

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

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**Office of Justice Programs
World Wide Web Home Page**
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OVC Training and Technical Assistance Center
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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

9300 Lee Highway
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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.
Chair, School of Public Safety and Professional Studies,
University of New Haven

NVAA Work Group Members include:

Jeannette Adkins
(formerly) National Organization for Victim Assistance

Dana DeHart, Ph.D.
Center for Child and Family Studies
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Janice Harris Lord
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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.

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- Module 9** Ethics in Victim Services
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- Module 11** Resources for Victim Advocates
- Module 12** Taking It All Back Home

Participant Worksheets

Module 1: Introductions and Overview

Purpose

This module includes introductions of the instructor(s) and participants, an overview of what you 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:

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, former OVC Director and victims’ rights advocate; John Gillis, former 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?

Lessons

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

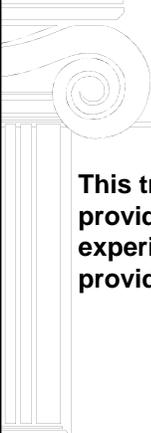
Participant Worksheets

No worksheets are required.



**NVAA
Track 1
Foundation-Level Training**

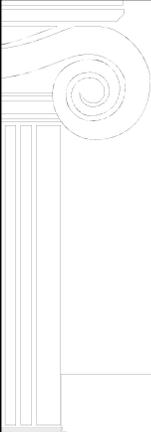




**Goal of NVAA Track 1,
Foundation-Level Training**

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**

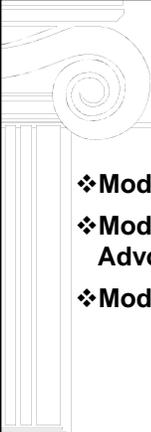
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Overview of Modules

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

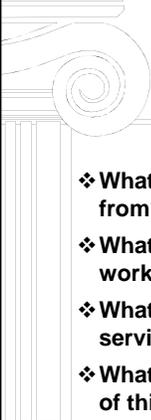
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Overview of Modules

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

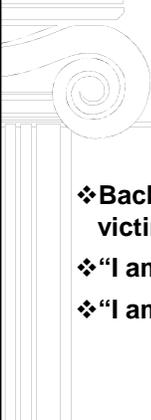
1-6



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?

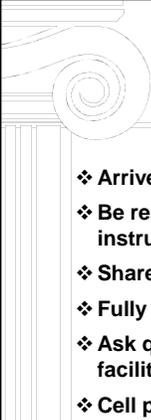
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Who Are the Instructors?

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

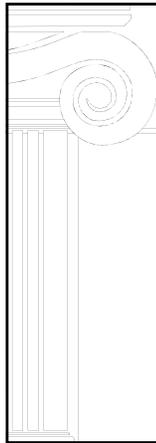
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Ground Rules

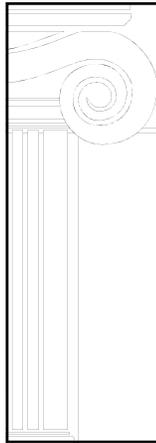
- ❖ Arrive on time; attend the entire session.
- ❖ Be respectful of other participants and the instructors.
- ❖ Share your expertise and experiences.
- ❖ Fully participate in each activity.
- ❖ Ask questions and make suggestions that will facilitate learning.
- ❖ Cell phone is on “off” or “vibrate.”

1-9



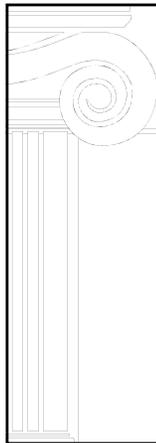
Quiet Room

1-10



Parking Lot

1-11



Agenda

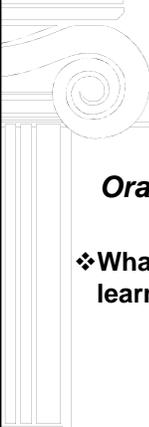
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Oral History Project

- ❖ 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

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

You 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
2. Summary: OVC Oral History Project and Key Landmarks

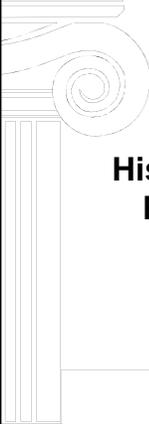
Learning Objectives

By the end of this module and its prerequisite activity, you 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.

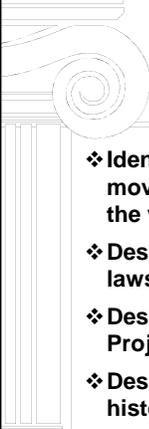
Participant Worksheets

No worksheets are required.



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

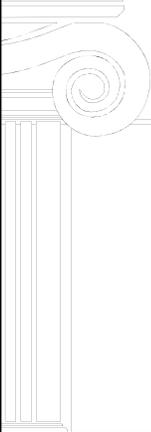


Activity

History Jeopardy

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

2-3



OVC Oral History Project

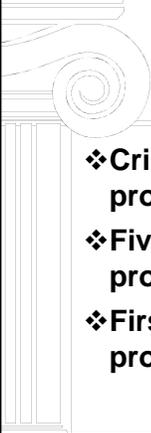
2-4



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

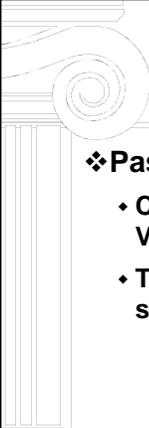
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❖ Task Force on Family Violence

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

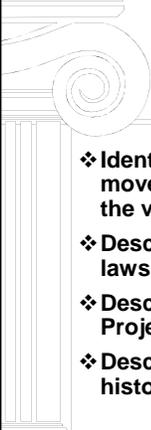
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❖ Passage of VAWA

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

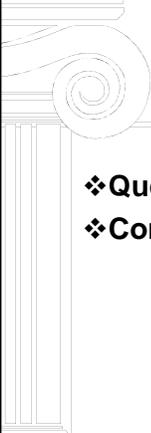
2-9



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

Module 3: Victims' Rights Laws in the United States

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, you 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
2. Ten Victims' Rights

Learning Objectives

By the end of this module, you 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 you 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



Module 3
Victims' Rights Laws in
the United States

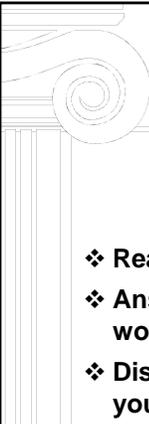




Learning Objectives

- ❖ 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

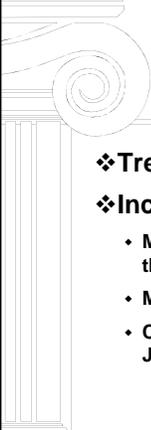
3-5



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.

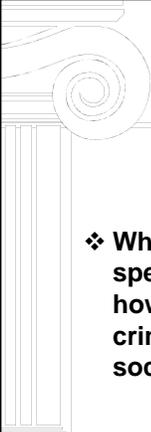
3-7



Utah Constitution

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

3-8

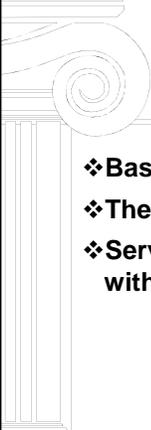


Activity

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?

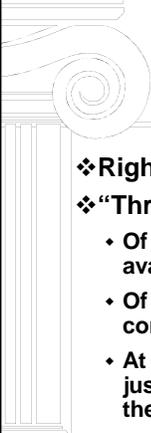
3-9



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

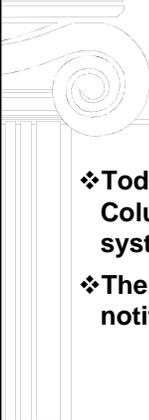


Right to Notification: Historical/Legal Perspective

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.

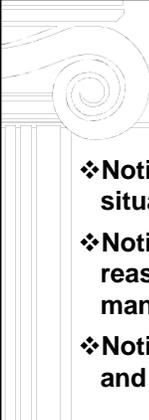
3-13



Range of Victim Notification Processes

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

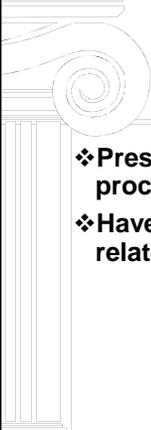
3-14



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.

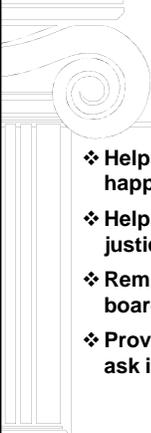
3-15



Right To Be Present

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

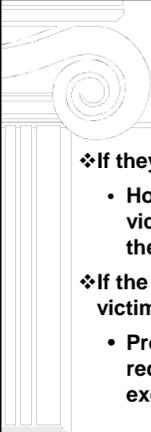
3-16



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?

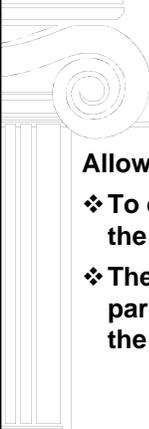
- ❖ If they will be called as a witness.
 - However, the prosecutor can schedule the victim/witness to testify early in the trial, so they can attend the proceeding.
- ❖ If the defense motions the court to exclude the victim.
 - Prosecutor can contest such a motion and request clear rationale for victim/witness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

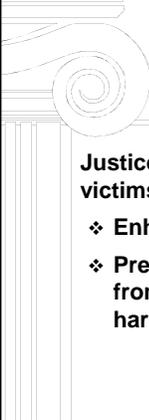
3-21



Victim Impact Statements

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

3-22

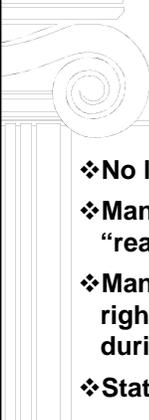


Right to Reasonable Protection from Intimidation and Harm

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.

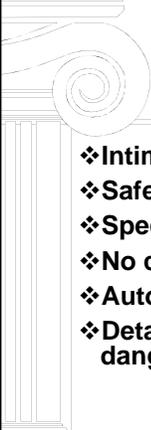
3-23



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

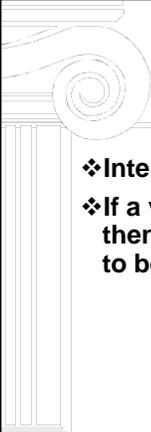
3-25



What Can Victim Service Providers Do?

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

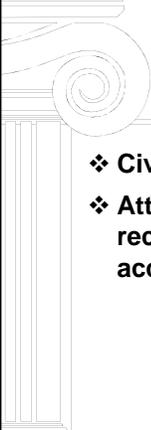
3-26



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

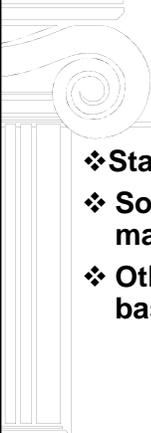


Activity

**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

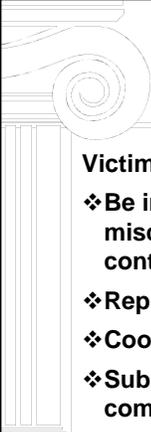
3-34



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

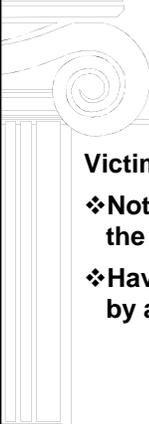


Who Is Eligible for Compensation?

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

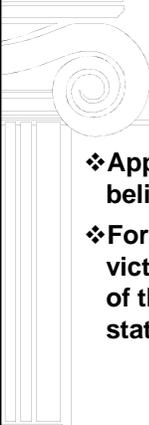


Who Is Eligible for Compensation?

Victim must:

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

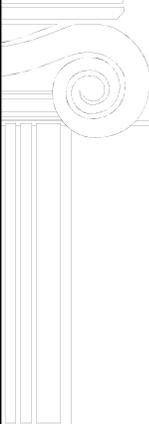
3-37



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.

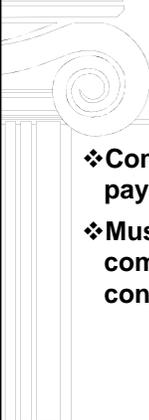
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Activity

State Victim Compensation Forms

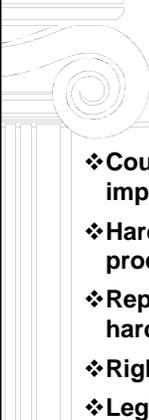
3-39



Collateral Resources

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

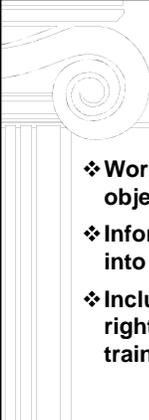
3-40



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*

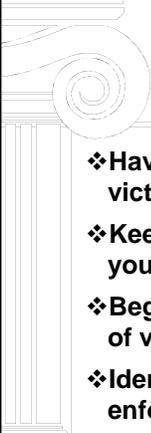
3-45



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

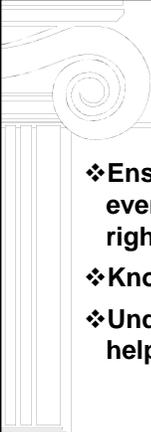
3-46



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?**

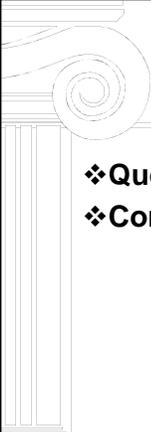
3-49



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

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?
2. Immediate, Short-Term, and Long-Term Reactions
3. Posttraumatic Stress Disorder (PTSD) and Emotional and Psychological Trauma
4. Physical, Psychological/Emotional, Financial, and Spiritual Impact of Crime

Learning Objectives

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

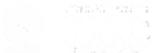
- Identify primary and secondary victims of crime.
- Recognize factors that influence a victim’s ability to cope.
- Identify symptoms of trauma that victims may have in the immediate, short-term, and long-term periods following victimization.
- Discuss possible physical, psychological/emotional, financial,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



Module 4
Impact of Crime on Victims





Learning Objectives

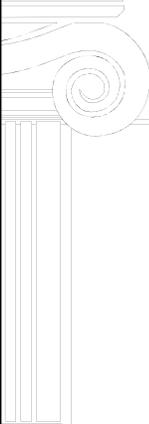
- ❖ Identify primary and secondary victims of crime.
- ❖ Recognize factors that influence a victim's ability to cope.
- ❖ Identify symptoms of trauma.
- ❖ Discuss possible physical, psychological/emotional, financial, and spiritual effects of crime on victims.

4-2



Who Is Affected by Crime?

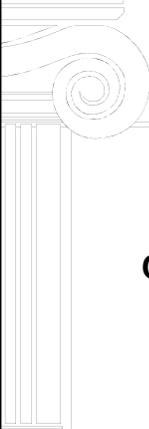
4-3



Activity

Impact of Crime

4-4



Crime Trends and Rates

4-5



Definitions

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

4-6

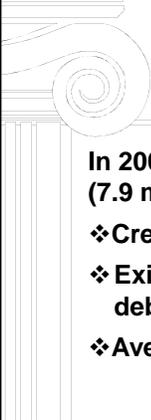


Overview of Crime

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

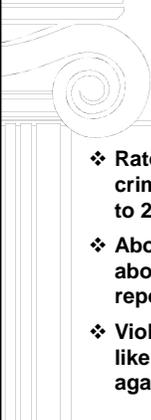


Overview of Crime

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.

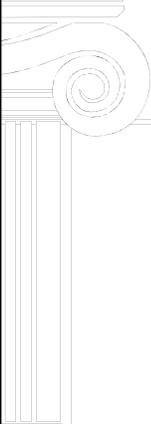
National Crime Victimization Study
4-8



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

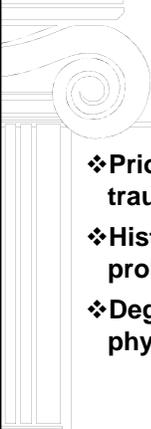


Activity

Who Is the Victim?

Worksheet 4.1

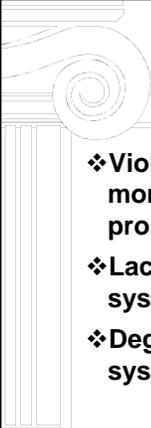
4-10



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

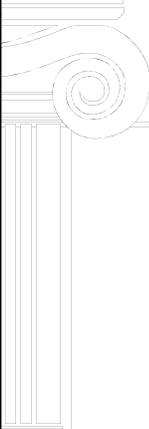
- ❖ **Violent crime victims often have a more difficult time coping than property crime victims.**
- ❖ **Lack of or poor social support systems.**
- ❖ **Degree of exposure to the justice system.**

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.

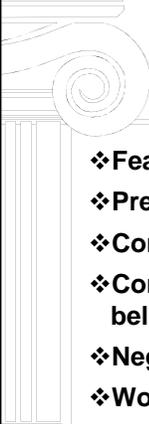
4-17

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

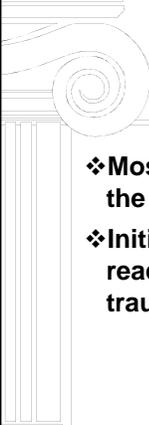
4-18



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

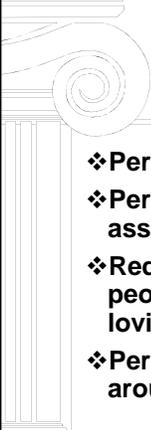
- ❖ Most victims of crime can cope with the trauma of victimization.
- ❖ Initial and short-term trauma reactions can turn into long-term trauma reactions.

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

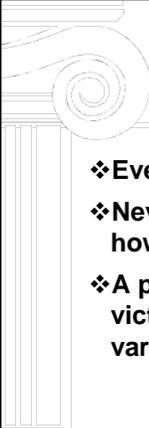


Activity

**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

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
2. Federal, Juvenile, Military, and Tribal Justice Systems

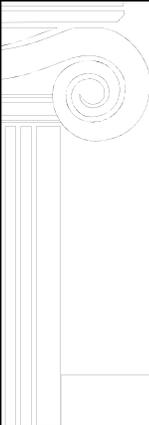
Learning Objectives

By the end of this module, you 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



Module 5
Navigating the
Justice System

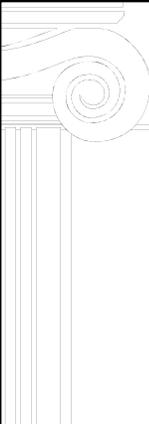




Learning Objectives

- ❖ 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.

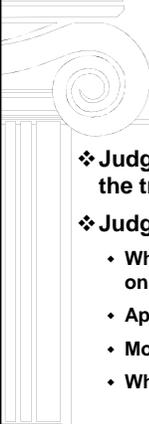


5-5

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.

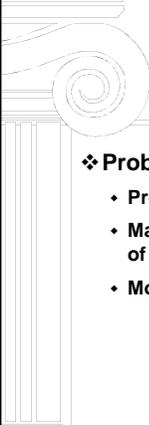
5-6



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.

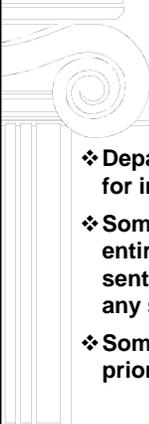
5-7



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

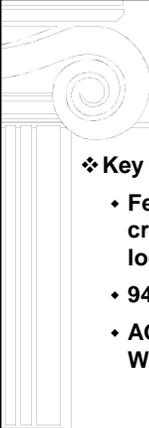


Federal Justice System

❖ **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

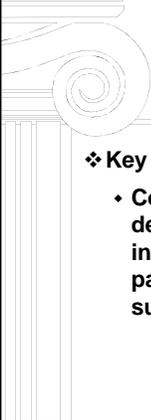


Federal Justice System

❖ **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

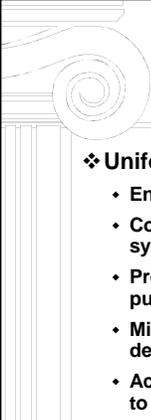


Juvenile Justice System

❖ **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

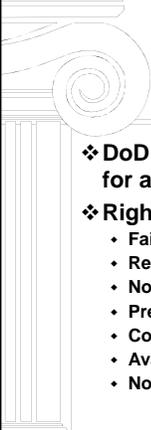


Military Justice System

❖ **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

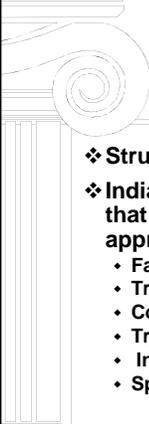
5-20



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.

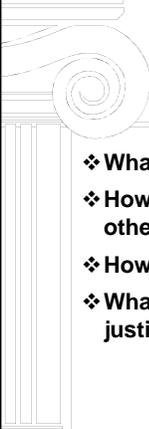
5-21



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

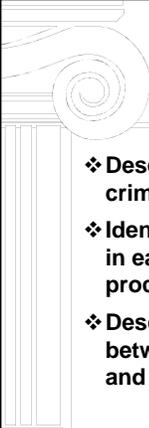
5-22



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

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. Key Communication Skills: Reflective Listening, Affirmation, and Open-Ended and Closed-Ended Questioning
3. Using Key Communication Skills

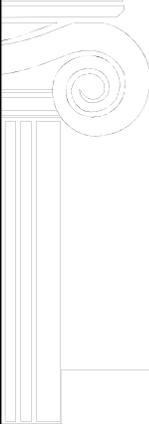
Learning Objectives

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

- Demonstrate your use of active listening techniques.
- Differentiate between open-ended and closed-ended questions.
- Demonstrate your 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



Module 6
Communication With
Victims and Survivors

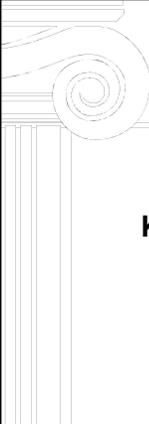




Learning Objectives

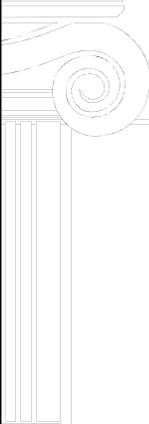
- ❖ **Demonstrate your use of active listening techniques.**
- ❖ **Differentiate between open-ended and closed-ended questions.**
- ❖ **Demonstrate your use of five communication skills to establish trust with a victim.**

6-2



Key Communication Skills:
Active Listening
and Paraphrasing

6-3



Activity

Listen to My Story

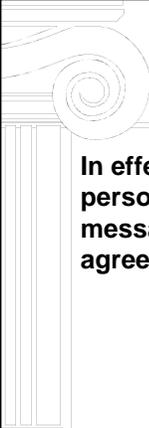
6-4



Foundation Skills for Effective Communication

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

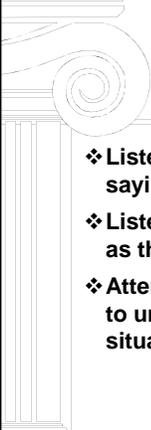
6-5



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.

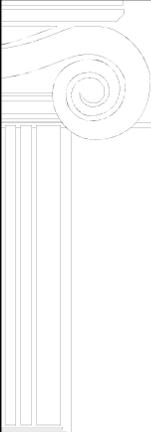
6-7



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

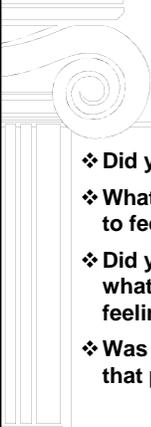


Activity

It Changed My Life

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

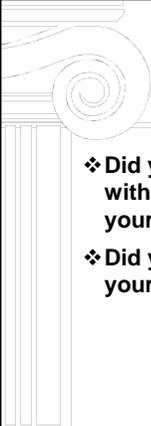
6-10



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?

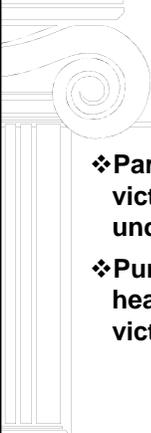
6-12



Actions Speak Louder Than Words

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

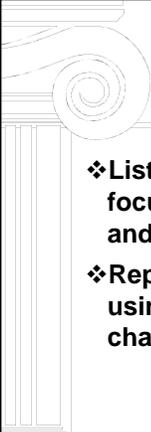
6-13



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

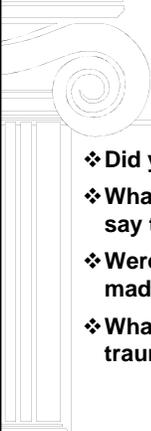


Activity

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?

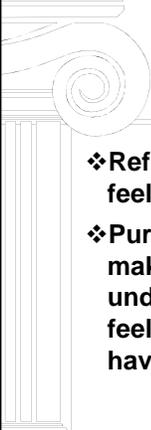
❖ What do you think it would be like to be traumatized and to feel listened to?

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

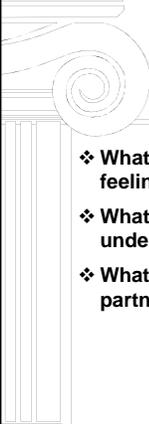


Activity

It Changed My Life: Reflective Listening

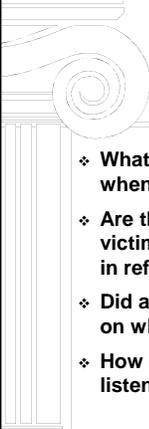
- ❖ Share the same story, or a different story, with a new partner.

6-21



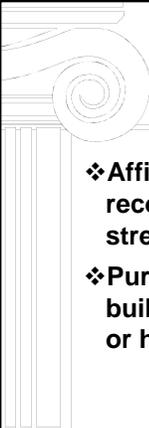
- ❖ What did it feel like to be understood on a feeling level?
- ❖ What did your partner say that made you feel understood?
- ❖ What changed when you could not see your partner, either as the speaker or the listener?

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?

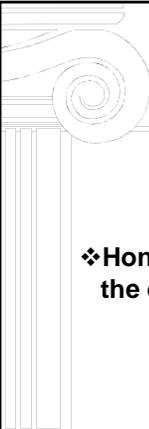
6-23



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

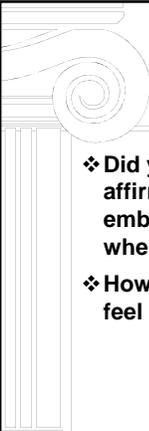


Activity

Affirmation

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

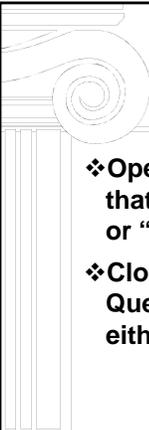
6-25



❖ 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

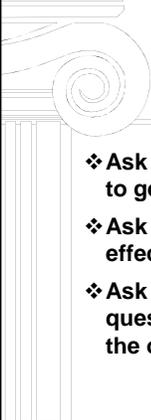


Open-Ended vs. Closed-Ended Questions

❖ 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



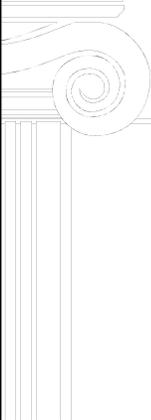
Activity

Open- and Closed-Ended Questions

Worksheet 6.1

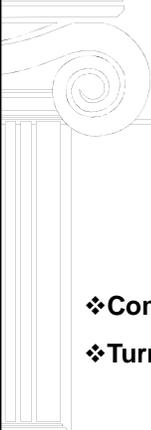
- ❖ What do you need to know?
- ❖ What are the questions you need to ask?
- ❖ Which of the questions are open-ended? Which are closed-ended?

6-29



Using Key Communication Skills

6-30



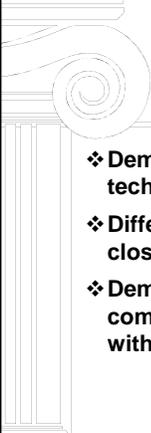
Activity

**Communication
Self-Assessment**

Worksheet 6.2

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

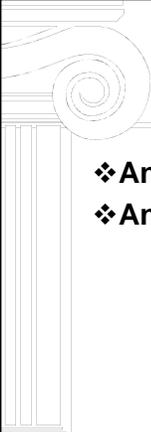
6-31



**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

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
2. Advocacy
3. Identification of Client Needs and Provision of Resources and Services

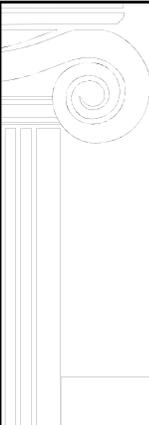
Learning Objectives

At the end of this module, you 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.

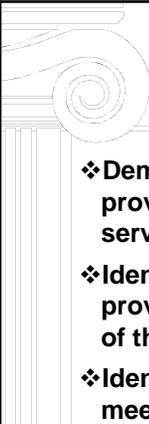
Participant Worksheets

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



Module 7 Direct Services





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.

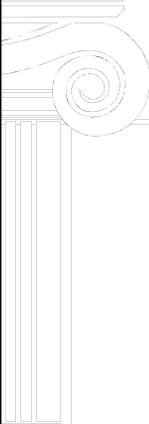
7-2



Core Services

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

7-3



Crisis Intervention

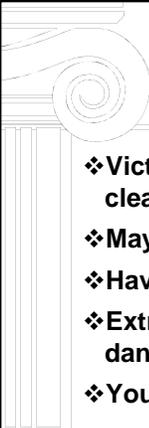
7-4



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.

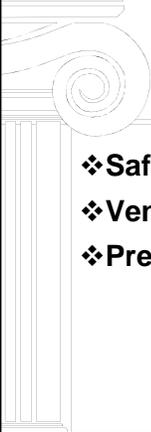
7-5



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!**

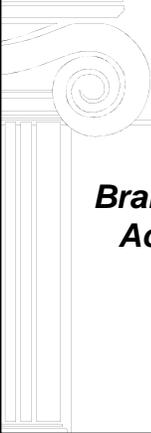
7-6



Young's Three-Phase Model

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

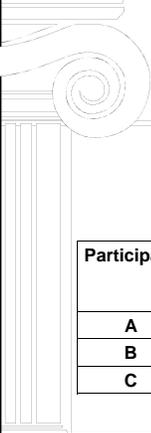
7-7



Activity

Brainstorm Crisis Intervention Activities for Three Phases

7-8

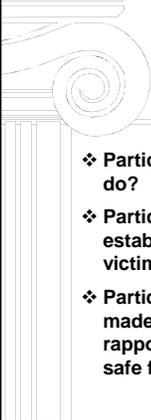


Activity

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

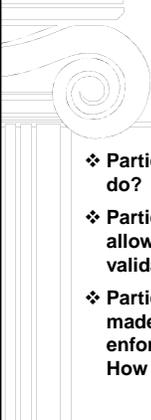
7-9



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?

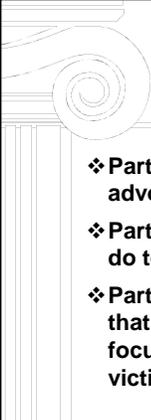
7-10



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?

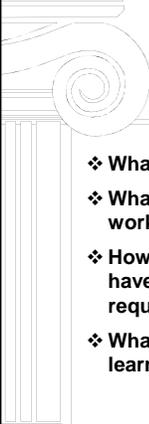
7-11



Role Play 3

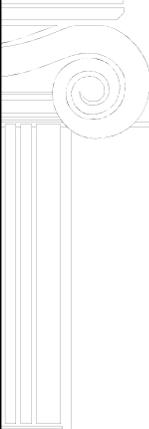
- ❖ Participant B (Victim): How did the advocate do?
- ❖ Participant C (Advocate): What did you do to predict and prepare the victim?
- ❖ Participant A (Coach): What did you see that made you believe the advocate focused on predicting and preparing the victim?

7-12



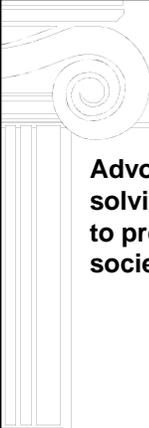
- ❖ What did you do as an advocate that worked?
- ❖ What did you do as an advocate that didn't work?
- ❖ How difficult was it to be an advocate and have to use different skills than those required by your current job?
- ❖ What was the most important thing you learned from this role play?

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**

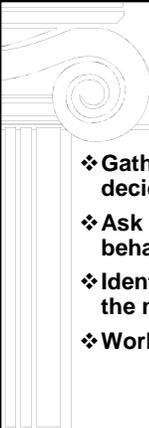
7-16



Three Key Activities

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

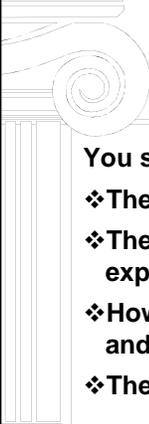
7-17



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

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
2. Crime Victims and Diversity
3. Common Barriers to Providing Culturally and Spiritually Competent Victim Assistance Services
4. Tips and Tools for Culturally Competent Service Delivery
5. Tips for Spiritually Competent Service Delivery

Learning Objectives

By the end of this module, you 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.

Participant Worksheets

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

The Six Largest Faith Groups – Summaries

From *Spiritually Sensitive Caregiving: A Multi-Faith Handbook*, by Janice Harris Lord, Melissa Hook, Sharifa Alkhateed, and Sharon J. English (Burnsville, NC: Compassion Press, 2008), pg. 26, www.compassionbooks.com. Used with permission.

Native American Spirituality

- While it is impossible to learn about all Native American Tribes or Nations, it is important to identify a spiritual advisor in each key tribe in the community. Death notifications should always be made to the head of the family (determine whether patriarchal or matriarchal) with a spiritual leader or elder from within the tribe.
- Native American spirituality is not so much about events in historical time as it is about living with respect for the land, living in harmony within a specific community, and honoring spiritual leaders who have special healing powers within the community.
- Organ donation and autopsy will be difficult for many Native Americans who do not want the body cut.
- Burials usually take place four days after a death.
- Most Native Americans believe that the spirit of a person lived before this life, during this life, and continues after this life. Spiritual communication with ancestors is common.
- Many Native Americans do not trust the U.S. justice system to be fair to them and prefer that misconduct be handled by one of the 175 Tribal Courts in the U.S.
- Native American spiritual understanding of justice encourages restoration of harmony with attention paid to the victim, the offender, and the community. Thus, restorative principles are preferable.
- Long silences are considered sacred to many Native Americans. Most listen well and will respect you doing the same.

Hinduism

- For Hindus, inner, introspective personal spirituality is more significant than external religious practice.
- Hindus value astrology.

- Hindus worship One Supreme Deity called by different names.
- Belief in karma and reincarnation guide much of the behavior and attitudes of Hindus.
- Hindus avoid eating meat, especially beef and pork. They revere the cow as a symbol of the Earth, the ever-giving source of nourishment, and do not believe in the killing of animals.
- Hindus are conservative about human touch, so wait for them to take the lead. A light bow with the hands held together in prayer position is favored.
- Death notification should be made by a Hindu priest or monk, if possible.
- Hindus seek to cremate their dead before sunset; therefore, organ donation and autopsy are very difficult.
- Hindus may have little interest in the criminal justice system because they believe that the Supreme Being assures ultimate justice through karmic influence on reincarnations.
- Harming anyone in thought, word, or deed is avoided; therefore, Hindu court testimony may be weak, and they may have difficulty with victim impact statements. They may be most likely to cooperate with the justice system if they believe doing so will prevent further violence.

Buddhism

- A slight bow with hands held together is a respectful way to greet Buddhists.
- Like Hindus, Buddhists believe that enlightenment is eventually reached through reincarnations based on accrued karma.
- Buddhists believe that suffering is unavoidable and that it grows out of craving and ignorance. Learning to let go of cravings and desires reduces suffering and helps one move toward enlightenment.
- Buddhists practice non-violence and, therefore, many Buddhists avoid eating meat.
- Death notifications should be made by a Buddhist priest, if possible.
- Organ donation and autopsy are problematic for some Buddhists who believe that disturbing the body disrupts the transition of the soul.
- Buddhists may be reluctant to participate in the justice system because their goal is to diminish feelings and accept what is. The adversarial nature of the justice system may be counter-productive to this goal.

- Buddhists may participate in the justice system if they believe they have a karmic responsibility to prevent further victimizations.
- Buddhists may be reluctant to present victim impact statements because it could create unwanted karmic connection with the offender. They may be most likely to present a statement if they believe that doing so cleanses some of the negative karma associated with a crime.

Judaism

- The Jewish Sabbath is from sundown Friday until sundown Saturday, which should be taken into consideration when scheduling events.
- Orthodox and Conservative Jews will not eat pork or shellfish, and will require that food be kosher.
- Modesty is valued by Jews, and Orthodox Jews may be hesitant to touch members of the opposite sex. Wait for them to initiate a handshake.
- Death notifications should be given by a rabbi, if possible.
- Jews believe that humans were made in the image of God and therefore avoid any violation to the body after death, including autopsy and embalming. They favor natural decomposition of the body and seek burial as soon as possible. They recognize the need for autopsy in criminal cases as a means of seeking justice.
- Jews have few qualms about participating in the justice system.
- Jews believe that God is just and expects human beings to likewise seek justice. They are reluctant to forgive unless an offender has recognized his or her sin, felt remorse, repented, sought to make restitution to the victim, and reformed his or her behavior.
- Invoking an oath, or swearing, in God's name is taken very seriously by Jews, and traditional Jews will not be comfortable being sworn in court on a Christian Bible. A Hebrew Bible should be available in courtrooms.

Christianity

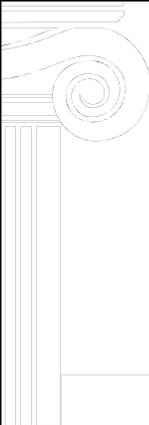
- Christians believe that Jesus Christ, born 2,000 years ago to Mary, was a manifestation of the One God in human form. His purpose was to teach humanity about God's love for all and to provide for salvation through belief in him as the Son of God.
- Spiritual practices among the 2,000 branches of Christianity vary widely.

- Jehovah's Witnesses and Christian Scientists are forbidden to give or receive blood transfusions.
- Seventh Day Adventists and Mormons abstain from nicotine, caffeine, and alcohol.
- Seventh Day Adventists abstain from pork and shellfish; many are vegetarians.
- Cremation is acceptable to most Protestants but not to most Catholics.
- Christians generally have few qualms about engaging in common justice practices in the United States, although the issue of forgiveness can be complex for many.

Islam

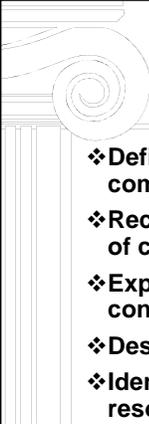
- Those who practice Islam are called Muslims.
- "Allah" is the Arabic name given to the same one God of Jews and Christians.
- Many complexities are involved in the combination of culture and spirituality for most of those who practice Islam.
- Among the Five Pillars of Islam are ritual prayers five times a day and fasting during Ramadan (30 days based on the lunar calendar that fall 10 days earlier each year, thus cycling through the calendar every 36 years). Caregivers must be aware of the significance of these Pillars when scheduling events.
- Muslims abstain from pork and alcohol.
- Remove shoes before entering a mosque.
- Many Muslims observe touching restrictions between the sexes, so wait to see if they offer a hand and follow their lead.
- Muslim men and women wear loosely fitting clothing that does not reveal body shape. It is respectful to wear clothing that covers much of the body and no see-through or revealing clothing when in the presence of Muslims. Many Muslim women cover their hair when in the presence of men, but they do not expect non-Muslims to do so.
- Many Muslims avoid direct eye contact between the sexes, so this should not be construed as dishonesty or avoidance.
- Muslim women generally do not take the names of their husbands, and a child's last name is often the father's first name.

- Natural crying when grieving is acceptable but loud outbursts and tearing of clothes is prohibited. (Some Muslims who practice these behaviors are doing so based on cultural rather than spiritual norms.)
- Autopsy, cremation, and embalming are strictly discouraged, but Muslims recognize the need for autopsy to seek justice.
- Suicide is forbidden by the Qur'an.
- One's place in the afterlife is determined by the degree to which the person submitted to the will of Allah. Paradise includes five levels of heaven and seven levels of hell.
- Muslims consider Islam as a way of life rather than only a religion. Therefore, there is little distinction between faith and government.
- Muslims currently feel significant mistrust of the U.S. Government, so while telling the truth is a strong mandate of Islam, they may be cautious about involvement in the justice system.



**Module 8
Cultural and Spiritual
Competence**

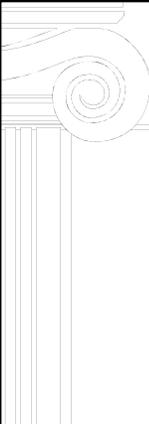




Learning Objectives

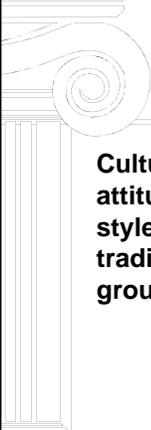
- ❖ Define cultural and spiritual competence.
- ❖ Recognize the multidimensional nature of culture.
- ❖ Explain the importance of cultural considerations.
- ❖ Describe common barriers.
- ❖ Identify specific skills, strategies, and resources.

8-2



**Overview of Cultural and
Spiritual Competence**

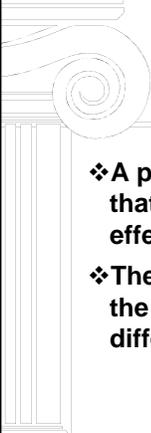
8-3



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

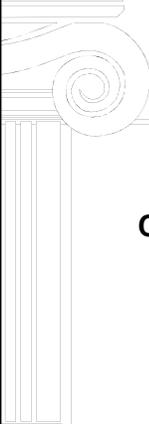
Activity

Iceberg Analogy

- ❖ How are we different from each other?

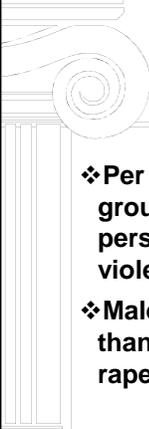


8-9



Crime Victims and Diversity

8-10

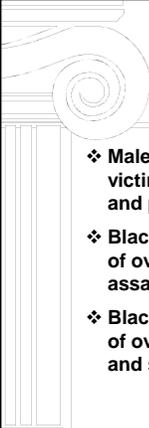


Crime Victims and Diversity Statistics

- ❖ 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

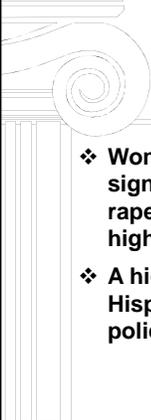


Crime Victims and Diversity Statistics

- ❖ 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

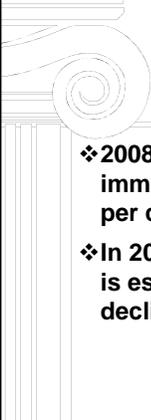


Crime Victims and Diversity Statistics

- ❖ 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

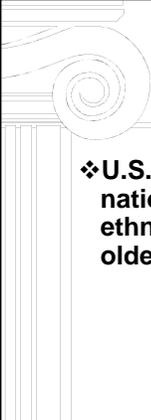


Crime Victims and Diversity Statistics

- ❖ 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

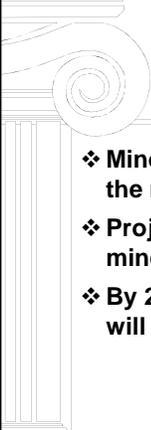


Crime Victims and Diversity Statistics

- ❖ 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

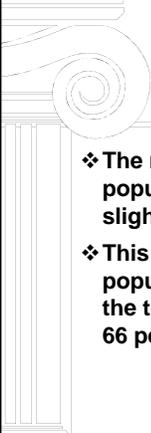


Crime Victims and Diversity Statistics

- ❖ 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

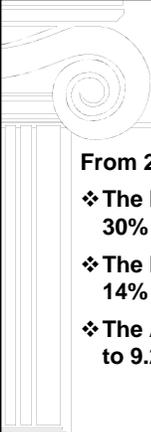


Crime Victims and Diversity Statistics

- ❖ 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



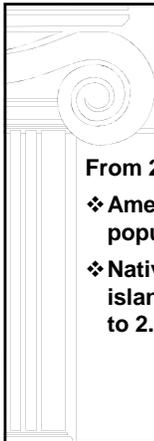
Crime Victims and Diversity Statistics

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



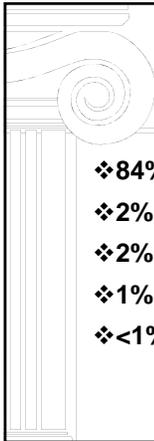
Crime Victims and Diversity Statistics

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

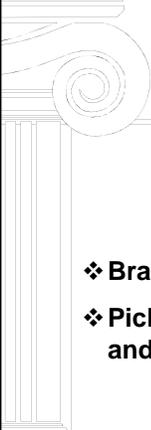
ARDA, 2006

8-20



Common Barriers to Providing Culturally and Spiritually Competent Victim Assistance Services

8-21

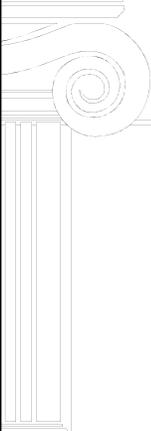


Activity

Common Barriers and How To Overcome Them

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

8-22

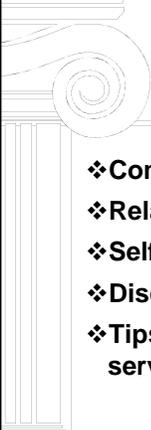


Activity

Case Studies on Victim Assistance

Worksheet 8.1

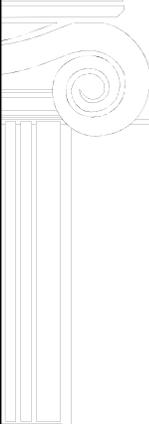
8-23



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

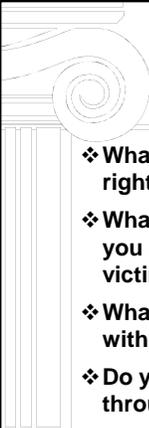
8-25



Activity

Case Study: Vickie and Bill
Worksheet 8.2

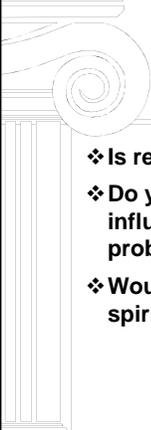
8-26



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?

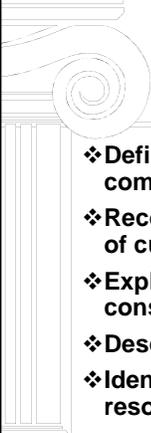
8-27



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

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
2. Ethics and Ethical Standards
3. Ethical Decisionmaking

Learning Objectives

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

- Describe ways that your own 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 relative to common professional situations.
- Use a standard decisionmaking process when faced with an ethical dilemma.

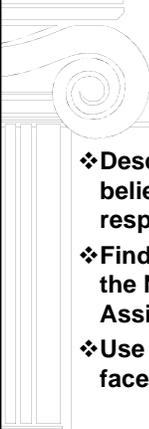
Participant Worksheets

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



Module 9
Ethics in Victim Services

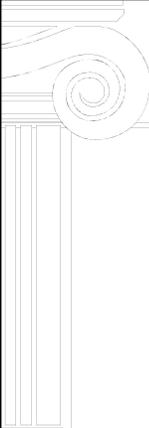




Learning Objectives

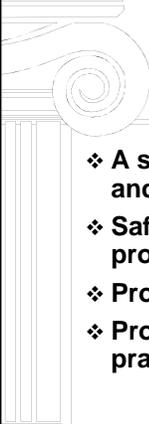
- ❖ Describe ways that your attitudes, beliefs, and values influence your responses to victims of crime.
- ❖ Find appropriate ethical standards in the NVASC Standards for Victim Assistance Programs and Providers.
- ❖ Use a decisionmaking process when faced with an ethical dilemma.

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.

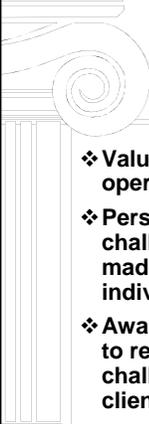
9-5



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.

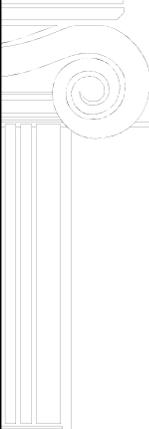
9-6



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.

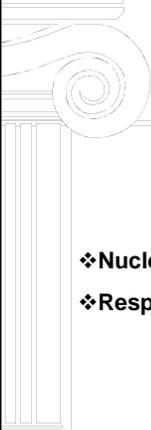
9-10



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?

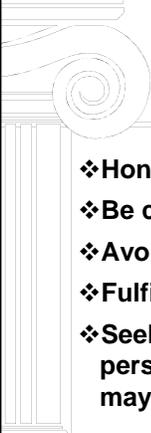
9-12



Competence

- ❖ Know your capabilities.
- ❖ Make appropriate use of professional resources in the community.
- ❖ Seek out opportunities for professional development.
- ❖ Do no harm!

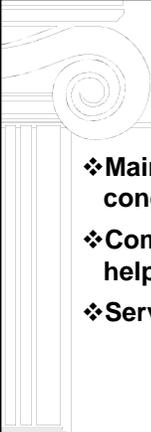
9-13



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.

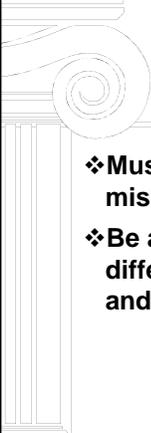
9-15



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.

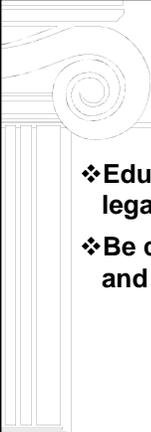
9-16



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.

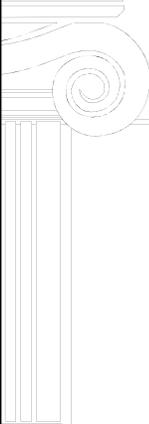
9-17



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

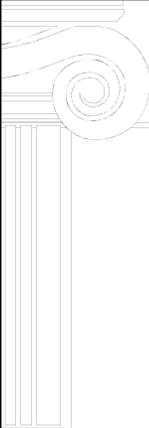


Activity

***Elderly Victim
Worksheet 9.2***

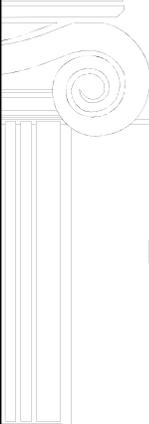
- ❖ Complete the worksheet.
- ❖ Discuss in the large group.
- ❖ Turn in worksheet.

9-20



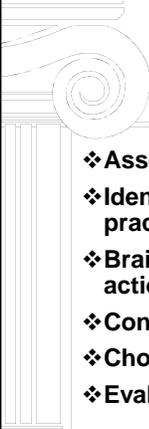
Elderly Victim

9-21



Ethical Decisionmaking

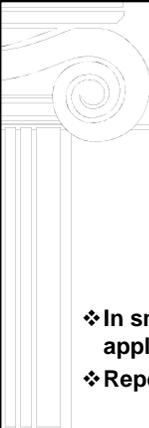
9-22



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



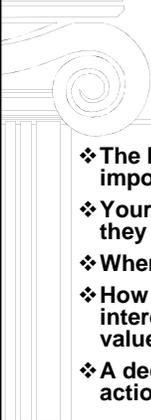
Activity

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.

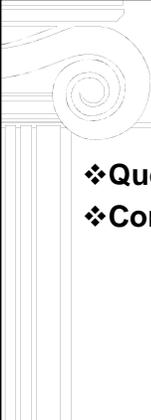
9-25



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

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?
2. Five Core Elements of Resilience
3. Personal Resilience Development Plan

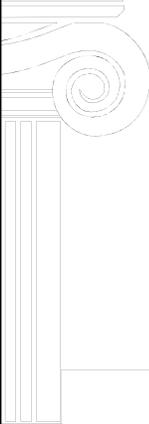
Learning Objectives

By the end of this module, you 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 your resilience.

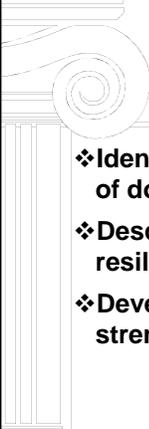
Participant Worksheets

- Worksheet 10.1, Resilience Assessment
- Worksheet 10.2, Personal Resilience Development Plan
- Worksheet 10.3, Resilience Strategies



Module 10
Developing Resilience

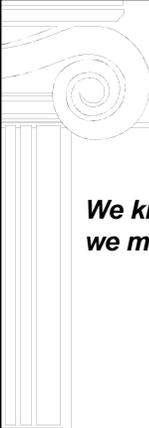




Learning Objectives

- ❖ 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

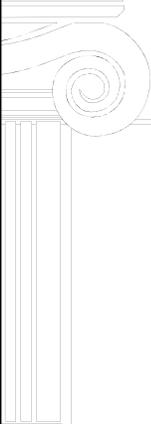
10-5

Positive Aspects of Working in the Victim Service Field

Many victim service workers are strengthened and energized by the work that they do.



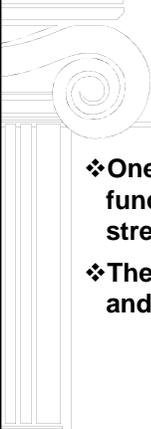
10-6



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

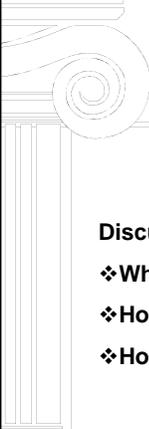
10-9



Core Elements of Resilience

- ❖ Self-knowledge and insight
- ❖ Sense of hope
- ❖ Healthy coping
- ❖ Strong relationships
- ❖ Personal perspective and meaning

10-10



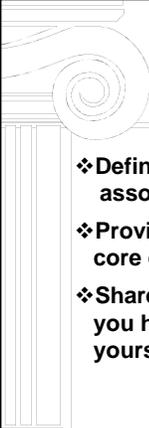
Activity

Five Core Elements

Discuss in groups:

- ❖ What does the element mean to you?
- ❖ How have you used it?
- ❖ How has it affected you? Others?

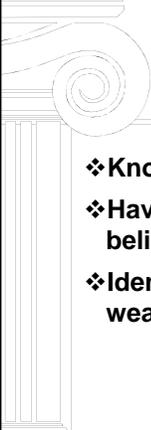
10-11



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.

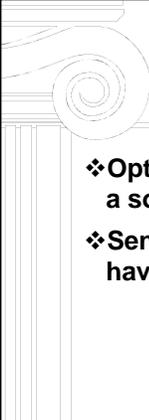
10-16



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.

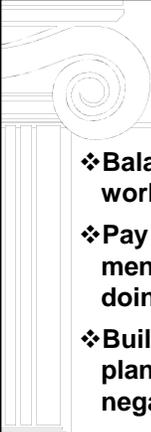
10-19



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.

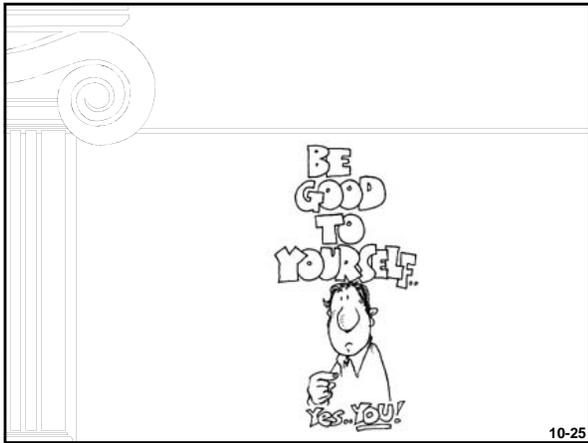
10-23



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.

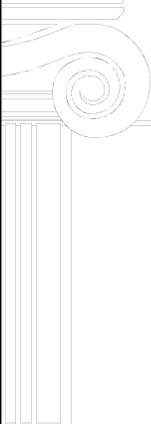
10-34



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

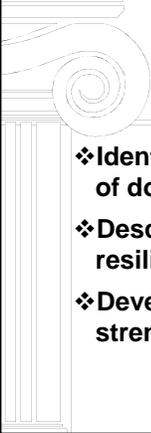


Activity

**Personal Resilience
Development Plan**

Worksheets 10.1, 10.2, 10.3

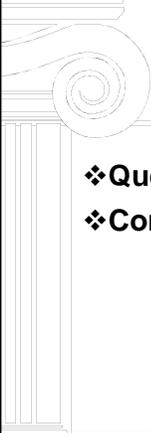
10-37



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

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
2. Other Victim Assistance Resources

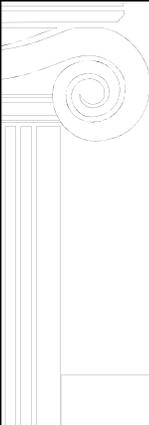
Learning Objectives

By the end of this module, you 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.

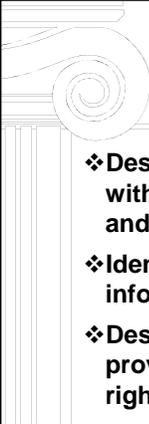
Participant Worksheets

- 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



**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.

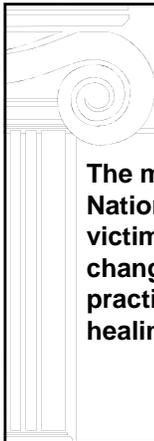
11-2



**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.

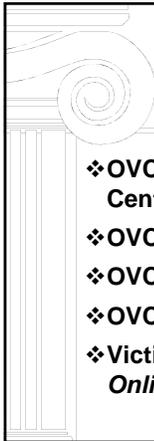
11-3



**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.

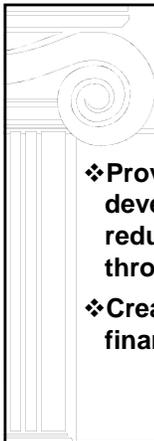
11-4



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*)

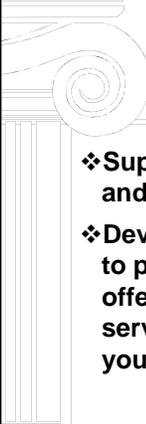
11-5



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.

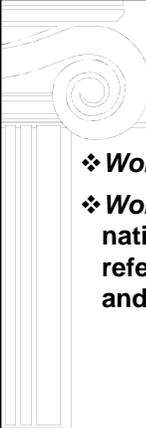
11-7



**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.

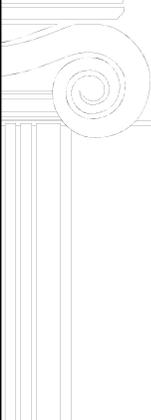
11-10



Crime Victims' Rights

- ❖ Legal Information Institute
- ❖ WashLaw
- ❖ VictimLaw
- ❖ U.S. Congressional Victim's Rights Caucus
- ❖ National Crime Victim Law Institute

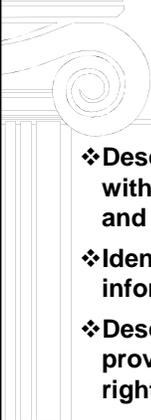
11-11



Activity

**Word Search
Worksheet 11.3**

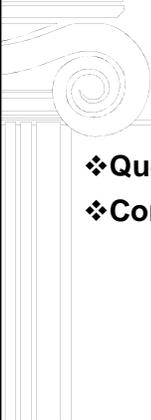
11-12



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

Purpose

The purpose of this module is to conclude the Academy by providing an opportunity to begin developing plans to apply what you have learned to your job and to share your final thoughts and sentiments about the Academy experience.

Lessons

1. Action Planning
2. Closing Circle
3. Evaluations

Learning Objective

By the end of this module, you will be able to identify action steps you will take to become “champions” for victims’ rights and services.

Participant Worksheets

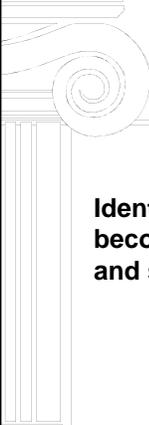
No worksheets are required.



Module 12
Taking It All Back Home



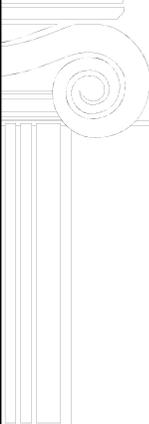
12-1



Learning Objective

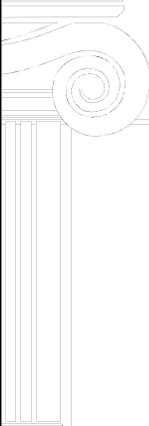
Identify action steps you will take to become a champion for victims' rights and services.

12-2



Action Planning

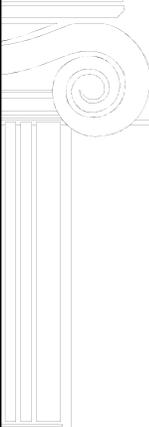
12-3



Activity

Action Planning

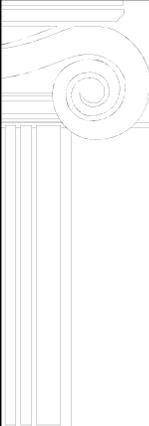
12-4



Activity

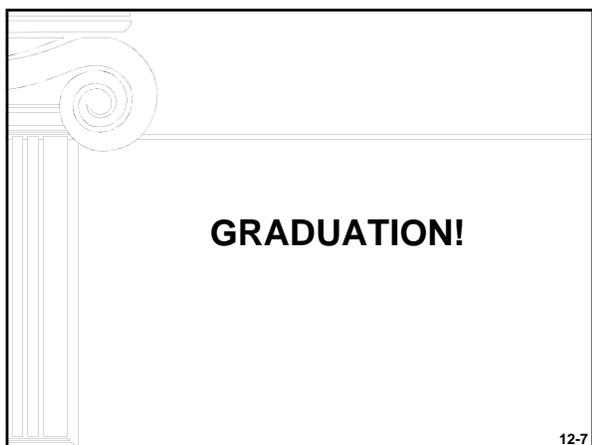
Closing Circle

12-5



Evaluations

12-6



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

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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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- ♦ 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.

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- (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:

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- ♦ 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.

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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.

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<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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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
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#	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 #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?

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

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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

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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

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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

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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.cjcyj.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

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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

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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/vawa.shtml
Pennsylvania	http://new.vawnet.org/category/Documents.php?docid=1921&category_id=943
Rhode Island	www.rijjustice.state.ri.us/voca
South Carolina	www.scdps.org/ojp/voca/voca_grant.html

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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.

