared tear sheet showing a large iceberg with a waterline so that 1/10 of the iceberg is above the waterline.

- 1. Ask participants to call out ways that we are different from each other. Tell them that those that are immediately apparent you will put above the waterline. Those that are not immediately apparent you will put below the waterline.**
- 2. As participants call out words such as “physical features,” and “clothing,” write these in the top portion of the iceberg on the tear sheet, above the waterline.**
- 3. Challenge participants if you disagree with any of their suggestions. For example, if someone says “race should go above the waterline,” ask why they think this is so. Suggest that while skin color is apparent, it does not necessarily indicate race. Therefore, race is not immediately apparent and should go below the waterline, while skin color should go above the waterline.**
- 4. When participants call out ways in which we are different from each other that are not immediately apparent (i.e., values, perceptions, victim status, sexual orientation, political affiliation, religion, economic status), write these words in the lower portion of the iceberg, below the waterline.**
- 5. Ask participants the following questions:**
 - Where are most of the differences? Are they immediately apparent or not?
 - What does this analogy suggest?
 - What attributes do we react to?
 - How does this iceberg relate to working with diverse victims?
- 6. End the activity by making the following points:**
 - We can see only 10 percent of a person’s cultural attributes. We cannot see their most important dimensions: their attitudes, beliefs, and values.
 - Although most of who we are is below the surface, assumptions are often based on what others can see, which often results in misjudgments.
 - To better know a victim and to provide effective services, we need to look below the surface. This will lead to better communication and stronger relationships.

2. Crime Victims and Diversity (30 minutes)



Show Visual 8-10.

Begin the discussion of crime victims and diversity statistics.



Show Visual 8-11.

The Bureau of Justice Statistics reported that in 2006:⁴

- Per every 1,000 persons in that racial group, 32 Blacks, 23 Whites, and 18 persons of other races sustained a violent crime.
- Males experienced higher victimization rates than females for all types of violent crime except rape/sexual assault.



Show Visual 8-12.

- Males, Blacks, and persons age 24 or younger are victimized at higher rates than females, Whites, and persons age 25 or older.
- Blacks were more likely than Whites to be victims of overall violent crime, robbery, aggravated assault, rape, and sexual assault.
- Blacks also experienced higher rates than persons of other races (American Indian, Alaska Native, Asian, Native Hawaiian, and other Pacific Islander) of overall violence, robbery, aggravated assault, and simple assault.

(Bureau of Justice Solutions Bulletin, Criminal Victimization, 2009 published October 2010 NCJ 231327.)



Show Visual 8-13.

- Women from lower income households are significantly more likely to be victims of rape and sexual assault than women from higher income levels.
- A higher percentage of Blacks and Hispanics report crimes of violence to police than Whites.

(Bureau of Justice Solutions Bulletin, Criminal Victimization, 2009 published October 2010 NCJ 231327.)

⁴ Bureau of Justice Statistics, www.ojp.gov/bjs/cvict_v.htm#findings, accessed May 28, 2009.

Discuss the following statistics, emphasizing again that minority groups are often disproportionately affected by violent crimes.



Show Visual 8-14.

The PEW Hispanic Center reported that in 2008 there were more than 46 million immigrants in the United States (15.4 per cent of the U.S. population) (<http://pewhispanic.org/files/factsheets/hispanics2008/Table%201.pdf>).

In 2009, the total Hispanic population is estimated to be 11.1 million, a decline from 12 million in 2007 (unauthorized; <http://www.pewhispanic.org/publications/?year=2010>).



Show Visual 8-15.

In an August 2008 press release, the U.S. Census Bureau⁵ projected that the nation will be more racially and ethnically diverse, as well as much older, by midcentury.

Ask: What do these statistics mean to you as a victim service provider?



Show Visual 8-16.

- Minorities, now roughly one-third of the U.S. population, are expected to become the majority in 2042, with the nation projected to be 54 percent minority in 2050.
- By 2050, the minority population — everyone except for non-Hispanic, single-race Whites — is projected to be 235.7 million out of a total U.S. population of 439 million (54 percent). The nation is projected to reach the 400 million population milestone in 2039.
- By 2023, minorities will comprise more than half of all children.



Show Visual 8-17.

- The non-Hispanic, single-race White population is projected to be only slightly larger in 2050 than in 2008. In fact, this group is projected to lose population and comprise 46 percent of the total population in 2050, down from 66 percent in 2008.

⁵ For more information, go to <http://www.census.gov/Press-Release/www/releases/archives/population/012496.html>, accessed May 28, 2009.



Show Visual 8-18.

- The Hispanic population is projected to nearly triple during the 2008-2050 period. Its share of the nation's total population is projected to double, from 15 percent to 30 percent.
- The Black population is projected to increase from 14 percent of the population in 2008 to 15 percent in 2050.
- The Asian population's share of the nation's population is expected to rise from 5.1 percent to 9.2 percent.



Show Visual 8-19.

- Among the remaining race groups, American Indians and Alaska Natives are projected to rise from 1.6 to 2 percent of the total population. The Native Hawaiian and other Pacific Islander population is expected to more than double, from 1.1 million to 2.6 million.



Show Visual 8-20.

Briefly review the following statistics of religious affiliation in the U.S.

Of the more than 228 million people in the United States in 2008, religious affiliation is estimated to be:

- 76 percent Christian
- 1.2 percent Jewish
- .6 percent Muslim
- .5 percent Buddhist
- 1.2 percent other religions
- 15 percent no religion
- 5.2 percent refused to answer

(Kosmin, B.A. and A. Keysar, American Religious Identification Survey, March 2009, Trinity College, Hartford, CT, March 2009.)

Explain that a good resource for working with different faith groups is the book *Spiritually Sensitive Caregiving: A Multi-Faith Handbook*, by Janice Harris Lord et al. The complete citation is found in footnote 1 of this module.

Tell participants that the Participant Manual includes summaries—including information on basic beliefs and ritual, death issues, and justice issues—of the six largest faith groups: Native American spirituality, Hinduism, Buddhism, Judaism, Christianity, and Islam. These are taken from *Spiritually Sensitive Caregiving: A Multi-Faith Handbook* and used with permission. **Mention** that copies may be ordered at www.compassionbooks.com.

3. Common Barriers to Providing Culturally and Spiritually Competent Victim Assistance Services (1 hour)



Show Visual 8-21.

Introduce the lesson.



Show Visual 8-22.

Introduce the activity.



Activity: Common Barriers and How to Overcome Them (30 minutes)

The purpose of this activity is for participants to identify some common barriers to providing effective assistance to diverse victims and some strategies they have used or could use to overcome them.

- 1. Divide participants into five or six groups. Give each group a tear sheet and ask them to brainstorm common barriers that they or victim service providers in general face in providing services to diverse victims.**
- 2. After 10 minutes, ask each group to report its list of common barriers, without repeating barriers that other groups have already identified. As barriers are identified, record them on a tear sheet.**
- 3. Ask each group to pick three barriers from its list and provide examples as well as strategies they have used or could use to overcome the barrier.**
- 4. After 15 minutes, ask each group to report its selected barriers, examples, and strategies.**



Show Visual 8-23.

Introduce the activity.



Activity: Case Studies on Victim Assistance (30 minutes)

The purpose of this activity is to provide participants with an opportunity to practice using their knowledge about barriers and strategies.

Instructor Note:

Careful thought should be given to the selection of case studies. Eighteen cases are provided. The cases present a wide variety of barriers to culturally competent services and involve various cultural groups as well as providers acting in different capacities. Choose case studies based upon participants, their occupations, the demographics of their communities, and the issues they have raised during the training. Refer to the chart entitled **Case Studies in Worksheet 8.1, Case Studies**, to help you select appropriate case studies. If you have diverse participants, you may group them by occupation (e.g., victim advocates, police officers, prosecutors). If some participants deal primarily with sexual assault victims while others deal with a variety of crimes, ask those who work with sexual assault cases to group together and assign them a relevant case study).

- 1. Divide participants into four to six groups. Assign each group a different case study to discuss, included in Worksheet 8.1, Case Studies.**
- 2. Ask participants to discuss the case and answer the questions on Worksheet 8.1.**
- 3. After 20 minutes, reconvene as a large group and discuss the cases.**
 - What kinds of issues came up in your case study?
 - Were the issues in the scenarios similar to those you have had to contend with in your efforts to assist crime victims?
 - What strategies did you develop to address the issues raised in your case study?
 - What resources, information, or skills would you need to implement those strategies? These could be tools you already have as well as tools you would like to develop.
- 4. Record a list of strategies victim service providers can use.**

4. Tips and Tools for Culturally Competent Service Delivery (15 minutes)



Show Visual 8-24.

Discuss tips and tools for culturally competent service delivery. Compare the list that was generated with the following list.

Communication Tips

- Listen patiently and show interest and empathy.
- Be aware of confidentiality concerns.
- Validate the victim's explanation of the crime and its repercussions.
- Be flexible and negotiate a compromise whenever possible.
- Reassure the victim that you will do your best to help him or her.
- Practice effective cross-cultural communication, including awareness and sensitivity to nonverbal cues, body language, gender roles, and face-saving needs.
- Ask for clarification and check for understanding.
- Keep it simple and jargon-free.
- Recognize your own communication style.
- Know and manage your hot buttons.

Relationship Building

- Take time to build trust and rapport.
- Establish a relationship with the family and main family decisionmaker, when appropriate.

Self-Awareness

- Understand your own biases and stereotypes and work at controlling them.
- Respect the victim's worldview, even if it does not mesh with yours.
- Recognize your limitations and ask for help from the victim, his or her family, and cultural informants.

Discerning Cultural Patterns

- Recognize and work within gender norms, when appropriate.
- Elicit the victim's concept of crime, safety, grief, and healing.
- Acquire cultural knowledge that will enable you to react positively to unfamiliar practices.
- Treat each client uniquely. Remember not to stereotype.
- Identify sources of disagreement between you and the victim.

5. Tips for Spiritually Competent Service Delivery (30 minutes)



Show Visual 8-25.

Paraphrase:

You are going to see a clip from the film *Chariots of Fire*. The film is based on a true story of two British track athletes competing in the 1924 Summer Olympics. One athlete, Eric Liddell, is a Christian who runs for God. Eric has been told his race will be held on Sunday. Because of his faith, he refuses to run because it is on the Sabbath. The Olympic committee and others are putting pressure on him to race anyway.

DVD Show the clip of *Chariots of Fire* that is embedded in the PowerPoint presentation by clicking on the PowerPoint slide.

After the video clip, **lead** a brief discussion:

- Is Eric's reasoning out of line?
- Did the Olympic committee and others have the right to push Eric to go against his beliefs and values?
- What can you do to be proactive in the workplace in situations that involve spiritual beliefs?



Show Visual 8-26.

Introduce the activity.



Activity: Case Study: Vickie and Bill (15 minutes)

The purpose of this case study is to examine the role that spirituality can play in providing services to victims of crime.

- 1. Ask participants to read Worksheet 8.2, Case Study: Vickie and Bill, found in the Participant Manual.**
- 2. At their tables, ask participants to discuss and answer the case study questions.**
- 3. When they have completed this, facilitate a discussion about the case study.**

Tell participants that in order to provide spiritually competent services to victims of crime, you have to first determine if spirituality is important to them and this means conducting an assessment. **Emphasize** that conducting a spiritual assessment with a victim may feel intrusive because of the specific role of the victim service provider (e.g., assisting in completing a crime victim compensation form).

Explain that spiritual assessment is suggested only for providers who expect a reasonably long-term relationship with a victim.



Show Visual 8-27.

Present questions that may encourage victims to begin talking about their spiritual concerns:

- What is most important to you in your life right now?
- What has been meaningful and helpful to you as you have coped with your victimization?
- What has strengthened you as you deal with this?
- Do you have a support system as you go through this experience?



Show Visual 8-28.

Tell participants that if the victim's responses are spiritually oriented, continue to explore their answers as you would any other information that helps you assess their strengths and resources. To address spirituality more directly, consider with the victim these questions:

Is religion or spirituality important to you?

- Do your religious or spiritual beliefs influence the way you look at your problems right now?
- Would you like to include your religion or spirituality in the work we do together?

Here are some tips for avoiding errors when seeking information from someone of an unfamiliar faith.⁶

- Don't fixate on "Why." It is quite possible that the person does not know the ultimate reasons for a particular practice and may presume the question has unfriendly intent.
- Don't hold the person responsible for recent bad press generated by a representative of his or her faith.
- Don't refer to a believer as "typical" or "normal." There is no one and only way to categorize spiritual or cultural issues.



Show Visual 8-29.

Review the learning objectives and ask whether these were met.

By the end of this module, participants will be able to:

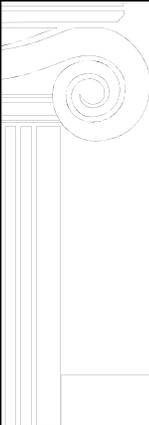
- Define cultural and spiritual competence.
- Recognize the multidimensional nature of culture.
- Explain the importance of cultural considerations in providing victim services.
- Describe common barriers to providing culturally and spiritually competent services.
- Identify specific skills, strategies, and resources required to serve diverse crime victims effectively.



Show Visual 8-30.

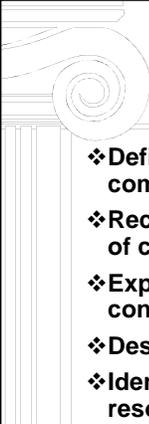
Ask participants for any questions or comments before moving to the next module.

⁶See note 1.



**Module 8
Cultural and Spiritual
Competence**

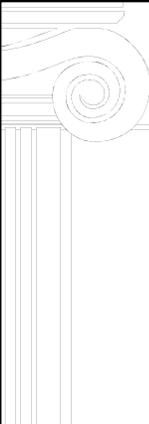




Learning Objectives

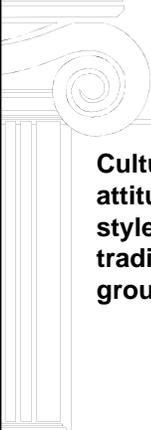
- ❖ Define cultural and spiritual competence.
- ❖ Recognize the multidimensional nature of culture.
- ❖ Explain the importance of cultural considerations.
- ❖ Describe common barriers.
- ❖ Identify specific skills, strategies, and resources.

8-2



**Overview of Cultural and
Spiritual Competence**

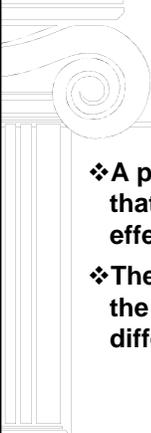
8-3



What Do We Mean by Culture?

Culture is the shared values, attitudes, beliefs, communication styles, religious practices, and traditions that guide and structure a group or community.

8-4



Cultural and Spiritual Competence Reflect...

- ❖ A process of continuous learning that enables an individual to work effectively cross-culturally.
- ❖ The ability to function effectively in the context of cultural and spiritual differences.

8-5



Cross Model of Cultural Competence

Six stages of competence:

- ❖ Cultural destructiveness
- ❖ Cultural incapacity
- ❖ Cultural blindness
- ❖ Cultural precompetence
- ❖ Basic cultural competence
- ❖ Advanced cultural competence

8-6

Pederson Multicultural Competence Model

- ❖ Awareness
- ❖ Knowledge
- ❖ Skills

8-7

Finding Forrester

8-8

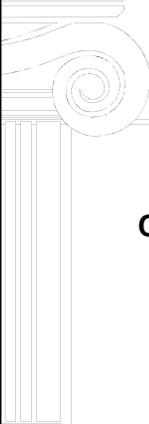
Activity

Iceberg Analogy

- ❖ How are we different from each other?

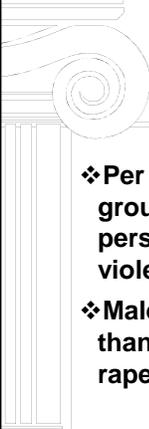


8-9



Crime Victims and Diversity

8-10

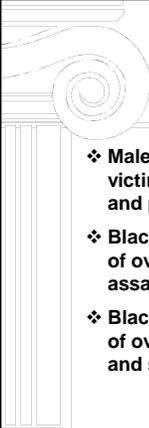


Crime Victims and Diversity Statistics

- ❖ Per 1,000 persons in each racial group, 32 Blacks, 23 Whites, and 18 persons of other races were victims of violent crime.
- ❖ Males had higher victimization rates than females for violent crime except rape/sexual assault.

(Bureau of Justice Statistics, 2006)

8-11



Crime Victims and Diversity Statistics

- ❖ Males, Blacks, and persons age 24 or younger are victimized at higher rates than females, Whites, and persons age 25 or older.
- ❖ Blacks were more likely than Whites to be victims of overall violent crime, robbery, aggravated assault, rape and sexual assault.
- ❖ Blacks experienced higher rates than other races of overall violence, robbery, aggravated assault, and simple assault.

(Bureau of Justice Statistics, 2009)

8-12

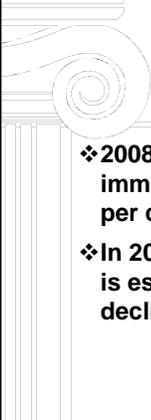


Crime Victims and Diversity Statistics

- ❖ Women from lower income households are significantly more likely to be victims of rape and sexual assault than women from higher income levels.
- ❖ A higher percentage of Blacks and Hispanics report crimes of violence to police than Whites.

(Bureau of Justice Statistics, 2009)

8-13

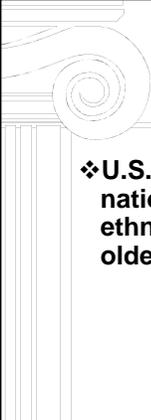


Crime Victims and Diversity Statistics

- ❖ 2008 there were more than 46 million immigrants in the United States (15.4 per cent of the U.S. population).
- ❖ In 2009, the total Hispanic population is estimated to be 11.1 million, a decline from 12 million in 2007.

(PEW Hispanic Center 2008)

8-14

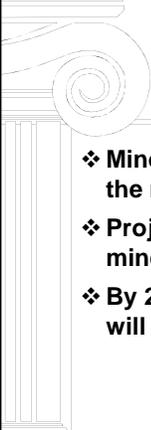


Crime Victims and Diversity Statistics

- ❖ U.S. Census Bureau projects the nation will be more racially and ethnically diverse, as well as much older, by midcentury.

(U.S. Census Bureau, 2008)

8-15

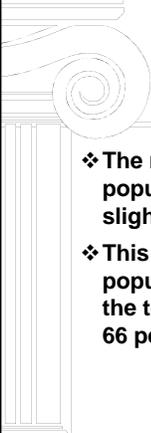


Crime Victims and Diversity Statistics

- ❖ Minorities are expected to become the majority in 2042.
- ❖ Projections are the U.S. will be 54% minority in 2050.
- ❖ By 2023, more than half of all children will be minorities.

(U.S. Census Bureau, 2008)

8-16

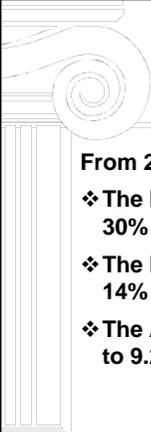


Crime Victims and Diversity Statistics

- ❖ The non-Hispanic, single-race White population is projected to be only slightly larger in 2050 than in 2008.
- ❖ This group is projected to lose population and comprise 46 percent of the total population in 2050, down from 66 percent in 2008.

(U.S. Census Bureau, 2008)

8-17



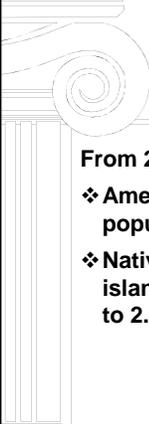
Crime Victims and Diversity Statistics

From 2008 to 2050:

- ❖ The Hispanic population will triple, to 30% of the U.S. population.
- ❖ The Black population will increase from 14% to 15%.
- ❖ The Asian population will rise from 5.1% to 9.2%.

(U.S. Census Bureau, 2008)

8-18



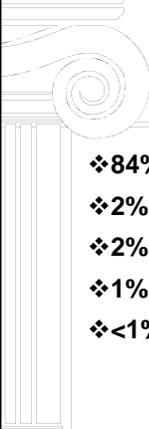
Crime Victims and Diversity Statistics

From 2008 to 2050:

- ❖ American Indian and Alaska Native populations will rise from 1.6% to 2%.
- ❖ Native Hawaiian and other Pacific islander populations will grow from 1.1 to 2.6 million.

(U.S. Census Bureau, 2008)

8-19

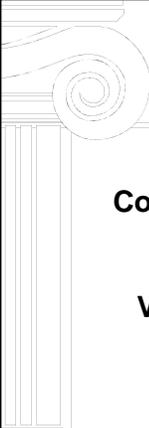


Religious Affiliation in the U.S.

- ❖ 84% Christian
- ❖ 2% Jewish
- ❖ 2% Muslim
- ❖ 1% Buddhist
- ❖ <1% Ethnoreligious

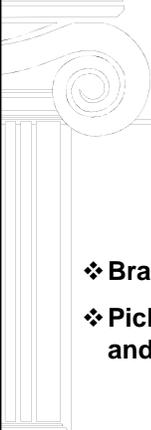
ARDA, 2006

8-20



Common Barriers to Providing Culturally and Spiritually Competent Victim Assistance Services

8-21

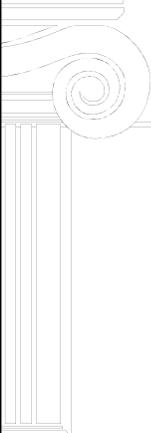


Activity

***Common Barriers and
How To Overcome Them***

- ❖ **Brainstorm common barriers.**
- ❖ **Pick 3 barriers and provide examples and strategies to overcome them.**

8-22



Activity

***Case Studies on
Victim Assistance
Worksheet 8.1***

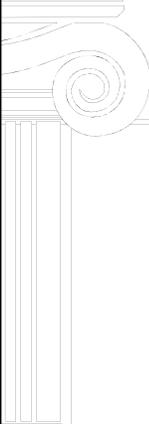
8-23



**Tips and Tools for Culturally
Competent Service Delivery**

- ❖ **Communication tips**
- ❖ **Relationship building**
- ❖ **Self-awareness**
- ❖ **Discerning cultural patterns**
- ❖ **Tips for spiritually competent service delivery**

8-24



Chariots of Fire

8-25

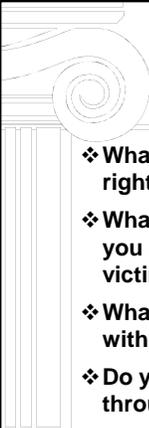


Activity

Case Study: Vickie and Bill

Worksheet 8.2

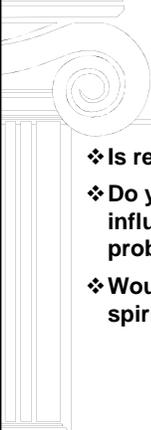
8-26



Questions To Explore...

- ❖ What is most important to you in your life right now?
- ❖ What has been meaningful and helpful to you as you have coped with your victimization?
- ❖ What has strengthened you as you deal with this?
- ❖ Do you have a support system as you go through this experience?

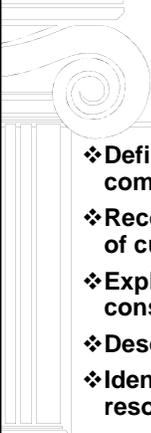
8-27



Questions To Explore...

- ❖ Is religion or spirituality important to you?
- ❖ Do your religious or spiritual beliefs influence the way you look at your problems right now?
- ❖ Would you like to include your religion or spirituality in the work we do together?

8-28



Review of Learning Objectives

- ❖ Define cultural and spiritual competence.
- ❖ Recognize the multidimensional nature of culture.
- ❖ Explain the importance of cultural considerations.
- ❖ Describe common barriers.
- ❖ Identify specific skills, strategies, and resources.

8-29



Closing of Module 8

- ❖ Questions?
- ❖ Comments?

8-30

Module 9: Ethics in Victim Services¹

Time Required

2 hours, 30 minutes

Purpose

This module provides and encourages the use of ethical standards to support the evolution of victim assistance as a professional discipline. The module provides insights and activities for becoming conscious of one's values and self-aware in terms of professional conduct in assisting victims of crime. It provides an introduction to the National Victim Assistance Standards Consortium (NVASC) Standards for Victim Assistance Programs and Providers. Finally, this module describes common ethical dilemmas faced by victim assistance professionals and provides participants with an opportunity to apply a standard decisionmaking process to these and similar situations.

Pre-Academy Assignment

Complete part of an online module from Victim Assistance Training Online (VAT *Online*). You will receive a separate e-mail that details exactly what you will need to do to access this online training.

Once you have registered for VAT *Online*, please read the material in Basics/Ethics in Victim Services: Foundation. Complete the Activity: Guiding Values Match Game.

Written assignment: Sometimes our personal interests conflict with our professional responsibilities as a victim services professional. Please think of a time in your work with victims where you experienced a conflict between your personal interests and professional responsibilities. Write a summary of the situation (350-400 words), describing your personal interests and your professional responsibilities and what happened or how it was resolved.

¹ This module is largely excerpted or paraphrased from material prepared by the University of South Carolina under grant number 95MUGXK002 SUP 7, awarded by the Office for Victims of Crime, Office of Justice Programs, U.S. Department of Justice and is used here by the Office for Victims of Crime with acknowledgement to the University of South Carolina. The opinions, findings, and conclusions expressed in this document are those of the Center for Child and Family Studies, College of Social Work, University of South Carolina, and do not necessarily represent the official position or policies of the U.S. Department of Justice.

Lessons

1. Values and Responses to Crime Victims (45 minutes)
2. Ethics and Ethical Standards (45 minutes)
3. Ethical Decisionmaking (1 hour)

Learning Objectives

At the end of this module, participants will be able to:

- Describe ways that their own attitudes, beliefs, and values influence their responses to victims of crime.
- Find appropriate ethical standards in the NVASC Standards for Victim Assistance Programs and Providers relative to common professional situations.
- Use a standard decisionmaking process when faced with an ethical dilemma.

Handout

- NVASC Standards for Victim Assistance Programs and Providers

Instructor Worksheet

- Instructor Worksheet 9.2, Elderly Victim

Participant Worksheets

- Worksheet 9.1, Self-Awareness Inventory
- Worksheet 9.2, Elderly Victim
- Worksheet 9.3, Applying the Decisionmaking Process

Equipment and Materials

No special equipment or materials are required for this module.

Preparation

- Read Chapter 9, “Ethics in Victim Services,” Participant Text.
- Number tear sheets separately 1 to 5 and tape around the training room.
- Go to <https://www.ovcttac.gov/vatonline/index.cfm> and read material in Basics/Ethics Victim Services: Foundation.
- Make one copy of each of the ethical dilemmas that were part of the Pre-Academy Assignments.
- Prepare laminated copies, one for each participant, of the NVASC standards handout.



Show Visual 9-1.



Show Visual 9-2.

Review the purpose and learning objectives for this module.

At the end of this module, participants will be able to:

- Describe ways that their own attitudes, beliefs, and values influence their responses to victims of crime.
- Find appropriate ethical standards in the NVASC Standards for Victim Assistance Programs and Providers relative to common professional situations.
- Use a standard decisionmaking process when faced with an ethical dilemma.

1. Values and Responses to Crime Victims (45 minutes)



Show Visual 9-3.

Lead a 10-minute large-group discussion defining ethics and why they are important to victim assistance providers. The terms ethics and values are often used interchangeably, when in fact they are different.



Show Visual 9-4.

Introduce the following discussions.

What are ethics?

Ethics are a system of moral principles (based on values), rules, and standards of conduct.

- Serve as a guide for human behavior.
- Stated in terms of obligations, benefits to society, fairness, or specific virtues.

Why are they important?

Codes of ethics are essential parts of all professional disciplines. They:

- Safeguard the reputation of the profession.
- Protect the public from exploitation.
- Promote competent and responsible practices.



Show Visual 9-5.

What are personal values?

- Personal values are the ideals and beliefs we hold dear, which form the foundation for the ways we view and interact with the world as individuals.
- They create mental models within us about what constitutes appropriate behavior in ourselves and in others.
- They guide your decisionmaking in your personal life.
- They are authentic components of you and, therefore, are authentic components of ethical decisionmaking in your work in victim assistance.
- They make it easier or harder to work with a particular client, depending on the client and circumstances, although victim assistance providers must work with all clients.



Show Visual 9-6.

What are professional values?

- Professional values are the ideals and beliefs the profession holds dear, which form the foundation for the way the profession views and interacts with clients and the work environment.
- They create expectations for the field about what constitutes appropriate behavior for practitioners in response to clients and their situations.
- They guide your decisionmaking in your professional life.
- They might conflict with personal values of the client or those of the profession, which could compromise your capacity to serve effectively.
- They must be the key determinants in the ethical decisionmaking process when providing services to victims of crime.

Emphasize that a key distinction between ethics and values is that ethics are standards of behavior and values are closely held beliefs.



Show Visual 9-7.

Open the discussion of why self-awareness is important to ethical practice.

- Values drive behavior and are always in operation (whether you are aware of them or not).

- Personal values of providers influence how they respond to challenging situations, make judgments, and balance the rights of individuals with the broader principles of justice.
- When you are aware of a value or bias you hold, you can more easily recognize when it is being challenged in a client situation.
- This allows you to consciously focus your attention on the needs of your client, instead of on your own judgments or what you would have them do to fit your mental model.

Tell participants: Being aware of your “hot spots” also can help you mentally prepare for your work with clients who are likely to trigger them.



Show Visual 9-8.

Introduce the activity.



Activity: Self-Awareness Inventory (20 minutes)

The purpose of this activity is to illustrate the range of answers that reflect differences in personal values. In this exercise, there are no right or wrong responses.

- 1. Ask participants to complete Worksheet 9.1, Self-Awareness Inventory.**
- 2. When participants have completed the inventory, select one of the statements and ask participants to get up and stand in the area around the number that matches their selection. Emphasize again that there are no right or wrong answers in this activity. The answers reflect our values.**
- 3. Ask two or three participants to explain how they chose their level of agreement with the statement; what was their reasoning? The purpose is not to begin a discussion, debate or argument between participants, but to illustrate that we hold very different sets of values and beliefs. Tell participants that it is OK to pass if they are not comfortable explaining their reasoning.**
- 4. Choose a few more statements to illustrate the point that we hold different values.**
- 5. Ask how these values would influence their response to a victim of crime.**

2. Ethics and Ethical Standards (45 minutes)



Show Visual 9-9.

Explain that values are the internal beliefs and attitudes that drive external actions and reactions (behavior). Written codes of ethics, like the ones developed for victim service providers, recognize and articulate these internal concepts into external, observable behaviors. Doing so ensures clarity and consistency for ethical conduct across the field.



Show Visual 9-10.

Review the history of the development of the National Victim Assistance Standards Consortium (NVASC) (May 2003).

- The NVASC was funded by the Office for Victims of Crime.
- The Center for Child and Family Studies at the University of South Carolina designed and coordinated the consortium.
- To develop the standards, the members of the consortium—victim service experts representing various disciplines and geographic locales—researched victim service practices and conducted focus groups of professionals to draft the ethical standards.



Show Visual 9-11.

Discuss the foundations of the victim assistance code of ethics. Post the prepared tear sheet with the following list of values so that participants will be able to see them throughout the training module.

Paraphrase:

The underlying values of the victim assistance code of ethics are:

- Competence
- Integrity
- Professional responsibility
- Respect for people's rights and dignity
- Concern for others' welfare
- Social responsibility



Show Visual 9-12.

Introduce the activity.



Activity: Interpretations Exercise (10 minutes)

- 1. Write the word “Nuclear” on the tear sheet. Ask participants to write or draw what that word means to them.**
- 2. Ask them to share their interpretations (e.g., power, family, atoms, mushroom cloud, science). Note for the group the many different interpretations of one word, demonstrating that we all think of different, yet valid, interpretations of the same word.**
- 3. Write the word “Respect” on the tear sheet and challenge the group to imagine how many different interpretations of the word are possible. Ask them to call out what comes to their minds when they see the word “Respect.”**
- 4. Ask what would happen if we tried to establish an ethical standard saying that we expected victim service professionals to respect each other. Lead this discussion.**



Show Visual 9-13.

Describe and discuss the six underlying values of the victim assistance code of ethics. There is a PowerPoint slide for each value.

Competence: Providers should know their capabilities and exercise them at the highest possible level while being aware of the limits of their expertise. Competent providers make appropriate use of other professional resources in the community and recognize the need to seek out opportunities for ongoing professional development. Their guiding principle should be “do no harm.” In addition, their ability to serve victims effectively depends on their own personal wellness, and they should place a high priority on self-care. They also should lend their support to the well-being of colleagues and agency staff.



Show Visual 9-14.

Integrity: Honesty, fairness, and respect are fundamental qualities for victim assistance providers. They must be honest about their qualifications, be clear about their role as counselor or advocate to a victim, avoid dual relationships, and be fair in the fulfillment of their commitments. They must seek to understand how their personal history and belief system may affect their interactions with others.



Show Visual 9-15.

Professional responsibility: Professionally responsible victim assistance providers always maintain professional standards of conduct, both inside and outside the agency. When they are concerned about the conduct of their colleagues, they communicate with them to help prevent unethical behavior. When they collaborate with other professionals or institutions, they serve the best interests of the victim. They keep their personal values personal and do not compromise professional responsibilities or behave in a manner that might reduce public trust in victim services.



Show Visual 9-16.

Respect for people's rights and dignity: Victim assistance providers must respect the fundamental rights of the dignity and worth of all people and be committed to the victim's right to privacy, confidentiality, and self-determination. They must value justice and equality, be aware of their personal biases, and not discriminate in the delivery or quality of service.



Show Visual 9-17.

Concern for others' welfare: Providers who are actively concerned with the welfare of those they serve and those with whom they collaborate must act compassionately and with sensitivity to the real and ascribed differences in power between themselves and others. They must not abuse their position or exploit or mislead people during or after the professional relationship. When conflicts occur, providers must attempt to fulfill their duties in a manner that causes the least amount of harm to all involved.



Show Visual 9-18.

Social responsibility: Providers must educate themselves about their professional, legal, and social responsibilities and be committed to the reduction of crime and victimization. They must work toward the development of laws and policies that support the interests of victims and be committed to social justice and the well-being of everyone.



Show Visual 9-19.

Distribute the laminated handout, **NVASC Standards for Victim Assistance Programs and Providers.**

Lead a discussion of the standards:

- What did they learn from reading the standards?
- What questions do they have about them?
- Did their reading of the standards help them clarify any work situations for them?



Show Visual 9-20.

Instructor Note:



Following the activity, collect **Worksheet 9.2** and give to the room monitor.

Introduce the activity.



Activity: *Elderly Victim* (20 minutes)

Read the following vignette to participants before showing *Elderly Victim*.

The victim assistance provider, Gene Wade, has helped Addie Austin for the past 3 months with victim compensation. Mrs. Austin's husband was shot when his convenience store was robbed. He never woke from his coma and died 3 days after the robbery. As this scene opens, Gene Wade arrives at Mrs. Austin's home to gather documents for the crime compensation paperwork.



Show Visual 9-21.

DVD Show the *Elderly Victim* DVD that is embedded in the PowerPoint presentation by clicking on the PowerPoint slide.

- 1. Refer participants to Worksheet 9.2, *Elderly Victim*, found in the participant Manual, and ask them to put their Unique ID# on the worksheet.**
- 2. Divide participants into groups of six and ask them to complete the worksheet.**
- 3. Facilitate a discussion with the large group about their answers. Instructor Worksheet 9.2, *Elderly Victim* summarizes key teaching points.**
- 4. Remind participants to put their Unique ID# on their worksheets. Collect worksheets and give to the room monitor.**

3. Ethical Decisionmaking (1 hour)



Show Visual 9-22.

Introduce the lesson.

Emphasize that victim service providers frequently can have ethical dilemmas as they work with victims. The NVASC Ethical Standards are critical in guiding ethical behavior; however, even with the ethical standards, there are times when we may feel unsure of what to do or how to proceed.



Show Visual 9-23.

Provide a very brief overview of a standard six-step ethical decisionmaking process. When this process is applied to ethical dilemmas, it can help to solve them.

- Assess facts: Review all relevant documents and legislation; verify sources of all information.
- Identify the ethical standards and the corresponding practical considerations that are in conflict.
- Brainstorm at least three (preferably more than five) courses of action and the consequences of each.
- Consult peers or supervisor.
- Choose the best option and act.
- Evaluate: How can this situation be avoided in the future?



Show Visual 9-24.

Introduce the activity.



Activity: Applying the Decisionmaking Process (45 minutes)

The purpose of this activity is to provide participants with the opportunity to apply the decisionmaking process to a professional ethical dilemma.

1. *Ask participants to organize into small groups.*
2. *Assign one ethical dilemma from the homework assignments to each group. Ask each group to read the ethical dilemma, discuss the case and apply the decisionmaking process using Worksheet 9.3, Applying the Decisionmaking Process. Allow 30 minutes.*
3. *Ask each group to report to the large group.*
4. *Provide individual feedback in small groups.*



Show Visual 9-25.

Review what it means to be an ethical victim assistance professional, as presented in this module.

Being an ethical victim assistance provider means:

- Knowing the NVASC ethical standards and why they are important.
- Knowing yourself, your values, and your biases and how they might affect your behavior with victims.
- Recognizing when you are facing an ethical dilemma.
- Being able to work in the best interests of the victim despite any personal values and biases you hold.
- Using a standard decisionmaking process to determine actions.



Show Visual 9-26.

Review the learning objectives and ask whether these were met.

At the end of this module, participants will be able to:

- Describe ways that their own attitudes, beliefs, and values influence their responses to victims of crime.
- Find appropriate ethical standards in the NVASC Standards for Victim Assistance Programs and Providers relative to common professional situations.
- Use a standard decisionmaking process when faced with an ethical dilemma.



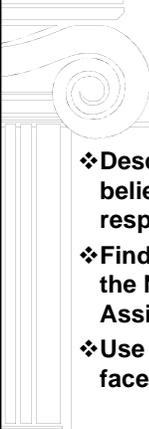
Show Visual 9-27.

Ask participants for any questions or comments before moving to the next module.



Module 9
Ethics in Victim Services

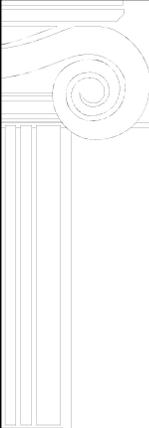




Learning Objectives

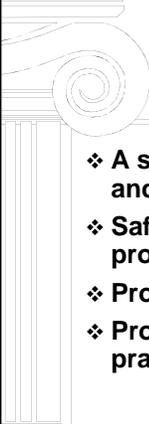
- ❖ Describe ways that your attitudes, beliefs, and values influence your responses to victims of crime.
- ❖ Find appropriate ethical standards in the NVASC Standards for Victim Assistance Programs and Providers.
- ❖ Use a decisionmaking process when faced with an ethical dilemma.

9-2



Ethics and Values

9-3



Ethics

- ❖ A system of moral principles, rules, and standards of conduct.
- ❖ Safeguard the reputation of the profession.
- ❖ Protect the public from exploitation.
- ❖ Promote competent and responsible practices.

9-4



Personal Values

- ❖ Ideals and beliefs we hold dear.
- ❖ Form the foundation for how we view and interact with the world.
- ❖ Guide our decisionmaking.
- ❖ Authentic components.
- ❖ Affect working with clients.

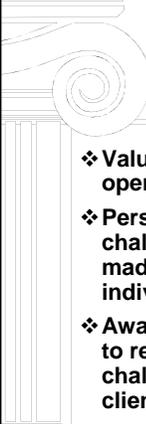
9-5



Professional Values

- ❖ Ideals and beliefs the professional holds dear.
- ❖ Create expectations in the field.
- ❖ Guide our decisionmaking.
- ❖ Might conflict with personal values.
- ❖ Key determinants in ethical decisionmaking process.

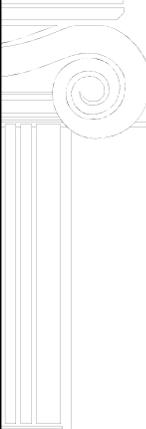
9-6



Why Is Self-Awareness Important to Ethical Practice?

- ❖ Values drive behavior and are always in operation.
- ❖ Personal values influence response to challenging situations, how judgments are made, and how you balance the rights of individuals.
- ❖ Awareness of values or biases allows you to recognize when they are being challenged, so you can focus on your clients.

9-7



Activity

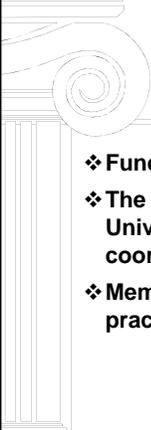
Self-Awareness Inventory Worksheet 9.1

9-8



Ethics and Ethical Standards

9-9



National Victim Assistance Standards Consortium

- ❖ Funded by OVC.
- ❖ The Center for Child and Family Studies, University of South Carolina designed and coordinated the consortium.
- ❖ Members researched victim service practices, conducted focus groups.

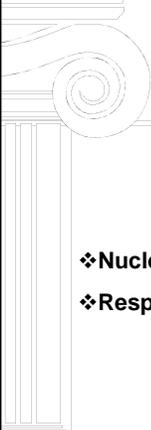
9-10



Foundations of Victim Assistance Code of Ethics

- ❖ Competence
- ❖ Integrity
- ❖ Professional responsibility
- ❖ Respect for people's rights and dignity
- ❖ Concern for others' welfare
- ❖ Social responsibility

9-11

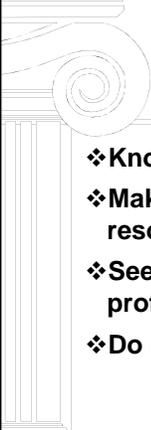


Activity

Interpretations Exercise

- ❖ Nuclear: What does this mean?
- ❖ Respect: What does this mean?

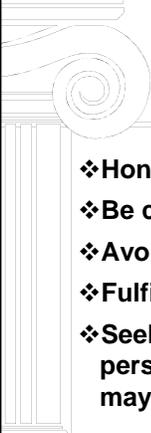
9-12



Competence

- ❖ Know your capabilities.
- ❖ Make appropriate use of professional resources in the community.
- ❖ Seek out opportunities for professional development.
- ❖ Do no harm!

9-13



Integrity

- ❖ Honesty, fairness, respect.
- ❖ Be clear about your role.
- ❖ Avoid dual relationships
- ❖ Fulfill commitments.
- ❖ Seek to understand how your personal history and belief system may affect your interactions.

9-14



Professional Responsibility

- ❖ Maintain professional standards of conduct.
- ❖ Communicate with colleagues to help prevent unethical behaviors.
- ❖ Serve the best interest of the victim.

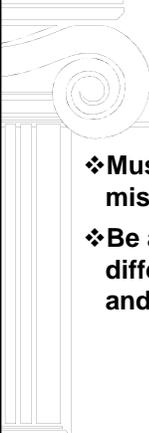
9-15



Respect for People's Rights and Dignity

- ❖ Be committed to the victim's right to privacy, confidentiality, and self-determination.
- ❖ Value justice and equality.
- ❖ Be aware of personal biases.

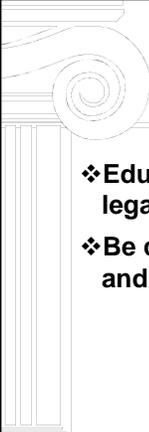
9-16



Concern for Others' Welfare

- ❖ Must not abuse position or exploit or mislead others.
- ❖ Be aware of real or perceived differences in power between yourself and others.

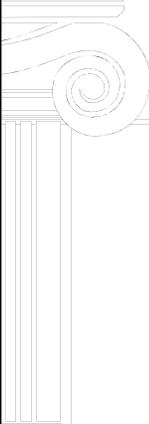
9-17



Social Responsibility

- ❖ Educate yourself about professional, legal, and social responsibility.
- ❖ Be committed to reduction of crime and victimization.

9-18



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

9-19

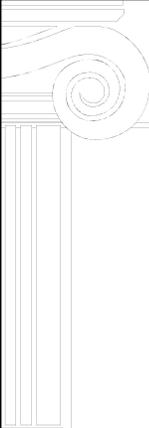


Activity

***Elderly Victim
Worksheet 9.2***

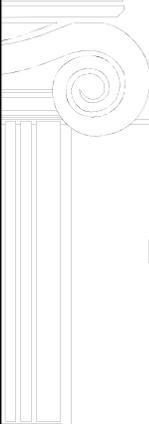
- ❖ Complete the worksheet.
- ❖ Discuss in the large group.
- ❖ Turn in worksheet.

9-20



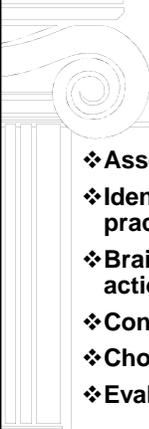
Elderly Victim

9-21



Ethical Decisionmaking

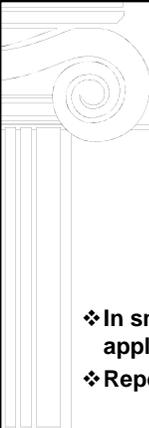
9-22



Ethical Decisionmaking Process

- ❖ Assess facts.
- ❖ Identify the ethical standards and practical considerations in conflict.
- ❖ Brainstorm at least three courses of action and the consequences of each.
- ❖ Consult peers or supervisor.
- ❖ Choose the best option and act.
- ❖ Evaluate.

9-23



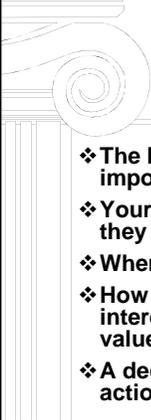
Activity

Applying the Decisionmaking Process

Worksheet 9.3

- ❖ In small groups, read the dilemma and apply the decisionmaking process.
- ❖ Report out to the large group.

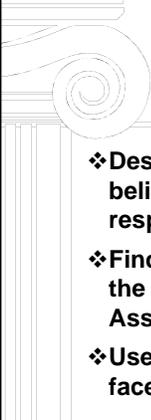
9-24



Ethical Victim Assistance Professional Means Knowing...

- ❖ The NVASC ethical standards and their importance.
- ❖ Yourself, your values and biases and how they might affect behavior.
- ❖ When you are facing an ethical dilemma.
- ❖ How to provide services considering interests of the victim despite personal values and biases.
- ❖ A decisionmaking process to determine actions.

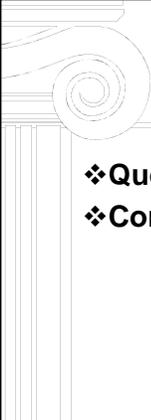
9-25



Review of Learning Objectives

- ❖ Describe ways that your attitudes, beliefs, and values influence your responses to victims of crime.
- ❖ Find appropriate ethical standards in the NVASC Standards for Victim Assistance Programs and Providers.
- ❖ Use a decisionmaking process when faced with an ethical dilemma.

9-26



Closing of Module 9

- ❖ Questions?
- ❖ Comments?

9-27

Module 10: Developing Resilience

Time Required

2 hours

Purpose

This module emphasizes a strength-based action approach to inform victim assistance providers and managers about resilience and to provide strategies to develop and strengthen resilience. There is a growing body of research that suggests that the negative impact of stressful situations is reduced through the use of adaptive coping responses. This module details five core elements of resilience and proposes specific traits and strategies within each element to decrease stress among victim assistance providers and to increase quality services to victims of crime.

Pre-Academy Assignment

Please complete the Compassion Satisfaction/Fatigue Self-Test for Helpers and answer the questions following the self-test. Bring your test scores to the Academy.

Lessons

1. What Is Resilience? (30 minutes)
2. Five Core Elements of Resilience (1 hour)
3. Personal Resilience Development Plan (30 minutes)

Learning Objectives

By the end of this module, participants will be able to:

- Identify negative and positive effects of doing trauma-related work.
- Describe the five core elements of resilience.
- Develop personal strategies to strengthen their resilience.

Participant Worksheets

- Worksheet 10.1, Resilience Assessment
- Worksheet 10.2, Personal Resilience Development Plan
- Worksheet 10.3, Resilience Strategies

Equipment and Materials

No special equipment or materials are required.

Preparation

- Read Chapter 10, “Developing Resilience,” in the Participant Text.
- Prepare five tear sheets, one with each of these headings:
 - ♦ Self-Knowledge and Insight
 - ♦ Sense of Hope
 - ♦ Healthy Coping
 - ♦ Strong Relationships
 - ♦ Personal Perspective and Meaning



Show Visual 10-1.



Show Visual 10-2.

Review the purpose and objectives for this module.

By the end of this module, participants will be able to:

- Identify negative and positive effects of doing trauma-related work.
- Describe the five core elements of resilience.
- Develop personal strategies to strengthen their resilience.

1. What Is Resilience? (30 minutes)



Show Visual 10-3.

Introduce the lesson.

Read the quote:

We know what we are, but not what we may be.

William Shakespeare



Show Visual 10-4.

Discuss the negative impact of trauma work. Explain that there are many terms that professionals use to refer to the troubling aspects of trauma-related work: secondary stress, burnout, compassion fatigue, vicarious traumatization, cumulative stress, counter-transference, and emotional contagion.

Ask participants to identify some of the negative personal effects of working in the trauma field that they have noticed either in themselves or in others.



Show Visual 10-5.

Review the following negative personal effects of working in the victim services field, highlighting those that were not identified by participants.

- Numbing defenses (e.g., avoidance, denial, distancing)
- Rage
- Shame
- Horror
- Grief
- Disturbed sleep
- Anger
- Fear
- Nightmares
- Flashbacks
- Irritability
- Anxiety
- Alienation
- Loss of control
- Suicidal thoughts
- Physical distress
- Low self-esteem
- Disturbing images



Show Visual 10-6.

Tell participants that there are positive aspects of working in the victim services field. Many victim service providers are strengthened and energized by the work that they do.



Show Visual 10-7.

Introduce the activity.



Activity: What Keeps You Coming Back? (10 minutes)

The purpose of this activity is to reinforce the positive aspects of victim services work for each participant.

- 1. Have participants form groups of two.**
- 2. Ask each participant to take a few moments and silently identify their personal reasons or rewards for doing the work they do.**
- 3. Ask each participant to share their reasons with their partners.**
- 4. After each participant has shared, ask participants to share their responses with the large group.**



Show Visual 10-8.

Tell participants that there are both positive and negative effects of victim services work. This module focuses on strengthening resilience as an effective tool for self-care.

Resilience is:

- One's ability to return to healthy functioning after being in a stressful situation.
- The power to cope with adversity and adapt to challenges or change.

2. Five Core Elements of Resilience (1 hour)



Show Visual 10-9.

Introduce the lesson.



Show Visual 10-10.

Tell participants that there are five core elements of resilience, each with distinct components and specific strategies that victim service providers can use to foster their own resilience. Each victim service provider can learn to be more resilient.

Core elements of resilience:

- Self-knowledge and insight
- Sense of hope
- Healthy coping
- Strong relationships
- Personal perspective and meaning



Show Visuals 10-11 and 10-12.

Introduce the activity.



Activity: Five Core Elements (1 hour)

The purpose of this activity is to engage participants in sharing their experiences and knowledge about the core elements of resilience.

- 1. Create five groups, one for each core element. Participants can count off 1 through 5, A through E, etc.***
- 2. Group participants so they change tables and meet new people.***

3. *Assign each group a core element and provide them with the corresponding tear sheet to guide them through the activity.*
4. *Ask each group to:*
 - Discuss their element; discuss what it means to them, how they have used this element in the past, how it has affected them personally or how they have seen it affect others in their line of work.
 - Be prepared to share the following with the larger group:
 - ♦ Define the element and the components associated with it.
 - ♦ Provide strategies for implementing this core element.
 - ♦ Share one or two stories about how participants in the group have seen this element affect themselves or others they have worked with.
5. *Allow each group approximately 10 minutes to discuss and prepare what they would like to share.*
6. *After 10 minutes call the presenters up from each group and allow them to present. Use the PowerPoint slides as cues for them and to help you, as the instructor, point out any information that might still need to be covered.*
7. *Allow each group 5-10 minutes for their presentation and discussion.*

**Show Visual 10-13.**

Review description of the first core element.

Self-knowledge and insight is:

- Knowing who you are.
- Having a clear sense of what you believe and how you feel.
- Identifying your strengths and weaknesses.

Explain that self-knowledge and insight were identified by program directors and practitioners as the major contributors to optimal functioning among human service providers.



Show Visual 10-14.

Paraphrase:

Each of the core elements of resilience has several components. **Review** the components associated with self-knowledge and insight.

- **Positive self-esteem:** Liking and respecting yourself enough to be able to focus on the needs of others, rather than constantly seeking someone else's approval and affirmation.
- **Strong inner locus of control:** Recognizing that you have the ability to influence many outcomes in your life.
- **Independence:** Making independent choices and relying less on others to make decisions for you.



Show Visual 10-15.

Review strategies for developing self-knowledge and insight, providing examples.

- Explore your motivation for working with victims of crime.
- Identify your own strengths and challenges.
- Identify themes associated with discomfort.
- Clarify goals, mission, and boundaries of the organization.



Show Visual 10-16.

- Know your code of ethics.
- Recognize limits of control.
- Get adequate training.
- Individualize services to each victim.



Show Visual 10-17.

Review the description of the second core element.

Sense of hope is:

- Belief that situations can get better.
- Positive outlook, a belief that the future will be better than the present or past.
- Recognizing the difficulty of the experiences of the victims you serve, yet maintaining a positive view toward life's challenges.



Show Visual 10-18.

Review the components of the sense of hope.

- Optimism, a capacity to envision a solution.
- Sense of humor and ability to have fun.



Show Visual 10-19.

Review strategies for developing a sense of hope, providing examples.

- Develop opportunities to succeed.
- Practice gratitude.
- Change or expand your job description.
- Give praise.



Show Visual 10-20.

- Diversify client types.
- Seek advanced professional development.
- Decorate your office.
- Find appropriate ways to have fun.

**Show Visual 10-21.**

Review the description of the third core element.

Healthy coping is:

- Moving beyond attitudes and feelings to deliberately put skills and abilities in action to balance the negative aspects of work with positive activities.
- Paying attention to physical, emotional, mental, and spiritual needs and doing something about them.
- Building on skills and abilities, and planning for and addressing negative feelings proactively.

**Show Visual 10-22.**

Review the components of healthy coping:

- Using skills and abilities.
- Creativity.
- Effective planning.
- Addressing negativity proactively.

**Show Visual 10-23.**

Review strategies for developing healthy coping, providing examples:

- Learn to identify your physical stress reactions.
- Balance your life.
- Get adequate sleep.
- Change the pace.

**Show Visual 10-24.**

- Develop calming and modulation techniques.
- Assess safety in your work environment.

- Use regular supervision.
- Use technology and resources wisely.

**Show Visuals 10-25 and 10-26.**

State that so far in this module you have presented material on three of the five core elements of resilience: self-knowledge and insight, sense of hope, and healthy coping.

Facilitate a brief discussion about the three core elements and strategies:

- What were your reactions to these elements and strategies?
- What surprised you?
- Where did you struggle?
- What would happen if you adopted some of these strategies? How would they affect your personal and professional life?
- What have you decided to change in your personal or professional life?

After a 15-minute discussion, **continue** with the lecture on the remaining two elements.

**Show Visual 10-27.**

Review the definition of the fourth core element.

The core element of strong relationships is:

- Understanding that belonging is a basic human need.
- Having positive connections with others.
- Having personal networks of support.

**Show Visual 10-28.**

Review the components of strong relationships:

- Attachments to others.
- Seeking and giving support.



Show Visual 10-29.



Show Visual 10-30.

Review strategies for developing strong relationships, providing examples:

- Enhance communication skills.
- Learn boundaries of confidentiality.
- Collaborate.
- Discuss cases.



Show Visual 10-31.

- Seek inclusiveness and diversity.
- Foster a team approach.
- Address conflict resolution proactively.
- Strive to be genuine, empathetic, and warm.



Show Visual 10-32.

Review the description of the fifth core element.

The core element of personal perspective and meaning is:

- Having personal points of view—weighing the costs, losses, and benefits associated with victim services work.
- Having individual morality, integrity, spirituality.
- Having a coherent meaning for life.



Show Visual 10-33.

Review the components of personal perspective and meaning:

- Morality and integrity, the ability to recognize right from wrong, low tolerance for destructive behavior, courage to take risks in the face of adversity.

- Spirituality, holding spiritual beliefs and/or practice the religious manifestation of them through worship, prayer, meditation and other practices.
- Coherent life meaning: Identify personal values and engage in behaviors that manifest those values.

**Show Visual 10-34.**

Review strategies for developing a strong personal perspective and meaning and provide examples:

- Assess your personal values.
- Integrate new understanding in your work.
- Assess your perspective of suffering.
- Question old beliefs.

**Show Visual 10-35.**

- Foster altruism.
- Engage in social activism.
- Include meaning and values in assessment of victims' strengths.
- Discard activities that are not coherent with values.

Ask participants to turn to **Worksheet 10.1, Resilience Assessment** in the Participant Manual and complete the self-ratings. Participants will do this without sharing their self-assessments.

3. Personal Resilience Development Plan (30 minutes)

**Show Visuals 10-36.**

Introduce the lesson.

**Show Visual 10-37.**

Introduce the activity.

 **Activity: Personal Resilience Development Plan (25 minutes)**

Participants will work individually to identify those areas in which they would like to become more resilient, and to identify a strategy and action steps that will help them achieve this.

- 1. Ask participants to review individually their completed Worksheet 10.1, Resilience Assessment, noting areas where they have scored themselves as “1” or “2.” Also, ask them to review their answers on the Compassion Satisfaction/Fatigue Self-test for Helpers that they completed as part of their pre-Academy assignments.**
- 2. Using Worksheet 10.2, Personal Resilience Development Plan, ask participants to identify a few areas where they have scored themselves as “1” or “2” in which they would like to become more resilient. Participants are to write these areas in the column titled Resilience Challenge.**
- 3. Using Worksheet 10.3, Resilience Strategies, ask them to identify the strategy they would like to use to strengthen their resilience. Write the strategy in the Strategy column.**
- 4. For the Action Plan column, ask them to jot down a few specific actions they will take to implement the strategy.**
- 5. In pairs, ask participants to share parts of their Personal Resilience Development Plan.**
- 6. In the large group, ask if a few participants would be willing to share a challenge, strategy, and action plan.**
- 7. Underscore the importance of self-care and making realistic plans to begin using strategies to develop further self-care.**



Show Visual 10-38.

Review the learning objectives and ask whether these were met.

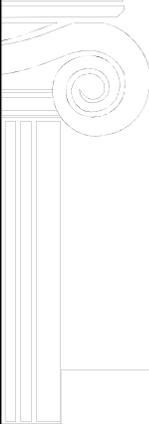
By the end of this module, participants will be able to:

- Identify negative and positive effects of doing trauma-related work.
- Describe the five core elements of resilience.
- Develop personal strategies to strengthen their resilience.

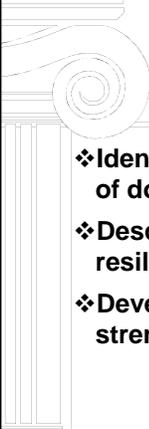


Show Visual 10-39.

Ask participants for any questions or comments before moving to the next module.



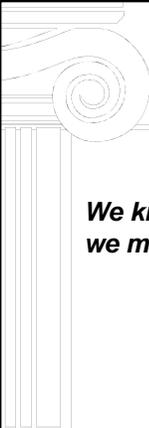
Module 10 Developing Resilience



Learning Objectives

- ❖ Identify negative and positive effects of doing trauma-related work.
- ❖ Describe the five core elements of resilience.
- ❖ Develop personal strategies to strengthen your resilience.

10-2



What Is Resilience?

We know what we are, but not what we may be.

~William Shakespeare

10-3

Negative Impact of Trauma Work

- ❖ Secondary stress
- ❖ Burnout
- ❖ Compassion fatigue
- ❖ Vicarious traumatization
- ❖ Cumulative stress
- ❖ Countertransference
- ❖ Emotional contagion

10-4

Negative Personal Effects of Working in the Trauma Field

❖ Numbing defenses	❖ Flashbacks
❖ Rage	❖ Irritability
❖ Shame	❖ Anxiety
❖ Horror	❖ Alienation
❖ Grief	❖ Loss of control
❖ Disturbed sleep	❖ Suicidal thoughts
❖ Anger	❖ Physical distress
❖ Fear	❖ Low self-esteem
❖ Nightmares	❖ Disturbing images

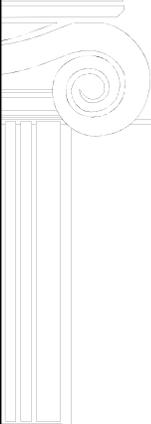
10-5

Positive Aspects of Working in the Victim Service Field

Many victim service workers are strengthened and energized by the work that they do.



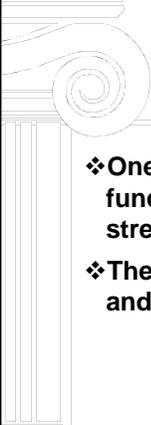
10-6



Activity

What Keeps You Coming Back?

10-7



Resilience

- ❖ One's ability to return to healthy functioning after being in a stressful situation.
- ❖ The power to cope with adversity and adapt to challenges or change.

10-8



Five Core Elements of Resilience

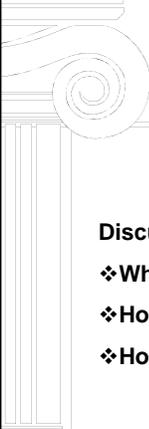
10-9



Core Elements of Resilience

- ❖ Self-knowledge and insight
- ❖ Sense of hope
- ❖ Healthy coping
- ❖ Strong relationships
- ❖ Personal perspective and meaning

10-10



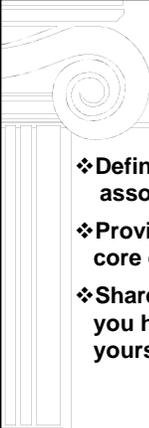
Activity

Five Core Elements

Discuss in groups:

- ❖ What does the element mean to you?
- ❖ How have you used it?
- ❖ How has it affected you? Others?

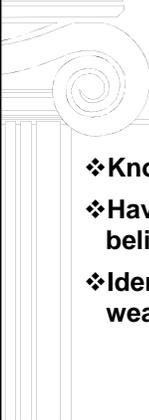
10-11



Activity

- ❖ Define the element and the components associated with it.
- ❖ Provide strategies for implementing this core element.
- ❖ Share one or two stories about how you have seen this element affect yourself or others you have worked with.

10-12



Resilience Core Element 1: Self-Knowledge and Insight

- ❖ Knowing who you are.
- ❖ Having a clear sense of what you believe and how you feel.
- ❖ Identifying your strengths and weaknesses.

10-13



Components of Self-Knowledge and Insight

- ❖ Positive self-esteem
- ❖ Strong inner locus of control
- ❖ Independence

10-14



Strategies To Develop Self-Knowledge and Insight

- ❖ Explore motivation for working with victims of crime.
- ❖ Identify own strengths and challenges.
- ❖ Identify themes associated with discomfort.
- ❖ Clarify goals, mission, and boundaries of organization.

10-15



Strategies To Develop Self-Knowledge and Insight

- ❖ Know your code of ethics.
- ❖ Recognize limits of control.
- ❖ Get adequate training.
- ❖ Individualize services to each victim.

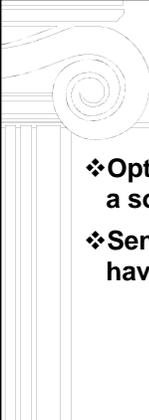
10-16



Resilience Core Element 2: Sense of Hope

- ❖ Believe that situations can get better.
- ❖ Believe that future will be better than the present or past.
- ❖ Recognize difficulty of the experiences of the victims you serve, yet maintain a positive view of the challenges of life.

10-17



Components of Sense of Hope

- ❖ Optimism: Capacity to envision a solution
- ❖ Sense of humor and ability to have fun

10-18



Strategies To Develop Sense of Hope

- ❖ Develop opportunities to succeed.
- ❖ Practice gratitude.
- ❖ Change or expand your job description.
- ❖ Give praise.

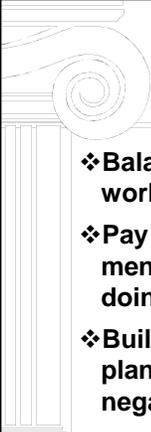
10-19



Strategies To Develop Sense of Hope

- ❖ Diversify client types.
- ❖ Seek advanced professional development.
- ❖ Decorate your office.
- ❖ Find appropriate ways to have fun.

10-20



Resilience Core Element 3: Healthy Coping

- ❖ Balance the negative aspects of work with positive activities.
- ❖ Pay attention to physical, emotional, mental, and spiritual needs and doing something about them.
- ❖ Building on skills and abilities, and planning for and addressing negative feelings proactively.

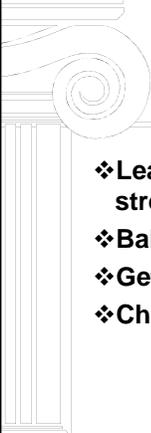
10-21



Components of Healthy Coping

- ❖ Utilization of skills and abilities
- ❖ Creativity
- ❖ Effective planning
- ❖ Addressing negativity proactively

10-22



Strategies to Develop Healthy Coping

- ❖ Learn to identify your physical stress reactions.
- ❖ Balance your life.
- ❖ Get adequate sleep.
- ❖ Change the pace.

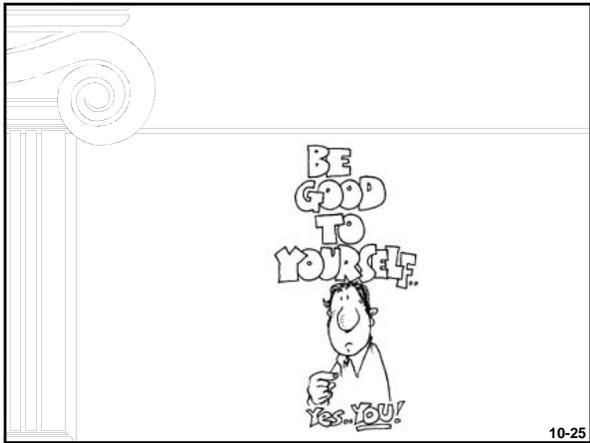
10-23



Strategies to Develop Healthy Coping

- ❖ Develop calming and modulation techniques.
- ❖ Assess safety in your work environment.
- ❖ Use regular supervision.
- ❖ Use technology and resources wisely.

10-24





Resilience Core Element 4: Strong Relationships

- ❖ Belonging is a basic human need.
- ❖ Positive connections with others.
- ❖ Personal networks of support.

10-27

Components of Strong Relationships

- ❖ Attachments to others
- ❖ Seeking and giving support



10-28



10-29

Strategies To Develop Strong Relationships

- ❖ Enhance communication skills.
- ❖ Learn boundaries of confidentiality.
- ❖ Collaborate.
- ❖ Discuss cases.

10-30

Strategies To Develop Strong Relationships

- ❖ Seek inclusiveness and diversity.
- ❖ Foster a team approach.
- ❖ Address conflict resolution proactively.
- ❖ Strive to be genuine, empathetic, and warm.

10-31

Resilience Core Element 5: Personal Perspective and Meaning

- ❖ Personal points of view—weighing the costs, losses, and benefits associated with victim services work.
- ❖ Individual morality, integrity, spirituality.
- ❖ Coherent meaning for life.

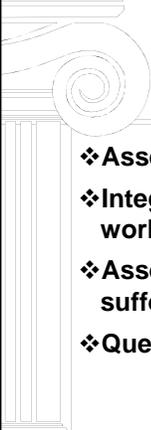
10-32

Components of Personal Perspective and Meaning

- ❖ Morality and integrity
- ❖ Spirituality
- ❖ Coherent life meaning



10-33



Strategies To Develop Personal Perspective and Meaning

- ❖ Assess your personal values.
- ❖ Integrate new understanding in your work.
- ❖ Assess your perspective of suffering.
- ❖ Question old beliefs.

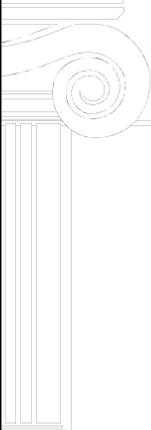
10-34



Strategies To Develop Personal Perspective and Meaning

- ❖ Foster altruism.
- ❖ Engage in social activism.
- ❖ Include values in assessment of victims' strengths.
- ❖ Discard activities that are not coherent with values.

10-35



Personal Resilience Development Plan

10-36

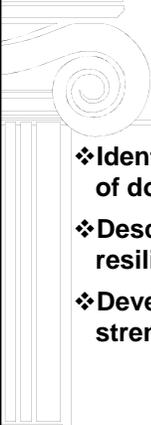


Activity

**Personal Resilience
Development Plan**

Worksheets 10.1, 10.2, 10.3

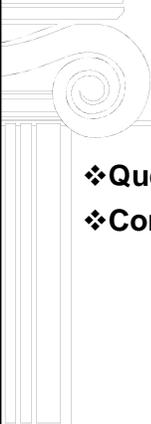
10-37



Review of Learning Objectives

- ❖ Identify negative and positive effects of doing trauma-related work.
- ❖ Describe the five core elements of resilience.
- ❖ Develop personal strategies to strengthen your resilience.

10-38



Closing of Module 10

- ❖ Questions?
- ❖ Comments?

10-39

Module 11: Resources for Victim Advocates

Time Required

45 minutes

Purpose

This module provides an overview of the many resources that are available to help strengthen the capacity of victim advocates to serve victims, and to collaborate with victim assistance, justice and allied professionals on issues of interest to victim advocates.

Lessons

1. Key Federal Victim-Related Resources for Victim Advocates (15 minutes)
2. Other Victim Assistance Resources (30 minutes)

Learning Objectives

By the end of this module, participants will be able to:

- Describe the key victim assistance offices within the U.S. Departments of Justice and Health and Human Services.
- Identify federal and national organizations that sponsor toll-free information and referral and/or crisis lines.
- Describe four national resources that provide information about victims' rights.

Instructor Worksheet

- Instructor Worksheet 11.3, Resources for Victim Advocates Word Search

Participant Worksheets

- Worksheet 11.1, Roster of Victim- and Justice-Related URLs
- Worksheet 11.2, Federal and National Toll-Free Information and Referral Resources
- Worksheet 11.3, Resources for Victim Advocates Word Search

Equipment and Materials

No special equipment or materials are required.

Preparation

No special preparation is required.



Show Visual 11-1.



Show Visual 11-2.

Review the purpose and learning objectives for this module.

By the end of this module, participants will be able to:

- Describe the key victim assistance offices within the U.S. Departments of Justice and Health and Human Services.
- Identify federal and national organizations that sponsor toll-free information and referral and/or crisis lines.
- Describe four national resources that provide information about victims' rights.

1. Key Federal Victim-Related Resources for Victim Advocates (15 minutes)



Show Visuals 11-3 and 11-4.

Describe the history and mission of the Office for Victims of Crime.

Note that the National Victim Assistance Academy (NVAA) and State Victim Assistance Academies (SVAAs) are sponsored by OVC.



Show Visual 11-5.

Describe five key resources available from OVC, and note that additional OVC resources are described in the Participant Manual.

1. The **OVC Training and Technical Assistance Center** is the nexus of a learning community focused on strengthening the capacity of victim assistance organizations across the country. OVC TTAC draws on the expertise of a network of consultants and seasoned victim service professionals with first-hand experience in designing and delivering customized responses to satisfy a variety of training and technical assistance needs.
2. **The Office for Victims of Crime Resource Center** is a comprehensive repository of information for crime victims and victim service providers with online services accessible 24 hours-a-day, with information available from all five Office of Justice Program agencies and other agencies.

3. The **OVC Directory of Crime Victim Services** helps victim service providers and others locate non-emergency services in the United States and abroad.
4. The **OVC Web Forum** gives victim service providers and allied professionals a unique opportunity to tap into a national support network, learn about cutting-edge issues and best practices, and gain peer insight through shared challenges and experiences.
5. The **OVC Victim Assistance Training Online** (VAT *Online*) for victim services providers is a basic victim advocacy web-based training program that offers victim service providers and allied professionals the opportunity to acquire the basic skills and knowledge they need to better assist victims of crime. Specific information is also provided to meet the needs of target populations.

**Show Visual 11-6.**

Describe the mission and purpose of the Office on Violence Against Women.

The Office on Violence Against Women (OVW) provides national leadership in developing the nation's capacity to reduce violence against women through the implementation of the Violence Against Women Act (VAWA).

Created in 1995, OVW administers financial and technical assistance to communities across the country that are developing programs, policies, and practices aimed at ending domestic violence, dating violence, sexual assault, and stalking. Currently, OVW administers one formula grant program and eleven discretionary grant programs, all of which were established under VAWA and subsequent legislation.

Ask participants: How many of your programs receive VAWA funding?

**Show Visual 11-7.**

Describe the mission and purpose of the Office of Juvenile Justice and Delinquency Programs.

Paraphrase:

Juveniles in crisis—from serious, violent, and chronic offenders to victims of abuse and neglect—pose a challenge to the Nation. Charged by Congress to meet this challenge, OJJDP collaborates with professionals from diverse disciplines to improve juvenile justice policies and practices.

OJJDP, a component of the Office of Justice Programs, U.S. Department of Justice, accomplishes its mission by supporting states, local communities, and tribal jurisdictions in their efforts to develop and implement effective programs for juveniles. The Office strives to strengthen the juvenile justice system's efforts to protect public safety, hold offenders accountable, and provide services that address the needs of youth and their families.



Show Visual 11-8.

Note that the U.S. Department of Health and Human Services has many programs that are relevant to crime victim assistance, but that only four are highlighted in this module. Additional information is available at www.hhs.gov.

1. The **Centers for Disease Control** serves as the national focus for developing and applying disease prevention and control, environmental health, and health promotion and health education activities designed to improve the health of the people of the United States. Its many diverse programs include information about violence, victimization and safety, including prevention and response.
2. The **Family Violence Prevention and Services Program** awards grants to state agencies, territories and Indian tribes for the provision of shelter to victims of family violence and their dependents, and for related services, such as emergency transportation and childcare. These funds supplement many already established community-based family violence prevention and services activities.
3. The mission of the **Indian Health Service** is to raise the physical, mental, social, and spiritual health of American Indians and Alaska Natives to the highest level.
4. The **Substance Abuse and Mental Health Services Administration** has established a clear vision for its work - a life in the community for everyone. To realize this vision, the administration has sharply focused its mission on building resilience and facilitating recovery for people with or at risk for mental or substance use disorders.

2. Other Victim Assistance Resources (30 minutes)



Show Visual 11-9.

- Refer participants to **Worksheet 11.1, Roster of Victim- and Justice-Related URLs**, and **Worksheet 11.2, Federal and National Toll-Free Information and Referral Resources**, found in the Participant Manual.

Tell participants that these documents provide some of the best resources for victim/survivor information, referral and assistance.



Show Visual 11-10.

Describe “Grants.gov” as the central source to find free information about a wide range of federal grant funding.

Explain that NVAA participants can sign up to be notified of grant opportunities in specific areas (such as criminal justice or victim assistance), and to receive the Grants.gov *Succeed* Newsletter.



Show Visual 11-11.

Describe the role and resources available from each entity listed on **Visual 11-11**.

- The **Cornell University Law School Legal Information Institute** publishes electronic versions of core materials in numerous areas of law, ranging from the U.S. Constitution, U.S. Supreme Court and federal court decisions, and the U.S. Code (acts of Congress).
- **WashLaw** is a free service of the Washburn University (Kansas) School of Law. It features links to all states’ executive, judicial and legislative branches, including court rules and decisions; state constitutions; and state statutes.
- **VictimLaw** is sponsored by the National Center for Victims of Crime, with support from the Office for Victims of Crime, U.S. Department of Justice. It is a comprehensive, user-friendly, on-line database of state and federal victims’ rights statutes, tribal laws, constitutional amendments, court rules, administrative code provisions, and case summaries of related court decisions that meets the needs of a wide variety of users with different levels of substantive and technological expertise.
- The **U.S. Congressional Victims’ Rights Caucus** was founded in 2004 to elevate crime victim issues in Congress in a bipartisan manner without infringing on the rights of the accused, and represent and advocate before the Administration and within the U.S. Congress on behalf of crime victims.
- **National Crime Victim Law Institute** was conceived in 1997 to be a national resource for crime victim lawyers and victims to support the assertion and enforcement of victims’ rights in criminal and civil processes.

Additional federal and other victim assistance resources can be found on the NVAA Resource USB pen.



Show Visual 11-12.

Introduce the activity.



Activity: Resources Review (10 minutes)

Instructor Note:

Please use **Instructor Worksheet 11.3, Resources for Victim Advocate Word Search Answer Key**, for this activity.

- 1. Ask participants to find Worksheet 11.3, Resources for Victim Advocates Word Search, in the participant Manual.**
- 2. Ask participants to complete the word search puzzle, which includes eight resources that were highlighted in this module.**
- 3. Use Instructor Worksheet 11.3 to confirm correct responses.**



Show Visual 11-13.

Review the learning objectives and ask whether these were met.

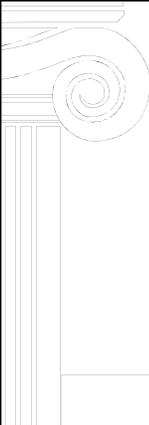
By the end of this module, participants will be able to:

- Describe the key victim assistance offices within the U.S. Departments of Justice and Health and Human Services.
- Identify federal and national organizations that sponsor toll-free information and referral and/or crisis lines.
- Describe four national resources that provide information about victims' rights.



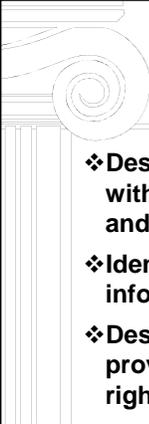
Show Visual 11-14.

Ask participants for any questions or comments before moving to the next module.



Module 11
Resources for
Victim Advocates





Learning Objectives

- ❖ Describe the victim assistance offices within the U.S. Departments of Justice and Health and Human Services.
- ❖ Identify organizations that sponsor information, referral, crisis lines.
- ❖ Describe national resources that provide information about victims' rights.

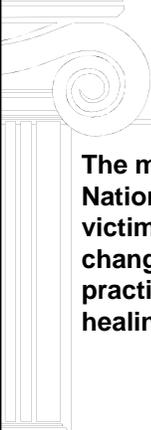
11-2



U.S. Department of Justice
Office for Victims of Crime
(OVC)

OVC is a federal agency within the Office of Justice Programs, USDOJ. Congress formally established OVC in 1988 through an amendment to the 1984 Victims of Crime Act (VOCA) to provide leadership and funding on behalf of crime victims.

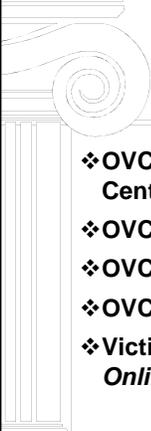
11-3



**U.S. Department of Justice
Office for Victims of Crime
(OVC)**

The mission of OVC is to enhance the Nation's capacity to assist crime victims and to provide leadership in changing attitudes, policies, and practices to promote justice and healing for all victims.

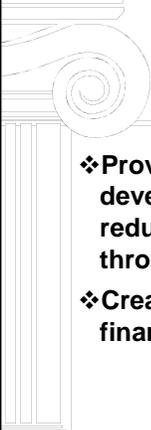
11-4



OVC Resources

- ❖ OVC Training and Technical Assistance Center
- ❖ OVC Resource Center
- ❖ OVC Directory of Crime Victim Services
- ❖ OVC Web Forum
- ❖ Victim Assistance Training Online (VAT *Online*)

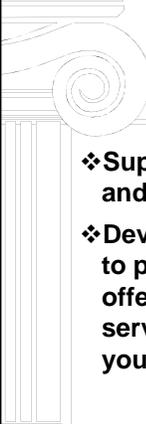
11-5



**Office on Violence Against
Women (OVW)**

- ❖ Provides national leadership in developing the Nation's capacity to reduce violence against women through VAWA.
- ❖ Created in 1995, OVW administers financial and technical assistance.

11-6



**Office of Juvenile Justice and
Delinquency Programs**

- ❖ Supports states, local communities, and tribal jurisdictions.
- ❖ Develops and implements programs to protect public safety, hold offenders accountable, provide services that address the needs of youth and their families.

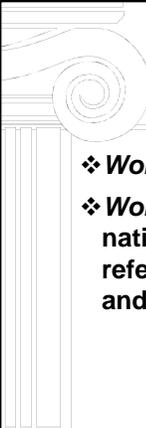
11-7



**U.S. Department of Health and
Human Services (HHS)**

- ❖ Centers for Disease Control
- ❖ Family Violence Prevention and Services Program
- ❖ Indian Health Service
- ❖ Substance Abuse and Mental Health Services Administration

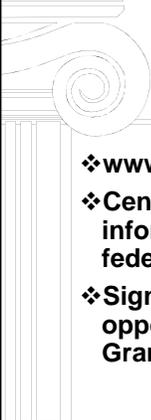
11-8



**National and State Victim
Assistance Resources**

- ❖ *Worksheet 11.1: Web URL roster*
- ❖ *Worksheet 11.2: 26 Federal and national toll-free information and referral resources for crime victims and advocates*

11-9



Federal Funding

- ❖ www.grants.gov
- ❖ Central source to find free information about a wide range of federal grant funding.
- ❖ Sign up to be notified of grant opportunities and to receive the Grants.gov *Succeed* Newsletter.

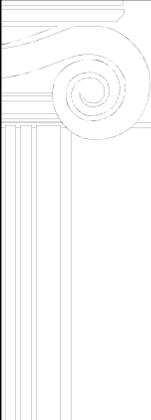
11-10



Crime Victims' Rights

- ❖ Legal Information Institute
- ❖ WashLaw
- ❖ VictimLaw
- ❖ U.S. Congressional Victim's Rights Caucus
- ❖ National Crime Victim Law Institute

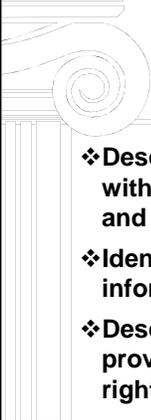
11-11



Activity

**Word Search
Worksheet 11.3**

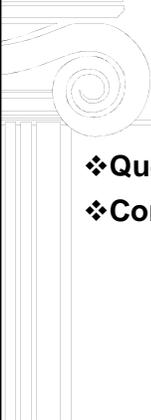
11-12



Review of Learning Objectives

- ❖ Describe the victim assistance offices within the U.S. Departments of Justice and Health and Human Services.
- ❖ Identify organizations that sponsor information, referral, crisis lines.
- ❖ Describe national resources that provide information about victims' rights.

11-13



Closing of Module 11

- ❖ Questions?
- ❖ Comments?

11-14

Module 12: Taking It All Back Home

Time Required

1 hour, 15 minutes

Purpose

The purpose of this module is to conclude the Academy by providing participants with an opportunity to begin developing plans to apply what they have learned to their jobs and to share their final thoughts and sentiments about the Academy experience.

Lessons

1. Action Planning (15 minutes)
2. Closing Circle (30 minutes)
3. Evaluations (30 minutes)

Learning Objective

By the end of this module, participants will be able to identify action steps they will take to become “champions” for victims’ rights and services.

Participant Worksheets

No worksheets are required.

Equipment and Materials

- Business envelope and sheet of paper for each participant

Preparation

No specific preparation is required.



Show Visual 12-1.



Show Visual 12-2.

Review the purpose and learning objectives for this module.

By the end of this module, participants will be able to identify action steps they will take to become “champions for victims’ rights and services.”

1. Action Planning (15 minutes)



Show Visual 12-3.

Introduce the lesson.



Show Visual 12-4.

Introduce the activity.



Activity: Action Planning (15 minutes)

The purpose of this activity is to encourage participants to become “champions for victims’ rights and services.”

- 1. Ask participants to take a moment to think about what they might do to become a champion for victims’ rights and services.***
- 2. Distribute an envelope and sheet of paper to each participant. Ask each person to write a letter to themselves about the action steps they will take to become a champion for victims’ rights and services. The letter will be mailed to them in about 30 days and will serve as a reminder of their plans. Encourage participants to make one of their Action Planning Steps telling their peers about the NVAA and encouraging them to attend the Academy.***

2. Closing Circle (30 minutes)



Show Visual 12-5.

Introduce the activity.



Activity: Closing Circle (30 minutes)

- 1. Going table by table or in a large circle, ask each participant to express their final sentiments and share what they have learned during the Academy, the experiences they appreciated, and their future intentions. Stress that their closing thoughts need to be concise.**
- 2. Instructors and OVC staff, if present, also should express their final thoughts after the participants have done so.**

3. Evaluations (30 minutes)



Show Visual 12-6.

Distribute final evaluations and ask participants to complete them. Allow 30 minutes.



Show Visual 12-7.

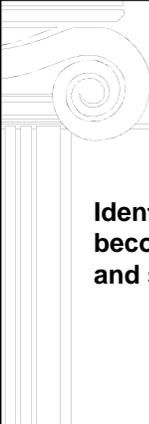
Graduation.



Module 12
Taking It All Back Home



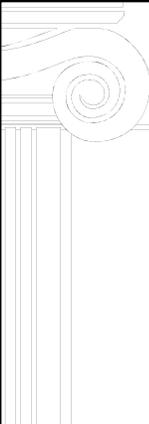
12-1



Learning Objective

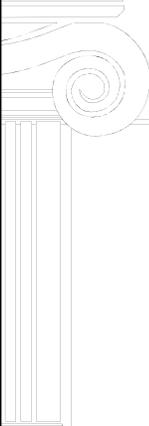
Identify action steps you will take to become a champion for victims' rights and services.

12-2



Action Planning

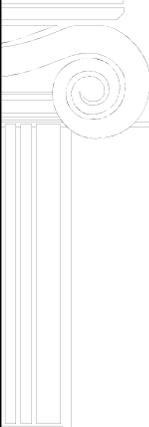
12-3



Activity

Action Planning

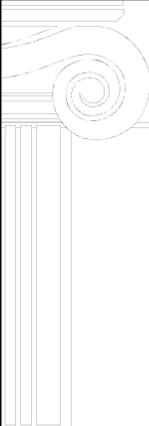
12-4



Activity

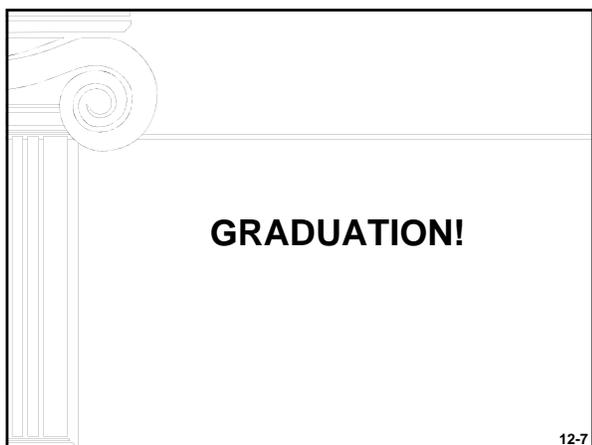
Closing Circle

12-5



Evaluations

12-6



NVASC Standards for Victim Assistance Programs and Providers

<http://ccfs.sc.edu/images/pdfs/victimstandards.pdf>

Developed by the National Victim Assistance Standards Consortium (NVASC)

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.

Instructor Worksheet 2.1

History of the Field Jeopardy: Questions and Answers

Movements and Stages

1. This crusader and public policy pioneer was among the first to introduce victim-related issues to the public by addressing such subjects as domestic violence and sexual harassment. *Who is Susan B. Anthony?*
2. This President was the first to proclaim National Crime Victims' Rights Week in addition to establishing the National Task Force on Victims of Crime. *Who is President Ronald Reagan?*
3. This diagnosis was first officially recognized by the American Psychiatric Association's Diagnostic and Statistical Manual in 1980 to describe the psychological response of crime victims to their victimization. *What is Posttraumatic Stress Disorder (PTSD)?*
4. This Women's Movement book helped change attitudes and laws about sexual assault victims. *What is Against Our Will, by Susan Brownmiller?*
5. This federal agency started funding victim/witness assistance programs as part of the "Law and Order" movement. *What is the Law Enforcement Assistance Administration (LEAA)?*

Acronyms

1. OVC. *What is the Office for Victims of Crime?*
2. NOVA. *What is the National Organization for Victim Assistance?*
3. NCADV. *What is the National Coalition Against Domestic Violence?*
4. VOCA. *What is the Victims of Crime Act?*
5. VALOR. *What is the Victim Assistance Legal Organization?*

Legislation

6. This federal law, first enacted in 1994, provides protections and services for victims of domestic violence, sexual assault, and stalking. *What is the Violence Against Women Act (VAWA)?*

INSTRUCTOR WORKSHEETS
National Victim Assistance Academy Track 1: Foundation-Level Training

7. Thirty-three states have adopted this fundamental protection for victims' rights. ***What are state victims' rights constitutional amendments?***
8. This 2004 law enhanced and enforced rights for victims in the federal criminal justice system. ***What is the Justice for All or Crime Victims' Rights Act?***
9. This state enacted the first statutory "Bill of Rights for Victims and Witnesses of Crime." ***What is Wisconsin?***
10. This state passed the first law mandating arrest in domestic violence cases. ***What is Oregon?***

Milestones

1. Founded in 1978, this was the first national grassroots organization to support survivors of homicide victims. ***What is Parents of Murdered Children (POMC)?***
2. Their 1982 report contained 68 recommendations to improve victims' rights and services. ***What is the President's Task Force on Victims of Crime?***
3. In 1965, California became the first U.S. state to establish this type of direct support to victims of crime. ***What is crime victim compensation?***
4. Of the following, this was NOT one of the first victim assistance programs:
 - a. Aid for Victims of Crime, St. Louis, MO
 - b. Safe Horizon, New York, NY
 - c. Bay Area Women Against Rape, San Francisco, CA
 - d. Rape Crisis Center, Washington, DC.

What is Safe Horizon?

5. The first U.S. academic program in victim services was developed at this university. ***What is California State University, Fresno?***

Pioneers

1. She chaired the President's Task Force on Victims of Crime. ***Who is Lois Haight Herrington?***
2. These two Senators were the primary sponsors of the proposed Crime Victims' Rights Amendment to the U.S. Constitution. ***Who are Senator John Kyl and Senator Dianne Feinstein?***

Instructor Worksheet 2.1, continued

3. He created the first victim impact statement? *Who is James Rowland?*
4. They wrote *The Crime Victim's Book*, the first “bible” for victim services. **Who are Morton Bard and Dawn Sangrey?**
5. They established Mothers Against Drunk Driving (MADD). *Who are Candy Lightner and Cindi Lamb?*

Final Jeopardy

1. The first American state to establish a public prosecutor's office. *What is Connecticut?*

INSTRUCTOR WORKSHEETS
National Victim Assistance Academy Track 1: Foundation-Level Training

Instructor Worksheet 8.1

Case Studies

Case Studies				
#	Title	Provider Type	Victim Type	Case
1	Charges of Assault	Law Enforcement	Domestic Violence	Sexual Orientation
2	Stifled Screams	Arab Women's Domestic Violence Group	Domestic Violence	Immigrant Status, Cultural Values
3	A Woman's Duty	Law Enforcement, Court	Domestic Violence	Immigrant Status, Cultural Values, Religion
4	There's Been a Mistake	Law Enforcement	Domestic Violence	Immigrant Status, Cultural Values
5	He'll Find Me Soon	Law Enforcement	Domestic Violence	Race
6	The Banker	Law Enforcement	Domestic Violence	Race, Socioeconomics, Gender, Age
7	He Made Me Feel Like a Woman	Victim Assistance	Sexual Assault, Domestic Violence	Disability
8	In Front of the Court	Law Enforcement, Court	Sexual Assault	Age, Cultural Values
9	Teasing	Interagency Council	Sexual Assault	Immigrant Issues
10	To Walk in Another's Shoes	Law Enforcement	Robbery	Religion
11	The Missing Spoons	Assistance for Victims With Disabilities	Robbery	Disability
12	Turf Battles	Victim Assistance	Vandalism	Race
13	Premises Vacated	Victim Assistance in Prosecutor's Office	Hate Crime	Ethnicity Identity
14	Shattered Glass	Law Enforcement and Emergency Medical Personnel	Hate Crime	Sexual Orientation

INSTRUCTOR WORKSHEETS
National Victim Assistance Academy Track 1: Foundation-Level Training

15	Cruel Capabilities	Elderly Victim Assistance	Elder Neglect/Abuse	Age
16	A Large Lake	Victim Assistance	Auto Accident	Cultural Values
17	On the School Bus	Law Enforcement, Court	Cultural Differences	Immigrant Status, Cultural Values
18	The Intervening Interpreter	Victim Assistance	Child Abuse	Immigrant Issues, Age, Interpreter Bias

Instructor Tips—Case Study #1: Charges of Assault

- Often in domestic violence cases involving homosexual couples, the police arrest both partners because they are unable to identify the primary aggressor. Additionally, domestic violence cases involving homosexual couples are often treated as assault cases, thereby revictimizing the victim. Negative experiences such as the one described in this case become a barrier to future reporting.
- Challenge participants to articulate their feelings about domestic violence cases involving homosexual couples. What is the best way to evaluate and respond to a situation like this? What are the possible complicating factors?
- Participants should address the comment made about getting AIDS. This is an opportunity to talk about how to be an ally as participants brainstorm strategies to respond to similar comments.
- Talk about domestic violence in the gay community. What resources and protection exist for gay male victims of domestic violence? They are not usually welcome in battered women's shelters. Where can they go in your community? How are lesbian women protected from their abusive partners in battered women's shelters?

Instructor Worksheet 8.1, continued

Case Study #2: Stifled Screams

I am Leila Asaam. I came to the United States from Egypt 10 years ago when I got married to Ahmad. I have three children. Ahmad is a U.S. citizen and works as a computer programmer. I speak very little English. I wanted to go to ESOL classes but my husband says I have to stay home and take care of his mother and his children. We live with my mother-in-law, my husband's younger brother, and his sister.

My husband has beaten me since we got married. I was so ashamed and afraid that my mother-in-law would hear that I tried to stifle my screams of pain. I know that my brother-in-law knows about my circumstances, but he refuses to say anything to his older brother. My sister-in-law ignores the entire situation. Now the children are 7 and 9 years old, and I am afraid for them.

My only outings are to the grocery store, where I buy Middle Eastern foods and borrow videos, and to the bus stop to drop off my children. I don't drive, so I can't expect to go out more often. On one trip to the grocery store, I saw a flier for an Arab women's organization that helps battered women. I called that evening when no one was around. I was so relieved when someone answered in Arabic. Her name was Shahana and she was so nice to me on the phone. She calmed me down and we talked for an hour. I have talked to her every day now for 6 months. I pleaded with her not to tell anyone. The women there are going to help me win custody of my children, learn English, and find a job. I am so scared. They say I must appear in court. I must talk to a stranger about what Ahmad does. How can I talk about it? What if it is a man who asks me questions? I have hardly been out of the house. How can I appear in court? I have no idea what all this means. I will never be able to show my face in my home again. My children will be ostracized and I know my parents will blame me for being outspoken. What if I lose my children to him? What if they send me back to Cairo? My family will die of shame. Maybe I should just kill myself.

1. What are the barriers preventing Leila from accessing service?
2. What has the Arab women's organization done that is effective? What else could they do?

Instructor Tips—Case Study #2: Stifled Screams

- For many immigrant women, shame surrounding domestic violence makes it more difficult to report such cases. In these instances, they may risk loss of family or community support. Often the assumption is that the victim is at fault. In many cultures, it is customary for certain types of cases, particularly sexual assaults and domestic violence, to be addressed by the family or community.
- Although this may not be relevant in this case, undocumented immigrants who are victims of crime are hesitant to contact an authority of any type for fear of being deported. While the Violence Against Women Act of 1994 provides some protection for women in abusive situations, there is not yet widespread knowledge and understanding of the law, and the fear of deportation brings with it fear of being separated from one's children, bringing shame to the family in the country of origin, and leaving an established support network in the United States. Many immigrants also fear the criminal justice system, based on their experiences with the system in their country of origin. They may find the entire process confusing and intimidating. Additionally, they may not know that domestic violence is against the law in the United States. They may also fear losing custody of their children since in their countries of origin it may be the father who invariably gets custody of the child. Immigrant women also may not be aware that their testimony about what happened has value.
- Knowing the Egyptian community, the battered women's organization was able to conduct targeted outreach through grocery stores Arab women are likely to frequent. The organization has a sympathetic person answering the phone. Additionally, she speaks Arabic. This initial conversation is crucial in setting a tone for subsequent interactions and service delivery. The women at the organization have continued to build a relationship with Leila over several months. It is important that they have respected Leila's sense of privacy and have not pressured her.
- Debrief this case study keeping in mind the stereotype that domestic violence is more prevalent in some cultures and is culturally sanctioned. Mention that Leila could be from any ethnic/racial group and that violence against women is pervasive in all cultures; almost all cultures have informal and formal systems to curb it. Some immigrant women in the United States are isolated from the support systems they would rely on in their countries of origin to manage or prevent the violence.

Instructor Worksheet 8.1, continued

Case Study #3: A Woman's Duty

Jenny, a Panamanian woman with two children, is regularly beaten by her husband, Juan. He suspects her of having affairs with her co-workers. She has talked to her priest at church and denied any adulterous relationships. Father Rodriguez has responded by reminding her of her responsibility and duty as a woman and wife. The other Panamanian women won't talk to her. They tell her that she will not be a true Christian wife if she reports Juan.

Although she fears being ostracized by the Panamanian community, Jenny says she has tried for many years to get an order of protection against Juan. But it is so difficult. No one speaks Spanish. She is confused by the paperwork and the process. The last time she was in the office, a court clerk told her, "Isn't it a cultural thing for Latino men to beat their women?"

The court finally gives Jenny an interpreter. The interpreter tries to tell Jenny that she should be ashamed to bring this private family matter into the public arena. "You know in Panama your husband would have killed you to save his reputation. You are lucky you're alive."

Jenny is uncomfortable with her interpreter, but doesn't know who to approach. She is afraid that she may be deported or that Juan will find her and kill her. She knows she can't expect any help from any of the other women in her community. She is confused. Should she go back and apologize to Juan? Maybe he will change.

1. Discuss the differences between cultural consideration and cultural defense.
2. What are the issues related to the use of interpreters?
3. What are some of the barriers that prevent women like Jenny from coming forward and reporting domestic violence?

Instructor Tips—Case Study #3: A Woman’s Duty

- Often the assumption is made that it is culturally sanctioned for men in some cultures to beat their wives; this may result in less protection for women from these groups. Lynn Hecht Schafran and Krystal Wilson mention that some court personnel “tend to minimize abuse against women of color and all violence as normatively or culturally conditioned behavior in which they could not interfere.” (L. H. Schafran and K. Wilson, *When Bias Compounds: Insuring Equal Justice for Women of Color in the Courts: A Model Judicial Education Curriculum* created by the National Judicial Education Program. To order: www.legalmomentum.org/our-work/njep/njep-women-of-color-courts.html.) While providers need to consider the cultural motivations in behavior, they need to be cautious not to dismiss all behavior as culturally motivated, particularly behavior that violates U.S. law. Using “culture” as a rationale or justification for domestic violence, sexual assault, or other types of crime is dangerous and misleading. Too often, this defense relies on stereotypes that violence against women, for example, is an integral and accepted element of certain cultures. Point out that, unfortunately, such violence is pervasive in all cultures and almost all cultures have informal or formal systems to curb it. Therefore, cultural considerations should not lead to different enforcement of the law, but rather to a more effective and knowledgeable interaction with both victim and perpetrator.

- Frequently, interpreters are biased and dissuade victims from seeking the protection of the court. Subtle biases may include inserting their own interpretations and opinions into the dialogue. Prosecutors need to be careful about the selection of the interpreter. Selecting an interpreter who speaks the same language as the victim is just the first step. Using the victim’s friends and family is problematic, as the victim may be too ashamed to share all her information with a family member or may fear it will be repeated to other community members. Or, family members may interpret the situation in light of their own biases. Never use a child as an interpreter.

- For many immigrant women, shame surrounding domestic violence makes it more difficult to report such cases. In these instances, they may risk loss of family or community support. Often the assumption is that the victim is at fault. In many cultures, it is customary for certain types of cases, particularly sexual assaults and domestic violence, to be addressed by the family or community. Additionally, undocumented immigrants who are victims of crime are hesitant to contact an authority of any type for fear of being deported. While the Violence Against Women Act of 1994 provides some protection for women in abusive situations, there is not yet widespread knowledge and understanding of the law, and the fear of deportation brings with it fear of being separated from one’s children, bringing shame to the family in the country of origin and leaving an established support network in the United States. Many immigrants also fear the criminal justice system, based on their experiences with the system in their country of origin. They may find the entire process confusing and intimidating. Additionally, they may not know that domestic violence is against the law in the United States. They may also fear losing custody of their children since in their countries of origin it may be the father who invariably gets custody of the child. Immigrant women also may not be aware that their testimony about what happened has value.

Instructor Worksheet 8.1, continued

Case Study #4: There's Been a Mistake

Mamta immigrated to the United States with her parents when she was 3 years old. Soon after she received her B.A. degree, her parents sent her to India to choose a husband. Mamta had several marriage offers and was much sought after; as she was a U.S. citizen, an Indian man marrying her could emigrate to the United States. She picked Kishan, an Indian pediatrician she found to be soft-spoken and well-educated, and they flew back to New York the day after the wedding.

And then the nightmare began: the hitting, the choking, the abuses, the storming out, the insults of "You are ugly" and "You are fat," the sexual abuse. Mamta was too ashamed to tell her family for the first 2 years. One day, after she had been locked in the apartment for 4 days without any food, she broke down and told her sister who lived in Atlanta. When Kishan found out, he abused her even more. When Kishan tried to choke her, she called 911 in desperation.

The police arrived and Mamta was panic-stricken. What would the community say? Her parents would be so ashamed. Her parents' friends would say, "After all, he's a man. He is allowed to lose control occasionally," or "He seems like a perfectly nice man," or "I can't imagine a doctor behaving like that."

Kishan was as refined and polished with the police as she had seen him be with his patients. She was quiet. "They will never believe me," she thought. "I don't even have any bruises that are visible ... except for the ones on my thighs, and I can't tell them about that." Panicking at the barrage of questions, and confused and intimidated by the pressure, she said, "There's been a mistake." The police left.

1. What are the barriers preventing Mamta from reporting her husband to the police?
2. What should the police be looking for?
3. How can they help Mamta?

Instructor Tips—Case Study #4: There’s Been a Mistake

- For many immigrant women, shame surrounding the reporting of domestic violence makes it more difficult for them to report such cases. In these instances, they may risk loss of family or community support. Often the assumption is that the victim is at fault. In many cultures, it is customary for certain types of cases, particularly sexual assaults and domestic violence, to be addressed by the family or community. She may not be aware that her testimony about what happened has any value.
- Ask participants to consider whether socioeconomic status plays a role in Mamta’s reticence.
- The police should be aware that certain physical signs of battering are less immediately visible on women of color than on white women, and that physical violence is only one form of abuse. The police should also look for gender and power dynamics between the couple. In some situations, the woman may not speak up in the presence of her husband.
- The police can give Mamta information about victim assistance programs. They can perhaps take her aside and question her alone.

Instructor Worksheet 8.1, continued

Case Study #5: He'll Find Me Soon

My name is Felicia Williams. I am an African-American woman. I am 28 years old, have four children, am 6 feet tall, and weigh 200 pounds.

Hunter started beating and kicking me when I was pregnant with Don, my oldest. It's now been 6 years, and I keep hoping he will change. He wasn't this way when we dated. "At least he doesn't cheat on you," my mother says, "And he's nice to the kids." I worry that he will get locked up if I report him, and enough of our men are in prison. My closest girlfriend agrees with me, and says that if it's so bad I should just leave him but keep the police out of it. But she doesn't understand how bad it can get. I've tried leaving, but he finds me and has threatened to kill me. Anyway, I have seen the police come to our neighborhood often enough, but they never do anything. One even made the comment that Hunter would be a fool to take me on. I didn't hear everything they said after that, but they were laughing and cracking jokes. I overheard another cop say Hunter is probably the one who's getting beat up in our house; he's just too embarrassed to admit it.

One day, he came home angry and frustrated with work. I was at the neighbors and Don didn't open the door for him. He started shouting and banging at the door. I heard the noises and came to our apartment with Alicia in my arms. He was so angry he beat Don and me. The sight of blood streaming down Don's head was too much for me. I had to leave, but I'm sure he'll find me soon.

1. What stereotypes may have come into play in the police response?
2. What are the barriers that prevent Felicia from reporting the violence?

Instructor Tips—Case Study #5: He’ll Find Me Soon

- The stereotypes of African-American women may not necessarily fit the stereotypical battered women paradigms of the small, delicate, helpless victim who is incapable of fighting back. In “Mules, Madonnas, Babies, Bathwater, Racial Imagery and Stereotypes: The African American and the Battered Woman Syndrome,” Linda Ammons argues that racial stigma precludes many African American women “from being considered vulnerable to battering because the stereotypes of black women are in contradiction to those associated with a ‘classic’ battered woman” (*Wisconsin Law Review*, 1995, 1002–1080).
- In a 1995 *Howard Law Journal* article, Shelby Moore explained the disadvantages for African-American women in reference to the stereotypes of the typical victim stating, “Specifically, African-American women are viewed as angry, masculine, domineering and sexually permissive—characteristics which do not denote a ‘victim.’ As a result, judges and juries are less likely to believe African-American women are ‘victims’ when they assert self-defense while relying on the battered woman syndrome as the justification for killing their abusers.” (Shelby A. D. Moore. [1995]. Battered Woman Syndrome: Selling the Shadow to Support the Substance, *Howard Law Journal*, 38[297]: 302–303.) An excellent summary of the arguments surrounding battered women syndrome is presented in *When Bias Compounds: Insuring Equal Justice for Women of Color in the Courts*, by Lynn Hecht Schafran and Krystal Wilson (National Judicial Education Program, n.d.).
- The skepticism of law enforcement and the negative experiences of many African-American men in interactions with the criminal justice system prevent Felicia from reporting the crime. Women often may be ostracized by the community for putting men in jail. There may also be a hesitancy to report crimes or talk about them outside the cultural community, as this could be viewed as “airing dirty laundry.” In addition, Felicia may have risked losing the support of her family and community if she reported the violence.

Instructor Worksheet 8.1, continued

Case Study #6: The Banker

Angie is an 18-year-old white woman who is in a long-term relationship with Bryan, a 35-year-old banker. She has a 3-year-old son; she has dropped out of high school and works at the local grocery store. Bryan belongs to a prominent banking family. Angie and Bryan have been in a relationship for 2 years. Angie has on several occasions gone to work with bruises on her arms and has told her girlfriends, “Bryan takes care of me really well. But he has a temper!”

One night when the violence was too much for Angie, she reported Bryan to the police and moved in with her mother. The detective on the case reported that there was strong evidence on three counts of sexual and physical assault. Bryan, as usual, apologized to Angie and she visited with him after the reported assault.

The DA’s office declined the case.

1. What factors may have been at play in the DA’s decision to decline the case? What role might gender have played? Age? Class? Race? Education?
2. Brainstorm strategies for handling this case.

Instructor Tips—Case Study #6: The Banker

- Gender, age, education, and class all could have played a significant role in the DA's decision to decline the case. Additionally, Angie's visit with Bryan after reporting the assault did not help her case. It is quite possible that she did not know this could hurt her case or, as in many situations, wanted to give Bryan one more chance. We are not told of either Bryan's or the DA's race. Ask participants: Would there be a difference in the response if Bryan were white? African-American? Latino? Asian?

- The strategies generated should be realistic. They could include identifying other witnesses, educating Angie about why she should report, providing counseling, asking her if she needs shelter, and making sure her child is safe.

Instructor Worksheet 8.1, continued

Case Study #7: He Made Me Feel Like a Woman

Anna is a 45-year-old woman with cerebral palsy. She uses a power wheelchair to get around. Anna lives in a house that she shares with her husband Larry who attends to her health care needs.

After seeing your agency's ad on television, Anna calls your crisis line to see if you can help her. She reports that Larry has called her stupid, ugly, and worthless, saying she can't even "make him feel like a man." Anna says that when she and Larry first started dating, he "made me feel like a woman" for the first time in her life. In the 2 years they have been married, Larry has forced her to cut off all ties with her friends and family, insisting that he is the only one she needs. He has frequently raped her, saying he could have sex with her any time he wanted, as long as she is his wife.

Anna and Larry drank socially together when they were dating. Shortly after their marriage, Anna discovered him using cocaine, and reports that he now also drinks to excess. When he comes home intoxicated from a night at the bar with his buddies, he picks fights with Anna that usually end with him throwing things at her. Sometimes he does not come home at all.

Anna, who is completely dependent on Larry for her health care needs, reports that she has spent many nights having to sleep in her wheelchair sitting in her own excrement. Larry also often neglects to feed her. Anna received a call from her doctor's office yesterday and discovered that Larry has been regularly canceling her appointments. She did not tell the nurse about her situation out of fear of Larry's anger and the prospect of being sent back to the nursing home.

For 22 years, Anna lived in a nursing home, where she was mistreated and abused. She is beginning to wonder if Larry has been writing to her family in Indiana saying that Anna is fine and the marriage is going well. Anna's family was very upset with her when she married Larry so soon (6 months) after leaving the nursing home.

1. What are the barriers that have prevented Anna from reporting the sexual assault and domestic violence?
2. How can your agency help Anna?

Instructor Tips—Case Study #7: He Made Me Feel Like a Woman

- Disabled victims may fail to report crimes for fear that they may be perceived as incapable of caring for themselves and be assigned to assisted-living facilities. The fact that Anna is physically dependent on Larry and psychologically and emotionally abused by him possibly undermines her self-worth and confidence, making it harder to report Larry or to leave him. She may be unaware that his actions constitute marital rape.

- The agency can assist in several ways. They can conduct a thorough intake, assessing what Anna feels will help her. They can educate her on domestic violence and devise a safety plan. The agency can provide peer support and help her maintain her relationships with family and friends. Legal advice and counseling are other ways of helping Anna.

Instructor Worksheet 8.1, continued

Case Study #8: In Front of the Court

Kim, a 14-year-old Korean student, is a victim of sexual assault. Kim does not talk about the incident to her parents, but confides instead in a cousin who is a schoolteacher. She pleads with the cousin not to tell her parents as she is afraid that they will be angry with her and disown her. The cousin convinces Kim that she needs to press charges against the perpetrator. Kim is afraid of her parents and of what the rest of the community will say. She is intimidated about appearing in court and nervous about the entire process. Kim's cousin promises to be with her and help her.

Kim's parents hear about the incident only after she presses charges. The cousin reports that the parents are furious and accuse Kim of being loose and of being "too American." "What can you expect when you wear tight, revealing clothes and go to parties late into the night. You have brought shame on the family. How will your sister ever get married now?" they shout at her.

The case finally goes to court and Kim is assigned a court interpreter. She watches as the interpreter and the perpetrator laugh and smoke together as they wait for the case to be tried. The prosecutor's office seats Kim's family in the front of the courtroom, thinking that this will make her feel comfortable and that her family will be supportive of her. Instead, Kim never looks at her family. She is evasive and shaky about the details of the incident and flinches each time the words "rape" or "sex" are used.

1. What are the barriers preventing Kim from reporting the rape?
2. What could the prosecutor's office have done differently?
3. What are the interpreter issues? Brainstorm some of the guidelines for the selection and use of an interpreter.

Instructor Tips—Case Study #8: In Front of the Court

- For many immigrant families, shame surrounding rape or sexual assault makes it more difficult to report such cases or even acknowledge them. In these instances, they may risk loss of family or community support as the incident is perceived as damaging the family's reputation. Often the assumption is that the victim is at fault. In many cultures it is customary for certain types of cases, particularly sexual assaults and domestic violence, to be addressed by the family or community.
- The prosecutor's office should have asked Kim if she wanted her family in the front of the court room. They also could have talked to Kim's cousin. Service providers and the criminal justice system need to broaden their understanding of what is helpful to victims. In this case, perhaps Kim should not have been forced to testify in court. For some cultures, having a representative of the victim appear in court, or having the victim submit a written statement, may be more appropriate and valuable.
- Frequently, interpreters are biased and dissuade victims from seeking the protection of the court. Subtle biases may include inserting their own interpretations and opinions into the dialogue. Prosecutors need to be careful about the selection of the interpreter. Selecting an interpreter who speaks the same language as the victim is just the first step. Using the victim's friends and family is problematic, as the victim may be too ashamed to share all her information with a family member or may fear it will be repeated to other community members. Or, family members may interpret the situation in light of their own biases. Never use a child as an interpreter.

Instructor Worksheet 8.1, continued

Case Study #9: Teasing

You are a member of the Interagency Sexual Assault Council and are asked to review a case involving a 14-year-old Latina, Rachel, who is reported to have been sexually assaulted by more than one offender. The offenders are reported to have a history of assault, and the name and address of one of the other victims has been provided by Rachel's mother, Mrs. Peralta.

You understand that Mrs. Peralta and her daughter waited 2 weeks before filing the report. Initially, Mrs. Peralta told the officer that her daughter was being teased by these boys in the neighborhood. "It is so bad," she said, "that my daughter has not slept for 2 weeks. I have asked her to try to forget about it, but she can't. She cries and can't do her schoolwork."

A week later, Mrs. Peralta and Rachel came back and said that the boys had "tried to force themselves on Rachel," and had done the same thing to a 13-year-old girl in the neighborhood. Upon further questioning, it is reported that Rachel and her mother filed a complaint of sexual assault.

The DA's office has dismissed the case on the grounds that the original complaint was filed 2 weeks after the event, was later changed to sexual assault, and the other "victim" did not file a complaint and, when approached, denied any such incident involving her.

The DA believes this is a case of "teasing" and "barrio rivalry."

1. What factors may be preventing Mrs. Peralta and Rachel from reporting the case?
2. Do you think race or gender may play a role in the DA's decision? Why?
3. What strategies could be used to help Mrs. Peralta articulate her story?
4. How might the DA's decision have an impact on future reporting? What long-term strategies can be used to encourage reporting in communities?

Instructor Tips—Case Study #9: Teasing

- For many immigrant families, shame surrounding the reporting of sexual assault makes it difficult to report or even acknowledge such cases; hence the delay in reporting this case. In these instances, they may risk loss of family or community support as the incident is perceived as damaging the family's reputation. Often the assumption is that the victim is at fault. In many cultures, it is customary for certain types of cases to be addressed by the family or community. Additionally, Mrs. Peralta may be unaware of the fact that Rachel's testimony about what happened has value.
- Ask participants to consider whether the reaction from the DA's office would be different if Rachel and Mrs. Peralta were white. African-American? Asian? Is there an element of cultural justification in the DA's response that this is a case of teasing? This is an opportunity to talk about cultural defense versus cultural considerations. Using culture as a justification for sexual assault is dangerous and misleading. Too often this defense relies on stereotypes that violence against women is an accepted and integral part of certain cultures. Unfortunately, such violence is pervasive in all cultures, and almost all cultures have informal and formal systems to curb it. Gender stereotypes may also come into play in the DA's minimizing of the crime. Ask participants what these stereotypes might be.
- Mrs. Peralta and Rachel find it difficult to acknowledge what has happened and to state it makes the acknowledgment final. By going to the DA's office, Mrs. Peralta is communicating something important. Going to the DA's office is a major step for her, one that she has wrestled with for 2 weeks. Mrs. Peralta is trying to communicate something serious through statements such as, "It is so bad that my daughter has not slept for 2 weeks." Had the DA known the cultural stigma associated with reporting sexual assault, she or he may have been able to gently probe or read between the lines and make it easier for Mrs. Peralta to report the crime during the initial visit. The DA's office could have asked for a counselor or other family members to be involved.

Instructor Worksheet 8.1, continued

Case Study #10: To Walk in Another's Shoes

A robbery is reported at a Sikh temple, and the police are contacted. The police officer enters the temple to record the damage and looks for signs of a break-in. The worshipers and the priest appear angry and refuse to cooperate with the investigation. One of the worshipers finally says, "You are insulting us by wearing your shoes in a place of worship."

1. What are the cultural issues in this case?
2. What can the police officer do in this situation?

Instructor Tips—Case Study #10: To Walk in Another’s Shoes

- In this case, it is a religious custom to remove one’s shoes before entering a place of worship.
- Although the officer’s intention was to help, he or she violated the sanctity of the Sikh temple by entering in the manner he or she did. Although it might be against police procedure and unwise to remove shoes, a respectful initial conversation might have avoided the insult.

If the police had already made the effort to build a relationship with the priest, there would have been a higher level of mutual understanding and respect.

Instructor Worksheet 8.1, continued

Case Study #11: The Missing Spoons

You have a degenerative muscular disorder and are in a wheelchair. Although you can't drive, you are able to live fairly independently. You have a caregiver, Carla, who comes by once a day, runs errands for you, and helps with other chores around the house. Carla is cheerful and generally quite helpful. However, you begin to notice that things are missing from your house. Since no one else comes to the house except Carla, you suspect she has been stealing from you. You first notice that your sterling silver spoons are gone. Later, you miss a brooch from your dresser and \$200 from a drawer in the kitchen.

You call a victim assistance program and, after several minutes listening to tiresome automated messages, a human voice mechanically asks you a series of questions, which you answer. You then describe what you suspect. The woman at the other end of the line is speaking extremely slowly and loudly. She says, "Have you double-checked? Could you just have forgotten where you kept them?" This angers you, and you are already regretting having called. The woman from victim services says they will send someone to your house to evaluate if you might need to be moved to an assisted-living facility.

You are furious!

1. What impact might this sort of experience have on reporting by victims with disabilities?
2. What could victim services personnel have done differently?

Instructor Tips—Case Study #11: The Missing Spoons

- Victims with disabilities may fail to report crimes for fear they may be perceived as incapable of caring for themselves and be assigned to assisted-living facilities or institutions.
- Automated voice technology can seem distant, frustrating, or confusing to some people, who are relieved when they hear a person's voice. The initial conversation is crucial in setting a tone for subsequent interaction; therefore, the intake person should be warm and empathetic. Operators also need to check their assumptions about disabled victims. In this case, the operator was assuming that the victim may have a mental disability. Also, before rushing to recommend assisted living, victim services personnel need to evaluate the case carefully.
- More extensive outreach by the agency would help educate agency employees about disabled victims and build relationships between the agency and the community.

Instructor Worksheet 8.1, continued

Case Study #12: Turf Battles

A representative of the victim outreach program in a local police department contacted the owner of a vehicle whose tires had been slashed 3 days earlier. The purpose of the call was to inform the victim of his legal rights and update him on developments in the investigation.

When a man answered the phone with a strong Latino accent, the outreach officer identified himself and asked for the owner of the vehicle. The man hesitated, then identified himself as the owner. He asked suspiciously what he could do for the officer.

The outreach officer said, “Yes. I understand your tires were slashed the other day.”

“That’s right,” answered the vehicle owner. “I already gave my report at the station. You haven’t found the criminal yet have you? I didn’t expect you guys to get to the investigation for a couple of weeks at least.”

“No, but we’re working on it. Where was your car parked? I can’t tell you how many times this has happened in the gang-infested sections of the city.”

“It was parked right outside my house. There weren’t any other tires slashed on the street. It was a personal attack, I’m sure.”

“Well, you have the right to press charges if we find the guys. But I’m telling you from experience, you get involved with these turf battles, this is the kind of thing that happens. How old are you?”

“I am 23 years old,” answered the vehicle owner. “Why?”

“It’s always the young ones that get mixed up in this stuff. I wouldn’t press charges if I were you. I’d just get out now, when it’s still only tires they’re slashing.”

1. What stereotypes are operating in this interaction?
2. How do the stereotypes prevent the victim from receiving the help and support that he might need?
3. How could the outreach officer work to overcome the victim’s stereotypes as well as his own?

Instructor Tips—Case Study #12: Turf Battles

- The victim's stereotypes of the police lead him to assume the worst. He does not expect a call from the police department and doubts the perpetrators will be caught. This prevents him from being open with the outreach officer. The officer hears the victim's accent and immediately assumes the victim is part of a gang war. Instead of reaching out to the victim, he alienates him.

- When victim advocates ask questions before giving advice, they learn a lot about the victims, the crime, and the victims' needs. When an advocate's strategy is to listen first and talk later, he or she can avoid leaping to conclusions that may be based on stereotypes or misinformation.

Instructor Worksheet 8.1, continued

Case Study #13: Premises Vacated

You are a victim assistance professional in a prosecutor's office. Your office is prosecuting two men and a woman for vandalizing a small hardware store. A month ago, the accused allegedly threw bricks through the windows of a hardware store owned by a Jewish family. They spray-painted the doors and walls with swastikas and slurs against Jews. They nailed boards across the doors and painted on them "Closed" and "Premises Vacated." Your office is trying the case as a hate crime.

You have had difficulty providing assistance to the owners of the store. Your responsibilities are to explain the legal process and their legal rights, and offer some degree of emotional support. You have reached out more than once to the man who reported the crime and invited him to come in for an appointment.

He has said to you, "Put these Nazis in jail, and I'll come for a visit." He says that if you are so interested, the whole neighborhood would like to hear from you. He invites you to come see the destruction and vandalism for yourself. You explain that you have looked carefully at all the pictures, that you are very familiar with what happened there, and that you would need to cancel several appointments in order to make the trip across town. You invite him once again to come to your office.

The man yells into the phone, "If you want to help, help! If you are scared, then so be it. Sit back and let another Holocaust happen. Sit back and call me paranoid. This is exactly how the last one started. You ask anyone here. You ask anyone." Before you can respond, the man hangs up.

1. What are some of the issues in this case? What are the different perspectives of the victim assistance professional and the storeowner? How do these perspectives affect their interaction?
2. What are some realistic strategies the victim assistance professional can employ, given limited time and resources?

Instructor Tips—Case Study #13: Premises Vacated

- The victim assistance professional sees this hate crime as a specific case that must be tried. She or he has a clear definition of the victim (the Jewish owners of the store). The owner, however, sees the vandalism in a larger context because many other Jewish people in the community have been victimized as well. He sees this as a threat to the safety of Jews, not just that of his family. The type of vandalism is reminiscent of the early days of Hitler's rise to power.

- The victim assistance professional first should broaden the operating definition of crime and victim. A simple strategy in talking to the shop owners is to listen and affirm their fears and anxieties. Second, he or she should understand the impact this crime has had on the community. Realizing that the best way to reach the shop owners is through the community at large, she or he might want to find a way to inform the community about the legal proceedings.

Instructor Worksheet 8.1, continued

Case Study #14: Shattered Glass

You are a transgender female driving through Dupont Circle at 1:00 a.m. You see two men in a scuffle. You slow down to pass them and, trying to be helpful, you roll down your window enough to say, “Come on, guys, whatever it is, it’s not worth it.”

Before you know it, a fist crashes through the window, shattering the glass, and lands on the side of your face. The man who has hit you yells, “You keep out of this you f-----.” The other man, bleeding profusely from a cut above his eye yells, “Hey! Do you still have a dick?” followed by a string of profanities. Stunned, you sit at the wheel. Slowly, you pick up your cell phone and call 911.

The police and emergency medical crew arrive in minutes. Seeing the glass, the police come up to you and ask, “Is anyone hurt?” Before the words are out of his mouth, his partner, a female police officer, says, “We should have known. It’s just one of those d---queers,” and they turn away swearing in disgust.

The police officers proceed to interview the men who had been involved in the scuffle. One of the emergency medical technicians comes up to you and yells to her partner, “You’re going to need your gloves for this one. I am not going to risk getting AIDS.” The police officer walks back to you and says, “You are being charged with assault.”

1. What are the assumptions the police officers are making?
2. How might encounters like this have an impact on future reporting by members of the GLBTQ (gay, lesbian, bisexual, transgender, queer/questioning) community?

Instructor Tips—Case Study #14: Shattered Glass

- The police assume the transgender female is the perpetrator, not the victim. This results in revictimizing the victim.
- Negative experiences with law enforcement may make gay, bisexual, lesbian, transgender, and queer/questioning victims reluctant to report crimes. As a result, they may wait to report all but very serious crimes. Consequently, the police may see more violence in cases involving gays and lesbians and assume they are prone to more severe violence.

Instructor Worksheet 8.1, continued

Case Study #15: Cruel Capabilities

You are an elderly white man, living with your son and daughter-in-law. Two years ago, you suffered a major stroke, and since then several smaller strokes have diminished your ability to speak or move around independently.

After the stroke, your son couldn't look at you. He seemed ashamed to talk to you. His wife took over all the care except that which required moving you from your bed to the wheelchair, helping dress you, or bathing you. Your son became rougher and more careless with you as months went by. Once, while moving you into the bathtub, he let your head bang hard against the tub. Another time, he left you for 20 minutes straddled between the bed and your chair as he talked on the phone. Recently, he has refused to help dress you, so you have been left in bed for days at a time.

He complains often about the cost of medicine and doctor bills. You even overheard him saying to his wife, "It's time the old man kicks off."

You are deeply ashamed by your son's disrespect. You wonder if you raised this man who is capable of being so cruel. You think that you must have hurt him terribly in the past for him to act like this.

Yesterday, you received a prescription from the pharmacy. Inside the bag was a leaflet that asked, "Are you the victim of elder abuse?" You look away in disgust without reading the rest of the message.

1. What are some of the factors that obstruct the man's likelihood of finding help?
2. What can victim advocates do to reach people in this situation?
3. What on the leaflet caused the man to stop reading? What are other ways that the leaflet might have been worded?

Instructor Tips—Case Study #15: Cruel Capabilities

- Some of the barriers in this case are physical ability (it is difficult to make a telephone call or initiate contact with the outside world), shame about the situation, and self-blame. Other barriers might be the fear of getting his son into trouble, being moved to an institution, or being judged for raising a son who would act like this.

- Including a flier in pharmacy deliveries is an excellent method of outreach. Other methods used are messages on placemats delivered by Meals on Wheels and fliers delivered by the post office. Some organizations coordinate volunteer “buddy” programs so elderly people can have contact with someone in the outside world. Victim agencies can team up with health care providers to train doctors and nurses to recognize the signs of abuse and provide their patients with information and support.

- The use of the words “victim” and “abuse” may have triggered a negative reaction. Fliers can use softer language, or frame elder assistance programs in the context of strengthening families. For example, the flier could have read, “Having difficulties at home? Are the transitions to old age difficult or sometimes painful for you and your caregivers?”

Instructor Worksheet 8.1, continued

Case Study #16: A Large Lake

A man comes to your victim services clinic for guidance. His mother recently was killed by a reckless driver, and he hopes to receive advice from you about legal steps he might take.

You begin the intake interview by asking him to talk a little about himself. He tells you that he is middle aged, spent most of his childhood on a Cherokee reservation, is a high school physics teacher, and has lived in the city for 18 years. His mother was visiting him here for a few weeks.

Then you ask him to tell you what happened. He tells you that last night he imagined walking by a large lake, and in the distance he saw a white bear. Walking faster and faster, he tried to reach the bear, but the faster he walked, the more distant the bear became.

You smile and nod, waiting for him to go on. After a period of silence, you ask, “Was your mother hit by the car here in the city?”

“Yes,” is the reply. And another period of silence.

“How can we help you? What is it that you need?” you ask.

The man looks at you for a moment, says, “Thank you for your time,” and leaves.

1. What were some of the communication issues that made this interaction difficult?
2. What did the victim service provider do that was effective?
3. What might he or she do to be more effective?

Instructor Tips—Case Study #16: A Large Lake

- The man is communicating something important with his story of the bear, but the provider does not understand the message. Some people will be more comfortable discussing feelings, emotions, and needs through images, stories, and symbols. If a victim service provider does not have a shared context with a victim, it is difficult to understand these messages.
- The provider opened the meeting by inviting the man to talk about himself. She or he got valuable information as a result of this open-ended and interested question.
- If the provider had continued to build a relationship, creating a shared context, the message in the story may have been clarified. Second, she or he might have asked the man to talk a little bit more about the image, asking for more detail. Another strategy might be to move from open-ended questions to a more directed approach; rather than relying on the man to articulate his needs (which he might feel he has already done), offer him several options.

Instructor Worksheet 8.1, continued

Case Study #17: On the School Bus

A 5-year-old second generation Chinese-American child, David, comes home and says that he doesn't want to go to school any more because he has been teased and beaten up on the school bus. His grandfather, a 68-year-old Chinese immigrant, goes to the bus stop with his grandson the next day to identify the children who had teased and hit his grandchild. The grandfather approaches one 8-year-old boy, Tom, pats his head, and tries to ask the boy questions in his halting English. Tom is scared by this old Chinese man and does not quite understand him, so he turns his back and tries to run. The grandfather grabs the boy's arm in an effort to restrain him so he can talk to Tom.

Tom's father reports this incident to the sheriff's office. Sheriff Anderson investigates, but he can't communicate with the grandfather because the grandfather speaks little English. An interpreter is called to help. After the interview, Sheriff Anderson moves the case to court and a date is set for a hearing. The interpreter goes to the court with the grandfather. A public attorney, Mr. Swedlund, is assigned to the case. The interpreter explains the situation to Mr. Swedlund. The interpreter also tries to explain the cultural issues in the case. But Mr. Swedlund says, "Even though an adult may be permitted to grab a child in China, he is in the U.S. This is still an assault." Mr. Swedlund suggests that the grandfather plead guilty so the case will not go to trial. The interpreter explains the suggestions to the grandfather, but the grandfather is totally confused. He believes that he didn't do anything wrong. All he did was grab a boy's arm and try to ask him questions. He is bewildered that he is in the court. "Is this justice?" he asks. "My grandson was beaten and teased to the point that he did not want to go to school. Should not that be the punishable crime?"

When the judge calls the grandfather's name, the interpreter goes with him. The judge asks him questions and the interpreter translates them to the grandfather. However, the grandfather is nervous and confused. The judge asks him the same questions again and the interpreter translates again. The grandfather just stands there and is too nervous to answer the questions. The interpreter says to the judge, "Your honor, he is very nervous, and this is all too new to him. He needs time to think about your questions." The judge says, "Well, you better tell him to answer my questions soon. I am losing my patience." The interpreter translates the judge's words to the grandfather who becomes even more nervous.

1. What are the cultural issues?
2. What are the issues from the grandfather's perspective?
3. What are the issues from the public attorney's perspective?
4. What are the issues from the judge's point of view?

Brainstorm some realistic strategies for the interpreter.

Instructor Tips—Case Study # 17: On the School Bus

- In traditional Chinese culture, when an elder pats your head in a nonthreatening manner, it means that the elder wants you to feel that he or she is friendly and means no harm.
- When elders ask a young person questions, elders expect the youth to stand straight, listen to him or her, and answer the questions. If the youth tries to run away, it is considered very bad manners, and the elder can grab the youth to have his or her questions answered.
- Often, new immigrants are not familiar with U.S. law or culture and find them confusing and intimidating.
- This is a good opportunity to discuss cultural considerations versus a cultural defense. By examining cultural motivations in this situation, providers would not use culture as a rationale or justification, but instead would understand the behavior in its cultural context in order to be knowledgeable and effective in addressing the case appropriately.

Instructor Worksheet 8.1, continued

Case Study #18: The Intervening Interpreter

You are a child advocate in the victim assistance division of a large child abuse prevention agency. You have been assigned the case of two Bosnian children who recently arrived in the United States and have been living with a foster family for the past 4 months. The children are sisters; one is 15 years old, the other is 10.

The case was referred to your agency by a social worker in a nearby hospital. The younger of the two sisters arrived at the emergency room with a large cut on her hand that was bleeding profusely. As the nurse was preparing the girl for stitches, he noticed many scars on her arms and legs. The scars appeared to be the result of deliberate cuts. When he asked the girl about the scars, she simply shook her head in confusion.

As the hospital reported that the girl did not seem to speak much English, you bring a Bosnian interpreter with you on your first home visit. The foster parents welcome you warmly, invite you in, and listen attentively as you express your concerns. They say that they had noticed similar scars on both the girls when they came to live with them. They had asked the girls about them, but both had seemed uncomfortable and embarrassed with the subject. They worried that the girls had been victims of abuse within their families or of violence due to the war in the former Yugoslavia.

After your conversation with the parents you ask to meet with the girls. The parents hesitate and suggest that you come back later. You insist firmly, and finally they agree. After the foster parents have left the room, the older girl begins crying and talking quickly to the interpreter. She gestures toward her foster parents' room, and looks over her shoulder nervously. You cannot understand what she is saying, but she seems to be pleading with the interpreter.

The interpreter tells you that the girl is very grateful to her foster parents, that she does not want to be sent back to Bosnia, and that her younger sister simply cut herself accidentally. The interpreter says that the girl insists they are happy.

You feel uncomfortable with the interpreter's translation, as both girls' body language is telling you more. However, this is the only Bosnian interpreter your agency has been able to find.

1. What are some of the issues that may obstruct the child advocate from making an accurate assessment of the situation?
2. How can the advocate learn more?
3. How can the advocate identify and compensate for any bias on the part of the interpreter?

Instructor Tips—Case Study #18: The Intervening Interpreter

- Language is only one of the challenges faced by the child advocate in this case. The children come from a different cultural background than the foster parents, they recently emerged from a volatile region, and they have not been living with the family for a long time. The foster parents could be abusing the children, but they just as likely could have been victims of violence or abuse in their home country. They are possibly suffering from culture shock, homesickness, grief at the loss of family members, and posttraumatic stress disorder. They may be afraid that if they were to report any current abuse, they would be sent back to Bosnia.
- By creating a relationship with the children over time, meeting them regularly, watching for new cuts or signs of recent violence, and gaining their trust, the advocate would be able to learn more about the situation. Relying on nonverbal communication such as body language, art, and pictures would allow the advocate and the children to bypass the interpreter in some of their interactions.
- Before working with the children, the child advocate should have a conversation with the interpreter to assess any potential bias created by personal experience and opinions. Once the advocate knows that, for instance, the interpreter has recently come from Bosnia and believes that any violence here is preferable to what he or she encountered in Bosnia, compensations can be made in the translation. Often certain words and phrases are not easily translated into English. In such situations, it may be necessary for the interpreter to use many sentences to communicate one word. In this case, the girl spoke a long time with the interpreter while the advocate simply received a summary of the conversation. For a more accurate translation, the advocate could insist that each sentence be relayed.

Instructor Worksheet 9.2

Elderly Victim

1. What are the facts of this case?
 - Addie Austin is traumatized by her husband’s murder and is paranoid.
 - Gene Wade has failed to establish clear professional boundaries with Addie. Gene meets with Addie in her home rather than at his office and looks through her personal papers for the necessary documents to complete her application for victim compensation.
 - Addie is growing increasingly dependent on Gene, and he does not challenge her thinking that he is all she needs to deal with the death of her husband.
2. Where do you think there are ethical dilemmas—conflicts between the victim service provider’s behavior and the Standards for Victim Assistance Programs and Providers?

Ethical Standards	Practical Considerations
3.2 Best interest of person served	Addie needs help to complete her victim-compensation forms and is unlikely to follow through with a referral for counseling.
3.8 Dual relationship	Addie depends on Gene to help her with everything.
1.4 Professional competence	Addie’s paranoia requires an outside referral from Gene.

3. What actions would you recommend to solve the ethical dilemma?
 - Gene could continue on the track he has been on, helping Addie with everything he can and providing emotional support as she struggles with trauma and paranoia.

Pro: Gene gets to continue feeling useful, and Addie stays within her comfort zone.

Con: Addie is suffering from trauma and does not receive the therapy she needs for healing and recovery. She also may become increasingly dependent on Gene for support.

- Gene realizes that he has made a mistake by letting Addie depend on him so much. He refers Addie to another victim assistance provider who can make the needed referral to a counselor.

Pro: Addie gets the help she needs from a therapist, and Gene removes himself from a dual relationship.

Con: Addie may feel abandoned by Gene, which could add to her trauma. She also might refuse to see a counselor.

- Gene realizes that he has formed a dual relationship with Addie and decides to refer her to a counselor. He prepares Addie for the visit, convinces her that it is a good idea, and accompanies her on the first visit. Once he completes his work with her victim compensation, he terminates the relationship.

Pro: Addie gets the help she needs, and feelings of abandonment are minimized. Gene extracts himself from a dual relationship.

Con: Addie may still have some feelings of abandonment.

INSTRUCTOR WORKSHEETS
National Victim Assistance Academy Track 1: Foundation-Level Training

1. The Federal website to obtain information about grant funding.
GRANTSGOV(1,25,E)

2. Main USDOJ office for *ALL* victims of crime.
OFFICEFORVICTIMSOFCRIME(23,25,NW)

3. Acronym for OVC's training and technical assistance resource.
OVCTTAC(25,1,S)

4. OVC education via the web is provided by.....
OVCWEBFORUM(8,19,NE)

5. Acronym for Office on Violence Against Women.
OVW(12,9,W)

6. Acronym for HHS's division for mental health & substance abuse.
SAMHSA(9,12,SW)

7. Victims' rights website sponsored by the National Center for Victims of Crime.
VICTIMLAW(1,15,SE)

Worksheet 3.1

Turn in this worksheet at the end of the activity.

Unique ID Number _____

Case Scenario—Edith, Charles, and Daniel

Edith is a 78-year-old widow who lives on a small farm just outside of town with her 47-year-old son Charles, who has several developmental and other disabilities (including mental retardation and epilepsy). For the past 2 years, Charles has been attending a workshop where he attaches zippers and pulls to backpacks in return for a small stipend.

Edith and Charles recently befriended Daniel, the new bus driver for the shelter workshop, who has joined them for dinner on several occasions. When Edith noticed that small things started disappearing from her farmhouse—including a set of keys and her mother’s gold earrings—she just thought that she was being forgetful.

Late one Saturday night, Edith was sleeping in her reclining chair when something slammed down on her head. That’s all she remembered prior to waking up Sunday morning, bloodied and bruised, to a ransacked house. She noticed that everything valuable (TV, DVD player, jewelry) was missing as she wandered from room to room calling out Charles’ name. She found him lying face down in the bathroom, barely breathing, following what she guessed was a seizure. She quickly gave Charles his medicine and called 911. Both Edith and Charles were taken to the hospital, where they were treated and kept overnight for observation.

Three days later, Edith was amazed to learn that the local sheriff had arrested Daniel for home invasion, burglary, assault, and attempted murder. Daniel had a lengthy record of burglaries to support his methamphetamine habit.

Edith now has chronic headaches from the assault on her. She is now very fearful, and afraid that Daniel will try to harm her if she cooperates with law enforcement. Edith is also very concerned because she didn’t have insurance to pay for all the things that were stolen, and for cleaning up her home. And she is not sure she has the strength to go through the justice process, and any delays that may occur.

As this case proceeds through the criminal justice system, what are the core rights of Edith and Charles? (For example, they have the right to notification.)

PARTICIPANT WORKSHEETS
National Victim Assistance Academy Track 1: Foundation-Level Training

Worksheet 3.2

Turn in this worksheet at the end of the activity.

Unique ID Number _____

Identifying and Documenting Losses for Victim Restitution

To ensure accurate and complete restitution orders, victims are required to document their losses in writing for the court or paroling authority.

Using **Worksheet 3.1, Case Scenario—Edith, Charles, and Daniel**, as a reference, circle some of the losses suffered by Edith and Charles and the records they might need to document the losses, using the information listed below.

- Employer statements (letters or affidavits) that document unpaid time off from work which the victim took as a result of injuries from the crime or involvement in justice processes.
- Documentation of any Worker’s Compensation claims submitted and/or claims payments received by the victim.
- Copies of bills for services directly related to the victim’s financial recovery from the crime.
- Any receipts for items or services.
- Documentation that estimates the value of stolen property.
- Photos of valuables that were stolen.
- Copies of any documentation provided by local law enforcement agencies (records of serial numbers, photos) that is intended to aid victims in the recovery of stolen property.
- Any law enforcement records that indicate the status of stolen property (property recovered, recovered but damaged).
- Copies of the victim’s application to, or checks received from, the state victim compensation fund.
- Copies of insurance claims and related correspondence between the victim and his or her insurance company, as well as copies of checks the victim may have received to cover losses.

Immediate Losses

During the pre-sentencing investigation, victims should be asked to report information about their losses by completing or updating a financial worksheet and providing documentation as described above.

These losses can include the following:

Medical Care

- Emergency transportation to the hospital.
- Rape-kit examinations that are not immediately paid for by a third party.
- All expenses related to the hospital stay, including the room, laboratory tests, medications, x-rays, HIV testing in cases involving the exchange of bodily fluids, and medical supplies.
- Expenses for inpatient and outpatient care provided by physicians, as well as medication and medical supplies.
- Fees for physical or occupational therapy.
- Replacement of eyeglasses, hearing aids, or other sensory-aid items damaged, destroyed, or stolen from the victim.
- Rental and related costs for equipment used for the victim's physical restoration, such as wheelchairs, wheelchair ramps, special beds, or crutches.

Mental Health Services

- Fees for counseling or therapy for the victim and family members.
- Costs related to the victim's participation in support or therapy groups.
- Expenses for medications that doctors may prescribe for victims to help ease their trauma following a crime.

Funeral Expenses

- Costs associated with burials, caskets, cemetery plots, or memorial services.
- Expenses for travel to plan or attend funerals.

Time Off from Work

- To repair damage following property crimes.
- To attend or participate in court or parole proceedings.

Worksheet 3.2, continued

- To attend doctor appointments for injuries or mental health needs directly resulting from the crime.

Other Expenses

- Crime scene cleanup.
- Costs of replacing locks or changing security devices.
- Expenses related to child or elder care when victims have to testify in court.
- Relocation expenses.
- Fees incurred in changing bank or credit card accounts.

Projected Expenses

Victimization often results in injuries or losses that are long-term in nature. While it is not possible to accurately document such projected expenses, it is possible to document expert opinions as to future financial obligations the victim might incur as a direct result of the crime.

Victims should be advised to seek documentation (a letter or affidavit) from professionals who are providing them with medical or mental health services that offers an estimate of future treatment needs, as well as related expenses. Such costs can include:

- Long-term medical treatment.
- Physical or occupational rehabilitation or therapy.
- Mental health counseling or therapy.
- Time that must be taken off from work to receive any of the above services.

The justice professional responsible for assessing victim restitution needs should provide this documentation to the court or paroling authority.

Source: Seymour, A.. 1997. *Victim Restitution: Promising Practices and Strategies for Victim Services in Corrections*. Washington, DC: National Center for Victims of Crime.

Worksheet 4.1

Case Scenario—Janet

Janet, a 19-year-old African-American college student, was at an off-campus party with her roommate from the dorm. After drinking five beers and two shooters, one of her hosts, a white college basketball star, invited her upstairs to listen to a new CD. Once behind closed doors, he proceeded to sexually assault her and called her negative racial names, despite her emphatic “No’s” and muffled screams for help. Janet escaped her rapist when he passed out. She found her roommate downstairs and left the party. Her roommate asked Janet what was wrong, but Janet just said she wanted to leave right away. The next morning Janet talked with her college resident advisor and told her everything that had happened to her. The resident advisor informed college officials. The next day, news of the assault was in all of the papers.

Worksheet 4.2

**Possible Victim Impact—Physical, Psychological/Emotional,
 Financial, and Spiritual Impact**

Physical Impact	Psychological/Emotional Impact
<ul style="list-style-type: none"> ▪ Physiological anxiety, including rapid heart rate, hyperventilation, and stomach distress ▪ Physical injuries such as gunshot wounds, lacerations, broken bones, sprains, burns ▪ Physical injuries that lead to other health conditions, such as heart attack, stroke, fractures from falling, loss of dexterity ▪ Increased risk of cardiac distress, irritable bowel syndrome, and chronic pain ▪ Permanent disability ▪ Disfigurement ▪ Immune disorders that increase potential for infectious diseases ▪ Substantial lifestyle changes, including restriction of activities once enjoyed ▪ Lethargy and body fatigue ▪ Sleep disorders ▪ Loss of appetite, excessive appetite, or eating disorders ▪ Decreased libido and sexual dysfunction ▪ Inability to work ▪ Increased risk of future victimization ▪ For sexual assault victims, possible exposure to sexually transmitted diseases, exposure to HIV, or unwanted pregnancy ▪ Infertility/pregnancy ▪ Self-mutilation ▪ Loss of hair 	<ul style="list-style-type: none"> ▪ Shock ▪ Terror ▪ Feelings of unreality ▪ Feelings of numbness ▪ Confusion ▪ Helplessness ▪ Fear ▪ Anger or rage ▪ Grief or intense sorrow ▪ Enhancement of particular senses (hearing, smell, sight) ▪ Anxiety (terror, helplessness, or feeling out of control) ▪ Difficulty trusting self or others ▪ Depression ▪ Panic symptoms ▪ Anxiety disorders (panic disorder, agoraphobia, or obsessive-compulsive disorder) ▪ Inability to concentrate ▪ Guilt and self-blame ▪ Denial ▪ Hypersensitivity ▪ Shame ▪ Preoccupation with the crime/retaliation/revenge ▪ Concerns about personal safety ▪ Problems with important relationships ▪ Social withdrawal ▪ Concerns about being believed ▪ Concerns about being blamed ▪ Negative changes in belief system ▪ Increased feelings of vulnerability ▪ Paranoia ▪ Increased risk of alcohol or other drug abuse ▪ Isolation ▪ Persistent avoidance of things associated with the traumatic event ▪ Suicidal ideation ▪ Posttraumatic stress disorder

PARTICIPANT WORKSHEETS
National Victim Assistance Academy Track 1: Foundation-Level Training

Financial Impact	Spiritual Impact
<ul style="list-style-type: none"> ▪ Medical bills (emergency transportation, hospital stays, inpatient and outpatient physical care, medical supplies) ▪ Medication and prescription drugs ▪ Replacement of eyeglasses, hearing aids, or other sensory-aid items damaged, destroyed, or stolen ▪ Rental and related costs for physical mobility-restoration equipment (wheelchairs and ramps, crutches) ▪ Physical therapy ▪ Occupational therapy ▪ Job retraining ▪ Mental health counseling and therapy ▪ Loss of wages due to incapacitation, rehabilitation, or taking time off from work to repair damages from property crimes, participate in criminal or juvenile justice proceedings, or seek medical or mental health treatment ▪ Crime-scene cleanup ▪ Loss of or damage to personal property ▪ Costs of replacing locks and changing security devices ▪ Child and elder care ▪ Fees incurred in changing bank or credit card accounts ▪ Higher insurance premiums ▪ Relocation expenses ▪ For homicide victims, funeral and burial expenses and loss of income ▪ Bankruptcy ▪ Legal fees 	<ul style="list-style-type: none"> ▪ In an attempt to understand events that make no sense, people often turn to the spiritual beliefs with which they were raised, even if they do not normally engage in religious practice. These spiritual insights are helpful for some victims. Other victims express disappointment in their faith communities' reactions. ▪ All religions accept human suffering as a component of the human experience, but understand its role differently. Hindus and Buddhists understand the role of karma in tragic events and seek to accept what has happened rather than seek justice. Jews believe that God expects human beings to act in kindness to one another, and when they do not, justice is sought and forgiveness must be earned. The wide gamut of Christianity practiced in the United States includes all perspectives from acceptance as "God's will" and forgiveness of offenders to strong drives for justice in the secular arena. Muslims believe they have a special mission from Allah to create a just society. They condemn violence and willingly participate in the justice system. ▪ Anger at a higher power ▪ Loss of spiritual support system

Worksheet 5.2

The Role of Victim Service Providers Across the Criminal Justice System

Developed by Mario Gaboury, J.D., Ph.D., and
Anne Seymour, M.P.A.

The Role of Victim Service Providers Across the Criminal Justice System Spectrum

- Inform victims of their rights under law.
- Provide basic information about law enforcement and criminal justice processes.
- (*For violent crime victims*) Provide information about victim compensation, and assistance with applying for compensation benefits.
- Identify and attempt to address victims' most important needs:
 - ♦ Begin with their most basic needs.
 - ♦ Recognize that victims' needs assessment information should be shared with allied professionals through integrated case management.
- Provide information about and referrals to supportive services in the community, as needed.

Law Enforcement

- Provide crisis response assistance at the crime scene.
- Offer assistance in contacting immediate family members, friends, etc.
- Accompany victims to the hospital or medical care services.
- (In homicide cases) Coordinate death notification services with the responding law enforcement agency.
- Obtain and provide to the victim:
 - ♦ Copy of the police report.
 - ♦ Name and contact information for the responding officer and any investigators or detectives involved in the case.
 - ♦ Any answers to immediate questions he/she may have.
- Provide information about victim protection (as needed):
 - ♦ Assistance in seeking a protective order.
 - ♦ Assistance in developing a safety plan.

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National Victim Assistance Academy Track 1: Foundation-Level Training

- ♦ Identifying a safe place for the victim to go in the immediate-, short- or long-term.
- Provide information about victim notification about:
 - ♦ Status of the case (any hearings, such as bail or bond, etc.).
 - ♦ Status and/or location of the alleged offender (including any arrest, release, custody status, etc.).
 - ♦ How to register for victim notification.
- Provide resources for (or actual) crime scene cleanup.
- Provide information and resources to repair broken doors, windows, locks, etc.

Prosecution

- Provide information about the status of the case and alleged/convicted defendant.
- Provide information to facilitate the victim's attendance at or participation in court proceedings:
 - ♦ Transportation.
 - ♦ Parking.
 - ♦ Child care.
- Facilitate communications between the victim and the prosecutor:
 - ♦ Identify the victim's wishes.
 - ♦ Share victim input with the prosecutor.
- When the victim is a witness, assist the prosecutor in witness preparation:
 - ♦ Explain the court process, key players, and the victim's role (if any) in court proceedings.
 - ♦ Provide a tour of the courtroom.
 - ♦ Answer any questions about the victim's role or involvement in the prosecution of the case.
- Identify and address victim safety or protection issues:
 - ♦ Help the victim obtain a protective order.
 - ♦ Help with personal safety planning.
- Victim restitution:
 - ♦ Help the victim document financial losses for the purpose of restitution.
 - ♦ Provide documentation to the prosecutor, and ask him/her to request restitution in all cases that result in pecuniary losses to the victim (so the request becomes part of the official court proceedings).
- Victim impact statements:

Worksheet 5.2, continued

- ♦ Help the victim consider information that can be included in a VIS (please visit www.justicesolutions.org for a “model victim impact statement” form).
- ♦ Upon request, assist the victim in completing a VIS.
- Provide information about pre-sentence investigation reports (PSIs) and the victim’s role in providing information to the court or probation authority.
- Provide information about evidence in the case.
- Facilitate property return.
- Provide employer intercession services (as needed).
- (In cases involving multiple victims) Coordinate victims and witnesses for the case.

Courts

- Provide an overview of key court proceedings:
 - ♦ Voir dire (jury selection).
 - ♦ Preliminary hearings.
 - ♦ Court proceedings.
 - ♦ Pre-sentencing hearings.
 - ♦ Sentencing hearing.
- Provide an explanation of the role of key court players:
 - ♦ Judge.
 - ♦ Court manager/administrator.
 - ♦ Prosecutor.
 - ♦ Defense counsel.
 - ♦ Bailiff.
 - ♦ Court reporter.
 - ♦ Jury.
 - ♦ Any others.
- In advance, offer the victim a tour of the courtroom to familiarize him/her with the layout:
 - ♦ Let the victim know if there is a victim/witness waiting area or room that is separate by sight and sound from the alleged/convicted offender and his/her colleagues and family.
 - If not, provide guidance to the victim about security in and around the courtroom.

PARTICIPANT WORKSHEETS
National Victim Assistance Academy Track 1: Foundation-Level Training

- (Upon request) Accompany the victim to court proceedings.
- Explain any court decisions related to the speed of proceedings:
 - ♦ Delays.
 - ♦ Continuances.
- Upon the court's decision:
 - ♦ Help the victim to obtain a copy of court proceedings (there is usually a cost associated with obtaining court transcripts).
- In cases that result in a "guilty" verdict:
 - ♦ Help the victim to obtain a copy of the sentencing order.
 - ♦ Explain any conditions of sentencing (particularly those that pertain to the victim).
 - ♦ Provide information about what will happen to the convicted offender:
 - Status and location.
 - Any pre- or post-sentencing investigation reports.
 - Contact information for the custody facility or probation agency/officer.
- In cases that result in a "not guilty" verdict:
 - ♦ Be prepared to provide victims with an explanation about how the decision was reached.
 - ♦ Provide information about and referrals to supportive services.

Probation

- Provide victims with an overview of probation supervision:
 - ♦ Information about the probation agency.
 - ♦ Name and contact information of supervising probation officer.
 - ♦ Court-ordered conditions of supervision.
 - ♦ What to do in cases where the offender is in violation of conditions of supervision.
 - Any victims' rights relevant to probation violations.
- Provide victims with information about and assistance in completing pre-sentence investigation reports (PSIs).
- Provide assistance with any measures that enhance victim safety:
 - ♦ Obtaining protective orders.
 - ♦ Personal safety planning.
- Provide information about victim restitution:

Worksheet 5.2, continued

- ♦ How to document financial losses for restitution.
- ♦ Information included in the court order.
- ♦ Information about how to seek civil remedies to complement court-ordered restitution (this may be automatic in some states and, in others, may require specific action by the victim).
- Provide information about how offenders are assessed for risk, including any information that is specific to the victim.
- Provide information about any victim/offender programming (where relevant):
 - ♦ Victim awareness programming or victim impact classes.
 - ♦ Victim/offender dialogue or mediation.
 - ♦ Victims' input into offenders' community service assignments.

Institutional Corrections

- Provide information about how the victim can be notified about the status and location of the offender.
- Provide information about designated staff that can provide victims with information and assistance:
 - ♦ Centralized Departments of Corrections units.
 - ♦ Work site staff (at prison institutions).
- Provide information about how offenders are classified for placement within a DOC.
- (When relevant) Provide information about victim restitution, and how to seek it from incarcerated offenders.
- Provide information about any victim/offender programming (where relevant):
 - ♦ Victim awareness programming or victim impact classes.
 - ♦ Victim/offender dialogue or mediation.
 - ♦ Victims' input into offenders' community service assignments.
- Provide information about offender programming:
 - ♦ Education.
 - ♦ Sex offender treatment.
 - ♦ Batterers intervention.
 - ♦ Victim awareness programming.
 - ♦ Any other programs.
- Provide information about the estimated length of sentence:

PARTICIPANT WORKSHEETS
National Victim Assistance Academy Track 1: Foundation-Level Training

- ♦ Prepare the victim for potential release date/hearing.
- ♦ Provide any known information about the offender's transition to parole release.
- In death penalty cases:
 - ♦ Information about potential appellate proceedings and any relevant victims' rights.
 - ♦ Information about victims' rights to participate in/attend executions.

Parole

- Provide information about the state's paroling authority (including any designated victim assistance programs/divisions), and its decision-making process.
- Provide information to victims about any rights they have relevant to an offender's release on parole and/or parole hearing:
 - ♦ Participation.
 - ♦ The pre-parole investigation (PPI) process, and any victim's right to input.
 - ♦ Victim impact statements at parole hearings (in person, in writing, or through any other venue available under law) and victim input relevant to:
 - Safety/protection.
 - Restitution or other legal/financial obligations (such as child support).
 - Other conditions of supervision (i.e., requesting offender programming, such as batterers intervention classes or sex offender counseling, etc.).
- Provide information about victim's attendance at parole hearings:
 - ♦ Facility (location and security issues).
 - ♦ How to dress, and restrictions on what to bring.
 - ♦ Security and accompaniment.
 - ♦ (Where relevant) Long-distance closed-circuit proceedings.
- Following parole hearings, debriefing with the victim:
 - ♦ Paroling authority decision.
 - ♦ Any victim concerns, and developing a plan to address them.
- (In cases involving parole release) Provide information about:
 - ♦ The parole release decision, and conditions of supervision (particularly those specific to the victim, i.e., safety and protection).
 - ♦ Name and contact information for the supervising parole agent/officer.
 - ♦ What the victim can do in cases of parole violation:
 - How to notify authorities if a violation occurs.
 - Victims' rights relevant to parole violation hearings.

Case Scenario 3

An African-American family consisting of a mother, two teenage boys, and two small children come in to ask for help filing a protective order against a neighbor who is harassing them. The harassment has gotten worse – the latest incident involved a brick being thrown through the front room window. The mother says she is scared that something will happen to her children next. Your task is to help the family figure out a safety plan.

1. What do you need to know?
2. What questions do you need to ask?
3. Which of the questions are open-ended? Which are closed-ended questions?

Case Scenario 4

Melinda, a victim advocate, responds to a crime scene where a murder has been committed. The victim is a 22-year-old Jewish man. His mother, Mrs. Cohen, is in a panic because her son's body is being removed to the coroner's office for an autopsy. She mentions something about protecting her son's body from desecration until burial, which she says has to take place as soon as possible, that same day or, if not possible, the next day. Only then, she says, can Shiva begin. Your task is to find out what the mother needs.

1. What do you need to know?
2. What questions do you need to ask?
3. Which of the questions are open-ended? Which are closed-ended questions?

Worksheet 6.2

Turn in this worksheet at the end of the activity.

Unique ID Number ____ ____ ____ ____ ____

Communication Self-Assessment

Evaluate your communication skills by placing a number from 1 to 5 (1 is strongly disagree; 2 is disagree; 3 is neither agree nor disagree; 4 is agree; and 5 is strongly agree) on the line before the statement.

1. ____ I encouraged my partner to talk by showing interest.
2. ____ I paid close attention to my partner. I put everything else out of sight and mind.
3. ____ I did not evaluate my partner's words as he or she talked.
4. ____ I avoided distractions as my partner was talking.
5. ____ I allowed my partner time to finish talking. I did not interrupt, anticipate what he or she was going to say, or jump to conclusions.
6. ____ While my partner talked, my mind did not wander to personal topics.
7. ____ While my partner talked, I paid close attention to the nonverbal communications to help me fully understand what he or she was trying to get across.
8. ____ I did not pretend to understand when I really did not understand.
9. ____ When my partner was talking, I did not think about what I was going to say in reply.
10. ____ When I didn't understand something, I let my partner know it in an effective way.
11. ____ When listening to my partner, I tried to put myself in his or her position and see things from his or her perspective.
12. ____ During the conversation, I repeated to my partner, in my own words, what had been said to be sure I understood correctly.

PARTICIPANT WORKSHEETS
National Victim Assistance Academy Track 1: Foundation-Level Training

Identify areas you would like to improve:

Identify steps you will take to improve those areas:

Worksheet 7.1

Crisis Role Plays

Role Play #1: The advocate works for a community rape crisis center and has just received a call from a sexual assault victim. You are to establish rapport and assess safety.

Role Play #2: The law enforcement advocate has to tell the victim of domestic violence that the district attorney is **not** going to file the victim's case. You are to focus on ventilation and validation.

Role Play #3: You are an advocate in the district attorney's office and have to notify the victim that the armed robbery case is going to trial. You are to focus on predicting for and preparing the victim.

Worksheet 7.2

Advocacy Tasks and the Justice System

After a Crime is Reported	After Arrest	Pre-Court	Court	Post-Conviction
<ul style="list-style-type: none"> ▪ Provide crisis intervention services, and/or an immediate referral. ▪ Assess and address any immediate safety needs. ▪ Provide information about victims' rights, both verbally and in writing. ▪ Identify any immediate needs for emergency services (such as medical or mental health, shelter, transportation). ▪ (In relevant cases) Explain orders of protection and how to get help obtaining one. ▪ If the alleged assailant has been apprehended, inform the victim and provide information about jail-based victim notification; information about what may happen next and their relevant rights (such as bond hearings, lineups, etc.). ▪ Ensure that the victim has a copy of the police report and the name/contact information of any officers involved. 	<ul style="list-style-type: none"> ▪ Notify victim of arrest and any relevant information pertaining to victim safety and security. ▪ Advocate for victims with law enforcement agencies to obtain report information for the victim and encourage the law enforcement agency to refer the case to the court. ▪ Accompany victims to lineups as necessary. ▪ Provide general criminal justice orientation, including an explanation of the justice process, particularly what might occur at the next hearing and any victims' rights associated with that hearing (right to be informed, present, notification in writing). ▪ Explain confidentiality restrictions as applicable. ▪ Refer victims to appropriate collaborative resources as necessary (protection orders, shelter, counseling). 	<ul style="list-style-type: none"> ▪ Assess measures of victim protection and steps necessary to ensure safety of victim/witness. ▪ Provide review of the criminal justice system (verbally and/or in writing). ▪ Provide notification of hearings/proceedings (verbally and in writing). ▪ Explain the mandates of any applicable statutes such as statute of limitations, rape shield statute, victim rights' statutes. ▪ Explain the court process, terminology and procedures, and roles of various court staff. ▪ Assist with preparation and submission of a written or oral victim impact statement. ▪ Explain and ascertain the need for possible restitution orders. 	<ul style="list-style-type: none"> ▪ Prepare victims for and accompany them to hearings. ▪ Assist with transportation, child care, employer notification needs. ▪ Assist with the completion and submission/presentation of written or oral victim impact statements. ▪ Provide assistance with restitution information. ▪ Notify victim of final disposition of case. ▪ Advocate for enforcement of victims' rights, applicable by state statute. ▪ Provide information on post-conviction process and referrals for ongoing victim support provided by corrections-based victim service providers. 	<ul style="list-style-type: none"> ▪ Provide crisis intervention and advocacy throughout the corrections process, including assisting victims with concerns related to inmates and parolees. ▪ Provide information regarding status of inmates in prison or under supervision of the corrections system. ▪ Provide victim notification, often through VINE (Victim Information and Notification Everyday) system. ▪ Accompany victims to meetings with hearing officers, full board hearings. ▪ Prepare victims for and accompany them to executions, as necessary. ▪ Educate victims about policies and procedures of corrections system. ▪ Make referrals to other state and community services, as necessary.

PARTICIPANT WORKSHEETS
National Victim Assistance Academy Track 1: Foundation-Level Training

<ul style="list-style-type: none"> ▪ Explain applicable victim services (such as police-based, jail-based, or community-based) that can help victims understand and navigate the system prior to and upon arrest of an alleged assailant. ▪ For victims of violent crime, provide information about their right to apply for victim compensation, including application forms and a referral for assistance in completing them. 	<ul style="list-style-type: none"> ▪ Provide written material with relevant information (services, referral information, criminal justice information). ▪ Provide information on victims' rights statutes (verbally and in writing). ▪ Explain and provide application for crime victim compensation. ▪ Provide information on possible civil remedies. 	<ul style="list-style-type: none"> ▪ Make arrangements for the review of police reports, medical records, autopsy reports, or potential evidence at victim's request. ▪ Assist with notification of and consultation with victims on potential plea agreements, unexpected events, or continuances. ▪ Make arrangements to ensure a safe waiting room for victims. ▪ Assess the need for community resources (counseling, support groups, shelter) and make referrals, as appropriate. 		<ul style="list-style-type: none"> ▪ Serve as a liaison between the victim, the local victim service provider, and the corrections system. ▪ Petition the parole board for full board hearings as appropriate. ▪ Educate corrections staff to increase awareness of victims' issues. ▪ Assist parole board and parole and probation staff in identifying victims' issues and provide input into decisionmaking processes as appropriate.
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PARTICIPANT WORKSHEETS
National Victim Assistance Academy Track 1: Foundation-Level Training

Worksheet 8.1

Case Studies

#	Title	Provider Type	Victim Type	Case
1	Charges of Assault	Law Enforcement	Domestic Violence	Sexual Orientation
2	Stifled Screams	Arab Women's Domestic Violence Group	Domestic Violence	Immigrant Status, Cultural Values
3	A Woman's Duty	Law Enforcement, Court	Domestic Violence	Immigrant Status, Cultural Values, Religion
4	There's Been a Mistake	Law Enforcement	Domestic Violence	Immigrant Status, Cultural Values
5	He'll Find Me Soon	Law Enforcement	Domestic Violence	Race
6	The Banker	Law Enforcement	Domestic Violence	Race, Socioeconomics, Gender, Age
7	He Made Me Feel Like a Woman	Victim Assistance	Sexual Assault, Domestic Violence	Disability
8	In Front of the Court	Law Enforcement, Court	Sexual Assault	Age, Cultural Values
9	Teasing	Interagency Council	Sexual Assault	Immigrant Issues
10	To Walk in Another's Shoes	Law Enforcement	Robbery	Religion
11	The Missing Spoons	Assistance for Victims With Disabilities	Robbery	Disability
12	Turf Battles	Victim Assistance	Vandalism	Race
13	Premises Vacated	Victim Assistance in Prosecutor's Office	Hate Crime	Ethnicity Identity
14	Shattered Glass	Law Enforcement and Emergency Medical Personnel	Hate Crime	Sexual Orientation

PARTICIPANT WORKSHEETS
National Victim Assistance Academy Track 1: Foundation-Level Training

#	Title	Provider Type	Victim Type	Case
15	Cruel Capabilities	Elderly Victim Assistance	Elder Neglect/Abuse	Age
16	A Large Lake	Victim Assistance	Auto Accident	Cultural Values
17	On the School Bus	Law Enforcement, Court	Cultural Differences	Immigrant Status, Cultural Values
18	The Intervening Interpreter	Victim Assistance	Child Abuse	Immigrant Issues, Age, Interpreter Bias

Worksheet 8.1, continued

Case Study #3: A Woman's Duty

Jenny, a Panamanian woman with two children, is regularly beaten by her husband, Juan. He suspects her of having affairs with her co-workers. She has talked to her priest at church and denied any adulterous relationships. Father Rodriguez has responded by reminding her of her responsibility and duty as a woman and wife. The other Panamanian women won't talk to her. They tell her that she will not be a true Christian wife if she reports Juan.

Although she fears being ostracized by the Panamanian community, Jenny says she has tried for many years to get an order of protection against Juan. But it is so difficult. No one speaks Spanish. She is confused by the paperwork and the process. The last time she was in the office, a court clerk told her, "Isn't it a cultural thing for Latino men to beat their women?"

The court finally gives Jenny an interpreter. The interpreter tries to tell Jenny that she should be ashamed to bring this private family matter into the public arena. "You know in Panama your husband would have killed you to save his reputation. You are lucky you're alive."

Jenny is uncomfortable with her interpreter, but doesn't know who to approach. She is afraid that she may be deported or that Juan will find her and kill her. She knows she can't expect any help from any of the other women in her community. She is confused. Should she go back and apologize to Juan? Maybe he will change.

1. Discuss the differences between cultural consideration and cultural defense.

2. What are the issues related to the use of interpreters?

3. What are some of the barriers that prevent women like Jenny from coming forward and reporting domestic violence?

Case Study #4: There's Been a Mistake

Mamta immigrated to the United States with her parents when she was 3 years old. Soon after she received her B.A. degree, her parents sent her to India to choose a husband. Mamta had several marriage offers and was much sought after; as she was a U.S. citizen, an Indian man marrying her could emigrate to the United States. She picked Kishan, an Indian pediatrician she found to be soft-spoken and well-educated, and they flew back to New York the day after the wedding.

And then the nightmare began: the hitting, the choking, the abuses, the storming out, the insults of “You are ugly” and “You are fat,” the sexual abuse. Mamta was too ashamed to tell her family for the first 2 years. One day, after she had been locked in the apartment for 4 days without any food, she broke down and told her sister who lived in Atlanta. When Kishan found out, he abused her even more. When Kishan tried to choke her, she called 911 in desperation.

The police arrived and Mamta was panic-stricken. What would the community say? Her parents would be so ashamed. Her parents' friends would say, “After all, he's a man. He is allowed to lose control occasionally,” or “He seems like a perfectly nice man,” or “I can't imagine a doctor behaving like that.”

Kishan was as refined and polished with the police as she had seen him be with his patients. She was quiet. “They will never believe me,” she thought. “I don't even have any bruises that are visible ... except for the ones on my thighs, and I can't tell them about that.” Panicking at the barrage of questions, and confused and intimidated by the pressure, she said, “There's been a mistake.” The police left.

1. What are the barriers preventing Mamta from reporting her husband to the police?

2. What should the police be looking for?

3. How can they help Mamta?

Worksheet 8.1, continued

Case Study #7: He Made Me Feel Like a Woman

Anna is a 45-year-old woman with cerebral palsy. She uses a power wheelchair to get around. Anna lives in a house that she shares with her husband Larry who attends to her health care needs.

After seeing your agency's ad on television, Anna calls your crisis line to see if you can help her. She reports that Larry has called her stupid, ugly, and worthless, saying she can't even "make him feel like a man." Anna says that when she and Larry first started dating, he "made me feel like a woman" for the first time in her life. In the 2 years they have been married, Larry has forced her to cut off all ties with her friends and family, insisting that he is the only one she needs. He has frequently raped her, saying he could have sex with her any time he wanted, as long as she is his wife.

Anna and Larry drank socially together when they were dating. Shortly after their marriage, Anna discovered him using cocaine, and reports that he now also drinks to excess. When he comes home intoxicated from a night at the bar with his buddies, he picks fights with Anna that usually end with him throwing things at her. Sometimes he does not come home at all.

Anna, who is completely dependent on Larry for her health care needs, reports that she has spent many nights having to sleep in her wheelchair sitting in her own excrement. Larry also often neglects to feed her. Anna received a call from her doctor's office yesterday and discovered that Larry has been regularly canceling her appointments. She did not tell the nurse about her situation out of fear of Larry's anger and the prospect of being sent back to the nursing home.

For 22 years, Anna lived in a nursing home, where she was mistreated and abused. She is beginning to wonder if Larry has been writing to her family in Indiana saying that Anna is fine and the marriage is going well. Anna's family was very upset with her when she married Larry so soon (6 months) after leaving the nursing home.

1. What are the barriers that have prevented Anna from reporting the sexual assault and domestic violence?

2. How can your agency help Anna?

Case Study #8: In Front of the Court

Kim, a 14-year-old Korean student, is a victim of sexual assault. Kim does not talk about the incident to her parents, but confides instead in a cousin who is a schoolteacher. She pleads with the cousin not to tell her parents as she is afraid that they will be angry with her and disown her. The cousin convinces Kim that she needs to press charges against the perpetrator. Kim is afraid of her parents and of what the rest of the community will say. She is intimidated about appearing in court and nervous about the entire process. Kim's cousin promises to be with her and help her.

Kim's parents hear about the incident only after she presses charges. The cousin reports that the parents are furious and accuse Kim of being loose and of being "too American." "What can you expect when you wear tight, revealing clothes and go to parties late into the night. You have brought shame on the family. How will your sister ever get married now?" they shout at her.

The case finally goes to court and Kim is assigned a court interpreter. She watches as the interpreter and the perpetrator laugh and smoke together as they wait for the case to be tried. The prosecutor's office seats Kim's family in the front of the courtroom, thinking that this will make her feel comfortable and that her family will be supportive of her. Instead, Kim never looks at her family. She is evasive and shaky about the details of the incident and flinches each time the words "rape" or "sex" are used.

1. What are the barriers preventing Kim from reporting the rape?

2. What could the prosecutor's office have done differently?

3. What are the interpreter issues? Brainstorm some of the guidelines for the selection and use of an interpreter.

Worksheet 8.1, continued

Case Study #9: Teasing

You are a member of the Interagency Sexual Assault Council and are asked to review a case involving a 14-year-old Latina, Rachel, who is reported to have been sexually assaulted by more than one offender. The offenders are reported to have a history of assault, and the name and address of one of the other victims has been provided by Rachel's mother, Mrs. Peralta.

You understand that Mrs. Peralta and her daughter waited 2 weeks before filing the report. Initially, Mrs. Peralta told the officer that her daughter was being teased by these boys in the neighborhood. "It is so bad," she said, "that my daughter has not slept for 2 weeks. I have asked her to try to forget about it, but she can't. She cries and can't do her schoolwork."

A week later, Mrs. Peralta and Rachel came back and said that the boys had "tried to force themselves on Rachel," and had done the same thing to a 13-year-old girl in the neighborhood. Upon further questioning, it is reported that Rachel and her mother filed a complaint of sexual assault.

The DA's office has dismissed the case on the grounds that the original complaint was filed 2 weeks after the event, was later changed to sexual assault, and the other "victim" did not file a complaint and, when approached, denied any such incident involving her.

The DA believes this is a case of "teasing" and "barrio rivalry."

1. What factors may be preventing Mrs. Peralta and Rachel from reporting the case?

2. Do you think race or gender may play a role in the DA's decision? Why?

3. What strategies could be used to help Mrs. Peralta articulate her story?

4. How might the DA's decision have an impact on future reporting? What long-term strategies can be used to encourage reporting in communities?

Case Study #12: Turf Battles

A representative of the victim outreach program in a local police department contacted the owner of a vehicle whose tires had been slashed 3 days earlier. The purpose of the call was to inform the victim of his legal rights and update him on developments in the investigation.

When a man answered the phone with a strong Latino accent, the outreach officer identified himself and asked for the owner of the vehicle. The man hesitated, then identified himself as the owner. He asked suspiciously what he could do for the officer.

The outreach officer said, “Yes. I understand your tires were slashed the other day.”

“That’s right,” answered the vehicle owner. “I already gave my report at the station. You haven’t found the criminal yet have you? I didn’t expect you guys to get to the investigation for a couple of weeks at least.”

“No, but we’re working on it. Where was your car parked? I can’t tell you how many times this has happened in the gang-infested sections of the city.”

“It was parked right outside my house. There weren’t any other tires slashed on the street. It was a personal attack, I’m sure.”

“Well, you have the right to press charges if we find the guys. But I’m telling you from experience, you get involved with these turf battles, this is the kind of thing that happens. How old are you?”

“I am 23 years old,” answered the vehicle owner. “Why?”

“It’s always the young ones that get mixed up in this stuff. I wouldn’t press charges if I were you. I’d just get out now, when it’s still only tires they’re slashing.”

1. What stereotypes are operating in this interaction?

2. How do the stereotypes prevent the victim from receiving the help and support that he might need?

3. How could the outreach officer work to overcome the victim’s stereotypes as well as his own?

Worksheet 8.1, continued

Case Study #15: Cruel Capabilities

You are an elderly white man, living with your son and daughter-in-law. Two years ago, you suffered a major stroke, and since then several smaller strokes have diminished your ability to speak or move around independently.

After the stroke, your son couldn't look at you. He seemed ashamed to talk to you. His wife took over all the care except that which required moving you from your bed to the wheelchair, helping dress you, or bathing you. Your son became rougher and more careless with you as months went by. Once, while moving you into the bathtub, he let your head bang hard against the tub. Another time, he left you for 20 minutes straddled between the bed and your chair as he talked on the phone. Recently, he has refused to help dress you, so you have been left in bed for days at a time.

He complains often about the cost of medicine and doctor bills. You even overheard him saying to his wife, "It's time the old man kicks off."

You are deeply ashamed by your son's disrespect. You wonder if you raised this man who is capable of being so cruel. You think that you must have hurt him terribly in the past for him to act like this.

Yesterday, you received a prescription from the pharmacy. Inside the bag was a leaflet that asked, "Are you the victim of elder abuse?" You look away in disgust without reading the rest of the message.

1. What are some of the factors that obstruct the man's likelihood of finding help?

2. What can victim advocates do to reach people in this situation?

3. What on the leaflet caused the man to stop reading? What are other ways that the leaflet might have been worded?

Case Study #16: A Large Lake

A man comes to your victim services clinic for guidance. His mother recently was killed by a reckless driver, and he hopes to receive advice from you about legal steps he might take.

You begin the intake interview by asking him to talk a little about himself. He tells you that he is middle aged, spent most of his childhood on a Cherokee reservation, is a high school physics teacher, and has lived in the city for 18 years. His mother was visiting him here for a few weeks.

Then you ask him to tell you what happened. He tells you that last night he imagined walking by a large lake, and in the distance he saw a white bear. Walking faster and faster, he tried to reach the bear, but the faster he walked, the more distant the bear became.

You smile and nod, waiting for him to go on. After a period of silence, you ask, “Was your mother hit by the car here in the city?”

“Yes,” is the reply. And another period of silence.

“How can we help you? What is it that you need?” you ask.

The man looks at you for a moment, says, “Thank you for your time,” and leaves.

1. What were some of the communication issues that made this interaction difficult?

2. What did the victim service provider do that was effective?

3. What might he or she do to be more effective?

Worksheet 8.1, continued

Case Study #17: On the School Bus

A 5-year-old second generation Chinese-American child, David, comes home and says that he doesn't want to go to school any more because he has been teased and beaten up on the school bus. His grandfather, a 68-year-old Chinese immigrant, goes to the bus stop with his grandson the next day to identify the children who had teased and hit his grandchild. The grandfather approaches one 8-year-old boy, Tom, pats his head, and tries to ask the boy questions in his halting English. Tom is scared by this old Chinese man and does not quite understand him, so he turns his back and tries to run. The grandfather grabs the boy's arm in an effort to restrain him so he can talk to Tom.

Tom's father reports this incident to the sheriff's office. Sheriff Anderson investigates, but he can't communicate with the grandfather because the grandfather speaks little English. An interpreter is called to help. After the interview, Sheriff Anderson moves the case to court and a date is set for a hearing. The interpreter goes to the court with the grandfather. A public attorney, Mr. Swedlund, is assigned to the case. The interpreter explains the situation to Mr. Swedlund. The interpreter also tries to explain the cultural issues in the case. But Mr. Swedlund says, "Even though an adult may be permitted to grab a child in China, he is in the U.S. This is still an assault." Mr. Swedlund suggests that the grandfather plead guilty so the case will not go to trial. The interpreter explains the suggestions to the grandfather, but the grandfather is totally confused. He believes that he didn't do anything wrong. All he did was grab a boy's arm and try to ask him questions. He is bewildered that he is in the court. "Is this justice?" he asks. "My grandson was beaten and teased to the point that he did not want to go to school. Should not that be the punishable crime?"

When the judge calls the grandfather's name, the interpreter goes with him. The judge asks him questions and the interpreter translates them to the grandfather. However, the grandfather is nervous and confused. The judge asks him the same questions again and the interpreter translates again. The grandfather just stands there and is too nervous to answer the questions. The interpreter says to the judge, "Your honor, he is very nervous, and this is all too new to him. He needs time to think about your questions." The judge says, "Well, you better tell him to answer my questions soon. I am losing my patience." The interpreter translates the judge's words to the grandfather who becomes even more nervous.

1. What are the cultural issues?
2. What are the issues from the grandfather's perspective?
3. What are the issues from the public attorney's perspective?
4. What are the issues from the judge's point of view?

Brainstorm some realistic strategies for the interpreter.

Case Study #18: The Intervening Interpreter

You are a child advocate in the victim assistance division of a large child abuse prevention agency. You have been assigned the case of two Bosnian children who recently arrived in the United States and have been living with a foster family for the past 4 months. The children are sisters; one is 15 years old, the other is 10.

The case was referred to your agency by a social worker in a nearby hospital. The younger of the two sisters arrived at the emergency room with a large cut on her hand that was bleeding profusely. As the nurse was preparing the girl for stitches, he noticed many scars on her arms and legs. The scars appeared to be the result of deliberate cuts. When he asked the girl about the scars, she simply shook her head in confusion.

As the hospital reported that the girl did not seem to speak much English, you bring a Bosnian interpreter with you on your first home visit. The foster parents welcome you warmly, invite you in, and listen attentively as you express your concerns. They say that they had noticed similar scars on both the girls when they came to live with them. They had asked the girls about them, but both had seemed uncomfortable and embarrassed with the subject. They worried that the girls had been victims of abuse within their families or of violence due to the war in the former Yugoslavia.

After your conversation with the parents you ask to meet with the girls. The parents hesitate and suggest that you come back later. You insist firmly, and finally they agree. After the foster parents have left the room, the older girl begins crying and talking quickly to the interpreter. She gestures toward her foster parents' room, and looks over her shoulder nervously. You cannot understand what she is saying, but she seems to be pleading with the interpreter.

The interpreter tells you that the girl is very grateful to her foster parents, that she does not want to be sent back to Bosnia, and that her younger sister simply cut herself accidentally. The interpreter says that the girl insists they are happy.

You feel uncomfortable with the interpreter's translation, as both girls' body language is telling you more. However, this is the only Bosnian interpreter your agency has been able to find.

1. What are some of the issues that may obstruct the child advocate from making an accurate assessment of the situation?

2. How can the advocate learn more?

How can the advocate identify and compensate for any bias on the part of the interpreter?

Worksheet 8.2

Case Study: Vickie and Bill

Vickie was a devout Catholic when she married her husband Bill. Vickie was better educated, had a better job and made much more money than Bill. Vickie went to church everyday and spent some week-end nights at the church participating in various activities. Her husband was not happy with her for this. He stayed home most of the time and watched sports on TV when she was gone. To make matters worse, Vickie constantly donated a lot of her money to the church. They quarreled and fought a lot about money. At one time, Vickie gave twenty-five thousand dollars to the church to help the parish. Her husband beat her and broke her nose. She stayed home and nursed her wounds until they healed.

Whenever they had any problems, Bill never hesitated to tell Vickie that it was because of the money she gave away to the church. The children adored their mother and spent most of their free time at the church or the parish house. Vickie wanted to be the perfect wife and consistently tried to have her husband come to church with her and the children but Bill was not interested. On many occasions, Bill would drive them to church, go back home to watch his games and then pick them up after church was over. On one such occasion, after he had dropped them at church, Bill's car broke down and he did not tell Vickie. They waited for him after church and when he did not show up, one of Vickie's church friends brought her home. When they got to Vickie's home, they rang the door bell for Bill to open it. As Vickie pushed open the door, he grabbed her around the neck and pushed her to the ground.

Vickie's friend saw what happened and called the police on her way home. When the police officer arrived, he heard Bill screaming at Vickie and the children. Vickie told the police officer that she needed help but did not want to divorce her husband. She said she and her husband were married in the Catholic Church and the church did not support divorce.

1. Suggest what the police officer could do to diffuse the present situation.
2. If Vickie was your client, what options or resources would you suggest for her?
3. Based on this scenario, spirituality seems to be in the way of justice. Based on your experience, is this assertion true? How did you deal with situations?

Worksheet 9.1

Self-Awareness Inventory

Using the scale below each statement, evaluate your own values, attitudes, and beliefs. Circle a 1 if you strongly disagree with the statement; a 5 indicates strong agreement; and 2, 3, and 4 are points along the continuum.

Members of a helping profession such as victim assistance should refrain from getting personally involved with victims they serve.

Strongly Disagree *Strongly Agree*

1 2 3 4 5

Women are rarely violent.

Strongly Disagree *Strongly Agree*

1 2 3 4 5

Violence is more prevalent among persons of low income.

Strongly Disagree *Strongly Agree*

1 2 3 4 5

A higher spiritual power should guide our behavior and thinking.

Strongly Disagree *Strongly Agree*

1 2 3 4 5

People usually become crime victims as a result of their poor choices.

Strongly Disagree *Strongly Agree*

1 2 3 4 5

Domestic violence laws should apply to homosexual as well as heterosexual couples.

Strongly Disagree *Strongly Agree*

1 2 3 4 5

People with developmental disabilities are more traumatized by victimization than are individuals without disabilities.

Strongly Disagree *Strongly Agree*

1 2 3 4 5

PARTICIPANT WORKSHEETS
National Victim Assistance Academy Track 1: Foundation-Level Training

Culture and race are not factors in a professional helping relationship; as human beings, we are more similar than different.

Strongly Disagree

Strongly Agree

1

2

3

4

5

The needs of victims must sometimes override a supervisor's directive.

Strongly Disagree

Strongly Agree

1

2

3

4

5

Undocumented residents should be entitled to the same protections of the law as citizens.

Strongly Disagree

Strongly Agree

1

2

3

4

5

Victims with substance abuse problems are likely to lie.

Strongly Disagree

Strongly Agree

1

2

3

4

5

Worksheet 10.1

Resilience Assessment

With “5” being high and “1” being low, put a circle around the number that you believe best represents you and a square around the number that you believe best represents your agency.

Self-Knowledge and Insight

Self-Esteem	5	4	3	2	1
Inner Locus of Control	5	4	3	2	1
Independence	5	4	3	2	1

Sense of Hope

Optimism	5	4	3	2	1
Sense of Humor/Ability to Have Fun	5	4	3	2	1

Healthy Coping

Utilization of Skills and Abilities	5	4	3	2	1
Creativity	5	4	3	2	1
Planning	5	4	3	2	1
Addressing Negativity Proactively	5	4	3	2	1

Strong Relationships

Attachment to Others	5	4	3	2	1
Seeking and Giving Support	5	4	3	2	1

Personal Perspective and Meaning

Morality and Integrity	5	4	3	2	1
Spirituality	5	4	3	2	1
Coherent Life Meaning	5	4	3	2	1

Worksheet 10.2

Personal Resilience Development Plan

Resilience Challenge Column: Write down those areas in which you scored yourself as a “1” or “2” on the Resilience Assessment and would like to improve your resilience.

Strategy Column: Using **Worksheet 10.3, Resilience Strategies**, identify a strategy you will use to strengthen your resilience in these areas.

Action Plan Column: Based on the strategy you have identified, write down action steps you will take to implement the strategy.

Resilience Challenge	Strategy	Action Plan

Worksheet 10.3

Resilience Strategies

1. For Self-Knowledge and Insight:

- Explore your motivations for working with victims of crime
- Identify your own strengths and challenges
- Identify themes associated with discomfort
- Clarify goals, mission, and boundaries of the organization
- Know your code of ethics

2. For Sense of Hope:

- Develop opportunities to succeed
- Practice gratitude
- Change or expand your job description
- Give praise
- Diversify client types
- Seek advanced professional development
- Decorate your office
- Find appropriate ways to have fun

3. For Healthy Coping:

- Learn to identify your physical stress reactions
- Balance your life
- Get adequate sleep
- Change the pace
- Develop calming and modulation techniques
- Assess safety in your work environment

4. For Strong Relationships:

- Enhance communication skills
- Learn boundaries of confidentiality
- Collaborate
- Discuss cases
- Seek inclusiveness and diversity
- Foster a team approach
- Address conflict-resolution proactively
- Strive to be genuine, empathetic, and warm

5. For Personal Perspective and Meaning:

- Assess your personal values
- Integrate new understanding in your work
- Assess your perspective of suffering
- Question old beliefs
- Foster altruism
- Engage in social activism
- Include meaning and values in assessment of victims' strengths
- Discard activities that are not coherent with values

PARTICIPANT WORKSHEETS
National Victim Assistance Academy Track 1: Foundation-Level Training

Worksheet 11.1

Roster of Victim- and Justice-Related URLs

Listing	Web Address
Federal Agencies/Resources	
Bureau of Justice Assistance	www.ojp.usdoj.gov/BJA
Bureau of Justice Statistics	www.ojp.usdoj.gov/bjs
Center for Substance Abuse Prevention	http://prevention.samhsa.gov
Center for Substance Abuse Treatment	http://csat.samhsa.gov
Centers for Disease Control and Prevention	www.cdc.gov
Federal Bureau of Investigation	www.fbi.gov
Uniform Crime Reports	www.fbi.gov/ucr/ucr.htm
Federal Judicial Center	www.fjc.gov
USA.Gov	www.usa.gov
National Archive of Criminal Justice Data	www.icpsr.umich.edu/NACJD
National Clearinghouse for Alcohol and Drug Information	http://ncadi.samhsa.gov/
National Criminal Justice Reference Service	www.ncjrs.org
National Highway Traffic Safety Administration	www.nhtsa.dot.gov
National Institute of Corrections	www.nicic.org
National Institute of Justice	www.ojp.usdoj.gov/nij
National Institute on Alcohol Abuse and Alcoholism	www.niaaa.nih.gov
National Institute on Drug Abuse	www.drugabuse.gov
National Sex Offender Registry	www.nsopr.gov
Office for Victims of Crime	www.ovc.gov
Office of Community Oriented Policing Services	www.cops.usdoj.gov
Office of Justice Programs	www.ojp.usdoj.gov
Office of Juvenile Justice and Delinquency Prevention	www.ojjdp.ncjrs.org
Office of National Drug Control Policy	www.whitehousedrugpolicy.gov
Office on Violence Against Women	www.usdoj.gov/ovw/
Supreme Court of the United States	www.supremecourtus.gov
THOMAS: Federal Legislation	http://thomas.loc.gov
U.S. Department of Education: Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention	www.higheredcenter.org
U.S. Department of Education Office of Safe and Drug-Free Schools	www.ed.gov/about/offices/list/osdfs
U.S. Department of Health and Human Services Grantsnet	www.hhs.gov/grantsnet
U.S. Department of Health and Human Services: Grants Information	www.hhs.gov/grants/index.shtml
U.S. Department of Health and Human Services: HRSA Funding Opportunities	www.hrsa.gov/grants/default.htm
U.S. Department of Justice	www.usdoj.gov
U.S. Department of State: Bureau of Consular Affairs, Overseas Citizens' Services Victim Assistance	http://travel.state.gov/travel/tips/emergencies/emergencies_1748.html
U.S. Department of Veterans' Affairs, National Center on PTSD	www.ncptsd.org
U.S. House of Representatives Victims' Rights Caucus	http://vrc.poe.house.gov
U.S. Parole Commission	www.usdoj.gov/uspc
National Victim-Related Organizations	
American Bar Association Center on Children and the Law	www.abanet.org/child
Commission on Domestic Violence	www.abanet.org/domviol
Commission on Law and Aging	www.abanet.org/aging
American Humane Association	www.americanhumane.org
American Professional Society on the Abuse of Children	www.apsac.org
Anti-Defamation League	www.adl.org

PARTICIPANT WORKSHEETS
National Victim Assistance Academy Track 1: Foundation-Level Training

Asian Task Force Against Domestic Violence	www.atask.org
Battered Women's Justice Project	www.bwjp.org
Child Abuse Prevention Network	http://child-abuse.com
Child Quest International	www.childquest.org
Child Welfare Information Gateway	www.childwelfare.gov
Child Welfare League of America	www.cwla.org
Childhelp USA	www.childhelpusa.org
Concerns of Police Survivors	www.nationalcops.org
Institute on Domestic Violence in the African American Community	www.dvinstitute.org
Institute on Violence, Abuse and Trauma	www.ivatcenters.org
Justice Solutions	www.justicesolutions.org
Mothers Against Drunk Driving	www.madd.org
National Alliance for Drug Endangered Children	www.nationaldec.org/
National Alliance to End Sexual Violence	www.naesv.org
National Association of Crime Victim Compensation Boards	www.nacvcb.org
National Association of Social Workers	www.socialworkers.org
National Association of VOCA Assistance Administrators	www.navaa.org
National Center for Missing and Exploited Children	www.missingkids.com
National Center for Victims of Crime	www.ncvc.org
National Center on Elder Abuse	www.ncea.aoa.gov/ncearoot/Main_Site/index.aspx
National Children's Alliance	www.nca-online.org
National Coalition against Domestic Violence	www.ncadv.org
National Court Appointed Special Advocates Association	www.nationalcasa.org
National Crime Victim Law Institute	www.lclark.edu/org/ncvli/
National Crime Victims Research and Treatment Center	www.musc.edu/cvc
National Fraud Information Center	www.fraud.org
National Insurance Crime Bureau	www.nicb.org
National Multicultural Institute	www.nmci.org
National Network to End Domestic Violence	www.nnedv.org
National Organization Against Male Sexual Victimization	www.malesurvivor.org
National Organization for Victim Assistance	www.trynova.org
National Organization of Parents Of Murdered Children	www.pomc.com
National Resource Center on Domestic Violence	www.nrcdv.org
National School Safety Center	www.schoolsafety.us
National Sexual Violence Resource Center	www.nsvrc.org
National Victim Assistance Academy (OVC)	www.ojp.usdoj.gov/ovc/assist/vaa.htm
National Victims' Rights Constitutional Amendment Network	www.nvcap.org
National Violence Against Women Prevention Research Center	www.vawprevention.org
Parents for Megan's Law	www.parentsformeganslaw.com
Prevent Child Abuse America	www.preventchildabuse.org
Rape, Abuse & Incest National Network	www.rainn.org
Safe Campuses Now	www.safecampusesnow.org
Safe NOW Project, Inc.	http://safenowproject.org
Security on Campus, Inc.	www.securityoncampus.org
Stalking Resource Center	www.ncvc.org/src/Main.aspx
Victims' Assistance Legal Organization (VALOR)	www.valor-national.org
Voices for America's Children	www.childadvocacy.org
Witness Justice	www.witnessjustice.org
National Associations: Criminal and Juvenile Justice and Public Policy-Related Associations	
American Center for Law and Justice	www.aclj.org
American Correctional Association	www.aca.org/
American Correctional Health Services Association	www.achsa.org/
American Council for Drug Education	www.acde.org
American Jail Association	www.corrections.com/aja

PARTICIPANT WORKSHEETS
National Victim Assistance Academy Track 1: Foundation-Level Training

American Judges Association	http://aja.ncsc.dni.us
American Probation and Parole Association	www.appa-net.org
American Youth Policy Forum	www.aypf.org
Association for Conflict Resolution	www.acrnet.org
Association of Paroling Authorities International	www.apaintl.org
Association of State Correctional Administrators	www.asca.net
Balanced and Restorative Justice Project	www.barjproject.org
Center for Court Innovation	www.communityjustice.org
Center for Juvenile & Criminal Justice	www.cjcj.org
Center for Restorative Justice & Peacemaking	http://rjp.umn.edu
Center for Sex Offender Management	www.csom.org
Coalition for Juvenile Justice	www.juvjustice.org
Community Anti-Drug Coalition Institute	www.coalitioninstitute.org
Community Policing Consortium	www.communitypolicing.org
Correctional Education Association	www.ceanational.org
Council of State Governments	www.csg.org
Governors Highway Safety Association	www.ghsa.org
Higher Education Center for Alcohol and Other Drug Prevention	www.edc.org/hec
Institute for Law and Justice	www.ilj.org
International Association of Campus Law Enforcement Administrators	www.iaclea.org
International Association of Chiefs of Police	www.theiacp.org
International Association of Reentry	www.iarreentry.org/
Join Together	www.jointogether.org
National Association for Community Mediation	www.nafcm.org
National Association for Court Management	www.nacmnet.org
National Association for Native American Children of Alcoholics	www.whitebison.org/nanacoa
National Association of Attorneys General	www.naag.org
National Association of Counties	www.naco.org
National Association of Drug Court Professionals	www.nadcp.org
National Association of Police Organizations	www.napo.org
National Association of State Alcohol & Drug Abuse Directors	www.nasadad.org
National Association of State Judicial Educators	http://nasje.org/
National Association of Women Judges	www.nawj.org
National Center for Neighborhood Enterprise	www.cneonline.org
National Center for State Courts	www.ncsconline.org
National Center on Addiction and Substance Abuse	www.casacolumbia.org
National Conference of State Legislatures	www.ncsl.org
National Consortium for Justice Information and Statistics	www.search.org
National Council of Juvenile and Family Court Judges	www.ncjfcj.org
National Criminal Justice Association	www.ncja.org
National District Attorneys Association	www.ndaa.org/
National Governors Association	www.nga.org
National Indian Justice Center	www.nijc.org/
National Judicial College	www.judges.org
National Juvenile Detention Association	www.npjs.org/njda.html
National Law Enforcement and Corrections Technology Center	www.justnet.org/Pages/home.aspx
National League of Cities	www.nlc.org
Mental Health America	www.nmha.org
National Organization of Black Law Enforcement Executives	www.noblenatl.org
National Sheriffs' Association	www.sheriffs.org
Partnership for a Drug-Free America	www.drugfree.org/
Police Executive Research Forum	www.policeforum.org
Police Foundation	www.policefoundation.org
Restorative Justice Online	www.restorativejustice.org
Restorative Justice Project	http://peace.fresno.edu/rjp/
Southern Poverty Law Center	www.splcenter.org

PARTICIPANT WORKSHEETS
National Victim Assistance Academy Track 1: Foundation-Level Training

State Justice Institute	www.statejustice.org
Victim Offender Mediation Association	www.voma.org
State Crime Victim Compensation Programs	
Alabama	www.acvcc.state.al.us
Alaska	www.state.ak.us/admin/vccb
Arizona	www.acjc.state.az.us/victim/victcomp.asp
Arkansas	www.acic.org/justice/
California	www.victimcompensation.ca.gov/
Colorado	http://dcj.state.co.us/ovp/comp_english.htm
Connecticut	www.jud.ct.gov/crimevictim
Delaware	http://courts.delaware.gov/vccb/
District of Columbia	www.dccourts.gov/dccourts/superior/cvcp.jsp
Florida	www.myfloridalegal.com/victims
Georgia	http://cjcc.ga.gov/victimDetails.aspx?id=62
Hawaii	www.hawaii.gov/cvcc/
Idaho	www.crimevictimcomp.idaho.gov/
Illinois	www.illinoisattorneygeneral.gov/victims/cvc.html
Indiana	www.in.gov/cji/2348.htm
Iowa	www.state.ia.us/government/ag/helping_victims/index.html
Kansas	www.ksag.org/content/page/id/117
Kentucky	www.cvcb.ky.gov/
Louisiana	www.lcle.la.gov/programs/cvr.asp
Maine	http://maine.gov/ag/crime/victims_compensation/index.shtml
Maryland	www.dpsscs.state.md.us/victimservs/vs_cicb.shtml
Massachusetts	www.ago.state.ma.us/sp.cfm?pageid=1657
Michigan	www.michigan.gov/mdch/0,1607,7-132-2940_3184---.00.html
Minnesota	www.ojp.state.mn.us/MCCVS/FinancialHelp
Mississippi	www.ago.state.ms.us/index.php/sections/victims/victim_compensation
Missouri	www.dps.mo.gov/CVC/index.htm
Montana	www.doj.state.mt.us/victims/default.asp
Nebraska	www.ncc.state.ne.us/services_programs/crime_victim_reparations.htm
Nevada	http://dadmin.state.nv.us/Victims_FAQs.htm
New Hampshire	http://doj.nh.gov/victim/compensation.html
New Jersey	www.state.nj.us/victims
New Mexico	www.state.nm.us/cvrc
New York	www.cvb.state.ny.us/
North Carolina	www.nccrimecontrol.org/vjs
North Dakota	www.usdoj.gov/usao/nd/victimwitness/vicwit_crime_vic_comp_prog.html
Ohio	www.ag.state.oh.us/victim/compensation.asp
Oklahoma	www.ok.gov/dac/Victims_Services/Victims_Compensation_Program/
Oregon	www.doj.state.or.us/crimev/comp.shtml#compensation
Pennsylvania	www.pccd.state.pa.us/portal/server.pt/community/victims_of_crime/5255
Rhode Island	www.treasury.ri.gov/crimevictim/
South Carolina	www.govoepp.state.sc.us/sova
South Dakota	http://dss.sd.gov/elderlyservices/services/cvc/index.asp
Tennessee	www.treasury.state.tn.us/injury.htm
Texas	www.oag.state.tx.us/victims/about_comp.shtml
Utah	www.crimevictim.utah.gov

PARTICIPANT WORKSHEETS
National Victim Assistance Academy Track 1: Foundation-Level Training

Vermont	www.ccvs.state.vt.us/joomla/index.php
Virginia	www.cicf.state.va.us
Washington	www.lni.wa.gov/ClaimsInsurance/CrimeVictims/default.asp
West Virginia	www.legis.state.wv.us/Joint/victims/main.cfm
Wisconsin	www.doj.state.wi.us/cvs
Wyoming	http://victimservices.wyoming.gov/vcomp.htm
State VOCA Victim Assistance Agencies	
Alabama	www.ago.state.al.us/victim.cfm
Alaska	www.dps.state.ak.us/cdvsa
Arizona	www.azvictims.com
Arkansas	www.arkansas.gov/dfa/igs/igs_voca.html
California	www.oes.ca.gov/Operational/OESHome.nsf/CJPDHome?OpenForm
Colorado	http://dcj.state.co.us/ovp/VOCA.html
Connecticut	www.jud.ct.gov/crimevictim/
Delaware	www.state.de.us/cjc/victim.shtml
District of Columbia	http://ovs.dmpsj.dc.gov/ovs/site/default.asp
Florida	http://myfloridalegal.com/victims
Georgia	http://cjcc.ga.gov/grantDetails.aspx?id=234
Hawaii	http://hawaii.gov/ag/cpja/main/gp
Idaho	www2.state.id.us/crimevictim/
Illinois	www.ag.state.il.us/victims/index.html
Indiana	www.in.gov/cji/2605.htm
Iowa	www.state.ia.us/government/ag/helping_victims/services/grant_program.html
Kansas	www.ksag.org/content/page/id/58
Kentucky	http://ag.ky.gov/victims/
Louisiana	www.lcle.state.la.us/programs/cva.asp
Maine	www.maine.gov/dhhs/index.shtml
Maryland	www.dhr.state.md.us/victim
Massachusetts	www.mass.gov/mova
Michigan	www.michigan.gov/mdch/0,1607,7-132-2940_3184---,00.html
Minnesota	www.ojp.state.mn.us/grants/crime_victim_grants/index.htm
Mississippi	www.dps.state.ms.us/dps/dps.nsf/divpages/ps2ojp?OpenDocument
Missouri	www.dps.mo.gov/MOVC/Main/main.htm
Montana	http://doj.mt.gov/victims/default.asp
Nebraska	www.ncc.state.ne.us/
Nevada Department of Human Resources	www.dhhs.nv.gov
New Hampshire	www.doj.nh.gov/victim/compensation.html
New Jersey	www.nj.gov/lps/dcj/victimwitness/index.html
New Mexico	www.state.nm.us/cvrc/voca.html
New York	www.cvb.state.ny.us/home.aspx
North Carolina	www.gcc.state.nc.us/ForPreApp/victims.htm
North Dakota	www.ndcrimevictims.org/
Ohio	www.ag.state.oh.us/victim/assistance.asp
Oklahoma	www.ok.gov/dac/Victims_Services/Victims_Assistance_Grant_(VOCA)/index.html
Oregon	www.doj.state.or.us/crimev/vava.shtml
Pennsylvania	http://new.vawnet.org/category/Documents.php?docid=1921&category_id=943
Rhode Island	www.rijustice.state.ri.us/voca
South Carolina	www.scdps.org/ojp/voca/voca_grant.html

PARTICIPANT WORKSHEETS
National Victim Assistance Academy Track 1: Foundation-Level Training

South Dakota	http://dss.sd.gov/elderlyservices/services/cvc/index.asp
Tennessee	www.ojp.usdoj.gov/ovc/fund/sbsmap/ovcpf08tn1.htm
Texas	http://governor.state.tx.us/cjd/
Utah	www.crimevictim.utah.gov/
Vermont	www.ccvs.state.vt.us/
Virginia	www.dcjs.virginia.gov/victims
Washington	www.lni.wa.gov/ClaimsIns/CrimeVictims/default.asp
West Virginia	www.wvdcs.com/justiceprograms/victimsofcrime.html
Wisconsin	www.ojp.usdoj.gov/ovc/fund/sbsmap/ovcpf08wi1.htm
Wyoming	http://vssi.state.wy.us/
State Attorneys General Victim Services Programs	
Alabama	www.ago.state.al.us/victim.cfm
Alaska	www.law.state.ak.us/department/criminal/victims_assist.html
Arizona	www.azag.gov/victims_rights/index.html
Arkansas	www.ag.state.ar.us
California	http://ag.ca.gov/victimservices/index.htm
Colorado	www.ago.state.co.us/safe_communities.cfmcpyID=105.html
Connecticut	www.ct.gov/ag/site/default.asp
Delaware	www.state.de.us/attgen/main_page/victims/victims_guide.shtml
District of Columbia	http://occ.dc.gov/occ/cwp/view,a,3,q,530974,occNav,31692,..asp
Florida	http://myfloridalegal.com/victims
Georgia	http://law.ga.gov/00/channel_title/0,2094,87670814_87670971,00.html
Hawaii	http://hawaii.gov/ag
Idaho	www2.state.id.us/ag
Illinois	www.ag.state.il.us/victims/index.html
Indiana	www.in.gov/attorneygeneral/legal/victim/
Iowa	www.iowaattorneygeneral.org/helping_victims/index.html
Kansas	www.ksag.org/content/page/id/40
Kentucky	http://ag.ky.gov/victims/
Louisiana	www.ag.state.la.us/Article.aspx?articleID=30&catID=9
Maine	www.maine.gov/ag/?r=crimeandvictims
Maryland	www.oag.state.md.us/victim.htm
Massachusetts	www.ago.state.ma.us/
Michigan	www.michigan.gov/ag/0,1607,7-164----,00.html
Minnesota	www.ag.state.mn.us
Mississippi	www.ago.state.ms.us/divisions/crime_victim/dva.php
Missouri	www.ago.mo.gov/crimevictims/crimevictims.htm
Montana	http://doj.state.mt.us/victims/default.asp
Nebraska	www.ago.state.ne.us
Nevada	www.ag.state.nv.us
New Hampshire	www.doj.nh.gov/victim/index.html
New Jersey	www.state.nj.us/lps/
New Mexico	www.ago.state.nm.us/divs/vawomen/vaw.htm
New York	www.oag.state.ny.us/bureaus/intergov_affairs/victims_rights/about.html
North Carolina	www.ncdoj.com/victimscitizensservices/vscs_about.jsp
North Dakota	www.ag.state.nd.us/
Ohio	www.ag.state.oh.us/victim/assistance.asp
Oklahoma	www.oag.state.ok.us/oagweb.nsf//Services!OpenPage
Oregon	www.doj.state.or.us/crimev/directory_vso.shtml
Pennsylvania	www.attorneygeneral.gov/
Rhode Island	www.riag.ri.gov/civilcriminal/victim.php

PARTICIPANT WORKSHEETS
National Victim Assistance Academy Track 1: Foundation-Level Training

South Carolina	www.scattorneygeneral.org/fraud/victimsservices/index.html
South Dakota	http://dci.sd.gov/victimservices/index.htm
Tennessee	www.attorneygeneral.state.tn.us/victim/victim.htm
Texas	www.oag.state.tx.us/victims/index.shtml
Utah	http://attorneygeneral.utah.gov/victims_assistance.html
Vermont	www.atg.state.vt.us/display.php?smod=165
Virginia	www.dcs.virginia.gov/victims
Washington	www.atg.wa.gov
West Virginia	www.wdcjs.com/justiceprograms/victimsofcrime.html
Wisconsin	www.doj.state.wi.us/cvs
Wyoming	http://vssi.state.wy.us
State Domestic Violence Coalitions	
Alabama Coalition Against Domestic Violence	www.acadv.org
Alaska Network on Domestic Violence and Sexual Assault	www.andvsa.org
Arizona Coalition Against Domestic Violence	www.azcadv.org
Arkansas Coalition Against Domestic Violence	www.domesticpeace.com
California Partnership to End Domestic Violence	www.cpedv.org
Colorado Coalition Against Domestic Violence	www.ccadv.org
Connecticut Coalition Against Domestic Violence	www.ctcadv.org
Delaware Coalition Against Domestic Violence	www.dcadv.org
DC Coalition Against Domestic Violence	www.dccadv.org
Florida Coalition Against Domestic Violence	www.fcadv.org
Georgia Coalition Against Domestic Violence	www.gcadv.org
Hawaii State Coalition Against Domestic Violence	www.hscadv.org
Idaho Coalition Against Sexual & Domestic Violence	www.idvsa.org
Illinois Coalition Against Domestic Violence	www.ilcadv.org
Indiana Coalition Against Domestic Violence	www.violenceresource.org/
Iowa Coalition Against Domestic Violence	www.icadv.org
Kansas Coalition Against Sexual and Domestic Violence	www.kcsdv.org
Kentucky Domestic Violence Association	www.kdva.org
Louisiana Coalition Against Domestic Violence	www.lcadv.org
Maine Coalition to End Domestic Violence	www.mcedv.org
Maryland Network Against Domestic Violence	www.mnadv.org
Massachusetts Coalition Against Sexual Assault and Domestic Violence	www.janedoe.org
Michigan Coalition Against Domestic & Sexual Violence	www.mcadsv.org
Minnesota Coalition for Battered Women	www.mcbw.org
Mississippi Coalition Against Domestic Violence	www.mcadv.org
Missouri Coalition Against Domestic and Sexual Violence	www.mocadv.org
Montana Coalition Against Domestic & Sexual Violence	www.mcadsv.com
Nebraska Domestic Violence Sexual Assault Coalition	www.ndvsac.org
Nevada Network Against Domestic Violence	www.nnadv.org
New Hampshire Coalition Against Domestic and Sexual Violence	www.nhcadsv.org
New Jersey Coalition for Battered Women	www.njcbw.org
New Mexico State Coalition Against Domestic Violence	www.nmcadv.org
New York State Coalition Against Domestic Violence	www.nyscadv.org
North Carolina Coalition Against Domestic Violence	www.nccadv.org
North Dakota Council on Abused Women's Services	www.ndcaws.org

PARTICIPANT WORKSHEETS
National Victim Assistance Academy Track 1: Foundation-Level Training

Action Ohio Coalition for Battered Women	www.actionohio.org
Ohio Domestic Violence Network	www.odvn.org
Oklahoma Coalition Against Domestic Violence and Sexual Assault	www.ocadvsa.org
Spirits of Hope	www.onadv.org
Oregon Coalition Against Domestic and Sexual Violence	www.ocadsv.com
Pennsylvania Coalition Against Domestic Violence	www.pcadv.org
Rhode Island Coalition Against Domestic Violence	www.ricadv.org
South Carolina Coalition Against Domestic Violence and Sexual Assault	www.sccadvasa.org
South Dakota Coalition Against Domestic Violence & Sexual Assault	www.southdakotacoalition.org
Tennessee Coalition Against Domestic and Sexual Violence	www.tcadv.org
Texas Council on Family Violence	www.tcfv.org
Utah Domestic Violence Council	www.udvac.org
Vermont Network Against Domestic Violence and Sexual Assault	www.vtnetwork.org
Virginia Sexual and Domestic Violence Action Alliance	www.vadv.org
Washington State Coalition Against Domestic Violence	www.wscadv.org
West Virginia Coalition Against Domestic Violence	www.wvcadv.org
Wisconsin Coalition Against Domestic Violence	www.wcadv.org
Wyoming Coalition Against Domestic Violence and Sexual Assault	www.wyomingdvsa.org/index1.htm
 State Sexual Assault Coalitions	
Alabama Coalition Against Rape	www.acar.org/index.html
Alaska Network on Domestic and Sexual Violence	www.andvsa.org
Arizona Sexual Assault Network	www.azsan.org
Arkansas Coalition Against Sexual Assault	www.acasa.ws
California Coalition Against Sexual Assault	www.calcasa.org
Colorado Coalition Against Sexual Assault	www.ccasasa.org
Connecticut Sexual Assault Crisis Services, Inc.	www.connsacs.org
DC Rape Crisis Center	www.dcrcc.org
CONTACT Delaware, Inc.	www.contactdelaware.org/
Florida Council Against Sexual Violence	www.fcasv.org
Georgia Network to End Sexual Assault	www.gnesa.org
Idaho Coalition Against Sexual & Domestic Violence	www.idvsa.org
Illinois Coalition Against Sexual Assault	www.icasa.org
Indiana Coalition Against Sexual Assault	www.incasa.org
Iowa Coalition Against Sexual Assault	www.iowacasa.org
Kansas Coalition Against Sexual and Domestic Violence	www.kcsdv.org
Kentucky Association of Sexual Assault Programs, Inc.	http://kyasap.brinkster.net/
Louisiana Foundation Against Sexual Assault	www.lafasa.org
Maine Coalition Against Sexual Assault	www.mecasa.org
Maryland Coalition Against Sexual Assault	www.mcasa.org
Massachusetts Coalition Against Sexual Assault and Domestic Violence	www.janedoe.org
Michigan Coalition Against Domestic & Sexual Violence	www.mcadsv.org
Minnesota Coalition Against Sexual Assault	www.mncasa.org
Mississippi Coalition Against Sexual Abuse	www.mscasa.org
Missouri Coalition Against Sexual Assault	www.mssu.edu/missouri/mocasa/mocasa.htm
Montana Coalition Against Domestic & Sexual Violence	www.mcadsv.com
Nebraska Domestic Violence Sexual Assault Coalition	www.ndvsac.org

PARTICIPANT WORKSHEETS
National Victim Assistance Academy Track 1: Foundation-Level Training

Nevada Coalition Against Sexual Violence	www.ncasv.org
New Hampshire Coalition Against Domestic and Sexual Violence	www.nhcadsv.org
New Jersey Coalition Against Sexual Assault	www.njcasa.org
New Mexico Coalition of Sexual Assault Programs, Inc.	www.swcp.com/nmcsaas
New York State Coalition Against Sexual Assault	www.nyscasa.org
New York City Alliance Against Sexual Assault	www.nycagainstrape.org
North Carolina Coalition Against Sexual Assault	www.nccasa.org
North Dakota Council on Abused Women's Services	www.ndcaws.org
Sexual Assault Response Network of Central Ohio	www.ohiohealth.com/body.cfm?id=980#prog
Oklahoma Coalition Against Domestic Violence and Sexual Assault	www.ocadvsa.org
Oklahoma Native American Domestic Violence Coalition	www.onadvc.com
Oregon Coalition Against Domestic and Sexual Violence	www.ocadvsv.com
Pennsylvania Coalition Against Rape	www.pcar.org
Day One, the Sexual Assault and Trauma Resource Center	www.satrc.org
South Carolina Coalition Against Domestic Violence and Sexual Assault	www.sccadvasa.org
South Dakota Coalition Against Domestic Violence & Sexual Assault	www.southdakotacoalition.org
Tennessee Coalition Against Domestic and Sexual Violence	www.tcadvsv.org
Texas Association Against Sexual Assault	www.taasa.org
Utah Coalition Against Sexual Assault	www.ucasa.org
Vermont Network Against Domestic Violence and Sexual Assault	www.vtnetwork.org
Virginia Sexual and Domestic Violence Action Alliance	www.vsdvalliance.org
Washington Coalition of Sexual Assault Programs	www.wcsap.org
West Virginia Foundation for Rape Information and Services, Inc.	www.fris.org
Wisconsin Coalition Against Sexual Assault	www.wcasa.org
Wyoming Coalition Against Domestic Violence and Sexual Assault	www.wyomingdvsa.org/index1.htm

Federal and State Corrections (Adult)

Federal Bureau of Prisons	www.bop.gov
Alabama Department of Corrections	www.doc.state.al.us
Alaska Department of Corrections	www.correct.state.ak.us
Arizona Department of Corrections	www.adc.state.az.us
Arkansas Department of Corrections	www.state.ar.us/doc
California Department of Corrections and Rehabilitation	www.cdcr.ca.gov
Colorado Department of Corrections	www.doc.state.co.us
Connecticut Department of Correction	www.ct.gov/doc
Delaware Department of Correction	www.state.de.us/correct/default.shtml
District of Columbia Department of Corrections	http://doc.dc.gov/doc/site/default.asp
Florida Department of Corrections	www.dc.state.fl.us
Georgia Department of Corrections	www.dcor.state.ga.us
Hawaii Department of Public Safety	www.hawaii.gov/psd
Idaho Department of Correction	www.corr.state.id.us
Illinois Department of Corrections	www.idoc.state.il.us
Indiana Department of Correction	www.ai.org/indcorrection
Iowa Department of Corrections	www.doc.state.ia.us
Kansas Department of Corrections	www.dc.state.ks.us/
Kentucky Department of Correction	www.corrections.ky.gov

PARTICIPANT WORKSHEETS
National Victim Assistance Academy Track 1: Foundation-Level Training

Louisiana Commission on Law Enforcement & Administration of Criminal Justice	www.doc.louisiana.gov/
Maine Department of Corrections	www.state.me.us/corrections
Maryland Department of Public Safety and Correctional Services	www.dpscs.state.md.us/
Massachusetts Department of Correction	www.mass.gov/?pageID=eopsagencylanding&L=3&L0=Home&L1=Public+Safety+Agencies&L2=Massachusetts+Department+of+Correction&sid=Eeops
Michigan Department of Corrections	www.michigan.gov/corrections
Minnesota Department of Corrections	www.corr.state.mn.us
Mississippi Department of Corrections	www.mdoc.state.ms.us
Missouri Department of Corrections	www.doc.missouri.gov
Montana Department of Corrections	www.cor.state.mt.us/
Nebraska Department of Correctional Services	www.corrections.state.ne.us
Nevada Department of Corrections	www.ndoc.state.nv.us
New Hampshire Department of Corrections	www.state.nh.us/nhdoc
New Jersey Department of Corrections	www.state.nj.us/corrections
New Mexico Corrections Department	http://corrections.state.nm.us
New York State Department of Correctional Services	www.docs.state.ny.us
New York City Department of Correction	www.ci.nyc.ny.us/html/doc
North Carolina Department of Correction	www.doc.state.nc.us
North Dakota Department of Corrections and Rehabilitation	www.state.nd.us/docr
Ohio Department of Rehabilitation and Correction	www.drc.state.oh.us
Oklahoma Department of Corrections	www.doc.state.ok.us
Oregon Department of Corrections	www.doc.state.or.us
Pennsylvania Department of Corrections	www.cor.state.pa.us
Rhode Island and Providence Plantations Department of Corrections	www.doc.state.ri.us
South Carolina Department of Corrections	www.state.sc.us/scdc
South Dakota Department of Corrections	www.state.sd.us/corrections/corrections.html
Tennessee Department of Correction	www.state.tn.us/correction
Texas Department of Criminal Justice	www.tdcj.state.tx.us
Utah Department of Corrections	www.cr.ex.state.ut.us
Vermont Department of Corrections	www.doc.state.vt.us
Virginia Department of Corrections	www.vadoc.state.va.us
Washington State Department of Corrections	www.doc.wa.gov
West Virginia Division of Corrections	www.wvdoc.com/wvdoc
Wisconsin Department of Corrections	www.wi-doc.com
Wyoming Department of Corrections	http://doc.state.wy.us/corrections.asp
State Corrections (Juvenile)	
Alabama Department of Youth Services	www.dys.alabama.gov/
Alaska Division of Juvenile Justice	www.hss.state.ak.us/djj
Arizona Department of Juvenile Corrections	www.juvenile.state.az.us/Offices/Victims/VictimsHome.htm
Arkansas Division of Youth Services	www.arkansas.gov/dhs/dys/index.htm
California Division of Juvenile Justice	www.cdcr.ca.gov
Colorado Division of Youth Corrections	www.cdhs.state.co.us/dyc
Connecticut Bureau of Juvenile Justice	www.ct.gov/dcf/cwp/view.asp?a=2550&q=314444
Delaware Dept. of Services for Children, Youth & Families	http://kids.delaware.gov/
District of Columbia Youth Services	www.dhs.dc.gov/dhs/cwp/view,a,3,q,492460.asp
Florida Department of Juvenile Justice	www.djj.state.fl.us
Georgia Department of Juvenile Justice	www.djj.state.ga.us
Hawaii Office of Youth Services	www.hawaii.gov/dhs/youth/oys
Idaho Department of Juvenile Corrections	www.djc.state.id.us

PARTICIPANT WORKSHEETS
National Victim Assistance Academy Track 1: Foundation-Level Training

Illinois Department of Corrections Juvenile Division	www.idoc.state.il.us/subsections/dept_overview/2002/juvenile_division.shtml
Indiana Juvenile Facilities	www.in.gov/indcorrection
Iowa Juvenile Institutions	www.dhs.state.ia.us/dhs2005/dhs_homepage/children_family/juvenile_facilities/index.html
Kansas Juvenile Justice Authority	http://jja.state.ks.us/index.htm
Kentucky Department of Juvenile Justice	http://djj.ky.gov
Louisiana Office of Youth Development	www.oyd.louisiana.gov
Maine Department of Corrections Juvenile Services Division	www.state.me.us/corrections/juvenile/index.htm
Maryland Department of Juvenile Services	www.djs.state.md.us
Massachusetts Department of Youth Services	www.state.ma.us/dys
Michigan Bureau of Juvenile Justice	www.michigan.gov/dhs/0,1607,7-124-5452_34044---,00.html
Minnesota Department of Corrections Juvenile Facilities	www.doc.state.mn.us
Mississippi Division of Youth Services	www.mdhs.state.ms.us/dys.html
Missouri Division of Youth Services	www.dss.mo.gov/dys/index.htm
Montana Department of Corrections Juvenile Division	www.cor.state.mt.us/YouthServices/YouthServices.asp
Nebraska Juvenile Services	www.hhs.state.ne.us/jus/jusindex.htm
Nevada Juvenile Justice Services	http://dcfs.state.nv.us/DCFS_JuvenileJusticeSvcs.htm
New Hampshire Division for Juvenile Justice Services	www.dhhs.nh.gov/DHHS/DJJS/default.htm
New Jersey Juvenile Justice Commission	www.state.nj.us/lps/jjc/jjchome.html
New Mexico Children, Youth and Families Department	www.cyfd.org/
New York Office of Children & Family Services Rehabilitative Services	www.ocfs.state.ny.us/main/rehab
North Carolina Department of Juvenile Justice & Delinquency Prevention	www.ncdjjdp.org
North Dakota Juvenile Justice Services	www.ndaco.org/jj/default.asp
Ohio Department of Youth Services	www.dys.ohio.gov
Oklahoma Office of Juvenile Affairs	www.state.ok.us/~oja
Oregon Youth Authority	www.oregon.gov/OYA
Pennsylvania Juvenile Court Judges Commission	www.jcjc.state.pa.us/jcjc/site/default.asp
Rhode Island Juvenile Corrections	www.hepprograms.org/juven
South Carolina Department of Juvenile Justice	www.state.sc.us/djj
South Dakota Juvenile Corrections	www.state.sd.us/corrections/juvenile_corrections.htm
Tennessee Department of Children's Services Division of Juvenile Justice	www.state.tn.us/youth/juvenilejustice.htm
Texas Youth Commission	www.tyc.state.tx.us
Utah Division of Juvenile Justice Services	www.hsdcy.state.ut.us
Vermont Department of Social and Rehabilitation Services	www.state.vt.us
Virginia Department of Juvenile Justice	www.djj.state.va.us
Washington Juvenile Rehabilitation Administration	www1.dshs.wa.gov/jra
West Virginia Division of Juvenile Services	www.wvdjs.state.wv.us
Wisconsin Division of Juvenile Corrections	www.wi-doc.com/index_juvenile.htm
Wyoming Juvenile Services	www.wyjuvenilejustice.com
Victims' Rights Compliance and/or Enforcement Programs	
Arizona Voice for Crime Victims	www.voiceforvictims.org
Colorado Organization for Victim Assistance	www.coloradocrimevictims.org
Connecticut: Office of the Victim Advocate	www.o.va.state.ct.us
Florida Network of Victim Witness Services	www.fnvws.org

PARTICIPANT WORKSHEETS
National Victim Assistance Academy Track 1: Foundation-Level Training

Iowa Organization for Victim Assistance	www.iowaiova.com
Kentucky (Mary Byron Foundation)	www.marybyronfoundation.org
Maryland Crime Victims' Resource Center	www.mdcrimevictims.org
Michigan Crime Victim Foundation	www.crimevictimfoundation.org
Michigan Victim Alliance	www.mivictims.org
Minnesota: Crime Victim Justice Unit	www.ojp.state.mn.us/MCCVS/CVJU/about.htm
Missouri Victim Assistance Network	http://mov.a.missouri.org
New Mexico Crime Victims Association	www.candohat.com/nmcva
North Carolina Victim Assistance Network	www.nc-van.org
Ohio Victim Witness Association	www.ovwa.org
Oregon Crime Victims' Assistance Network	www.oregonvictims.com/cvanonly.htm
Crime Victims United of Oregon	www.crimevictimsunited.org
South Carolina: Crime Victims' Ombudsman	www.govoepp.state.sc.us/cvo
South Carolina Victim Assistance Network	www.scvan.org
Texans for Equal Justice	www.texansforequaljustice.org
Texas Victim Services Association	www.geocities.com/Athens/Acropolis/2962
Washington Coalition of Crime Victim Advocates	www.wccva.org
Wisconsin Department of Justice	www.doj.state.wi.us/cvs/Boards_&_Advisory_groups/Wisconsin_Crime_Victims_Council.asp
Wisconsin: Crime Victim Rights Board	www.doj.state.wi.us/cvs/CVRB.asp
Wyoming Crime Victims Coalition	www.wycrimevictims.org
Other Victim Resources	
Alliance for Justice	www.afj.org
American Psychological Association	www.apa.org
Boys & Girls Clubs of America	www.bgca.org
Children's Institute Inc.	www.childrensinstitute.org
Communities Against Violence Network	www.cavnet.org
Compassionate Friends	www.compassionatefriends.com
Corporate Alliance to End Partner Violence	www.caepv.org
Hope for Healing	www.geocities.com/HotSprings/2402
International Society for Traumatic Stress Studies	www.istss.org
International Victimology Website	www.victimology.nl
Internet Crime Complaint Center	www.ic3.gov
Jewish Women International	www.jewishwomen.org
Joint Center on Violence and Victim Studies	www.washburn.edu/ce/jcvvs/
Justice for All	www.jfa.net
Michigan State University Victims and the Media Program	http://victims.jrn.msu.edu
National Center for PTSD	www.ncptsd.va.gov
National Committee for the Prevention of Elder Abuse	www.preventelderabuse.org/
Post Trauma Resources	www.posttrauma.com
Safe Horizon (New York City region)	www.safehorizon.org
Security On Campus	www.securityoncampus.org
Sexual Assault Nurse Examiner	www.sane-sart.com
Sexual Assault Response Team	www.sane-sart.com
The Stalking Victim's Sanctuary	www.stalkingvictims.com
Stop Bullying Now	www.stopbullyingnow.hrsa.gov/index.asp
Victim Assistance Online	www.vaonline.org
Violence Policy Center	www.vpc.org
Women's Justice Center	www.law.pace.edu/bwjc
Workplace Violence Research Institute	www.workviolence.com

PARTICIPANT WORKSHEETS
National Victim Assistance Academy Track 1: Foundation-Level Training

Legal Research/Resources

Findlaw	www.findlaw.com
National Crime Victim Law Institute	www.lclark.edu/org/ncvli
U.S. Supreme Court Decisions	http://supct.law.cornell.edu/supct/index.html
Victim Law	www.victimlaw.info/victimlaw/
WashLaw Legal Research on the Web	www.washlaw.edu

Media

Criminal Justice Journalists	www.reporters.net/cjj
Dart Center for Journalism and Trauma	www.dartcenter.org
News Index	www.journalism.org/news_index
Newslink	http://newslink.org
Newspapers.com	www.newspapers.com
Poynter Institute for Media Studies	www.poynter.org
Public Relations Society of America	www.prsa.org

PARTICIPANT WORKSHEETS
National Victim Assistance Academy Track 1: Foundation-Level Training

Worksheet 11.2

Federal and National Toll-Free Information and Referral Resources

AGENCY	TOLL-FREE TELEPHONE NUMBER AND TTY	HOURS OF OPERATION	WEB SITE URL
FEDERAL GOVERNMENT RESOURCES			
Bureau of Indian Affairs Indian Country Child Abuse Hotline	800-633-5155	24/7/365	www.doi.gov/bureau-indian-affairs.html
Child Welfare Information Gateway	800-394-3366	Monday – Friday 8:30 am – 5:30 pm EST	www.childwelfare.gov/
Federal Trade Commission Identity Theft Hotline	877-ID-THEFT	24/7/365	www.ftc.gov/bcp/edu/microsites/idtheft/
National Clearinghouse for Alcohol and Drug Information	800-729-6686 TDD Hotline 800-487-4889 Español 877-767-8432	24/7/365	http://ncadi.samhsa.gov/
National Criminal Justice Reference Service (Office for Victims of Crime, Justice Statistics Clearinghouse, and Juvenile Justice Clearinghouse)	800-851-3420 TTY 877-712-9279	Monday – Friday 10 am – 6:00 pm EST	www.ncjrs.gov

PARTICIPANT WORKSHEETS
National Victim Assistance Academy Track 1: Foundation-Level Training

Office for Victims of Crime Training and Technical Assistance Center	866-OVC-TTAC TTY 866-682-8880	Monday – Friday 8:30 am – 5:00 pm EST	www.ovcttac.gov
INTERNATIONAL AND NATIONAL NON-PROFIT VICTIM ASSISTANCE ORGANIZATIONS			
American Domestic Violence Crisis Line (for American citizens victimized abroad)	1-866-USWOMEN	Monday – Friday 9:00 a.m. to 11:00 p.m., PST	www.866uswomen.org
APPRISS (provider of the VINE and SAVIN services)	800-816-0491 TTY 866-847-1298	24/7/365	www.appriss.com
Battered Women’s Justice Project	800-903-0111	Monday – Friday 8:30 am – 4:30 pm CST	www.bjwp.org
Childhelp USA National Hotline	800-4-A-CHILD TDD 800-2-A-CHILD	24/7/365	www.childhelp.org
Health Resource Center on Domestic Violence	888-792-2873	Monday – Friday 9:00 am – 5:00 pm PST	www.endabuse.org
Mothers Against Drunk Driving (general)	800-GET-MADD	Monday – Friday 8:00 am – 5:00 pm CST	www.madd.org

PARTICIPANT WORKSHEETS
National Victim Assistance Academy Track 1: Foundation-Level Training

Worksheet 11.2, continued

MADD Victim/Survivor Helpline	877-MADD- HELP (877-623-3435)	24/7/365 English and Spanish	www.madd.org
National Center for Missing and Exploited Children	800-843-5678 TDD 800-826- 7653	24/7/365	www.missingkids.com
National Center for Victims of Crime	800-FYI-CALL TTY 800-211- 7996	Monday – Friday 8:30 am – 8:30 pm EST	www.ncvc.org
National Children’s Alliance	 800-239-9950	Monday – Friday 9:00 am – 5:00 pm EST	www.nca-online.org
National Crime Prevention Council	 800-NCPC-911	Monday – Friday 8:00 am – 4:30 pm EST	www.ncpc.org
National Domestic Violence Hotline	800-799-SAFE TTY Hotline 800-787-3224	24/7/365	www.ndvh.org/help/index.html
National Organization for Victim Assistance	 800-TRY- NOVA	24/7/365	www.trynova.org
National Organization of Parents Of Murdered Children, Inc.	 888-818-POMC	Monday – Friday 8:00 am – 5:00 pm EST	www.pomc.com

PARTICIPANT WORKSHEETS
National Victim Assistance Academy Track 1: Foundation-Level Training

National Resource Center on Domestic Violence	800-537-2238 TTY Hotline 800-553-2508	Monday – Friday 8:00 am – 5:00 pm EST	www.nrcdv.org/
National Resource Center to End Violence Against Native Women	877-733-7623	Monday – Friday 8:00 am – 5:00 pm CST	www.sacred-circle.com/
National Sexual Violence Resource Center	877-739-3895 TTY 717-909-0715	Monday, Thursday, Friday 9:00 am – 5:00 pm EST Tuesday and Wednesday 9:00 am – 8:00 pm EST	www.nsvrc.org/
National Teen Dating Abuse Helpline	866-331-9474 TTY 866-331-8453	24/7/365	www.loveisrespect.org
Rape, Abuse & Incest National Network	800-656-HOPE	24/7/365	www.rainn.org
Resource Center on Child Custody Protection	800-527-3223	Monday – Friday 8:00 am – 5:00 pm PST	www.ncjfcj.org

Worksheet 11.3

Resources for Victim Advocates Word Search

G S H H X E P I Z Q M I L E H P S P Q A I S I Y O
W U X M T V J V Q N H E O G T C E K P U S E O F V
D Z E W D W Y T H L H R F Y I J S R K H R V Y K C
C E C O M Q K V Z D E C T L U Z L U O E J I S E T
Q H M A C S W I N R T R J L R L S S D K G S F R T
D F A I J U J Q N T L R P A Q M J K L I N S J S A
H E Q D R L A R O U J V B A Q Y V H E N S I B B C
Q N N I I C C Y O J I S J Z J A O G H J F M E Z B
E P D U T W F O V W V O Q F W I F M W F P G V Y I
D R H A M R J O O N R B Q C X Z U K O Q N N S A G
Y W L I U J H E S M X D M G V R W G I P U I C G S
F R L U F F H U S M Q U F R O L E X G B P R E E H
F T J F F L M A Q Y I M V F K K E M F Y Y O M T D
F L V C Y N M Y X I I T B B G N I O L Y K T R P O
V R S B O H Q D E G K E C I F G I C O T V N Y B F
N I Z A S I J Y W C W M J I K G W E M U J E M J A
F M C A Y Q L V X C B V D Z V C W Q Y Z D M J J Y
G W J T C V P F V W U W A P E F G Q A O O Y R E N
N I O N I K G O H W X R X X R Z O S I B H A Q D A
F M Z N E M U Y J N D Q D T E V Y E N M I D P N V
G Y F V O Q L U M O V R L B O B A L C X O N A F U
P D P V L G O A I Y O Z Z K F E F N X I N O F R A
K B V W N D X E W E Q F X D Q S E N E J F M Q Y O
H X D C Q K L Y X H Y H Q U M T F R J W V F A V F
G R A N T S G O V Z I C J X O O L L Z I N G O O T

1. The Federal Web site to obtain information about grant funding.
2. Main USDOJ office for *ALL* victims of crime.
3. Acronym for OVC's training and technical assistance resource.
4. OVC education via the web is provided by.....
5. Acronym for Office on Violence Against Women.
6. Acronym for HHS's division for mental health and substance abuse.
7. Victims' rights website sponsored by the National Center for Victims of Crime.

