



CORE COMPETENCIES

New Jersey Confidential Sexual Violence Advocates



njcoalition

against sexual assault

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Federal and state-provided grant funding supported the creation of this publication. Its contents are solely the responsibility of the authors and do not necessarily represent the official views of current or future funders.

Original content was created for education purposes only and is intended for Sexual Violence Programs in New Jersey. NJCASA welcomes questions and suggestions for strengthening this approach, as well as requests to share elements of this resource. Please contact NJCASA at info@njcasa.org (or appropriate authors) before reproducing and disseminating any content.



Acknowledgements

The New Jersey Coalition Against Sexual Assault (NJCASA) would like to thank practitioners from the 21 county-based sexual violence programs and Rutgers University's Office for Violence Prevention and Victim Assistance. These dedicated, passionate, and enthusiastic individuals brought this curriculum to life and have infused the contents with experiential evidence and intention.

NJCASA would like to specifically thank the following individuals for their time and expertise during the drafting of this manual's content:

Jill Kotarski of CONTACT of Burlington County

Pam Drager and Ava Schlesinger of Domestic Abuse & Sexual Assault Crisis Center
of Warren County

Jeanne Manchin of Middlesex County Center for Empowerment

Ursula Liebowitz of SAVE of Essex County/ Family Service League

Alison Daks of Womanspace

The following people and organizations provided permission to include resources in this manual:

National Sexual Violence Resource Center
www.nsvrc.org

Resource Sharing Project
<http://www.resource-sharingproject.org/>

University of Buffalo, School of Social Work
<http://socialwork.buffalo.edu/>

Washington Coalition of Sexual Assault Programs
www.wcsap.org



Table of Contents

Introduction	6
Advocates understand roots causes and dynamics of violence.	9
Advocates practice cultural humility.	13
Advocates can describe the effects of trauma on survivors.	17
Advocates engage in ethical practice.	21
Advocates use survivor-centered communication styles.	24
Advocates support and empower survivors when interacting with various systems.	27
Advocates connect survivors with resources.	30
Advocates treat themselves and others with care and respect.	31
Appendix	
Advocate position description	36
Recruiting interview questions	37
Sexual assault-specific program training syllabus	39
Self-assessment for advocates working with survivors of sexual assault	47



Introduction

Supporting materials

The Appendix of this resource includes materials to assist SVPs and staff in recruiting, screening, and supervising volunteer advocates: A description of duties and responsibilities for advocates, as well as screening interview questions.

Sample syllabus

The Appendix also includes a *sample* syllabus for sexual assault-specific programs. The syllabus includes independent and group activity ideas, video recommendations, and possible external speaker ideas. This syllabus was drafted with input from programs and volunteer training coordinators.

At time of publication, a dual-service training outline was under review and awaiting approval.

Self-Assessment

This tool was originally designed by the National Sexual Violence Resource Center and Resource Sharing Project to assist advocates surviving survivors of sexual assault. It has been modified for advocates in New Jersey.

Background

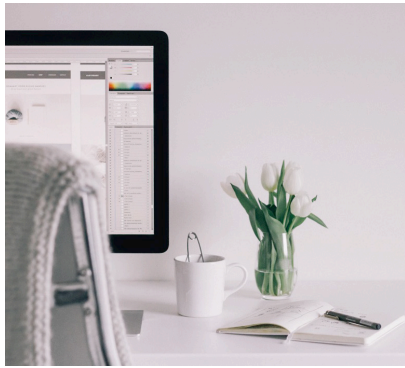
The Confidential Sexual Violence Advocate (CSVA) Training is integral to making sure survivors of sexual violence receive the care and support they deserve. In 2007 the New Jersey Coalition Against Sexual Assault (NJCASA) released two resources for training advocates: the *Advocate Core Training Manual* and *Facilitator's Guide to the Advocate Core Training*. These documents were intended to guide training and support for new advocates and staff at Sexual Violence Programs (SVPs).

Advocates and practitioners have made tremendous strides and the anti-sexual violence movement has grown by leaps and bounds. In 2014, NJCASA's Program Membership felt as though there is no better time than the present to make sure training materials reflect these developments and that revisions and updates were necessary to ensure competent and confident advocates are prepared to provide the services survivors and significant others deserve.

Gathering feedback from the field

NJCASA shared a survey with Sexual Violence Programs in June 2014; the survey was intended to gather information about possible helpful elements and sections of the





Guiding resources & references

The following resources informed the work of the CSVA update process:

Resource Sharing Project. (n.d.) *Core services and characteristics of rape crisis centers: A review of state service standards.*

Bein, K. (n.d.) *Deepening our roots: Growing meaningful & sustainable sexual assault services in rural communities.*

Bein, K. & Davis, V. (n.d.) *Strengthening our practice: The ten essential strengths of sexual violence victim advocates in dual/multi-service advocacy agencies.*

National Sexual Assault Coalition Resource Sharing Project and National Sexual Violence Resource Center 2013. *Building Cultures of Care: A Guide for Sexual Assault Services Programs.*

Advocate Core Training Manual and Facilitator's Guide, collect contact information for volunteer or CSVA training coordinators, and capture hopes for revisions. A total of 15 people responded to the survey, representing approximately 11 programs.

A common critique of the existing content was its academic tone and theoretical nature. **Respondents had very concrete and focused feedback on revisions and directions for future versions:**

- Emphasize realities of advocates in New Jersey (i.e. laws, processes, definitions, demographics, etc.)
- Focus on skills and practical information
- Include:
 - Tools and materials for trainers (e.g. PowerPoints, training notes, audio/visual materials)
 - Practice-informed information (e.g. stories and experiences from advocates and practitioners)
 - Additional information on marginalized or underserved populations: LGBTQ, racial and ethnic groups, people with disabilities.

NJCASA staff reached out to other state coalitions and practitioners for insight into revising the manual and providing more concrete (while also customizable) resources. Many states and organizations have instituted standards for core services and advocacy. There are also a number of guidance documents outlining promising practices for advocates and organizations serving survivors of sexual assault. **Using these models, NJCASA developed eight competencies for advocates, as well as corresponding hours for knowledge and skill development.**

Hours reflect an emphasis on skills and practice, while also incorporating a strong knowledge base and familiarity with concepts. *Advocates understand roots causes and dynamics of violence* and *Advocates use survivor-centered communication styles* are weighted to reflect this balance in knowledge and

skills. This weighting is also done to provide ample time for advocates to feel confident in their understanding of sexual assault concepts and practice skills in active listening and crisis intervention.

Competency	Recommended Hours
Advocates understand roots causes and dynamics of violence.	10
Advocates practice cultural humility.	3
Advocates can describe the effects of trauma on survivors.	3
Advocates engage in ethical practice.	5
Advocates use survivor-centered communication styles.	10
Advocates support and empower survivors when interacting with various systems.	5
Advocates connect survivors with resources.	2
Advocates treat themselves and others with care and respect.	2
TOTAL HOURS	40



Advocates understand root causes and dynamics of violence

Recommended number of hours: 10

Effective advocates can describe the ways oppression and inequality cause sexual violence and impact survivors and communities. The way a person may react when in crisis is influenced by their lived experience and access to support and resources. It is important that advocates have a firm grasp and confidence in their ability to describe the role of oppression in the perpetration of sexual violence. This foundation will help advocates when working with community partners, advocating for services and options for survivors, and being agents of social change in their community.

Sharing information and recent statistics provides advocates with an introduction for understanding the role of oppression. Advocates may also feel comfortable sharing information with survivors and significant others.

*“Strong advocates know how to talk about sexual violence with individual survivors. **Strong advocates can also discuss the prevalence of sexual victimization and can provide current information on the general frequency and facts surrounding sexual violence.**”¹ (emphasis added)*

Learning objectives for this competency

After the training, advocates will be able to...

- Describe the ways oppression and inequality cause sexual violence.
- Describe the ways oppression and inequality impact survivors and communities.
- Define sexual assault in New Jersey.
- Demonstrate culturally relevant advocacy skills.
- List at least three considerations for providing advocacy and support to victims of sexual assault.

The concepts and topics discussed within this competency can be spread out over the course of the training or be delivered early on to give volunteers the language and information needed to appropriately communicate about sexual violence.

Concepts

- Sexual violence
 - Framework of oppression and anti-oppression work
 - Language and terms
 - Sexual violence as a continuum
 - Attitudes and beliefs
 - Sexual harassment
 - Sexual assault
 - Sexual assault laws and definitions in New Jersey
 - Associated legal terms
 - Responses and considerations:
 - Adults – women and men
 - Children
 - Adolescents
 - Communities of color
 - LGBTQ communities
 - Campus sexual assault
 - Sexual violence later in life
 - People with disabilities
 - Rape while incarcerated
 - Human trafficking
 - Military sexual assault
- Other forms of violence:
 - Domestic/intimate partner violence
 - Homicide
 - Suicide

¹ Bein, K. & Davis, V. (n.d.) *Strengthening our practice: The ten essential strengths of sexual violence victim advocates in dual/multi-service advocacy agencies*. Resource Sharing Project Rural Sexual Assault Services. Page 13.



Resources for group and independent learning

Calgary Communities Against Sexual Assault: Violence Pyramid

Illustration of rape culture and attitudes that support the perpetration of sexual violence.

http://ccasayourworld.com/get_the_facts/violence_pyramid/

FORGE Archived Webinars

FORGE was founded in 1994 in Milwaukee, Wisconsin and provides peer support primarily to those on the female-to-male (FTM) gender spectrum and local significant others. FORGE archives recorded webinars for training and professional development. <http://forge-forward.org/trainings-events/recorded-webinars/>

NSVRC eLearning Portal

The NSVRC keeps a list of courses, recorded webinars, podcasts, and other learning resources in its eLearning Portal. Head to <http://www.nsvrc.org/elearning/search> to search for specific topics or to see the most recent additions.

PCAR/NSVRC Online Learning Campus

The Pennsylvania Coalition Against Rape and National Sexual Violence Resource Center (NSVRC) create and “house” resources for advocates and practitioners in the anti-sexual violence movement. Volunteers can create an account and access recorded webinars, podcasts, and interactive courses related to a number of topics. **This work can be done independently outside of the classroom with a written summary submitted for documentation of completion.** Webinars and podcasts can also be used in class to generate discussion and supplement lecture.

Instructions for creating a free account:

- A. Head to <http://campus.nsvrc.org/>
- B. Check [Computer Requirements](#) and browser recommendations.
- C. Create a login using an email address and secure password.
- D. When logged in, explore ‘PCAR courses’ or ‘NSVRC courses’ for related topics and updates.

Topics related to root causes and dynamics of violence:

PCAR courses:

- “Engaging Latin@ Communities in Sexual Violence Prevention” (6:30 video podcast)

NSVRC courses:

- “Children Need Us All: Defining the Unique Roles of Victim Service Professionals in Responding to Child Sexual Abuse” (1:20:00 recorded webinar)
- “No Place Like Home: The Impact of Sexual Violence on Housing” (1:12:00 recorded webinar)
- “Look Past Labels: Lessons from Working with Youth Who Experience Homelessness and Sexual Violence” (52:00 recorded webinar)
- “Considerations for Victims with Cognitive and Communication Disabilities” (27:00 recorded webinar)
- “Maturing Your Services: Advocating for Survivors of Sexual Violence in Later Life” (interactive course – 1:00:00 estimated time of completion)

Students Active for Ending Rape: Making the Grade? Findings from the Campus Accountability Project on Sexual Assault Policies

Students Active for Ending Rape (SAFER) analyzed nearly 300 formal and informal sexual assault policies from colleges and universities across the U.S. The report provides a snapshot of policies from a sample of four-year colleges and universities in the U.S. during a given timeframe.

<http://www.safercampus.org/blog/2013/10/safer-announces-findings-of-campus-accountability-report/>

Washington Coalition of Sexual Assault Programs

WCSAP's 2006 edition of *Partners in Social Change* includes a continuum of sexual violence that helps connect oppression and the perpetration of sexual violence.

<http://www.wcsap.org/sites/wcsap.huang.radicaldesigns.org/files/uploads/documents/RapeCulture2006.pdf>

Films (may need to be purchased):

- *Generation M* Explores misogyny in media (available from Media Education Foundation)
- *Hip-Hop: Beyond Beats & Rhymes* Discusses the portrayal of masculinity in popular hip-hop music (available from Media Education Foundation)
- *The Invisible War* is a documentary outlining the realities and struggles of victims of sexual assault in the armed forces (available at <http://invisiblewarmovie.com/>)
- *Killing Us Softly 3* Explores images of women in advertising (available from Media Education Foundation)
- *Out in America* is an uplifting collection of unique, transformative stories and inspiring personal narratives told through the lens of the country's most prominent LGBT figures and pioneers (available at <http://www.twocatstv.com/outinamerica/>)





Advocates practice cultural humility

Recommended number of hours: 3

Effective advocates seek opportunities to grow and learn. Although “cultural competence” has been traditionally used to describe a strategy for creating inclusive services to communities and individual, there are some critiques of this approach. Primarily that “competence” implies an end-point, rather than an ongoing effort to challenge preconceived notions and established worldviews.

Cultural humility¹ is part of the evolution of culturally relevant and informed practice; it emphasizes a *process* or *journey* rather than a destination. Cultural humility has four components: lifelong learning and self-reflection, actively addressing power imbalances and inequity, developing and nurturing mutually beneficial partnerships or dynamics, and institutional accountability. Each of these aspects requires both individual action and organizational buy-in.

Learning objectives for this competency

After the training, advocates will be able to...

- Identify personal attitudes, beliefs, and experiences about survivors of sexual assault.
- Identify at least one aspect of cultural humility they can incorporate immediately into their work as an advocate.
- Describe at least two ways oppression can influence a survivor's experience of violence.



- Lifelong learning and self-reflection
 - Individual: Advocates engage in regular reflection on potential biases and lessons learned. Are advocates aware of culturally-specific organizations and services available in the community? Do they feel as though their opinions, attitudes, and behaviors are changing as a result of investigating oppression, privilege, and inequality?
 - Organizational: Sexual violence programs encourage and/or require training and continuing education for advocates regarding culturally-specific organizations in the area, prevalence and research on sexual violence among underserved communities, and strategies for addressing inequality in their personal lives.
- Actively addressing power imbalances and inequity
 - Individual: Advocates work to inform systems they interact with regarding forms of oppression, promoting equity in practice, and recommend changes to better serve survivors.
 - Organizational: Sexual violence programs work to inform systems they interact with regarding forms of oppression, promoting equity in practice, and recommend changes to better serve survivors. In addition, programs recognize and seek to address any recommendations regarding service provision, outreach, or internal structure.
- Developing and nurturing mutually beneficial partnerships or dynamics
 - Individual: Advocates work with systems and other service providers in a respectful and authentic way. Every interaction is seen as an opportunity to learn, grow, and share.
 - Organizational: Sexual violence programs strive to develop and maintain meaningful and respectful relationships with culturally-specific organizations and communities.
- Institutional accountability
 - Individual: Advocates feel comfortable and confident in bringing concerns to sexual violence program staff regarding materials, efforts, interactions, and other areas.
 - Organizational: Sexual violence programs feel accountable to community members and advocates to provide culturally-informed and relevant services. Measures are in place to gather feedback and encourage dialogue.

The concepts and topics discussed within this competency can be spread out over the course of the training. It is recommended trainers and programs encourage advocates and volunteers to “get comfortable with being uncomfortable” as they are challenged beyond their comfort zone. Challenging discussions and respectful debate can bring about insights that may not have surfaced otherwise. These discussions can also accompany conversations about ethics and ethical practice, as identifying biases and preconceived notions can help advocates become more aware of boundaries and potential dilemmas.



Concepts

- Culture
 - What is culture?
 - Cultural values
 - Dominant U.S. values
 - Other countries
 - Personal attitudes
 - Personal relationships and family
 - Work values
 - Beliefs about sexual assault
 - Beliefs about victims of sexual assault
 - Criminal justice system
 - Government and laws
- Language and terminology
 - Marginalization
 - Underserved communities and survivors of sexual assault
 - Privilege
 - Stereotypes
 - Internalized oppression
 - Intersectionality
- Cultural humility
 - Cultural competence and cultural relevance
 - Culturally specific programming
 - Aspects of cultural humility
 - Lifelong learning and self-reflection
 - Actively addressing power imbalances and inequity
 - Developing and nurturing mutually beneficial partnerships or dynamics
 - Institutional accountability

¹ Tervalon, M., & Murray-Garcia, J. (1998). Cultural humility versus cultural competence: A critical distinction in defining physical training outcomes in multicultural education. *Journal of Health Care for the Poor and Underserved*,



Resources for group and independent learning

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<http://www.wcsap.org/sites/wcsap.huang.radicaldesigns.org/files/uploads/documents/RapeCulture2006.pdf>

Films/Videos:

"Cultural Humility: People, Principles and Practices," is a 30-minute documentary by San Francisco State professor Vivian Chávez. <https://www.youtube.com/watch?v=SaSHLbS1V4w>





Advocates can describe the effects of trauma on survivors

Recommended number of hours: 3

Effective advocates approach their work with victims in a trauma-informed way. This means having a firm grasp on the ways trauma can influence behavior, memory, emotional state, and the physical body.

*"Each individual's reactions are normal reactions to an abnormal event. **Sexual violence advocates know survivors are whole, competent beings that need support after such terrible events.** When we fully understand the context and impact of trauma, we can become willing, able, and comfortable in serving any victim of sexual violence."* [emphasis added]

When advocates work in this way, their behavior and language changes to create an environment where victims feel as empowered and supported as possible. For example, an advocate would not touch or hold a victim during a crisis intervention response as sense may be heightened and touch could trigger a traumatic response. If touching is inevitable (i.e. a small room is provided for

Learning objectives for this competency

After the training, advocates will be able to...

- Outline the stages and goals of crisis intervention.
- Describe how trauma may affect an individual in crisis. Including an individual's physical body, memory, and/or cognitive abilities.
- List at least one way to help a victim plan for physical or emotional safety after a crisis.



conversation and knees touch while seated) and advocate would ask what would make the victim most comfortable. It is recommended trainers and programs bring this content to advocates and volunteers early in the training to set up a strong trauma-informed framework.

Facilitators can then refer back to these concepts as new topics and situations are introduced to volunteers. For example, different contexts and crisis responses can be referred back to when introducing oppression and privilege. A person with a physical disability may respond to trauma or interventions differently based on their lived experiences of oppression – these factors, in turn, could also influence how an advocate would propose resources and referrals.

Concepts

- Trauma
 - Reactions to trauma (physical, emotional, psychological)
 - Post-traumatic stress disorder
 - Rape trauma syndrome
- Crisis & Crisis Intervention
 - Stages and goals of crisis response
 - Models of helping
 - Moral
 - Medical
 - Empowerment
 - Enlightenment
- Triggers (for safety-planning during crisis)
 - Changes in life/Life transitions
 - Self-care for victims
 - New traumas or witnessing violence



Resources for group and independent learning

Michigan Domestic and Sexual Violence Prevention and Treatment Board Adult Sexual Assault: A Trauma Informed Approach

This film provides an overview of how trauma impacts victims and how law enforcement first responders can implement a trauma informed response and approach to sexual assault survivors. The film features Dr. Rebecca Campbell and law enforcement professionals from across Michigan. A facilitator's guide to help you use the training film as part of training is also available. <http://youtu.be/gtWD1XJrhNo>

National Institute of Justice: The Neurobiology of Sexual Assault

In this webinar recording Dr. Rebecca Campbell discusses the neurobiology of sexual assault and the effect trauma has on victim behavior. <http://nij.gov/multimedia/presenter/presenter-campbell/>

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Topics for related to trauma responses:

NSVRC courses:

- "The Brain, Body, and Trauma" (interactive course – 1:30:00 estimated time of completion)

Social Solutions: Good Shepherd Services: Improving Outcomes with the Sanctuary Model of Trauma-Informed Care

In this webinar recording, the co-creator of the Sanctuary Model for trauma-informed care, and staff from Good Shepherd Services discuss what it takes to bring the model to life, and the benefits it has had for young people across Good Shepherd Services' Foster Care, Youth Justice, and Supportive Housing programs. <http://www.socialsolutions.com/performance-management-webinars/family/good-shepherd-services-improving-outcomes-sanctuary-model-trauma-informed-care/>



Washington Coalition of Sexual Assault Programs

WCSAP's 2006 edition of Partners in Social Change includes a continuum of sexual violence that helps connect oppression and the perpetration of sexual violence.

<http://www.wcsap.org/sites/wcsap.huang.radicaldesigns.org/files/uploads/documents/RapeCulture2006.pdf>





Advocates engage in ethical practice

Recommended number of hours: 5

Effective advocates understand their role and responsibility to serve survivors with integrity. One of the most important aspects of advocacy is maintaining confidential communication. In New Jersey, **confidential communication** is defined as:

“Any information exchanged between a victim and a victim counselor in private, disclosed in the course of the counselor’s treatment of the victim for any emotional or psychological condition resulting from an act of violence. [This] includes advice, reports, or working papers given or made in the course of counseling, as well as all information received by the victim counselor from the victim.” (N.J.S.A. 2A:84A-22.14)

Under this law, victim counselor privilege extends to Confidential Sexual Violence Advocates, ensuring that the information a survivor shares stays private unless he or she chooses to release that information with a written waiver. Upholding confidentiality builds trust with the survivor to express all feelings in a safe environment. For this reason, advocates must effectively communicate the survivor’s right to confidentiality, the use of their information within the program, and the limits that exist.

Learning objectives for this competency

After the training, advocates will be able to...

- Define ethical principles and responsibilities for advocates.
- Describe confidentiality based on Victim-Counselor privilege law in NJ.
- Outline confidentiality exceptions, including role as mandatory reporter.
- Describe boundaries and identify boundary violations.



When building a relationship of trust and openness, a bond can form that blurs the line from a helping relationship to a personal one. Advocates then must clearly express boundaries and refrain from sharing personal information or their own beliefs, as it has potential to undermine the intended focus on the survivor and exposes both parties to problematic situations.

The topics in this section can be delivered and reiterated during discussions of the program's policies and procedures. During role plays and conversations about survivor-centered communication, ethical considerations are a major component of conveying respect and empowering the survivor with their own disclosures.

Concepts

- Professional responsibility of advocates
 - Information on the extent of privacy and confidentiality
 - Procedures on:
 - Level of or records kept and where
 - Persons with access to survivor records
 - Interactions in common spaces, during legal process, with loved ones
 - Obligations to break confidentiality
 - Detailed plans for suicide or suicidal ideation
 - Detailed plans for harming someone else
 - Child Abuse
- Mandatory Reporting
 - Communicating requirement to survivor
 - Suspicions and indicators
 - Outline for DCP (State Central Registry Hotline)
- Respecting limits of crisis intervention relationship
 - Communicating program rules and expectations
 - Boundaries and violations
 - Dual relationship
 - Over-helping & Personal involvement
 - Countertransference
 - Self-disclosure

Resources for group and independent learning

OVC- Ethics in Victim Services

This training explores common ethical conflicts and how to apply ethical standards and decision-making to resolve them. The participants will learn information and skills related to values and responses to victims, ethics in victim services, and standard decision-making process.

<https://www.ovcttac.gov/ethics/module3.cfm>

OVC-Sexual Assault Advocate/Counselor Training: Confidentiality Vignette

The Office for Victims of Crime facilitates training through the OVC Training and Technical Assistance Center. In addition to participant manuals and worksheets, OVC developed video vignettes for discussion on a number of issues, including confidentiality.

https://www.ovcttac.gov/saact/presenters_toolbox.cfm

PCAR/NSVRC Online Learning Campus

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- D. When logged in, explore ‘PCAR courses’ or ‘NSVRC courses’ for related topics and updates.

Topics related to root causes and dynamics of violence:

PCAR courses:

- "Ethical Practice Sexual Assault Counselor" (interactive course – 1:30:00 estimated time of completion)

RAINN Self-Paced Courses – Helping Suicidal or self-harming callers

The Rape Abuse and Incest National Network have developed training for advocates working in the sexual violence field. These are courses that can be completed at their own pace and advocates can receive a certificate of completion following the course. The Suicidal and self-harming course highlights considerations for dealing with calls where a caller’s life may depend on actions taken by the person and provide for discussion on the ethical duty of advocates in the situation.

<http://www.rainntrain.org/course/category.php?id=8>





Advocates implement survivor-centered communication styles

Recommended number of hours: 10

Effective advocates create a supportive environment that provides information based on survivors' concerns and prioritizes their needs. Advocates provide initial short-term services, and therefore communication needs to be clear and welcoming. Empowerment counseling or advocacy ensures that survivors feel supported, have their feelings validated, receive all education and options for their situation, and are given full autonomy to choose the decision that is best for them.

A traumatic experience like sexual assault impacts a person's ability to process information using their typical problem solving methods. When a client is in crisis, an advocate should stay mindful of the survivor's focus level and feel comfortable checking in and reviewing important information. Demonstrating a genuine intention to listen and accept the survivor where they are in the process gives the survivor greater tools on the road to recovery.

Survivor-centered communication can be disrupted if an advocate is dealing with her or his own psychological "noise." This noise includes personal attitudes, beliefs, or experiences and is a roadblock to effective communication.

Learning objectives for this competency

After the training, advocates will be able to...

- Identify personal barriers to listening.
- Illustrate strategies to improve listening and communication skills.
- Describe elements of empowerment counseling.
- Display essential skills for communication, including active listening and empathy.
- Respond to unique needs.

Assumptions and personal opinions by the advocate regarding the survivor's choices can reduce the ability to create a supportive and non-judgmental environment a survivor needs to heal. It is important for advocates to recognize any response they are having to a situation and create a plan to deal with these thoughts and feelings after an interaction with a survivor, such as talking with an advocate supervisor or practicing self-care.

This topic is crucial to building the skills of an effective advocate. While 10 hours are recommended, a program can benefit from introducing and reviewing empowerment and active listening skills throughout the training. As discussions throughout each activity bring up individual and varying opinions, this section serves as a great reminder to check in with personal barriers and stay survivor-focused.

Concepts

- Personal barriers to listening
 - Noise: attitudes and beliefs
 - Comfort level in talking/hearing about sexual violence
 - Processing and exploring own feelings
 - Policy for debriefing with staff
- Improving listening and communication skills
 - Exercises for:
 - Expressing empathy and non-judgment
 - Utilizing trust, silence, and genuine nature for survivors
 - Active listening: acknowledge, clarify, validate, summarize
- Responding to unique needs
 - Exploring all options
 - Safety planning with support systems
 - Communication with monolingual or Limited English Proficiency (LEP) persons
 - Language Access guide
 - Making referrals

Resources for group and independent learning

Brian Guerre, INCASA - Motivational Interviewing Skills for Sexual Assault Advocates

This presentation goes over the concept of Motivational Interviewing, originally developed by Miller & Rollnick, used for those in trauma-informed services. The presentation reviews skills advocates can strengthen to be collaborative while honoring a survivor's autonomy during communication.

<https://prezi.com/fcfr7uh-gtrp/motivational-interviewing-skills-for-sexual-assault-advocat/>

Office for Victims of Crime Training & Technical Assistance Center- Victim Assistance Training Online

VAT Online is a web-based training program that offers victim service providers resources for essential skills to effectively assist survivors. In the Core Competencies and Skills section, courses include Basic Communication Skills and Crisis Intervention.

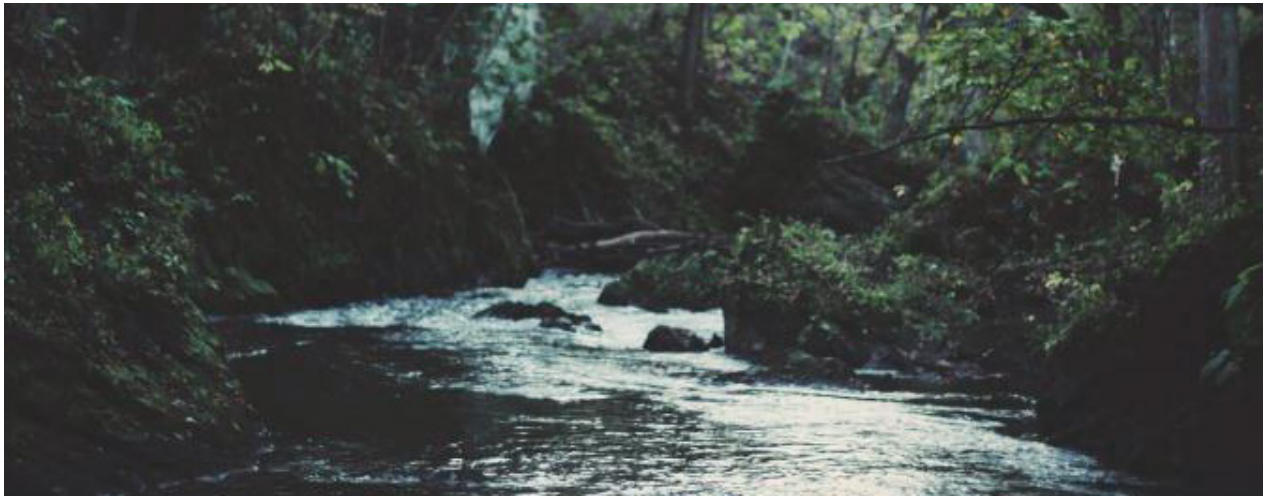
https://www.ovcttac.gov/views/TrainingMaterials/dspOnline_VATOnline.cfm

McGraw-Hill Education – Self-Assessment: Assessing Your Emotional Empathy

This self-assessment is designed to help estimate a propensity for emotional empathy. It requires honesty and perspective and can be used as a pre and post self-evaluation tool during this section.

http://highered.mheducation.com/sites/007040187x/student_view0/chapter3/self-assessment_3_10.html





Advocates support and empower survivors interacting with various systems

Recommended number of hours: 5

Effective advocates help survivors navigate medical and legal systems with support and encouragement. If a person has experienced a recent sexual assault, it is the role of the advocate to provide all options for reporting the crime and gathering evidence. Reporting the assault can be an overwhelming experience, but advocates can alleviate that by describing the process and possible outcomes so the survivor can make an informed decision regarding their interaction with these systems.

Confidential Sexual Violence Advocates are the only members of the Sexual Assault Response Team that are fully survivor-focused and confidential. For this reason, advocates are tasked with reminding survivors that their needs are important and their consent is a priority every step of the way. Survivors face the potential for secondary victimization when interacting with systems that are unsupportive or blaming. This is why advocates serve as a critical resource to survivors, helping them maintain as much control as possible and validating their reactions to the sexual assault.

During interactions with members from law enforcement, forensic nurses, and loved ones, advocates can provide

Learning objectives for this competency

After the training, advocates will be able to...

- Define the role of all members of Sexual Assault Response Team.
- Explain the forensic exam and medical system to a survivor, including all medical options.
- Empower a survivor to make informed decision about reporting to police.
- Understand the legal process, from first responder to prosecution.
- Create a supportive environment for survivors and loved ones involved in the process.

general information on trauma and common response to sexual assault to assist them with being a greater support system to the survivor. Beyond confidentiality, it is best to allow the survivor to express her or his wishes to these systems directly as it is a step to empowerment.

Discussing interaction with the various systems relies on knowledge of maintaining confidentiality from the previous section. Maintaining confidentiality is critically important and advocates must remain vigilant when working with survivor-centered partners.

This topic is crucial for all advocates who provide accompaniments. The recommended five hours can cover this topic, including or as a supplement to guest speakers from a Detective from a Sex Crimes unit, a member of the Prosecutor's office, and/or a Sexual Assault Nurse Examiner.

Concepts

- Sexual Assault Response Team
 - Activation points
 - Individual members and role to balance for advocate
 - Advocate as only confidential entity
- Legal Response to Sexual Assault
 - Victim Rights
 - Criminal procedure
 - First Responders
 - Interviews and Investigations
 - Prosecution
 - Civil remedies
- Forensic Examination
 - Presentation and tour from Sexual Assault Nurse Examiner
 - Informed decisions and ongoing consent
 - Additional medical concerns (e.g. HIV/AIDS prophylaxis, STIs, pregnancy)
- Empowerment and Emotional Support
 - Equip survivors with all information
 - Allow for breaks
 - Create space for private conversation
 - Notify all parties present of basic/general information

Resources for group and independent learning

OVC SART Toolkit: Resources for Sexual Assault Response Teams

Including the video “SARTs at Work,” the Office for Victims of Crime SART Toolkit is a resource for the coordinated response, including advocacy tools like Victim Rights brochures and a checklist for initial contact with a survivor.

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

OVC TTAC- Vignettes: Medical Evidentiary Exam & Supportive Methods Medical Evidentiary Exam

The Office for Victims of Crime facilitates training through the OVC Training and Technical Assistance Center. In addition to participant manuals and worksheets, OVC developed video vignettes for discussion on a number of issues, including medical evidentiary exams and supportive methods for professionals during the process.

https://www.ovcttac.gov/saact/presenters_toolbox.cfm





Advocates connect survivors with resources

Recommended number of hours: 2

Effective advocates can provide multiple options for survivors in crisis – with the understanding that addressing trauma may not be the primary concern. Local (and online) resources can begin to re-build a victim's sense of power and self-sufficiency.

It is recommended trainers and programs bring this content to advocates and volunteers throughout the training program: encourage speakers to talk about the services their organization provide (if applicable), share lessons learned and anecdotes from your own practice, and encourage participants to reach out to local organizations.

Local resources can include, but are not limited to:

- Housing and homelessness
- Education (e.g. GED classes, transferring schools, withdrawing from college courses, etc.)
- Employment
- Disabilities resources
- Legal options
- Child care
- Therapy and long-term counseling
- Medical care and options

Learning objectives for this competency

After the training, advocates will be able to...

- List at least three local resources relevant to potential survivor needs.
- Describe the process of providing a referral to local resources.





Advocates treat themselves and others with care and respect.

Recommended number of hours: 2

Effective advocates recognize, as research has shown, that witnessing or hearing about others' trauma can have an impact on their emotional, psychological, and physical health. Research has shown that some professionals and adults working with survivors of trauma are often affected by the experiences that are shared with them.^{1 2 3} These responses are connected to empathizing with someone and listening to their experience and pain.

The effects of vicarious trauma (VT) are similar to post-traumatic stress disorder (PTSD) (e.g. hypervigilance, numbing, avoidance, etc.), and can impact an individual's values, beliefs, and previously-held views of the world. Seeing people as inherently good or being hopeful gradually lessens, being replaced by feelings of hopelessness and beliefs that people are bad or out to hurt others. People may also distance themselves from activities or practices that once brought them joy or hope, such as spiritual practices, art and expression, exercise, socializing, and

Learning objectives for this competency

After the training, advocates will be able to...

- Describe various responses among helpers working with survivors of trauma.
- Identify wellness activities.
- Engage in self-care activities regularly.
- Encourage colleagues and peers to engage in self-care activities.

learning new things. People experiencing VT may also be preoccupied with the safety of other people, have a hard time trusting others, and have a hard time maintaining emotional or physical intimacy.

Acknowledging, however, is just the first step. This conversation should also explore some ways advocates can *proactively* take care of themselves and others in order to prevent long-term detrimental effects. Two hours is recommended, but self-care should be incorporated into training content and delivery. Presentations should be prefaced with a call for self-care, as well as at the end of content that volunteers find distressing.

Concepts

- Responses from helpers working with survivors of trauma
 - How does hearing someone else's experience impact our own?
 - Primary & secondary trauma
 - Compassion fatigue
 - Vicarious trauma
 - Countertransference
 - Burnout
 - Indicators of imbalance
- Wellness: Taking care of ourselves as we serve others
 - Vicarious resilience
 - Exercises for:
 - Checking in with yourself
 - Finding things that bring you peace
 - Prioritizing yourself
- Creating a community of wellness
 - Exercises for:
 - Acknowledging strengths and a job well-done
 - Building self-esteem
 - Listening

¹ Bloom, S. L. (1995) *The Germ Theory Of Trauma: The Impossibility of Ethical Neutrality*. (1995) B.H. Stamm, (Ed). Secondary Traumatic Stress: Self Care Issues for Clinicians, Researchers and Educators. Sidran Foundation. (pp. 257-276). Retrieved from http://www.sanctuaryweb.com/PDFs_new/Bloom%20Germ%20Theory.pdf

² Bloom, S. L. (2003) *Caring for the Caregiver: Avoiding and Treating Vicarious Traumatization*. In A. Giardino, E. Datner and J. Asher (Eds.), *Sexual Assault: Victimization Across the Lifespan*. Maryland Heights, MO: GW Medical Publishing. (pp. 459-470). Retrieved from http://www.sanctuaryweb.com/PDFs_new/Bloom%20Caring%20for%20Caregiver.pdf

³ Kadambi, M.A. & Truscott, D. (2004). Vicarious trauma among therapists working with sexual violence, cancer, and general practice. *Canadian Journal of Counselling*, (38/4), 260-276.

Resources for group and independent learning

Office for Victims of Crime – Module 7: Compassion Fatigue and Self-Care

This module is part of an online sexual assault advocate/counselor training provided through OVC. It was designed to help participants understand the impact of compassion fatigue on advocates and the importance of self-care.

<https://www.ovcttac.gov/saact/module7.cfm>

University of Buffalo School of Social Work – Self-Care Starter Kit

The University of Buffalo School of Social Work developed a starter kit on self-care for students that might be of some use to other beginning social work professionals. While the kit does not address all that goes into developing the skill of professional self-care, it does begin the journey.

<http://socialwork.buffalo.edu/resources/self-care-starter-kit.html>







APPENDIX: Supporting Materials

Advocate position description

Recruiting interview questions

Sexual assault-specific program training syllabus

Self-assessment for advocates working with survivors of sexual assault



Position Description: Confidential Sexual Violence Advocate

A Confidential Sexual Violence Advocate (CSVA) is often one of the first points of contact a survivor has when reporting an assault. In some cases, it is the first time a survivor is disclosing their sexual assault to anyone. A CSVA assists survivors and their loved ones by providing crisis intervention, emotional support, essential information, and referrals. For this reason, advocates are of critical importance to supporting survivors' needs.

[Insert mission and program-specific information. For example, "At our program, CSVAs serve not only as part of our response team, but can also answer our confidential 24-hour hotline and speak to community groups at events."]

Qualifications:

- 18 years of age or older
- Reside in county or within short distance of county program
- Valid driver's license and reliable transportation for accompaniments throughout the county
- Confidence in providing direct service to survivors
- Consent to criminal background check
- Willingness to improve knowledge of sexual assault and systems
- Respect and commitment to serve all individuals in the community, regardless of gender, age, sexual orientation, race, ethnicity, faith or spiritual practice, income, or ability

Responsibilities:

- Complete required 40+ hour training, facilitated by sexual assault program in New Jersey
- Maintain confidentiality through all interactions with survivors and loved ones
- Provide understanding of trauma to survivors, loved ones, and community members
- Offer immediate support to callers of 24-hour hotline, delivering compassion, empathy, validation, information and education
- Assist survivors in making informed decisions and supporting them as they navigate medical and legal systems
- Serve as survivor-focused member of Sexual Assault Response Team at hospitals, police stations, prosecutor's offices, courts, etc.
- Attend regular ongoing education and volunteer meetings

Term:

- A commitment to one year of service
- Availability to take shifts consistently each month

Screening: Confidential Sexual Violence Advocate

In addition to having the following conversations with potential volunteers, a coordinator may provide a survey on realities and definitions of sexual assault to assess the baseline knowledge of the volunteer.

Why do you want to volunteer as a confidential sexual violence advocate?

If survivor: How do you think you can separate your own experiences and a survivor's experience?

What expectations do you have for the role?

What are your current concerns or hesitations for volunteering?

What is your knowledge or experience with sexual violence?

How do you gauge your stress level? When your stress is increased, how do you handle it?

Describe some concerns you have when it comes to interacting with members of communities or groups different from your own (e.g. LGBT populations, persons of color, religious communities, persons with disabilities, specific cultures or communities).

What is your comfort level in providing all medical options to those who have experienced a sexual assault, including addressing concerns of sexually-transmitted infections (STIs), HIV/AIDS, and pregnancy?



Are you committed to attending all trainings, which serve as a legal requirement and a responsibility to provide best services to survivors?

Do you have the availability to dedicate yourself to consistent and reliable shifts every month?

Are you able to make a time commitment that includes weekends and overnight hours?

Are you able to serve based on schedule and transportation needs (e.g. valid license, access to vehicle, flexibility on nights and weekends, etc.)?

All information needs to remain confidential, even if information has a personal impact on you. How do you plan to keep conversations private?

Do you consent to a criminal background check? Is there any incident you think is necessary to inform us of?

What would you do if after discussing all options with a survivor about an issue, they make a decision you strongly disagree with?

There will be ongoing check-ins and evaluation throughout the volunteer training process. Do you accept that you may go through the 40+hour training without a guarantee of becoming an advocate?





Sexual assault-specific program training syllabus

Organizing the training

Each section of this resource provides accessible resources and an outline for facilitators. There is also guidance on how to make connections between competencies and weave themes throughout the training. Below are some sample outlines or syllabi for facilitators. These are not mandatory – programs are encouraged to develop and facilitate trainings in a way that best serves the needs of advocates, while also fulfilling hourly requirements and accomplishing intended goals.

The outline that follows is based on a typical three-hour block for training – this format and timing is common for sexual violence programs. For example, training takes place from 6:00-9:00pm during one or multiple weeknights or a weekend morning.

In each section of this resource, there are also independent learning resources for volunteers to complete on their own time. These are intended to give programs flexibility in scheduling in-person sessions with volunteers and lessen the amount of “live” group training time for program staff.

Planning Recommendations

Each of the resources listed in the following syllabus (e.g. video, speaker, and independent Assignments) are **optional** or **suggested** activities for each session. These resources were the most popular or up-to-date at the time of publication.

Programs are encouraged to use relevant and up-to-date resources to support participant engagement.

Programs are also encouraged to require a **reflection sheet, summary, or some form of documentation** to serve as “proof” of completion for online courses, videos, or reading completed independently or outside of scheduled in-person or group sessions.

Session I

Topics: b f c X i W j c b g # W V f Y U _ Y f

D f c [f U a ' g Y f j] W g ' U b X ' \] g h c f m

5 X j c W h y ' c V ' X Y g W j d h j c b ' U b X ' f c ' Y

b f c X i W j c b ' h c ' G 5 F H

- CSVA Competency: Advocates support and empower survivors when interacting with various systems. (1 Hour)

<] g h c f m c Z U b h ! g Y l i U ' j] c ' Y b W ' a c j Y a Y b h] b ' l G

- CSVA Competency: Advocates understand roots causes and dynamics of violence. (1 Hour)

Video: "Rape is..."

Independent assignments: F Y j] Y k ' c V ' X Y g W j d h j c b ' U b X ' f Y h f b ' g] [b Y X ' W c b Z] X Y b h] U '] m U [f Y Y a Y b h d U d Y f k c f _

Session II

Topics: b f c X i W j c b g # W V f Y U _ Y f

7 i ' h f Y / ' 7 i ' h f U ' j U i Y g

G c W j H U ' j U i Y g

- CSVA Competency: Advocates practice cultural humility (1.5 Hours)

D Y f g c b U ' j U i Y g / ' Y h] W j

- CSVA Competency: Advocates engage in ethical practice. (1 Hour)

Video: Killing Us Softly f a c g h f Y W b h j Y f g] c b E

Generation M

The Invisible War

Miss Representation

Speakers: D f c Z Y g g] c b U ' k \ c ' W b ' Z U W j] H U h ' U b h ! c d d f Y g g] c b ' W c b j Y f g U h] c b g

D f c Z Y g g] c b U ' k \ c ' W b ' Z U W j] H U h ' W c b j Y f g U h] c b g U V c i h Y h] W j U b X Y h] W ' d f U W j W

Session III

Topics: Introductions/Icebreaker

Trauma & Trauma responses

Post-Traumatic Stress Disorder

Rape Trauma Syndrome

- *CSVA Competency: Advocates can describe the effects of trauma on survivors. (1.5 Hours)*

Video: *National Institute of Justice: The Neurobiology of Sexual Assault*

Independent assignments:

"The Brain, Body, and Trauma" Interactive course from National Sexual Violence Resource Center

CSVA Competency: Advocates can describe the effects of trauma on survivors.

(1.5 Hours) WITH DOCUMENTATION (E.G. REFLECTION SHEET OR SUMMARY)

Session IV

Topics: Introductions/Icebreaker

Boundaries: Personal & Professional

Professional code of responsibility

Identifying potential ethical dilemmas

- *CSVA Competency: Advocates engage in ethical practice. (1.5 Hours)*

Introduction to sexual assault in New Jersey

- *CSVA Competency: Advocates understand the root causes and dynamics of sexual violence. (1 Hour)*

Speakers: Professional who can facilitate conversations about ethics and ethical practice.

Session V

Topics: Introductions/Icebreaker

Alcohol- and Drug-facilitated sexual assault

Intimate partner sexual violence

Teen dating violence/adolescent relationship abuse

- *CSVA Competency: Advocates understand the root causes and dynamics of sexual violence. (2.5 Hour)*

Video: *Spin the Bottle: Sex, lies, & alcohol*

Session VI

Topics: Introductions/Icebreaker

Crisis response

Crisis intervention

Activating personal support systems

Acknowledging and labeling feelings

Advocacy

- *CSVA Competency: Advocates use survivor-centered communication styles. (2.5 Hour)*
-

Session VII

Topics: Introductions/Icebreaker

Sexual Assault Forensic Exam

Activating a SART response (process)

Paperwork

- *CSVA Competency: Advocates use survivor-centered communication styles. (30 minutes)*
- *CSVA Competency: Advocates support and empower survivors when interacting with various systems. (2 hours)*

Speakers: Local SART Coordinator/Forensic Nurse Examiner and tour of an exam room.

Session VIII

Topics: Introductions/Icebreaker

Role Plays

- *CSVA Competency: Advocates use survivor-centered communication styles. (1.5 Hour)*
 - *CSVA Competency: Advocates support and empower survivors when interacting with various systems. (1 hour)*
-

Session IX

Topics: Introductions/Icebreaker

Sexual harassment

- *CSVA Competency: Advocates understand the root causes and dynamics of sexual violence. (1 Hours)*

Legal Process

Legal advocacy/accompaniments (if applicable)

- *CSVA Competency: Advocates use survivor-centered communication styles. (1.5 Hour)*

Speakers: Local County Prosecutor

Independent assignments: Read executive summary of *Crossing the Line: Sexual Harassment at School* by AAUW (2011)

CSVA Competency: Advocates understand the root causes and dynamics of sexual violence. (1 Hours) WITH DOCUMENTATION (E.G. REFLECTION SHEET OR SUMMARY)

Session X

Topics: Introductions/Icebreaker

Child sexual abuse – intervention

Child sexual abuse - prevention

- *CSVA Competency: Advocates understand the root causes and dynamics of sexual violence. (1.5 Hours)*

Reporting child abuse in New Jersey

- *CSVA Competency: Advocates engage in ethical practice. (1 Hour)*

Speakers: Local Child Advocacy Center/Organization



Session XI

Topics: Introductions/Icebreaker

Role Plays

- *CSVA Competency: Advocates use survivor-centered communication styles. (1.5 Hour)*
 - *CSVA Competency: Advocates support and empower survivors when interacting with various systems. (1 hour)*
-

Session XII

Topics: Introductions/Icebreaker

Oppression & Inequality

Cultural humility (practice self-reflection)

- *CSVA Competency: Advocates practice cultural humility. (1.5 Hour)*

Sexual violence in LGBTQ communities

- *CSVA Competency: Advocates understand the root causes and dynamics of sexual violence. (1 Hour)*

Video: *Further Off the Straight & Narrow*

OUT in America

(YouTube) *Gender Identity Project: Transgender Basics*

Speakers: Professional who can facilitate anti-oppression conversations.

Session XIII

Topics: Introductions/Icebreaker

Active Listening

Empowerment advocacy/counseling

Feminist counseling

- *CSVA Competency: Advocates use survivor-centered communication styles. (2.5 Hours)*

Session XIV

Topics: Introductions/Icebreaker

Sexual violence and people with disabilities

- *CSVA Competency: Advocates understand the root causes and dynamics of sexual violence. (1.5 Hour)*

Speakers: Local disability rights organization or service provider

Session XIV

Topics: Introductions/Icebreaker

Helper responses to working with trauma survivors: Countertransference, Burnout, Compassion Fatigue, Vicarious Trauma

- *CSVA Competency: Advocates treat themselves and others with care and respect. (2 Hours)*
- *CSVA Competency: Advocates engage in ethical practice. (30 minutes)*

Independent assignments: Create personal wellness/self-care plan to review with program staff (as part of supervision)

Session XV

Topics: Celebration

Signing-up for shadowing/observing advocates

Reviewing process and procedures

Graduation/Presentation of certificates

Video: Optional/None

Speakers: Optional/None





Self-assessment for advocates working with survivors of sexual assault

The work of responding to sexual assault and helping survivors rebuild their lives is done by advocates in an array of organization structures throughout the United States and territories. The work can be taxing and sometimes it is difficult to know if you are maximizing all of your strengths in service to survivors of sexual assault. **To that end, the National Resource Sharing Project (RSP) and National Sexual Violence Resource Center (NSVRC) created this tool to assist in self-reflection and assessing knowledge, values, agency support, and environment.**

The original version of this tool was created to support individual advocates as they worked with survivors of sexual violence. The tool was also intended to serve community organizations and state and territory coalitions in looking at capacity and readiness to serve survivors and communities.

NJCASA modified and customized the original tool to reflect the needs and roles of advocates in New Jersey.

Assessment Focus Areas

The self-assessment is made up of four sections or focus areas:

1. Knowledge of sexual assault
2. Advocacy skills: Advocating for a survivor of sexual assault
3. Working with systems & Supporting wellness
4. Personal confidence in advocating for victims of sexual assault

Our hope is this tool will help sexual violence programs as they recruit, train, retain, and support confidential advocates.

It is recommended programs use this tool to accomplish at least three goals: a way to measure advocate confidence and competence in necessary knowledge and skill areas, a means of informing supervision and supporting continuing education, and a gauge for training efficacy. The assessment can serve as a guide or supplement to an “exit interview” process for measuring newly-trained advocate confidence and competence. It can take the place of a lengthy quiz or test taken at the end of the training. Although knowledge of legal terms and processes is important, there are other ways to measure their knowledge and support ongoing reflection. Items within the assessment are also designed to create opportunities for advocates to review areas for growth or gaps in learning.

This assessment can also be used in training, supervision, and continuing education. It can be completed periodically (once or twice a year) and then collectively discussed with other advocates or one-on-one with program staff. The goal of this is two-fold: encourage reflection and growth for advocates and institute a tracking measure for that growth. Advocates and programs can look at how individual advocates, as well as groups of advocates, have strengthened their practice over a period of time by documenting responses to this assessment.

Finally, the assessment can help programs at NJCASA learn about the Confidential Sexual Violence Advocate (CSVA) training content and delivery. Are there items that consistently go unanswered or are answered with undesirable responses? Are there trends in open-ended responses or in conversations between advocates and programs or among advocates? This assessment can look at how effective the CSVA training content is in preparing effective, confident, and competent advocates for their work with survivors.

It can also serve individual advocates in self-reflection and as a way to capture growth and confidence in serving survivors. Each section offers space to plan steps that could be taken to address challenges or areas of confusion. Take this time to list ideas or questions you have been meaning to investigate further. In either case, the tool is intended to be kept private, as to provide a space for honest and candid self-assessment.

Knowledge of sexual assault

Think about your current level of knowledge, ability, readiness, and/or skill in the topics listed below. Circle or mark the option that best represents your answer.

I do not
know or feel
confident
about this. I
would like to
observe an
experienced
advocate.

I know a
very basic or
introductory
amount
about this.

I know
about
this, but
feel as
though I
can still
improve.

I feel very
confident in
my
knowledge
and abilities
about this.
I could show
others how
to do this.

The prevalence of sexual violence. *I can state recent facts and information about the frequency of sexual assault.*

Potential impacts of sexual victimization. *I can explain to a community member how sexual trauma can affect a person.*

Sexuality and sexual activity. *I can comfortably use medical terminology and common slang when referring to sexual terms.*

Sexual assault within an intimate relationship. *I can describe how intimate partner sexual violence is different from other forms of sexual violence.*

Core services for victims of sexual assault:

- A. Crisis intervention
- B. Community services and referrals for victims, their family, partner, or friends.
- C. Active listening skills (e.g. not interrupting, mirroring victim's body language or position, nodding or indicating listening non-verbally, etc.)
- D. Gently challenge stereotypes or victim-blaming attitudes (e.g. "Many people feel that way, but this is not your fault.")
- E. Explain the role of SART members and process of gathering evidence.



- F. Validate and support decisions made by the victim (e.g. "This is up to you." or "This is your decision to make and we will support you however we can.")
- G. Screening process for counseling and therapy
- H. Basic elements of victim reactions and needs

Intersections of oppression and violence

- A. Demographics and community visibility for people who identify as lesbian, gay, bisexual, transgender (LGBT)
- B. Demographics and community visibility for people of color
- C. Demographics and community visibility for people with disabilities
- D. Demographics and community visibility for immigrants or refugees
- E. I can provide information on sexual violence in marginalized communities.
- F. I have the skills to respond to a victim in a culturally relevant way.

Describe your strengths when it comes to knowing about and sharing information on sexual violence.

Describe areas where you feel challenged or where you need more information.

Select up to three action steps to address challenges or strengthen skills:

Modified with permission from the National Resource Sharing Project and National Sexual Violence Resource Center



Advocacy skills: Advocating for a survivor of sexual assault

Think about your current level of knowledge, ability, readiness, and/or skill in the topics listed below. Circle or mark the option that best represents your answer.

I do not know or feel confident about this. I would like to observe an experienced advocate.

I know a very basic or introductory amount about this.

I know about this, but feel as though I can still improve.

I feel very confident in my knowledge and abilities about this. I could show others how to do this.

I can describe the roles and importance of multiple systems (i.e. criminal justice, victim services, medical/health care) in serving victims of sexual assault.

I can describe the role of the advocate in the Sexual Assault Response Team (SART).

I can describe the role of law enforcement in the Sexual Assault Response Team (SART).

I can describe the role of the Forensic Nurse Examiner in the Sexual Assault Response Team (SART).

I can describe and advocate for *all medical options* for victims of sexual assault.

I can describe and advocate for *all criminal justice options* for victims of sexual assault.

I can describe and advocate for *all civil legal options* for victims of sexual assault.

I have received specific advocacy training on sexual assault in New Jersey.

I can identify resources for training and information to help me better serve victims of sexual assault.

I feel confident in assessing the impact of sexual victimization throughout a survivor's life.



I feel confident in asking questions about the impact of sexual victimization throughout a survivor's life.

When/If a person is a victim of domestic violence, I feel confident in my ability to effectively respond to experiences of sexual violence within an intimate relationship.

Describe your strengths when it comes to advocating for victims of sexual assault.

Describe areas where you feel challenged or where you need more information.

Select up to three action steps to address challenges or strengthen skills:

Modified with permission from the National Resource Sharing Project and National Sexual Violence Resource Center



Working with systems & Supporting wellness

Think about your current level of knowledge, ability, readiness, and/or skill in the topics listed below. Circle or mark the option that best represents your answer.

I do not know or feel confident about this. I would like to observe an experienced advocate.	I know a very basic or introductory amount about this.	I know about this, but feel as though I can still improve.	I feel very confident in my knowledge and abilities about this. I could show others how to do this.
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I can discuss sexual violence and/or sexual assault with community partners who provide services to victims of sexual assault (e.g. medical professionals, police officers, health educators, teachers, etc.)

I can discuss sexual violence and/or sexual assault with people in my personal life or social networks.

I can outline my agency's policies and procedures regarding services for victims of sexual assault.

I am aware of resources within the agency I'm working for/with that assist me any vicarious trauma or compassion fatigue I may experience.

I have resources and activities in place to support wellness and prevent/address any vicarious trauma or compassion fatigue I may experience.

Describe your strengths when it comes to working with systems regarding sexual assault.

Describe areas where you feel challenged or where you need more information.



Describe your strengths when it comes to supporting your wellness.

Describe areas where you feel challenged or where you need more information.

Select up to three action steps to address challenges or strengthen skills:

Modified with permission from the National Resource Sharing Project and National Sexual Violence Resource Center



Personal confidence in advocating for victims of sexual assault

Think about your current level of knowledge, ability, readiness, and/or skill in the topics listed below. Circle or mark the option that best represents your answer.

I do not know
or feel
confident
about this. I
would like to
observe an
experienced
advocate.

I know a
very basic or
introductory
amount
about this.

I know
about
this, but
feel as
though I
can still
improve.

I feel very
confident
in my
knowledge
and
abilities
about this.
I could
show
others how
to do this.

I have confidence in *my judgment* when working with a victim of sexual assault.

I have confidence in *my knowledge* when working with a victim of sexual assault.

I have confidence in *my skills and abilities* when working with a victim of sexual assault.

I have enough support to feel comfortable and confident in serving victims of sexual assault.

I have gotten enough experience to feel comfortable and confident in serving victims of sexual assault.

I am willing, able, and confident in serving any victim of sexual assault:

- A. Teen girl: female minor between 13 and 18 years old
- B. Teen boy: male minor between 13 and 18 years old
- C. Adult woman
- D. Adult man
- E. Transgender or gender non-conforming person
- F. Immigrant or refugee
- G. Person with limited English proficiency or someone who prefers a language other than English.
- H. Victim of human trafficking
- I. Person with a physical disability
- J. Person with a cognitive disability



K. Deaf or hard-of-hearing Person

L. Adult or teen with substance and/or alcohol use or abuse history.

I can describe my role as a reporter of suspected or disclosed child abuse in New Jersey.

I can describe the process of responding to and investigating child abuse in New Jersey.

Describe your strengths when it comes to responding to individual victims of sexual assault.

Describe areas where you feel challenged or where you need more information.

Select up to three action steps to address challenges or strengthen skills:

Modified with permission from the National Resource Sharing Project and National Sexual Violence Resource Center





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