

National Victim Assistance Academy

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OVC

Sponsored by
U.S. Department of Justice
Office for Victims of Crime

In Conjunction with
Victims' Assistance Legal Organization
California State University-Fresno
National Crime Victims Research
and Treatment Center



Faculty Development Training Guide

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Section I

Background & Overview of the National Victim Assistance Academy

The National Victim Assistance Academy is a foundation level course of study in victim assistance and victimology that was developed through a grant from the U.S. Department of Justice Office for Victims of Crime to a coordinated team of co-sponsors: VALOR, the Victims' Assistance Legal Organization, Inc., California State University-Fresno, and the National Crime Victim Research and Treatment Center at the Medical University of South Carolina. This unique collaboration among a non-profit organization and academic institutions has produced a solid foundation for state-of-the-art education and training.

The Academy was first held in the summer of 1995 at the George Washington University in Washington D. C. The 1996 Academy was conducted simultaneously on the campuses of California State University-Fresno, the University of Maryland in College Park, MD, and Washburn University in Topeka, KS. The three Academy classes were linked utilizing state-of-the-art distance learning technology for 20 of the 45 hours. A team of 40 expert faculty in residence and visiting faculty teamed across the three sites to teach the course.

The Academy's 45-hour academic-based, rigorous course curriculum emphasizes foundations in victimology and victims' rights and services, as well as new developments in the field of victim assistance. The course includes lectures and discussions, interactive and experiential exercises, working group assignments, and self examinations. While students have had previous training in their areas of specialization, the Academy focuses on academic instruction and study that is broad-based and includes a range of victim-related topics.

The comprehensive *Academy Text* was first developed in 1995 and was revised and updated for the 1996 Academy, with new chapters added. Eighteen authors contributed to its development. The *Text* covers 32 different subject areas and serves as the course curriculum. A detailed chapter-by-chapter outline is provided in this Faculty Development Guide.

Academic credit at both the graduate and undergraduate levels has been offered each year by California State University-Fresno (CSUF) to all Academy students who successfully complete the 45-hour course. The course credit is fully transferrable, as CSUF is a nationally accredited institution of higher learning.

As of 1996, 149 students have completed the Academy representing 47 states. Academy students are selected from a national pool of applications. They are expected to attend the entire program and to participate in laboratory and working group sessions.

All Academy students are awarded a certificate from the U.S. Department of Justice Office for Victims of Crime and the co-sponsoring organizations when they successfully complete the program. An additional certificate of credit is awarded by CSUF to students who elect to receive academic credit.

The National Victim Assistance Academy is a result of the vision, leadership, and support of the U.S. Department of Justice Office for Victims of Crime. Special thanks should be extended to OVC Director Aileen Adams, whose commitment to quality services continue to set a high the standard for the Academy. Federal Project Officer Laura Federline has offered guidance and support every step of the way; her active involvement in the Academy Project assured its comprehensiveness and timeliness.

Tremendous efforts go into planning and implementing the National Victim Assistance Academy. Coordinating the faculty, curriculum content, schedule, and logistics for multiple university sites is accomplished through the efforts of myriad individuals. The Project Team -- comprised of leading experts in victim services and criminal justice from non-profit organizations and academic institutions -- each year contribute countless hours to research, curriculum development, detailed planning, and implementation. In addition, a wide array of experts in our field contribute by writing and editing the *Academy Text* and teaching at the Academy sites. The broad range and large number of victim advocacy professionals and organizations involved in the Academy are unprecedented, and have served to ensure breadth, depth, and quality.

The Co-Sponsoring Organizations and Institutions of the National Victim Assistance Academy

The Office for Victims of Crime

The Office for Victims of Crime (OVC) is one of five agencies within the Office of Justice Programs, U.S. Department of Justice. Since it was established in 1983, OVC has served as America's chief advocate for all issues affecting our nation's crime victims. This role translates into a broad offering of programs and activities designed to help crime victims cope with the personal and financial devastation resulting from victimization.

OVC plays a pivotal leadership role in the victims' movement. With the enactment of and subsequent amendments to the *Victims of Crime Act* (VOCA) of 1984, OVC was given

responsibility for administering the Crime Victims Fund, the primary financial resource for all federally supported victim programs. The Office supplements, reinforces and encourages an expansion of state compensation and assistance programs throughout the country. OVC also awards grants to sponsor high quality training and technical assistance on cutting edge substantive issues of interest to victim advocates, as well as to criminal justice system personnel who regularly interface with victims. OVC's leadership at the federal level also encompasses activities designed to draw public attention to crime victims' needs and to promote victims' rights through legislation and public policy.

VALOR

VALOR, the Victims' Assistance Legal Organization, Inc., (VALOR) was founded in 1979 by the late Frank Carrington as a national organization dedicated to promoting the rights of victims of crime in the civil and criminal justice systems. With support from foundations, individuals and government grants and contracts, VALOR accomplishes its mission through: promoting public education and awareness about the rights and needs of crime victims; advancing public policy reforms on the federal, state and local levels; and improving services to assist crime victims in their emotional, financial and physical recovery through education and training programs

VALOR's recent activities include: administration of the 1995 and 1996 National Victim Assistance Academy; developing OVC's 1995 and 1996 *National Crime Victims Rights Week Resource Guide*; conducting the OVC-sponsored Restitution Reform Project; and providing leadership on criminal justice system reforms in the areas of sentencing, parole, child abuse, and juvenile justice.

California State University-Fresno

California State University-Fresno (CSUF) is the lead Academic institution for the Academy and provides elective credit for Academy students in all sites. The on-campus sponsor for the Academy is the Department of Criminology, which has a long history of leadership in university-based crime victim related education. CSUF was the first University in the nation to develop and conduct a program of study in victim services. Started in 1985, today it is the only University in the nation that offers an undergraduate degree in victimology, a graduate degree with a specialization in victimology, and a month-long summer institute on victim services.

The Justice Center at CSUF is also actively involved in victims' issues including research on various forms of domestic violence with the California District Attorneys Association. CSUF is the lead campus with the California State University and University of California Systems for the development of a Joint Doctorate Degree in Criminology with an emphasis in Victimology. It is anticipated that this will be the first Ph.D. program of Victimology in the

nation. The University established an important precedent by providing academic credit for the OVC- sponsored Civil Remedies Training Series in 1992 and 1993.

***National Crime Victim Research and Treatment Center,
Medical University of South Carolina***

The National Crime Victim Research and Treatment Center (CVC) is a division of the Department of Psychiatry and Behavioral Sciences at the Medical University of South Carolina in Charleston, South Carolina. Since 1974, CVC has been devoted to developing a better understanding of the impact of criminal victimization on adults, children, and their families. Program activities include: research; professional education; clinical service; and public policy consultation at the local, state and federal levels. The faculty members of the CVC are widely regarded as leaders in scientific research on the consequences of crime and victimization and as experts in assessment and treatment of crime-related psychological trauma.

Faculty Development Training Team

Dodi Christiano Ardalan, M.A., L.P.C., is a licensed professional counselor and has been in private practice in Virginia since 1982. She has significant experience in counseling and community education in the area of stress and health. Special interests in her professional practice have been in medical illness counseling, eating disorders, stress management, and counseling adult survivors of incest and abuse. Her education and training include: M.A. in mental health counseling, University of Maryland; Team Management Systems Training, Reston, Virginia; The Imagery Training Institute, Bethesda, Maryland; Hospice of Northern Virginia; Gestalt Therapy Institute, Washington, D.C.; Silva Mind Control, Washington, D.C.; and, Center for Grief and Loss, Washington, D.C. In addition, she co-authored the book, *Weight Control*.

Jane Nady Burnley, Ph.D., is the Director of the National Victim Assistance Academy Project and Executive Director of VALOR, the Victims' Assistance Legal Organization, Inc., a national non-profit organization founded in 1979 to advocate for crime victims' rights. Dr. Burnley is the former director of the U.S. Justice Department's Office for Victims of Crime (1987-1991) where she administered the *Victims of Crime Act* and established innovative programs to assist Native American victims and victims of federal crimes. She served as Associate Commissioner of the U.S. Children's Bureau (1984-1987) and Special Assistant to the Commissioner on Developmental Disabilities (1982-1984). In the former position, she managed federal child welfare programs and the National Center on Child Abuse and Neglect. She also serves on the U.S. Advisory Board on Child Abuse and Neglect (1992-1996). Prior to government service, she worked for more than ten years with children and their families in schools and public health settings. She has spoken widely on the impact of child abuse, domestic violence, and other violent crimes, and has testified on numerous occasions before

committees of the U.S. House of Representatives and U.S. Senate. In 1991, Dr. Burnley was honored by NOVA as the first recipient of the Senator John Heinz Award for Outstanding Service on Behalf of Crime Victims.

Christine Edmunds is the Senior Consultant for Curriculum Development for the National Victim Assistance Academy Project and a consultant specializing in criminal justice reforms and victims' rights and services. She has worked in the victims' movement for over a decade, including as assistant Director of Public Affairs and Senior Trainer for the National Organization for Victim Assistance and as Director of Program Development for the National Victim Center. She has developed and directed numerous federal, state, and local training, evaluation, and technical assistance programs for service providers, prosecutors, judges, and law enforcement in over 40 states. Her experience includes conducting 40-hour training of trainers programs and development of the Legal Remedies for Crime Victims Against Perpetrators training series. She also developed NVC's INFOLINK, a national toll-free information and referral program covering 65 different topics. Since 1989, she has served as Adjunct Instructor in the Department of Criminology at California State University-Fresno.

Mario Thomas Gaboury, Ph.D., J.D., Associate professor of Criminal Justice and Director of the Center for the Study of Crime Victims' Rights, Remedies, and Resources at the University of New Haven. He is formerly Deputy Director of the U.S. Department of Justice Office for Victims of Crime, a consultant and advisor to projects conducted by the Victims' Assistance Legal Organization and the National Victim Center, and formerly Legislative Specialist for the National Organization for Victim Assistance. He serves as Chair of the Victims' Rights Committee of the Connecticut Bar Association, and immediate past Vice Chair of the Victim Committee of the American Bar Association. He has authored several book chapters and delivered over 75 professional papers, workshops and speeches. Among his outside consulting and other activities he currently directs the Bridgeport Youth Firearms Violence initiative and provides strategic planning, evaluation research and technical assistance to a wide array of organizations.

Dean G. Kilpatrick, Ph.D., is Professor of Clinical Psychology and Director of the National Crime Victim Research and Treatment Center at the Medical University of South Carolina in Charleston, South Carolina, where he has been on the faculty since 1970. Since 1974, his primary research interest has been studying the scope and mental health impact of violent crime with particular emphasis on crimes against women. His research has resulted in over 120 publications and 275 presentations at scientific and professional meetings. In 1985, he received the National Organization for Victim Assistance Stephen Schafer Award for Outstanding Research Contribution to the Victim Assistance Field, and in 1990, President George Bush presented Mr. Kilpatrick with the nation's highest award for Outstanding Service on Behalf of Victims of Crime.

Kevin "Kip" Lowe, Ph.D., is a Community Services Consultant for the California Youth Authority. He has over 20 years experience in juvenile corrections. Kip has a Ph.D. in

clinical psychology with a speciality in working with sex offenders. His expertise in training the adult learner is recognized nationally, and he has presented workshops on training techniques in Florida, New York, Missouri, California, and Hawaii. In his consulting and assessment activities in forensic psychology, he has made efforts to assure that empathy for victims of crime is a major focus of both initial assessment and treatment. His experience in victim services with the California Youth Authority goes back to his assignment as Victims Services Coordinator and Instructor for the Impact of Crime on Victims course. During the past six years, he has participated on national projects with the National Crime Prevention Council and the National Institute for Citizen Education in the Law ("Teens, Crime, and Community"), the National Organization for Victim Assistance, and as a faculty member for the National Victim Center on the "Crime Victims & Corrections" training and technical assistance project.

Anne Seymour is a consultant specializing in criminal justice, crime victims' rights and services, and public safety. Her current work includes public policy development, training and technical assistance, program evaluation, and research in juvenile justice, corrections-based victim services, family violence, the news media's coverage of crime, and drug treatment for non-violent offenders, as well as developing new technologies to improve criminal justice and victim services. She has over a decade of experience, first as the Director of Public Affairs for the National Office of Mothers Against Drunk Driving and, from 1985 to 1993, as co-founder and Director of Communications of the National Victim Center. She has appeared in virtually every news medium -- including all network morning shows and evening newscasts, *Nightline*, *Larry King Live*, *Crossfire*, *The Oprah Winfrey Show*, and *Frontline* -- as an expert on crime victims' rights. Ms. Seymour has received numerous honors for her efforts, including the 1992 "Outstanding Service to Crime Victims" award from President Bush.

E. B. (Skip) Sigmon III is the Victims Information Specialist in the Office for Victims of Crime Resource Center (OVCRC). He provides information support to victim advocates and allied criminal justice professionals, and conducts training on victims information resources of the U.S. Department of Justice. Prior to his present position, he served as Senior Criminal Investigator in the Office of the District Attorney General in Nashville, Tennessee, where he also worked as a Victim/Witness Assistant.

Thomas Underwood, M.P.A., is a program coordinator for the Division of Continuing Education at Washburn University. He primarily coordinates and instructs criminal justice- and human service-related programs and courses. He recently developed the Victims Assistance Program at Washburn University that provides special topics training to victim service professionals. Mr. Underwood has experience in adult education, mental health, and criminal justice. He has a Masters in Public Administration and is currently working toward a doctorate in adult and continuing education.

Steven D. Walker Ph.D., is a professor of psychology at Kansas City Community College in Kansas City, Kansas, and is in private practice in Kansas City, Missouri. Formerly, he was Associate Professor at California State University-Fresno where he administered the Victim Services Certificate Program, started the Victim Services Summer Institute in 1989, and created the nation's first victimology major in 1992. Over the past eight years, Dr. Walker also has conducted numerous workshops on training standards in victim services.

Harvey Wallace, J.D., is currently the Chair of the Department of Criminology, California State University-Fresno and directs the Justice Center within the Department where federal and state victim-related grant projects are conducted. He is the former City Attorney for Fresno, California and the former County Counsel for Butte County, California. In both positions, he was involved in advising law enforcement agencies on domestic violence. He served as a Deputy District Attorney for the San Diego District Attorney's Office where he prosecuted numerous felony and misdemeanor cases. Mr. Wallace is the author of *Family Violence: Legal, Medical, and Social Perspectives* (1995) and is in the process of writing several other books in the area of criminal justice.



Section II

Foundations of the Academy

The Faculty Development Program is designed to emphasize teaching and training techniques that will enable professionals with various types of expertise to participate in future Academies or to conduct training based on the *Academy Text*. This two and one-half day training session will enhance training skills and will provide insights into the unique aspects of being a faculty member.

Structure of the Curriculum

The Academy was developed to be a comprehensive course to establish a foundation of knowledge for a diverse student body. More than 30 topics are taught during the five-day course. The Academy is taught using many instructional methods, including lecture, panel discussion, laboratories, and interactive on-line computer experience.

The course material is presented in sequence, building a foundation of legal theory and victimology. It includes coverage of the operation of the federal and state criminal and civil justice systems and victims' rights as well as foundations in current research and statistics. Selected specific victim topics are presented in lecture and discussion format. Interactive exercises facilitate application of knowledge in practice. Special topics are presented as electives.

The Academy Text

The *Text* serves as reference guide for Academy graduates and for faculty and should be used as the basis for topic specific training. Each chapter contains an abstract, learning objectives, and a self exam. Chapters include a current statistical overview of the problem, and the legislative framework for understanding the topic, such as significant laws on the federal and state levels. The historical context of each topic is also covered, such as the treatment of the issue by society and the evolution of the issue to its current point. Chapters (listed on the following page) contain substantive discussion of the topic, and when appropriate, interventions from a victim assistance and criminal justice perspective are presented.

Content of the National Victim Assistance Academy Text

- Chapter 1:** Scope of Violent Crime & Victimization
- Chapter 2:** History & Overview of Victims' Movement
- Chapter 3:** Theoretical Perspectives of Victimology and Critical Research
- Chapter 4:** History of Law: The Evolution of Victims' Rights
- Chapter 5:** The Role of Federal & State Law: The Judicial System & Victims of Crime
- Chapter 6:** Dynamics of the Criminal Justice System & Current Status of Victims' Rights
- Chapter 7:** The Federal, Indian, & Military Justice Systems
- Chapter 8:** Civil Lawsuits for Victims of Crime
- Chapter 9:** Crime Victim Compensation
- Chapter 10:** The Mental Health Impact of Crime: Counseling & Advocacy
- Chapter 11:** Crisis Intervention
- Chapter 12:** Multi-cultural Issues
- Chapter 13:** Domestic Violence
- Chapter 14:** Sexual Assault
- Chapter 15:** Child Victimization
- Chapter 16:** Homicide: Its Impact & Consequences
- Chapter 17:** Victims of Drunk Driving Crashes
- Chapter 18:** Elderly Victims of Crime
- Chapter 19:** The Criminal Justice Continuum Case Study
- Chapter 20:** Mastering the Information Age
- Chapter 21:** New Developments/Special Topics
 - 21.1:** Hate & Bias Crimes
 - 21.2:** Stalking
 - 21.3:** Workplace Violence: Its Nature & Extent
 - 21.4:** Juvenile Justice
 - 21.5:** Restorative Justice
 - 21.6:** Drugs & Victims of Crime
 - 21.7:** Gang Violence
 - 21.8:** Campus Crime
 - 21.9:** Federal Crimes: White Collar/Economic Fraud/Bank Robbery
 - 21.10:** Restitution
 - 21.11:** Funding for Crime Victim Services
- Chapter 22:** The News Media's Coverage of Crime
- Laboratory #1:** Values and Beliefs
- Laboratory #2:** Crisis Intervention
- Laboratory #3:** Assessing Victim Service Needs

Role of the Faculty

How important are faculty to the National Victim Assistance Academy? Imagine a school without teachers. The faculty is critical to the success of any training program. Faculty are the primary vehicle for organizing and delivering the course content. A faculty member's role includes such facets as teacher, mentor and colleague. As this is the premier national training course in victim services, faculty also serve as role models for future leaders in the field. The following list describes primary duties and responsibilities of NVAA faculty members.

1. Faculty can serve as either core faculty in residence -- where they stay throughout the entire five day course -- or as visiting lecturers who participate by presenting a specific lecture.
2. Core faculty are expected to be available throughout the entire course and attend all NVAA activities.
3. Core faculty are expected to prepare and present one or more lectures and to assist with laboratories and exercises.
4. Core faculty are also expected to provide individual and small group mentoring, including evening sessions.
5. All faculty are expected to strictly adhere to high standards of moral and ethical conduct. This includes refraining from personal relationships with students.
6. Core faculty are expected to stay on-site at the dormitories where the students stay.
7. Faculty are "on-call" 24-hours-a-day for the entire five-day Academy, and be prepared to deal with medical and other emergencies by contacting local authorities, as needed.
8. Faculty should always be attuned to students who might be experiencing stress as a result of the demanding Academy experience, and be prepared to offer appropriate support. (Each Academy site has an in-resident mental health counselor on call for students who may experience an emotional reaction related to the content of the course.)
9. All faculty members must be team players, should be supportive of each other at all times, and set a professional tone in interactions. Faculty are expected to participate in scheduled daily debriefings. A show of unity and teamwork is essential!
10. Faculty members should dress in a professional manner, particularly when teaching or leading discussion groups.

Overview of the 1996 Academy

The 1996 National Victim Assistance Academy was conducted simultaneously at three university sites: the University of Maryland, California State University-Fresno, and Washburn University in Topeka, Kansas, during the week of July 14 - 19, 1996. Compressed video technology was utilized to link the sites for approximately 20 hours of the 45-hour course, permitting interaction among the classes, with simultaneous visual image and sound.

Students

One hundred and ten students completed the 1996 Academy. Seventeen Faculty Development Candidates, each with extensive experience in practice and training, also participated. The extent of the involvement of Faculty Development Candidates varied. Five Candidates attended the entire week while others were present for one to three days. The majority were on campus in-residence and participated as mentors and/or facilitated discussions or laboratory exercises. The number at each site varied based upon space limitations and geographic proximity of participants. The University of Maryland was host site for 39 students and seven Candidates; Washburn was host to 35 students and six Candidates; and CSUF hosted 37 students and two Candidates.

National Coordination and the Role of Site Coordinators

The 1996 National Victim Assistance Academy was supported by a grant from the Office for Victims of Crime in the U.S. Department of Justice to a coordinated team of co-sponsors: VALOR, The Victims' Assistance Legal Organization, Inc.; California State University-Fresno; and the National Crime Victim Research and Treatment Center at the Medical University of South Carolina.

Overall coordination of the 1996 Academy was the responsibility of VALOR, with the active involvement of the co-sponsors and Academy Project Team. Activities coordinated at the national level included: development and distribution of the brochure and application; receipt and review of applications; correspondence with applicants and students; selection of sites; identification of Faculty Development Candidates; revision of the *Academy Text* and preparation of overheads to accompany the *Text*; oversight of the printing and shipping of the final *Text* to all sites; development of the three-site coordinated course schedule; selection of nationally recognized expert faculty; identification of distance learning topics and electives; preparation of site schedules, daily and overall evaluation forms, class lists, faculty lists, and nametags; analysis and reporting of Academy evaluation results; and management of the Academy budget.

Each site also had a Site Coordinator who was responsible for all academic and logistical arrangements on the campus, including: selection of visiting faculty, oversight of the conduct of the academic program and student participation, distribution and collection of evaluations, tending to student and faculty needs, handling emergencies, classroom assignments, meal and housing contracts, making audio-visual arrangements, coordinating compressed video technology and troubleshooting with technical staff. In Maryland, the Academy Project Director served as site coordinator; at CSUF, the Academy Academic Coordinator filled this role with the assistance of Academy Curriculum Coordinator; and, at Washburn, the responsibilities were split between a site Academic Coordinator and a Logistical Site Coordinator.

Faculty

Each site had a "core faculty team" of four professionals in residence and "visiting faculty" who taught one or two sections and generally did not stay on campus. The role of resident faculty was quite extensive and included lecturing, leading group discussions and laboratory exercises, and student mentoring. Daily debriefings to assess the day's activities, gather feedback, and identify areas needing attention were an essential role of resident faculty. Visiting faculty were most often engaged in presenting a course section and/or discussion group.

The Academy Curriculum and Text

The 1996 Academy curriculum was a refinement of the curriculum developed in 1995, with modifications in the course schedule and the addition of new material. The entire *Text* was edited and revised, and two new chapters were added to expand treatment of the federal, Indian, and military justice systems and crisis intervention theory and practice. Changes in the 1996 schedule and curriculum included more pre-Academy reading, increased time for selected "core topics," decreased time for other topics, designation of elective topics, and the introduction of designated study time and faculty mentoring sessions. Even with these revisions the schedule was rigorous.

All three sites spent approximately half of the course time engaged in site-specific activity with on-site faculty involvement and no distance learning link. This included orientation, laboratory exercises and discussion groups, study/self exam periods, and faculty mentoring group exercises and discussions.

Distance Learning

Approximately half of the course hours involved the use of compressed video linking two or three sites. By controlling the cameras and sound at each site, classes were able to see and hear a lecturer and/or projected overheads from one site while also viewing the class in

another site. Because the Academy was successful in obtaining the involvement of expert faculty from national victim organizations primarily based in the Washington area, there were significant differences between sites in the number of hours that the class received instruction via distance learning, versus on-site instruction. Specifically, of the 40 faculty who taught, 18 were on the Maryland campus; 12 were on the campus of Washburn, and 10 were on the CSUF campus.

Evaluating the 1996 Academy

Written evaluation of every aspect of the National Victim Assistance Academy was an important component of the 1996 Academy Project. Daily Evaluation Forms, assessing each course session in detail, were distributed and collected each day at each site, and Overall Evaluation Forms were collected on the final day of the Academy. The students provided extensive feedback in the form of evaluation ratings and comments and Faculty Development Candidates provided comments and observations.

A review of the evaluation results indicates that the 1996 Academy was an outstanding experience for students. The vast majority of students in all sites gave the Academy an outstanding rating. Students consistently rated key elements of the Academy as outstanding: the quality and diversity of the faculty and the quality and organization of the *Academy Text*. Many students expressed great enthusiasm for the opportunity to have the benefit of instruction from a diverse group of nationally recognized experts, many of whom lectured via compressed video and fielded questions from students in all sites.

The Distance Learning Experience

There can be little doubt that the Academy's first experience with extensive use of compressed video presented challenges and affected the overall ratings of the effectiveness of this medium. However, the benefit of presenting national experts to all Academy students, regardless of the geographic location of the class, was readily apparent in the evaluation of individual lectures. Highly experienced and well recognized instructors who appeared on compressed video, such as Edwin Meese III, Dr. Dean Kilpatrick, Dr. Marlene Young, Eric Smith, Dr. Barbara Bonner, Dr. Jane Burnley, David Austern, Janice Lord, Anne Seymour, Dr. Mario Gaboury, Skip Sigmon and others, were given outstanding ratings by students in distance learning sites. Comments from students in the remote sites reflect enthusiasm for the opportunity to hear and ask questions of recognized experts and leaders in the victim assistance field; however, frustration with the difficulties experienced in this first attempt at distance learning were also apparent.

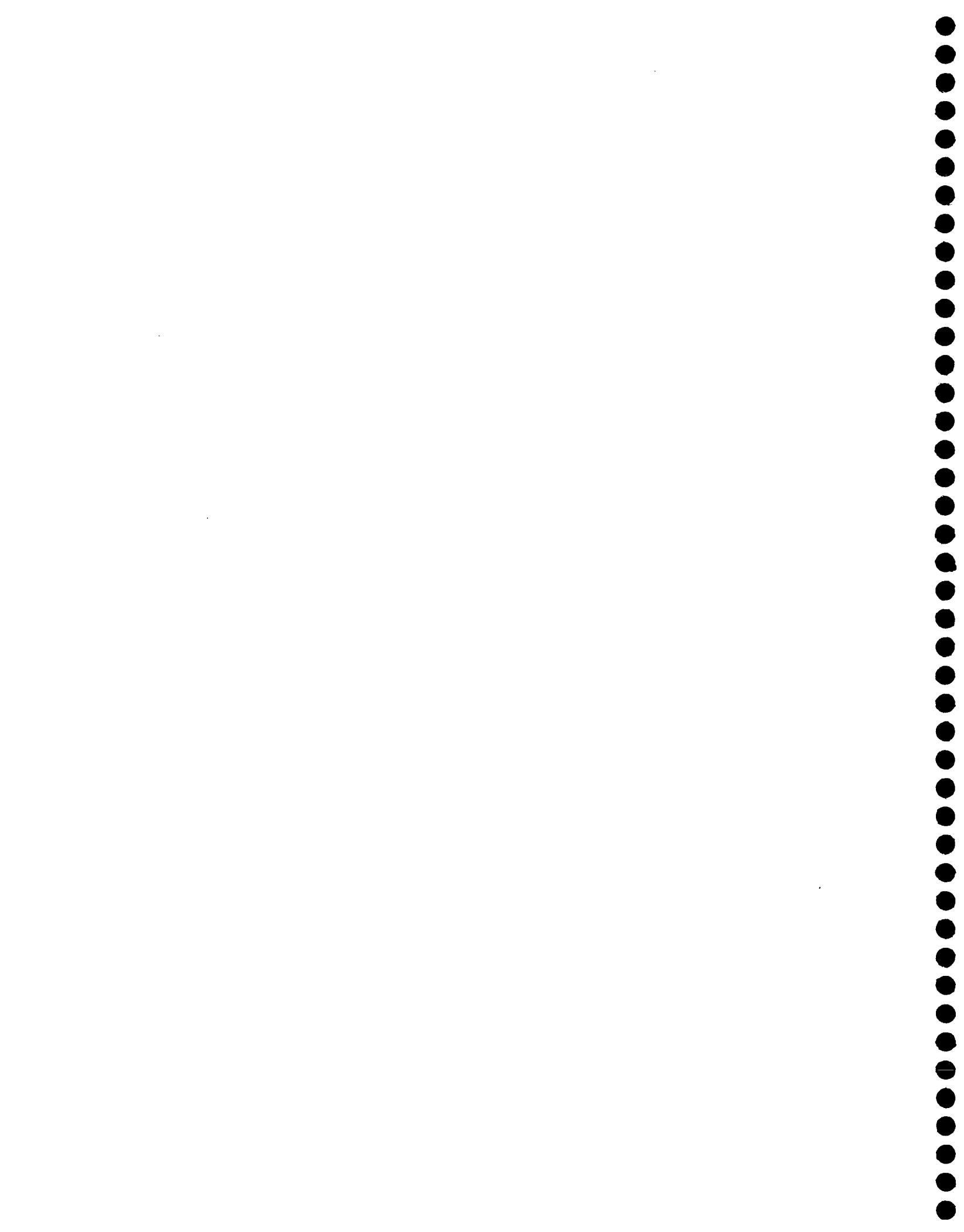
In addition, while the class in each Academy site developed a unique identity, based upon the combination of student and faculty personalities and talents, it was quite apparent that the three classes developed a bond and common sense of purpose, and ultimately a common sense of identity as the **National Victim Assistance Academy Class of 1996**. This was accomplished as the classes shared question and answer sessions with experts, as the site coordinators communicated informally on compressed video between class sessions, and through the interactive session with Aileen Adams, the Director of the Office for Victims of Crime (OVC), who initiated a dialogue with Academy students on the programs and priorities of OVC. The compressed video link served as the tool for ensuring the national focus of the 1996 Academy.

Evaluating Distance Learning Teaching Methods

Since the 1996 Academy presented the first opportunity for extensive use of compressed video technology in victim assistance training, a variety of methods of handling lectures, questions, and discussions was used and evaluated. For example, some lectures delivered to all sites on compressed video were followed by a televised question and answer session in which each site was allotted time to ask questions of the instructor. (These topics were typically delivered by nationally recognized experts who were given the opportunity to interact with all Academy students, regardless of the site they attended.) Other compressed video lectures were followed by a question-and-discussion period led by faculty at each site or laboratory exercises designed to build upon information presented in the lecture. A few topics were taught via compressed video link to one other class, while the third site participated in another activity. In addition, all laboratory exercises and all elective course selections were handled entirely by resident or visiting faculty at each site. Variation in the method of presentation provided an opportunity for evaluation of a range of distance and site-specific teaching techniques.

The Academy's effort to evaluate the various methods of handling questions and discussions in a distance learning environment yielded some clear results. Comments from students indicate that a balanced approach in this area is essential. The rare opportunity to hear from and engage well known experts in a question and answer format was genuinely appreciated by many students. However, the students generally expressed a preference for on-site handling of questions and discussion following a distance learning lecture.

While technical difficulties at times distracted from a session, there was a sense of camaraderie among the 110 students as the classes were linked across thousands of miles. While compressed video was successful in bringing the 1996 Academy class together, it is recommended that in the future, the amount of compressed video be limited to 10 to 12 hours per week, with classes receiving approximately 2 hours per day. In general, students responded very well to faculty mentoring sessions, laboratory exercises, and other sessions that provided an opportunity for interaction and discussion within the class. In summary, the basic content and structure of the Academy was validated, and with minor modifications, should be replicated.



Section III

Understanding How Adults Learn

Teaching vs. Training

The National Victim Assistance Academy presents a comprehensive forty-five hour university-based course in victim assistance and victimology for which students may earn three units of academic credit. Since the Academy is supported by *Victims of Crime Act* training funds, selection criteria for Academy students gives priority to practitioners and advocates who work directly with crime victims. To date, nearly 150 professionals and volunteers have completed the Academy program. Approximately half of the Academy students have elected to receive academic credit.

The Academy covers a broad range of historical, theoretical, and research perspectives on a wide range of topics, including the history of law, history of the victims rights movement, crisis theory and mental health intervention, as well as an examination of specific types of victimization and criminal justice issues. It includes interdisciplinary themes in discussion of theory and intervention strategies. The Academy course also includes laboratory exercises to promote skill development in crisis intervention, assessing victim service needs, and on-line computer research.

With its combination of academic perspective and skill building exercises, the Academy course presents a combination of educational approaches and training opportunities. Thus, the Academy is a bit of a hybrid: it is an academic-based program that is designed to meet an ongoing need for consistent, high quality training of victim service providers. The breadth of the subject matter covered, emphasis on history, theory and research, the length and intensity of learning experience, and the use of lecture and case oriented teaching approaches, differentiates the Academy from the typical workshop or skills building training.

Academy faculty are called upon to teach a range of topics presented in the *Text*. A variety of teaching techniques are used to facilitate the learning process, including lecturing, group discussion, interactive exercises, and mentoring individuals and groups. Academy faculty go beyond the role of the typical trainer by the breadth of their knowledge of the entire curriculum and their involvement in the broad scope of the course content.

Practical Considerations

This section discusses basic principles of adult learning that can enhance your ability to effectively reach Academy students. Consider how the following general observations about

adult learners, and the accompanying questions they raise, will likely be going through the minds of Academy students:

- *Adults want to know how training will benefit them.* For example, students will ask themselves: "What's in it for me?" "How will this lecture help me do my job better?" "Will attending this Academy training improve my chances for a promotion or raise?"
- *Adults understand new concepts much faster if you can relate new information to their past experiences.* For example, in teaching about victims' rights in the juvenile justice system, pointing out where the juvenile justice system varies from the adult criminal justice system -- one with which they are more likely to be familiar -- will help Academy students learn new information more quickly.
- *Adults consistently rate training sessions much higher if there are opportunities for participation and interaction with other members of the audience.* The Academy curriculum utilizes a variety of teaching methods -- lecture, discussion, laboratories, and hands-on computer training to enhance comprehension and long-term retention of new knowledge.
- *Adults want to be listened to and have their opinions respected.* The Academy must cover so much information in the 45 hour schedule that most lecture sessions could use much more time. However, based on this important adult learning principle, always leave time at the end of your lecture for student questions and discussion. While this may present a seemingly no-win situation as a speaker, remember to leave time for student interaction.
- *Adults should be encouraged to be resources to you and each other.* Academy students are current or future leaders in their communities and on the state, tribal and federal levels. Providing opportunities for students and faculty to network, through group projects, mentoring sessions, evening discussion groups, etc. is encouraged. Each year special networking sessions are planned -- from opening night pizza parties to serious evening working groups.
- *Adults want to be treated like adults.* This presents a challenge at the Academy where top professionals are asked to stay in college dorms or similar accommodations, eat cafeteria food, sit for long days, and totally give up control of their schedule. Complaints often stems from feelings of discomfort with this abrupt change in "adult" lifestyle as an Academy student -- not because of the training or content of the curriculum. From the beginning it is important to let the students know that by the end of the week, tremendous bonding always occurs because of the unique Academy experience.

How Adults Learn*

Kip Lowe, Ph.D., Community Services Consultant for the California Youth Authority, is recognized nationally as a trainer who has translated the many complicated principles and techniques for training adult learners into effective and memorable training-of-trainers sessions. He has conducted such sessions for numerous state and national organizations, and lends his expertise and materials to the National Victim Assistance Academy Faculty Development Training Program.

Dr. Lowe provided the following training information in this section as an overview of many of the critical points of adult learning. It is from his publication, **Hot Tips for Training.*

The word training, as used in this session, means helping adults to learn. This function involves more than lecturing; it involves instructing for results so that people can learn how to digest and use the information that is provided. The trainer can be a manager, supervisor, educator, consultant, group facilitator, line staff or any other person who is responsible for assisting in learning. Although this session is intended as a basic guide and was designed with the needs of the new trainer in mind, it is hoped that even seasoned trainers will find helpful ideas or insights. Experienced trainers may discover that some of the techniques and practices we suggest seem preferable to what they have been doing. Students are encouraged to adapt these ideas freely and to modify them as necessary to compliment your unique style.

Five Basic Principles of Adult Learning

Adult learning involves five basic principles:

Leadership
Experience
Appeal
Respect
Novel Styles

Often, principles about the role of a trainer and beliefs about how adults learn are derived from personal experience - in a college lecture hall or a job training program - or from studying classical learning theories. Teaching adults goes beyond examining traditional learning theories. Learning in adult human beings seems to be a vastly more complex phenomenon than some of the classical theories suggest. The Academy believes that principles about how adults learn -- the basis for the role and practices that faculty should adopt in delivering training -- are in harmony with what is now known about the intricacy of human learning.

The adult learner is primarily in charge of his or her own learning. Remember:

- Trainers do not have the power to implant ideas or to transfer skills directly to the learner. They can only suggest and guide.
- Trainers' primary responsibility is to do a good job of managing the process through which adults learn.
- The learners are encouraged to use their own judgement and decision-making capabilities.

For example, trainers are leaders, not dictators. They do have the responsibility to make decisions, provide guidance, and be a resource for the students' learning. Although trainers often view themselves as the ultimate authority on the subject matter, it's still up to the learners to determine whether or not the ideas presented in the session should be incorporated into their work or personal lives. One can never assume, though, that training is a passive, laid-back, go-with-the-flow process. You are the facilitator, the catalyst, for the participants' learning; you make it possible for it to happen by performing all the activities the learning design requires.

Sullivan, Wircenski, Arnold, and Sarkees (1990), in their research on adult learning, assert that the establishment of a positive training climate hinges on understanding the characteristics of adult learners who will be participating in the training process. They report the dynamics of the training process are very much dependent on the instructor having a clear understanding of the participants. Sullivan et. al. cited applicable characteristics of relevance, motivation, participation, variety, positive feedback, personal concerns, and uniqueness.

Leadership

The adult learner enters the training environment with a deep need to be self-directing, to take a leadership role in his or her learning. The psychological definition of "adult" is one who has achieved a self-concept of being in charge of his or her own decisions and living with the consequences.

Adult learners are in charge of their learning. Trainers can assist learners in acquiring new knowledge and developing new skills, but you cannot do the learning for them. This fact creates a special problem. Although adults may be completely self directing in aspects of their lives, when they enter a program labeled "education" or "training", they can fall back to their conditioning in school and college and put on their hats of dependency, fold their arms, sit back, and say "teach me."

To resolve the "dependency" problem, adult educators have developed strategies for helping adults make a quick transition from seeing themselves as dependent learners to becoming self-directed learners. Adult educators, in the development of a training environment, define the process through which learning takes place. For example:

- The trainer guides the learners in determining the relevance of the learning for their own lives and work; whereas,
- The learners are encouraged to use their own leadership, judgement, and decision-making capabilities.

Eduard C. Lindeman, in his book *The Meaning of Adult Education* (1926), based on his experience as both an adult learner and a teacher of adults, proposed that adults were not just grown-up children, that they learn best when they are actively involved in determining what, how, and when they learn. But it was not until the 1950s, when empirical research on adults as learners became available, that the notion of differences between youths and adults as learners began being taken seriously. Malcolm S. Knowles (1978), a leading educational theorist and adult educator, coined the term "andragogy" to refer to a point of view about facilitating learning for adults asserts a primary role for the learner in organizing and using new information and skills. Knowles asserts that the role of the trainer is to engage in a process of inquiry, analysis, and decision making with learners, rather than transmit his or her knowledge to them and then evaluate their conformity to it.

The effective trainer remains alert to the first principle of adult learning: that adults enter the training environment with a deep need to be self-directing, to take a leadership role in his or her learning.

Experience

The word "experience" holds two meanings in this session. Experience is the accumulated knowledge an individual arrives with at the training session, as well as an individual's active participation in events or activities during the session.

Adults bring to a learning situation a background of experience that is itself a rich resource for themselves and for others. Hence, in adult education, the greater emphasis on the use of experiential learning techniques such as discussion methods and problem-solving exercises that tap into the accumulated knowledge and skills of the learners -- or techniques, such as simulation exercises and field experiences that provide learners with experiences from which they can learn by analyzing them.

The difference in quality of experience that adults bring with them is also significant:

- Few youths have had the experience of being full-time workers, spouses, parents, voting citizens, organizational leaders, or of performing other adult roles. Accordingly, adults have a different perspective on experience: it is their chief source of self-identity.
- To youths, experience is something that happens to them. But adults define themselves in terms of their unique experiences.
- An adult's experience is who he or she is. So if an adult's experience is not respected and valued, it cannot be utilized as a resource for learning. They experience this omission not as a rejection of their experience but as a rejection of them as persons.

Few individuals prefer just to sit back and listen to a teacher or trainer go on and on about the topic. The effective trainer will keep this point in mind and design learning experiences that actively involve adults in the training process. This entails practice activities -- such as discussion, hands-on work, or projects -- for each of the concepts that the instructor wants the participants to master.

Adult learners are self-directed problem solvers who learn best when they can relate new information to past experiences. Students learn better when they actively participate in and manage their own learning. For example:

- On-the-job training, small group discussions, case study work, or even computer-based training all embrace the concept that participation helps increase involvement in the learning process and retention of the knowledge.

Boud, Keogh, and Walker (1985) found that adults have a broader base of experience to which to attach new ideas and skills and give them richer meaning. The more explicit these relationships (between the old and the new) are made -- through discussion and reflection -- the deeper and more permanent the learning will be.

Studies show that over a period of three days, the retention of learning is as follows:

- 10% of what we read
- 20% of what we hear
- 30% of what we see
- 50% of what we see and hear
- 70% of what we say
- 90% of what we say as we do (orally work out a problem)

Adults can learn by reading, listening, and watching, but they will learn better if they are actively involved in the learning process!

Appeal

Appeal is the power of attracting or arousing interest -- a critical factor in adult learning. Adult learners are motivated to learn when they have a need to do so. They want to know how the training will help them and will often ask themselves the following questions:

- What's in it for me?
- Why do I need this information?
- How will I benefit from it?
- How can I make use of it in a practical, real way?

Adult orientation to learning is centered around life or work. Therefore, the appropriate frameworks for organizing adult learning are life and/or work-related situations, not academic or theoretical subjects.

Sometimes, adults enter training with a light degree of interest and motivation. Many genuinely want to improve their job performance or to learn new knowledge and skills in order to move up the career ladder. The degree of their motivation can become somewhat diminished if the trainer fails to direct and encourage this or other interests and motivations.

Motivation can be improved and channeled by the trainer who provides clear instructional goals and learning activities that will encourage and support strong learner interest. To best capitalize on this high level of learner interest, the trainer should explore ways by which the needs of each learner can be incorporated into the training sessions. This would include:

- The use of challenging and exciting learning experiences.
- Learning activities that are self-paced and tailored to individual rates of learning.

Studies show that part of an adult's preparation to learn is determining the benefits of the learning, as well as the disadvantages of not learning. Allen Tough (1979) found that adults would expend considerable time and energy exploring what the benefits would be of their learning something, and what the costs would be of them not learning it before they would be willing to invest time and energy in learning it.

Therefore, a key principle in adult learning is that one of the first tasks of the trainer is to develop an appeal, a "need to know" in the learners - to make a case for the value in their life performance of their learning what is offered. At the minimum, this case should be made through testimony from the experience of the trainer or a successful practitioner; at the maximum, by providing real or simulated experiences through which the learners experience the benefits of *knowing* and the costs of not *knowing*.

Respect

The word respect in this session stands for esteem, another important factor in adult learning. The trainer of adults must show deferential regard for the learner.

Adult learners respond to reinforcements. Although adult learners are usually self directed, they do need to receive reinforcement. Most people are like dry sponges waiting for a drop of appreciation. People are very quick to point out when a trainer has done something wrong; they're slow to acknowledge when something is done right. Trainers must recognize that need for appreciation in the classroom.

People are more open to learning if they feel respected. If they feel that they are being talked down to, embarrassed, or otherwise denigrated, their energy is diverted from learning to dealing with these feelings.

The following suggestions are offered as ways in which the trainer can help to foster a comfortable, productive learning climate through the attitude that he or she projects:

- Show respect for the learner's individuality and experience.
- Be sensitive to your language used so that learners are not inadvertently offended.
- Be open to different perspectives.
- Adopt a caring attitude and show it.
- Treat the learners as individuals rather than as a group of people who are all alike.
- Support all learner comments by acknowledging the "rightness" that is in each comment and each person.
- Take the learning process seriously because it is serious and important.

Establish a learning climate of:

- Mutual respect
- Collaboration rather than competition
- Support rather than judgement
- Mutual trust
- Fun

Sullivan, Wircenski, Arnold, and Sarkees (1990) write that the need for positive feedback is a characteristic of the adult learner. Like most learners, adults prefer to know how their efforts measure up when compared with the objective of the training program. Adults have the tendency to "vote with their feet;" that is, if they find the training program to be a negative experience, they will find some reason to drop out of the program before its completion.

Novel Styles

In the last principle, novel styles are defined as different, unique learning styles and preferences. Adults prefer to be treated as individuals who have unique and particular differences. The trainer must keep in mind that even though there has been an attempt to point out common characteristics, adults as learners have individual differences. As discussed in the following Section, most adults have preferred methods for learning. Adult learners respond better when the new material is presented through a variety of instructional methods, appealing to their different learning preferences.

No matter how well-planned a training program is, individual differences will often make it necessary to make some adjustments during the program. Flexibility can be incorporated into programs, but such flexibility must be grounded in an understanding of how learners may differ.

Sharon Fisher (1989) asserts that adult learners have preferences about any or all of the following:

Physical

Learning Setting:

Noise Level
Lighting
Temperature
Structure
Time of Day

Emotional

Social Needs:

Learn Alone
Learn with Others

Motivation:

Extrinsic
Intrinsic

Learning

Learning Styles:

Auditory
Visual
Kinesthetic

When developing a training program, the trainer must take into consideration the novel styles of learning that each adult brings into the training session.



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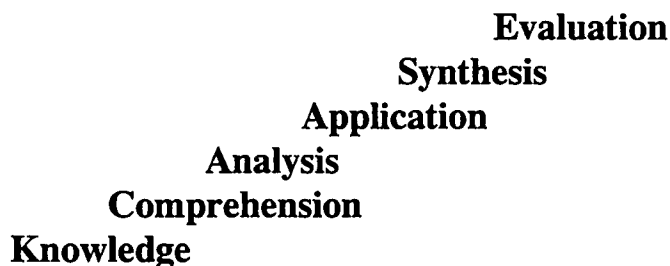
Section IV

Theories & Techniques to Enhance Learning

Bloom's Taxonomy

In his 1956 publication, *Taxonomy of Educational Opportunities: The Classification of Educational Goals, Handbook I: Cognitive Domain*, Benjamin S. Bloom advanced a basic theory of learning that still serves today as a standard reference for developing and measuring effective teaching and training courses. Bloom's *Taxonomy* articulates a "ladder" of cognitive skills. The role of the faculty is to move students up the ladder; each successive skill is at a higher level than the one below. The focus of teaching is on skills, even in academia, because at each level the student does increasingly more demanding intellectual work. In the ideal course, the curriculum should help the students move up from the lowest skill, *knowledge*, to the highest, *evaluation*. The NVAA curriculum incorporates these important principles of Bloom's *Taxonomy* through the utilization of lectures, panel discussions, working groups, skills building laboratories, case simulations, hands-on application, and self examinations.

The Hierarchy of Learning According to Bloom



According to Bloom's theory, at each rung of the ladder, students experience the following:

Knowledge: By knowing something, students gain basic information -- sometimes called "mere knowledge" -- typically by rote memorization, where little or no thinking is involved. If teaching methods stop at this point, students can do little more with their knowledge than regurgitate facts. Thus, NVAA utilizes lecture sessions to transfer basic knowledge of certain subjects, but incorporates many other levels of Bloom's Taxonomy.

Comprehension: By understanding something, students see some basic relationships among the various facts. The preferred style of NVAA teaching encourages student questions and comments to enhance comprehension of new knowledge.

Analysis: By analyzing something, students take the subject apart and examine it more closely. The NVAA curriculum is designed to incorporate opportunities for student analysis of information conveyed in the course. For example, during discussion sessions, mentoring opportunities, skills building laboratories and, where possible, in plenary lectures, students are constantly challenged to analyze course information and question its application to their professional knowledge and experience.

Application: By applying something, students “take it out for a test drive in the real world.” For example, rather than simply presenting a lecture on the importance of maintaining an open mind when assisting crime victims, the curriculum provides an interactive exercise where students must analyze their own underlying values, attitudes, and beliefs that may affect their interaction with victims.

Synthesis: By synthesizing something, students are able to see the bigger picture -- how their new knowledge fits into an overall scheme -- and then incorporate the information into their existing knowledge base. Probably the best example of the application of this principle within the Academy course curriculum is an interactive panel discussion on the criminal justice continuum. Three days into the course, the role of criminal justice system officials in providing victims’ rights and services is brought to life in a highly interactive, evening panel discussion. Local criminal justice officials are invited as panel members. U.S. Attorneys, local prosecutors, judges, police chiefs, victim witness coordinators, corrections and probation officers, defense attorneys, and even local media representatives have participated in the panel. Students have the opportunity to synthesize information related to components of the system and examine the “whole victim experience” in the criminal justice system.

Evaluation: By evaluating information, students make judgments about its value. Self exam questions ask students to evaluate course content. For example, the self exams at the end of each *Academy Text* chapter do not just ask for a recitation of what was taught. The questions encourage students to evaluate the new knowledge they have gained through the following questioning formats: “name a good example of”; “what is the best means of?”; and, “what is the most important criterion for”. At this highest level of learning, students are able to put all the principles they have learned into practice.

Strategies to Maximize Efficiency in Learning

It is important to understand which communication methods are most effective for increasing the likelihood that individuals retain new information. The Academy curriculum is designed

to maximize the student's long term learning retention by following certain key lectures with laboratories where students can immediately apply the new knowledge they have gained. Additionally, this chart underscores the importance of using overheads during lecture sessions to maximize learning. Each lecture has accompanying overheads and faculty are encouraged to use them.

*Least Effective**

Verbal Symbols Alone
LISTENING

Visual Symbols Alone
READING

Verbal Symbols Combined with Visual Symbols
LISTENING & OVERHEADS

Most Effective

Verbal and Visual Symbols Combined with Hands on Experience
LABORATORIES FOLLOWING KEY PLENARY LECTURES

**Adapted from MADD Death Notification Training-of-Trainer Curriculum*

Adjusting Teaching Techniques to Address Variations in Cognitive Learning Styles

While adult learners may have developed a preference for one style of learning over another, based upon childhood learning patterns, most adults integrate both visual and auditory input for effective learning. By utilizing a multisensory, interactive presentation that combines auditory information with visual aids and opportunities for student interaction and participation, faculty will provide a learning environment in which all students will benefit.

Equally important, faculty members should remember that what comes most naturally and what has worked most effectively throughout their academic and continuing education as professionals, might not always be the style that teaches others most effectively. While the diversity of teaching styles faculty bring to the Academy should be maintained, this section will help broaden students' understanding of how others learn, with the expectation that these elements can be incorporated into any teaching style.

While it is important as a trainer to keep these various styles in mind, two primary styles will be explored in greater detail during this faculty development session. These styles are:

- Visual Learners
- Auditory Learners

Visual Learners

Visual learners often do better when *they see*, rather than *listen*. They may have difficulty understanding oral directions. Students may watch faculty members intently as they present, rather than taking extensive notes. Visual learners enjoy looking at books and pictures and often enjoy working with puzzles. They also like things to be orderly and neat. This extends to the way they dress and maintain their surrounding environment. For example, a visual learner can generally find things that are lost, and rarely misplace their own things.

Visual learners' memories are often based on sight. They can often recall where they saw something some time ago. In responding to questions, they generally use few words and rarely talk in class. They may reproduce sounds and syllables in different ways while exhibiting speech difficulty. Visual learners also have trouble hearing other languages and producing unfamiliar sounds. They notice details, are excellent proof readers, observe minute details, and can often find the pages in a book quite easily. They often draw reasonably well, with balance and symmetry.

To effectively reach visual learners, trainers should:

- Give visual directions and demonstrations as often as possible.
- Use overheads, flip charts, slides and other large visuals.
- Use visual pictures of concepts and ideas.
- Use plenty of maps, graphs, and charts using legend symbols.
- Use color coding systems and other highly visual aids.

To make adjustments in teaching styles, trainers should:

- Put a line around key points to help students focus on one item at a time.
- Give students highlighting pens to mark items of importance.
- Point out key information on overheads or flip charts.
- Reduce visual distractions in the training forum, e.g. try not to stand in front of a cluttered background when teaching.
- Color code papers for different purposes is a plus for visual learners.

The Use of Visual Aids

Overheads and LCD Panel-driven Presentations

The National Victim Assistance Academy curriculum utilizes overheads as visual aids extensively. Over 300 overheads have been prepared for faculty to utilize during their presentations. The overheads correspond to the main points of each chapter.

A number of computer graphic packages for the production of overheads are currently available for nominal cost. They greatly enhance the design and development of overhead transparencies and LCD panel-driven presentations. Most offer simple “point-and-click” approaches that speed the time it takes to develop presentations. In addition, computer graphic packages can enhance the creation of charts, bar graphs, and visual depictions of materials covered in lectures.

Flip Charts

The use of flip charts is generally restricted to the laboratory sessions to enhance discussion points. In using flip charts, the following points should be remembered:

- Have several colored markers.
- *Never* use red ink! It is difficult to see at a distance.
- Alternate two colored pens on each flip chart page (i.e. green/blue, black/purple.)
- When switching topics, also switch the two colors of pens you are using.
- Use as few words as possible -- always print.
- Make your letters two inches high.
- Leave two inches between lines.
- Utilize the top two-thirds of the pad.
- Underscore key points by using:
 - Lines, stars, underlining, boxes, color.
- Make sure there is enough paper before you begin.
- Before starting your session, make sure the flip chart stand is stable and that enough working markers are available.
- Tape pages on the wall to reinforce learning.
- Recruit a volunteer to help hang completed sheets on the wall so as to not interrupt the training process. Have pre-cut strips of tape ready to facilitate this.

Auditory Learners

Auditory learners are often the “talkers” and are rarely quiet. They like to tell jokes and stories, and are full of excuses on why something is not done. They may be overly dependent on the oral presentation and benefit less from visual aids. Their handwriting is often rather poor, as are their drawings and other artwork. They have problems reproducing what they have seen -- such as figures, letters, outlines, overheads, etc. They are often mixed laterally (left-handed -- right footed) and reverse the letters p-q, b-d, and n-v when writing. They often provide better answers when questions are read to them than when they read them by themselves. Music and rhythmic activities are preferred. Often, auditory learners are the ones who know all the words to songs. They are quite often physically awkward, may have a poor perception of space, and tend to get lost in unfamiliar surroundings. They often also have a poor perception of time and space and do not keep track of time easily. The auditory

learner generally is brighter than their I.Q. score. Basically, they have a poor visual memory. However, auditory learners remember spoken words or ideas very well.

To effectively teach auditory learners, trainers should:

- Talk through the steps in a task or activity.
- Point to written words and spell out the important ones.
- Encourage them to think out loud, and listen to what they are saying.
- Encourage oral reporting.
- State major punctuation marks.
- Utilize tape-recorded instruction for information and tests.
- Use lots of audio equipment in the learning process.
- Pair the auditory learner with a visual learner.

To adjust your teaching to an auditory learners, trainers should:

- Remove as much noise from the training environment as possible.
- Find a quiet space for the student to complete projects.
- Do not talk too much during group assignments so as to distract the student.
- Use as few words as possible to explain concepts/assignments.
- If possible, speak directly to the individual.

The Academy has used a variety of teaching methods to appeal to students with a preference for auditory learning. For example, as an introduction to the compressed video multicultural lecture, the CSUF site arranged to have a Mariachi band play for the students. Students are also allowed to tape record lecture sessions.

Other Cognitive Learning Styles

Numerous theories have been set forward that examine effective principles of learning. In his publication *Materials and Methods in Adult and Continuing Education*, L.H. Lewis has identified 27 elements of cognitive learning. It is important to develop a basic familiarity with a number of these preferential styles of learning to be able to better understand the audience and ultimately enhance training skills. After a brief review of these various styles of learning, a self-inventory is provided to determine which particular methods of learning are most applicable to each trainer.

In reading over the following list of cognitive learning styles Faculty Development Candidates will recognize these elements in many of the individuals that they associate with in professional as well as personal environments. It will assist in planning how to best present information, as well as helping to gain an insight into the behavior, questions, attitudes and reactions of Academy students.

The 27 elements of cognitive learning styles, as described by L.H. Lewis in *Materials and Methods in Adult and Continuing Education*, are the following:

1. *Auditory Linguistic*: tendency to acquire meaning through hearing spoken words.
2. *Auditory Quantitative*: tendency to find meaning in terms of numerical symbols, relationships, and measurements that are spoken.
3. *Visual Linguistic*: tendency to find meaning from words you see.
4. *Visual Quantitative*: tendency to acquire meaning in terms of numerical symbols, relationships, and measurements.
5. *Auditory*: tendency to perceive meaning through hearing sound other than spoken words.
6. *Olfactory*: tendency to perceive meaning through smell.
7. *Savory*: tendency to perceive meaning through taste.
8. *Tactile*: tendency to perceive meaning through touch and temperature.
9. *Visual*: tendency to perceive meaning through sight of things other than the written word such as pictures and graphs.
10. *Proprioceptive*: ability to synthesize a number of parts into a performance demanding monitoring of a complex task involving controlled musculature -- small, large, and fine.
11. *Empathetic*: sensitivity to the feelings of others; ability to put oneself in another person's place and see things from his/her point of view.
12. *Esthetic*: tendency to derive meaning through the enjoyment of the beauty of an object or an idea.
13. *Ethic*: commitment to a set of values, a group of principles, obligations and/or duties.
14. *Histrionic*: ability to exhibit a deliberate behavior, or play a role to produce a particular effect on other persons.
15. *Kinesics*: ability to understand and to communicate by non-linguistic functions such as facial expressions and motions of the body --smiles and gestures.

16. *Kinesthetic*: ability to perform motor skills, or effect muscular coordination according to a recommended, or acceptable form.
17. *Proxemics*: ability to judge the physical and social distance acceptable between oneself and another person.
18. *Synnoetics*: personal knowledge of oneself.
19. *Transactional*: ability to maintain a positive communicative interaction which significantly influences the goals of the persons involved in that interaction. Both sides profit in this interaction.
20. *Temporal*: ability to respond or behave according to time expectations imposed on an activity by those associated with that activity.
21. *Associates*: shows the influence on the meaning of symbols derived from the peer group or those with whom the student associates. It is frequently evidenced by an individual who understands that which is under consideration, but explains or discusses with his/her associates.
22. *Family*: stems from the influence of the group or persons an individual considers to be his/her family. The student possessing a strong sense of family relies heavily on authority figures.
23. *Individuality*: manifest in a student's ability to move freely in a variety of roles and normative situations with particular emphasis on self-directed or self-confident independent behavior.
24. *Difference*: tendency to reason in terms of one to one contrasts or comparisons of selected characteristics or measurements.
25. *Magnitude*: a form of categorical reasoning where persons need to define things in order to understand them.
26. *Relationships*: tendency to synthesize a number of dimensions or incidents into a unified meaning, or through analysis of a situation to discover its component parts.
27. *Deductive*: indicates deductive reasoning of the form of logical proof used in geometry or that employed in syllogistic reasoning.

The information on cognitive learning is excerpted from: Lewis, L.H. "Preferential Styles - Cognitive Mapping." in Materials and Methods in Adult and Continuing Education, edited by C. Klevins. Los Angeles, CA: Klevins Publications, 1982.

Section V

Handling Difficult Situations & Audience Interactions

Most experienced trainers have faced challenging training situations: fire alarms -- real or false; earthquake tremors; tornado evacuations; and of course, the unexpected power failures. This is just the beginning. Then there is equipment. VCRs that are difficult to operate; overhead projectors with bulbs so weak and screens so dirty that it is nearly impossible to see the information; flip charts that fall off the stand or sway every time instructors write on them....faculty members have probably experienced it all!

Not that the National Victim Assistance Academy has conquered all natural and person-made potential training disasters, but the project team and faculty prides itself in being prepared for anything. With the incorporation of distance learning technology into the teaching curriculum, technical problems are even more challenging to prepare for and to overcome.

Even with outstanding preparation, difficult situations do arise in teaching and training. Among the most potentially distracting is undesirable behavior by students. It is important to emphasize from the outset that Academy students generally do not exhibit the negative characteristics that "captive" audiences -- such as those forced to attend a mandatory victim-related training -- can project. They have gone through a competitive selection process and, once they overcome the initial adjustment of going back to the bare necessities of dorm living, are generally thrilled to be there. However, after five days of the rigorous intensity of the Academy curriculum, even the most seasoned professional has the potential of becoming a difficult audience member.

There is nothing more distracting as a trainer than to try to keep up the momentum of a presentation while experiencing students who repeatedly interrupt, object, contradict, joke around, or who carry on a full-time conversation with the person sitting next to him or her. Reading the paper, clipping fingernails, and paying bills have not been problems at the Academy, but have occurred in a variety of trainings. Whether the individuals exhibiting this behavior realize or not, their behavior detracts from the quality of the training experience for all participants.

Tips for Dealing with Difficult Situations

The following training tips may be helpful as a refresher on the techniques faculty have used before to deal with difficult students -- and even may provide some new information.

Lani Arredondo, an experienced corporate trainer who authored a book entitled *How to Present Like A PRO: Getting People To See Things Your Way*, suggests three reasons why audience members disrupt presentations. She states that when you can identify, and even empathize with, what motivates a person to behave badly in a group situation, you will be prepared to successfully handle these awkward situations.

The three most common reasons why students may disrupt presentations are: resistance to change, resentment about your role, and repeating successful behavior. When considering the National Victim Assistance Academy setting, it should be remembered:

- Most students will have received specialized training in one or more of the topics presented. What is new information to many students may be too basic for others.
- This is a great challenge as a faculty member because of the diversity of the level of knowledge of Academy students.

So, a fourth reason for student disruption needs to be added: previous training and professional experience on a given topic. In adapting Lani Arredondo's theories about student reactions to learning at the Academy, four categories of reasons for disruptive behavior emerge:

- Resistance to changing attitudes, professional practices and comfortable interventions.
- Repeating successful behavior that has worked in other professional training sessions.
- Resentment about a trainer's role as a faculty member of the National Victim Assistance Academy.
- Differing levels of previous training and professional experience on the topic.

The goal of teaching is to present new information or ideas that challenge an individual's thinking. However, based upon many of the principles of adult and cognitive learning that have been previously discussed, some individuals are not immediately receptive to new ideas or practices. From their personal experiences of what they perceive "works," students may not be open to new attitudes or actions that differ from those that they have employed successfully. For example:

- There are many different theories about, and successful methods of, crisis intervention, interim and long-term emotional support for victims of crime. While Academy faculty try to present all acceptable interventions, there will almost always be a professional in the audience that has tried this intervention and has found it unsuccessful. It is important to point out the necessity for culturally diverse and appropriate interventions, while stating that the purpose of the Academy is to create a foundation

of knowledge of the many successful theories of responding to victims in the aftermath of crime.

- It is important to emphasize that the Academy is designed to develop a foundation of knowledge for the field. Students are welcome to accept or reject the theories and practices presented -- as long as they understand the importance of developing a baseline of knowledge about the many different options available for assisting victims.

Sometimes out of resentment of the trainer's role, students will challenge what faculty say or ask how much experience the speaker has on the topic. They wonder why the trainer is teaching this topic when they have considerable or more relevant experience -- in other words, "why am *I* the student and *you* the faculty?" The student may react negatively by talking to the person sitting next to him or her or asking questions that put the trainer on the spot. Faculty may also encounter students who challenge the information presented out of self defense. It is, as Lani Arredondo states, "a means of counteracting ideas and information people just can't bring themselves to hear." The thinking of the individual can be the following:

"If I ask a question the faculty member can't answer, then the entire lecture or activity is not legitimate."

Students may also misinterpret or misrepresent what is said. In short, in satisfying their need to question the trainer's credibility -- which has happened to the Academy's most experienced faculty -- the student can continue to rely on the information, personal experience, and previous knowledge he/she brought to the Academy.

Finally, students may react negatively because they have already had extensive training on the subject being taught. Because this is a comprehensive curriculum covering all aspects of victims' rights and assistance, this problem is unavoidable. Thus, it is important to remind the students that, while they may have had previous training on this topic, a brief refresher course will not hurt them and that discussion periods present an opportunity to tap the resources and expertise that students bring.

Answering Questions

There are a few important points to remember in handling student questions. The first and most important rule is to *always repeat the question before answering it*. This is especially important when speaking over compressed video because the other sites may not have clearly heard the student question.

Before trainers begin, they need to establish clear guidelines for interactions and questions among students and faculty:

- “As everyone knows, time is limited and there is a lot of ground to cover in the next (time period). It is my responsibility as facilitator to keep things on track, and to guide discussions.
- Please limit your questions to *one* issue, so that we can hear from as many students as possible.
- Sometimes it helps to write your question down on the index cards we have provided to help clarify what you are trying to ask, and to make it as concise as possible. If your question does not fit on one side of an index card, tighten it up!
- If a student has any trouble conforming to the time restrictions that we all share, it is my job as facilitator to interrupt and move the discussion forward. This is not meant in any way to be rude, but rather to keep us all on track.”

Different Categories of Questions

Questions fall into different types of categories, with the most common types being:

- **The Hypothetical Question** “What if?”

While attorneys, victim witness advocates, and certain other professionals generally do not like to give opinions on facts that don’t exist, trainers *should* answer hypothetical questions -- students ask them to seek clarification of the content being presented. Just make sure you emphasize that the student has asked a hypothetical question before answering.

- **The “A” or “B” Question** “Which is more important or?”

While this question arises out of the need for students to prioritize new information, trainers do not need to choose, and can emphasize that several statements already made are important.

- **The “off-the-record” Question**

Remember, in a public forum, such as the Academy, no statements are *ever* off the record; someone will remember or will be taking notes. In addition, some Academy presentations are recorded.

- **The “yes” or “no” Question**

This type of question may be confrontational, forcing trainers to make a choice. Remember, faculty do not have to choose, and can explain why.

- **The Long-winded Question**

Trainers may find that some student questions actually turn into short or long speeches. To help the student get to the question, trainers should interrupt and say:

“Excuse me please, as you know we have a lot of information to cover in a short amount of time. Could you please quickly and briefly clarify your question?”

If the question is too long to repeat, break it into two important parts and say: “I want to make sure that I understand what you are asking. Are you asking and?”

Finally, trainers may be asked a question to which they do not know the answer. It is always best to be up-front and say, “I don’t know.” However, trainers can also “bridge” into an area of the topic they do know about by rephrasing the question and answering it.



Section VI

Teaching Laboratory

The teaching laboratory is designed to provide an intensive, four hour practice session for faculty development candidates to sharpen their presentation delivery skills. Students have been asked to select a topic covered in the *Academy Text* and come prepared to give a five-to-eight minute presentation. Student presentations will be videotaped and critiqued by fellow students and faculty members.

The videotaping of student presentations is especially important because the Academy incorporates distance learning into instruction. Therefore, seeing how students come across on television will help prepare them for lecturing on compressed video.

The following suggestions are designed to effectively conduct distance learning. However, they can generally apply to most lecture situations:

Beginning Your Presentation

- Try to set an upbeat tempo right at the start. The first 90 seconds of a transmission are crucial in setting the pace for what follows. A new “start” occurs after each break as well as at the beginning of class, and each start is a new beginning for instructors.
- Do not speak with keys, coins, or items in your pockets that rattle and create auditory distractions.
- Creative “ice breakers” can grab students’ attention, provide light moments prior to intensive learning, and establish a strong bond among the trainer and students. Examples of “ice breakers” will be provided to Faculty Development candidates.

Delivery Style

- Appear cheerful, confident, and enthusiastic even if something unexpected occurs. The trainer’s smile is important. Students have said that they can tell when instructors like to teach via compressed video, and that an instructor’s positive attitude is crucial.
- Speak slowly and clearly at all times, slower than a normal conversation rate.

- Raise or inflect your voice at the end of your sentences, especially with questions. This is a way to engage your listeners.
- Use questions often rather than statements, especially ones that relate the students' own everyday experience to your class instruction. This is a great way to introduce a new topic because it corresponds to one of the fundamental principles of adult learning -- that they need to first relate new knowledge to their previous experience in order to incorporate it into their working knowledge of the subject.
- Frame questions very specifically so you don't get overly general answers.
- Even if you feel rushed to deliver a tremendous amount of information in your allotted time frame, faculty should not let the students know they feel rushed.

Distance Learning

- Look directly into the camera so that students at remote sites sense a connection. To create an even more personal presence, the camera can zoom in on you.
- Ensure that visual presentations (i.e. overheads) have print large enough to read at remote areas.
- When on compressed video, stay within camera range and limit your standing to the place in the classroom that is covered by preset camera angles. Do not walk about or use excessive gesturing with your hands. Movement will disrupt the quality of a compressed video signal.
- Have a realistic expectation of technology. Even if the system is pre-tested prior to sending out to other sites, problems may occur. When they do, the class may have to wait while the technician does the troubleshooting. During such time, do what performers do when stage props fall or the lights go out: maintain a sense of humor and fall back on your wits.
- Balance interaction among the various sites so one site doesn't appear to be getting all of the attention.
- Build interaction into the instruction and perhaps team competition among sites, which can be enjoyable and involving for all.
- Remember to repeat student's questions or pertinent comments to ensure that other sites hear them.

- Understand that clothing rules are different for compressed video because of lighting and transmission issues. Don't wear white, black, or black and white clothing and no busy patterns such as plaids or stripes.
- Finally, do not wear goofy hats or use wheat shafts as pointers!

Portions of this section were excerpted, with modifications made for application to the NVAA, from: University of Maryland, University College, Distance Learning Publication, 1995.



Section VII

Technology to Expand & Enhance Teaching

Maximizing Information Access

A comprehensive discussion of the uses of technology to maximize access to criminal justice information is provided in Chapter 20, *Mastering the Information Age*, of the *Academy Text*. Because staying on the cutting edge of new research findings is critical to professional and program development, and because information technologies are facilitating the transfer of information in ways that are revolutionizing learning and problem-solving, all faculty should:

- Develop a basic knowledge of the Internet and related information systems -- electronic bulletin boards, CD-ROM, E-mail, and others -- and consider how they might be incorporated into the goals and objectives of the organization;
- Identify and become familiar with local information resources and opportunities, such as online references services available through schools and libraries; technology trade shows and conferences, and adult education programs;
- Seek guidance and support from persons with expertise in information technology, and solicit their participation in advisory positions within your agency;
- Incorporate training on information resources in professional conferences and seminars conducted by your agency;
- Be mindful of the ultimate benefits and beneficiaries of advances in information technology, so as to overcome fear of and resistance to the use of these systems ("technophobia");
- Study the principles of 'change management,' in order to successfully manage technological change as it occurs; and
- Become a registered user of the National Criminal Justice Reference Service (NCJRS) and learn about the range of criminal justice information resources available to you -- today.

Meeting Your Information Access Needs

All Faculty Development Candidates have been sent the following form. The responses will be tabulated, with a discussion of findings presented by a faculty member with expertise in criminal justice information access. Faculty Development Candidates can use the *Information Access* form on this page to fill in their statistically tabulated responses to the questionnaire sent out previous to the Faculty Development Session.

Information Access

Do you currently have access to on-line information through:

Internet: E-mail? _____ Listserv? _____ Gopher? _____

World Wide Web? _____

Electronic Bulletin Board Systems? _____

At work? _____ At home? _____

Other location? _____

What electronic services do you currently use in your work?

Automated notification systems? _____ E-mail? _____

Word processing equipment? _____

Are you a registered user of the National Criminal Justice Reference Service (NCJRS)? _____

Do you have access to videoconferencing equipment? _____ Satellite downlink? _____

In your office? _____ In your community? _____

What is your most frequently used method of staying current in your work or profession?

Distance Learning

In recent years, the proliferation of new technology that has the capability of linking large numbers of individuals and groups in any part of the world, has created unlimited opportunities for education and training. Interactive video networking technology applied to an educational setting essentially utilizes video-teleconferencing capabilities in a classroom setting and provides the opportunity for a simultaneous audio and video link between classrooms with great distances separating them.

During the 1996 Academy compressed video was used for the first time to link three Academy classes, in different regions of the country, for approximately 20 hours of the 45-hour course. Through compressed video, all Academy students, regardless of which site they attended, were able to benefit from presentations by nationally recognized experts such as, former Attorney General Edwin Meese III, Dr. Marlene Young, David Beatty, Dr. Dean Kilpatrick, Janice Lord, Anne Seymour, and others, as well as ask questions of these noted instructors. In addition, all classes were able to participate in an interactive session with Aileen Adams, Director of the Office for Victims of Crime, providing comments on the Academy experience and programs and priorities of OVC.

The Academy's experience with distance learning presented technical challenges, however the visible benefit of linking the Academy class of 1996 was apparent to all. While it is expected that the number of hours that compressed video will be used in future Academies will be reduced, it is likely that a variety of distance learning technologies will be utilized at future Academies and in other national scope training activities. With this in mind, the following discussion includes an overview of how compressed video technology works and information that will assist faculty who teach through this medium.

What is Interactive Video?

The interactive video network is a two-way multimedia communications system that uses a compression technology to transmit both sound and images (moving and still) among specially designed and equipped classroom sites. Instructors and students at the three Academy locations can see, hear, and interact with one another through the use of camera, microphones, and monitors connected to digital telephone lines for transmission.

Two-way interactive transmission began in the early years of television, but wasn't used extensively until the 1980s. Until recently, its major application was for video-conferencing, a televised meeting format for business and military clients. As its instructional applications are being developed, the technology is rapidly expanding into the educational sector.

Although the video transmission system is very different from home TV systems, it is similar in its ability to create and send the "illusion" of moving pictures using a series of still frames that are rapidly scanned.

The Monitor is the Medium

In a distance learning classroom, the monitor is the medium -- it's the student's window to the other sites -- the means by which all classrooms are linked. Through the video, the instructor comes across as a real person, as do the distant students in the linked classrooms. The video can convey the instructors message through a variety of means, such as transmitting overheads rather than just the image of the instructor. An enormous amount of the class experience is through the monitor. While this is obviously true for the sites receiving the transmission, even students at the origination site (where the lecture is being broadcast) use the monitor to observe students at the receiving sites.

There is much more going on than meets the eye at first glance. The screen can take on a life of its own, which is why it is important to understand the dynamics of the compressed video monitor as the medium in distance learning classrooms. For example:

- Although most of us are used to thinking of the TV screen as a passive medium on which to watch news, movies, sports, weather reports and even commercials, the compressed video screen is dynamic. Students and instructors need to and treat the otherwise passive monitor in an active way. Both students and instructors need to remind themselves that although the monitor looks much like TV at home, its ability to interact with students in other class sites makes it radically different.

In addition, there is a different feel to a classroom equipped with distance learning technology. Not only are there wall mounted or desk top monitors for students to view, but also cameras and transmission equipment for transmission. This often takes students as well as instructors a bit of time to get used to.

The compressed video monitors show the following:

1. The action at the transmission site -- students, instructors, visuals.
2. Students at the other sites.
3. There are also monitors in the back of the classroom so instructors can check to see the picture your site is transmitting. This is especially important for instructors to be able to look to the back of the room and make sure they are projecting well.

The Microphone is Also the Medium

For many students and instructors, sound is even more important than video to the overall success of distance learning -- obviously even more so for students whose cognitive learning style is auditory. Even with greatly improved sound in the last few years, there are some sound-related idiosyncrasies built into the distance learning classroom that hinder 100 percent spontaneity. These idiosyncrasies take some getting used to, but if everyone is aware of them, they need not present a problem. These include:

- Sound may be delayed by a fraction of a second or more. Instructors that tell a joke may have an uncomfortable for the reward of smiles and laughter.
- Students at the remote sites are usually asked to put themselves on MUTE until someone has a question or comment.
- Two individuals at different sites cannot talk at the same precise moment. Only one site has "control" of the audio, and that is the person whose audio has been registered by the system first.
- Because the system picks up ambient noise as well as voices, students need to keep items such as books, purses, and keys away from the mikes.

Unique Aspects of Compressed Video Teaching

Students in the linked classrooms perceive the instructor as being smaller than in real life, as if the instructor is in a box. Only if the remote-site students see the instructor on a large monitor (this varied across sites in the 1996 Academy) does their perception of the instructor begin to approach a face-to-face relationship.

- Because of the lack of direct connection with the instructor, the remote-site students can be lulled into a passive state much like what happens in front of a TV at home.
- Straight lecture may be deadly on compressed video. That is why the Academy varies distance learning with many other types of on-site interaction, discussion, laboratories and mentoring sessions.
- Leaving time for questions from other sites is very important in order to tie the "receiving" sites to the instructor.

The Students' Experience

Motivation and expectations for success with distance learning significantly influence how students perceive the experience. Some students, because of their particular learning style of affinity for technology, feel distance learning is an advantage; for others, the reverse is true. It is a paradox that technology can overcome physical distance but increase psychological distance. One of the greatest challenges for instructors is to overcome the psychological distance by encouraging interaction among all sites.

At the Receiving Site

Remote-site students are especially aware of the distance between themselves and the instructor and class at the transmission site. Without active encouragement to ask questions and interact, they may feel left out.

Students at remote sites are more engaged by instructors who look straight at them (actually at the camera in the back of the room) from time to time. If the instructor does not look at remote students directly *through the camera*, the effect at the remote site will be like a picture out of focus "there, but not there."

- Eyes downcast or not focused at the students can inadvertently convey that the instructor is uninvolved or is disconnected from their site. A smile helps.
- Students at remote sites also experience the instructor as being in the classroom with them if the camera zooms in rather than out.
- One of the advantages of being remote-site students is that they typically and very quickly become a cohesive group, supporting one another and helping one another clarify what is happening.
- The technology does require more concentration on their part.

At the Origination Site

Students at the origination site have an advantage in being where most of the action and energy is occurring. That is why distance learning at the Academy alternates the role of sites between "receiving" sites and "origination" sites.

Some origination-site students may feel disadvantage when you take time away from the class session to clarify aspects of communication and transmission, or to repeat questions for the remote-site students. These students may also perceive that, through efforts to interact with remote-site students, they are left out of the discussion. Thus, it is extremely important for

instructors to remember to balance interactions among all Academy sites and not forget the students who are on site and in front of them.

The Total Student Experience

It takes a little practice for instructors to get used to relating to students when some are in front of them while others are thousands of miles away. For example, many subtle nonverbal cues relied upon to gauge whether or not points were understood -- such as raised eyebrows and pursed lips -- will not be as clearly discerned from the remote-site students. The same is true for the students when their peers are speaking at another monitor site. Couple with the possible distraction of the instructor seeing his or herself on the monitor, this can be a challenge for instructors teaching on compressed video for the first time. Therefore, this section provides you with basic information on teaching via distance learning.

Being Prepared as an NVAA Faculty Member

Overall, the greatest challenge to distance learning is to create one classroom out of three at the Academy. Every faculty member who has not experienced distance learning wonders what teaching over compressed video will be like. That is why in the Faculty Development Training Program faculty will be videotaped in a close simulation of teaching in the distance learning classroom. Before presenting for the first time on compressed video, remember the following:

- In one sense, your primary role of presenter remains the same -- promoting student learning and receiving assurance that students comprehend what is being taught through the use of discussion and questions.
- Feeling drained after teaching on compressed video should be expected because of the many additional challenges that must be overcome for effective communication with students in distance learning.

Once faculty become comfortable with distance learning many have found that it has a positive impact on their overall teaching because in preparing to present on compressed video they have had to put more care and more detail into planning and executing what they wanted to accomplish.



Section VIII

Stress Management Techniques

The purpose of this session is to give Faculty Development Candidates practical information on how to physically and emotionally manage stress. The first step begins with recognizing the impact that stress can have on a person's overall well-being and stress-related symptoms. Taking a positive approach to managing stress to reduce its overall negative impact is critical. People in helping professions are particularly vulnerable to stress-related illnesses, fatigue and burnout. Without a conscious awareness of its potential negative effects, professionals often leave the field suffering from myriad stress induced problems. The focus of this session is to increase students' awareness of stress on their ability to work and function.

The following information is provided by Dodi Christiano Ardalan, M.A., a licensed professional counselor who specializes in not only treating individual patients with stress-related problems, but also in conducting community education on stress management.

What is Stress?

Stress is an internal biochemical and emotional response to internal (emotional) and external (environmental, interpersonal) stressors or stimuli. We all experience stress from time to time and our bodies are designed so moments of stress followed by discharge of stress does little harm. However, when the physiologic response to stress is not discharged, there can be a negative cumulative affect on our bodies.

Manifestations of Stress

- Fatigue and depression
- Eating, smoking and drinking too much
- Outbursts of anger and hostility
- Complaining frequently
- Nervousness
- Insomnia, headaches, pain
- Health problems: susceptibility to illnesses
- Feelings of apathy

Ways to Relieve Stress

Time Management

It is important to have balance in your life: balance between work and play; between adult social time and alone time; between family time, physical activity time and spiritual expression. Assess your priorities; make time for each category. Look at how you establish your priorities. Do you only do things you “have to” or do you include things you “want to” do. Try to turn the “have to’s” into “want-to’s”.

Attitude

How you think can have a profound affect on your emotional and physical well-being. Each time you think a negative thought about yourself, your body reacts as if it were in the throes of a tension-filled situation. If you see good things about yourself, you are more likely to feel good -- the reverse is also true. Eliminate words such as “always,” “never,” “should,” and “must.” These are telltale marks of self-defeating thoughts. Talk to yourself, switch negative self statements to positive statements. For example, “I can do....(whatever it is you are setting out to do)” or, “I made a mistake, but I can do....(whatever it is you are setting out to do)” or, “I made a mistake, but I do a lot of things right.”

Relaxation, Meditation, Guided Imagery

Physiologically relaxing your body brings down heart rate, blood pressure and slows breathing. These are all manifestations of stress release in your body. Work up to at least once per day (20-30 minutes) to center yourself with meditation, relaxation exercises, or guided imagery tapes.

Exercise

Our bodies were designed to move. Built up stress can be difficult by physical activity. Walk if you cannot do anything else. Aerobic activity, on a regular basis, plays a significant role in boosting the immune system. Work up to incorporating some form of physical exercise three times per week.

Fun and Laughter

There is a measured effect of the relaxation response after a good laugh. Laughing reduces stress! Do something playful at least once per week, if not once per day. Have fun in your life!

Section IX

Ensuring Quality in Teaching

Staying on the Cutting Edge

The interdisciplinary field of victim rights and services is continually developing. The research “knowledge base” has seen tremendous advances and “promising practice” recommendations are often updated to reflect changes in the context within which services are provided. This is significant to those working in the field, and of particular importance to Academy faculty who will be lecturing on victim issues.

How to Stay Current: Don't Go it Alone!

Staying on the cutting edge in a developing field is both exciting and demanding. By virtue of its interdisciplinary nature, the crime victim area requires attention outside the primary fields of a practitioner's training. Among the fields involved in contributing to knowledge in this area are law, criminal justice, juvenile justice, corrections, psychology, social work, counseling, human services, public administration, medicine, nursing, education, divinity and others.

- With the ever increasing demands placed on service providers' time by heavy caseloads, it is oftentimes difficult enough to stay current on your primary area. However, there are tools that may be employed to stay current and to better ensure the quality of presentations.
- Much of the work in culling through the research and other literature is already being done, at least to some extent, by others. Academy faculty should draw upon these resources and not expend energies to re-create this work.

Academic Institutions: A Wealth of Information

Many relevant activities may be ongoing in local colleges and universities. Pick up a school/course catalogue and read up on the faculty, the work they are doing and the courses they are teaching. They may not have taken the opportunity to reach out to learn what victim services agencies in the area are doing, but may be working on related topics. There are several potential ways to work together to achieve a mutual benefit, including:

- A professor may be asked to sit on an advisory board or board of directors.

- A professor may be willing to perform (or more likely have a student compile) a “literature search” or “literature review”.
- In addition, they may be willing to review and critique a draft paper or presentation.

Finally, a victim services agency could offer an undergraduate or graduate student internship that would offer some quality volunteer work and provide access to the schools resources (like on-line literature searches, academic journals, etc.)

Utilize Periodicals

Periodicals published by professional associations or publishing houses often have articles of current relevancy. These include newsletters and publications that are more substantial than the typical newsletter, but perhaps are not truly academic journals. The difficulty here typically involves the time needed to review these publications and the money needed to subscribe. Although these concerns are certainly real, the benefit to Academy faculty and their agencies may well justify this resource allocation. It is important to put these resources in the highest pay-off areas:

- Academy faculty may begin by collecting suggestions from colleagues regarding what they are reading (or wish they had the time and money to read) and add to that list by talking to the professor(s) and graduate student(s).
- Addresses should be obtained for the publications and sample issues can be requested.

Others publications may be listed for review on a monthly or quarterly basis by visiting the library. To stay current across disciplines, Academy faculty should look for periodicals that have a broad representations of editors listed from the areas to be covered. Also, other colleagues can be drawn upon to informally share information where articles of interest are brought to the attention of others to cut down on the initial work of each participant.

On-Line Services

Don’t underestimate the power of the on-line services. Specific information about on-line research is available in Section VII. However, it deserves mention here that the amount of time that can be saved in researching topics on-line is astounding. The only caution here is to be particularly skeptical of sources found on-line if they cannot otherwise be verified as credible. The Internet is a very powerful tool, but it is subject to abuse and manipulation and this information should be cross checked.

Governmental Clearinghouses

Various government agencies provide outstanding information clearinghouses. However, there are important information clearinghouses outside the fine contributions made by U.S.D.O.J. Other departments such as H.H.S., H.U.D. and Education, among others, offer similar assistance. Get on all the relevant mailing lists to assist in making presentations current and of top quality.

Experience is the Best Teacher

Among the best way to keep on the cutting edge is to commit to writing a brief review article about some area of interest, or to set out to complete lecture/presentation notes and visual-aids. Set reasonable, but strict, deadlines. Using the tips given above, Academy faculty should get input from a variety of sources and ask others to review and react to this work. No doubt the preparer will be amazed at how much was already known and a considerable array of additional materials will probably be compiled. Academy faculty will learn much from an open minded reception of editorial and substantive review.

How to Make Sense of Research

A comprehensive treatment of understanding empirical research is beyond the scope of this brief treatment. However, there are a few foundational tips to keep in mind about analyzing research. If a heavy reliance upon research is expected in an Academy faculty member's presentation, the preparer may wish to take (or re-take) a basic course in research methods and statistics. At the very least, reference should be made to old text books in these areas that can be reviewed to revisit the basic terminology and techniques of empirical investigations. In any event, those Academy faculty less familiar with research methodology should keep the following in mind as they analyze research under consideration:

- **Who is conducting or interpreting the research?** It is important to know the discipline of the researchers/writers responsible for the report being reviewed. Even in this age of "interdisciplinary" authors tend to find it difficult to truly think beyond their paradigms or "world views" and the reader should know where the author is coming from, academically, at the outset of reviewing their work.
- **What are the research questions and/or the hypotheses underlying the research?** Researchers begin their investigations by positing questions and hypotheses that they seek to analyze. The reader must have a good handle on what the researcher set out to find or support before they can understand the findings and conclusions stated.

- **Academy faculty will need at least a working understanding of research methods and statistics.** Academy faculty are not expected to become expert methodologists or statisticians. However, Academy faculty should understand the basics of research methodology, variables, descriptive statistics, tests of significance, and some of the common limitations on researchers ability to capture true representations of actual experiences in the necessarily contrived confines of field studies.
- **What can really be said about a study's findings?** Faculty must be careful not to overstate the findings of the studies employed. For the most part, many findings can be refuted, at least to some extent by other studies.

Faculty should be mindful of a few important points:

Correlation is Not Causation. The fact that a correlation is found between two variables does not mean that one caused the other. The relationship may still be extremely important, depending upon the strength of the correlation, but there may be other factors, not measured by the study, that contribute to the correlations found.

- ***A Significant Finding is Not Necessarily Meaningful.*** Frankly, some of the research encountered will amount to little more than intellectual self aggrandizement that has more to do with advancing academic careers than making a real contribution to the field. If the reader's reaction to the findings is "so what" or that the limitations on the study are so sever as to make it meaningless to work in the field, the reader is probably correct. However, faculty should be careful to take what may be useful from these studies that will help build up the field's knowledge.
- ***Be Alert to Clever Manipulations of Data.*** This is less of a concern in the more academic (or "refereed") journals that have higher standards for their publications. However as the publications that are being reviewed become less rigorous, or when more popular publications are being used, care must be taken to assure the validity of findings. There are many kinds of issues that arise in this way, a few of which follow:
 1. Make sure that the reader has access to both the raw numbers as well as proportional representations. Reader's should not rely heavily on, for example, percentage representations if there is not a good sense for the underlying data (which really should be made available). For example, two jurisdictions have claimed a 50% reduction in homicides in the same period. Jurisdiction A fell from 50 to 25, while jurisdiction B fell from 2 to 1. These maybe equally significant depending upon the many circumstances involved, but they do represent quite different things;
 2. When data is provided graphically, for example in graphs that show trend lines, look to see that the graphs show the zero point on the axis and if they do

not that there is a good reason for this and that you understand what the data actually represents;

3. Be wary of trend data that makes broad claims from either short spans of time, or from two discrete points in time as it is easy to manipulate the presentation of data by limiting the focus in this way;
4. Reader's should be very skeptical of claims made from studies that have small sample sizes as there are limitations to the strength of estimating techniques; and,
5. Be aware of misinterpretations that arise from mishandling proportions in population demographics. Even if group A and B seem to have the same absolute numbers of victims, if one group is many times the size of the other their proportional representation should be stated to have a truer understanding of this phenomenon.

Be Skeptical

Don't take research at face value. If the author is not convincing that the findings and conclusions drawn from the study make sense, try to articulate what is wrong with the research. Academy faculty must be careful not to automatically discount research that simply doesn't happen to jive well with their point of view. Research should be read to learn new things as well as to confirm current beliefs. Also, remember that no study is perfect. This is particularly true in the crime victim research area as the demands of ethical treatment of subjects and the limitations on data that can be gathered often conflict with the rigors of pure research.

As the victims' field expands those who work in it need to keep up with an ever increasing array of research and other published literature. It is important not to be anxious about delving into this area. Adopting the tips above will help Academy faculty to stay on the cutting edge and better ensure that presentations will be current and of high quality.



Section X

Academy Text: Chapter Abstracts, Learning Objectives & Self Exams

The following information provides an overview of each of the *Academy Text* chapters, including an abstract of the main points of the chapter, learning objectives and a self exam. As a future faculty member, it is important for you to have an understanding of not only the subject matter you will teach, but the key points of other chapters, to enhance your interactions with students and your ability to raise key issues and learning points in discussion groups, laboratories and networking sessions.

Chapter 1: The Scope of Violent Crime and Victimization

Abstract: Violent crime in America has become a national crisis, and, as a result, America's mental health, health and public safety systems are seriously challenged. For example, recent surveys have helped create new understanding of the scope of rape and its impact. Data suggest that millions of women have been raped in their lifetime, many when they were still children. The mental health impact of violent crime can be seen in the prevalence of PTSD among women with a history of violent victimization and individuals who have lost a family member to homicide.

Learning Objectives:

1. The extent to which violent crime is a concern for Americans.
2. The scope of violent crime and the extent it has increased in recent years.
3. The extent to which concerns or fears about crime have affected the way Americans live.
4. The broader impact of violence on an individual's view of the world.

Self Exam:

1. To what extent are citizens concerned about violent crime in the U.S.?
2. How has a concern about violent crime affected the way people in America view the world and live their lives?
3. What is the likelihood that a female friend of yours, aged 35, was raped at some point in her life?
4. Describe the mental health consequences resulting from rape or the homicide of a family member.

Chapter 2: History and Overview of the Victims' Movement

Abstract: This chapter will discuss the four somewhat diverse movements that pre-dated the victims' movement and set the stage for its emergence, and outline the history in four distinct stages. Legislative changes, victim involvement, and changes in victims' services are discussed in each stage. In addition, the emergence of new organizations dedicated to assisting crime victims is described, as well as challenges facing the field today. Following the discussion of the evolution of the victims' movement, a twenty-year overview of the victims' movement is provided.

Learning Objectives:

1. The origins and early influences of the crime victims' rights movement.
2. The historical stages of the victims' movement.
3. The major crime victim advocacy organizations and the context in which they were founded.
4. The critical legislative accomplishments of the victims' movement over the past two decades.
5. The issues that face the victims' movement today.

Self Exam:

1. What are the four movements that set the stage for the victims' movement?
2. What were the original grassroots crime victim programs and how would you describe them?
3. Which victim service/advocacy programs were established in later years?
4. List three major federal laws that were passed to benefit crime victims in the 1980's?
5. What are the four primary issues facing the victims' movement today?

Chapter 3: Theoretical Perspectives of Victimology and Critical Research

Abstract: This chapter will provide the information about the evolution of the concept of "victim" and the study of victimology. Victimology is a term first coined for a specialty within the field of criminology. In recent times, victimology has come to embrace a wide array of professional disciplines working with victims. In its original form, victimology examined characteristics of victims and how they "contributed" to their victimization. The emergence of the crime victims' rights movement has influenced the field of victimology and the nature of the research. Current research has been helpful in identifying risk factors related to victimization, *without* blaming victims.

Learning Objectives:

1. The definition of "victim".
2. Research that created the field of victimology.

3. Evolution of the field of victimology.
4. High-risk factors related to likelihood of victimization.

Self Exam:

1. When did the study of victims of crime originate and what was its focus?
2. Describe the origins of the term “victim” and the evolution of its definition and connotations?
3. How has the crime victims’ rights movement influenced the field of victimology?
4. Briefly explain “classical conditioning” and how it might affect victims’ reactions to the criminal justice system and victim service providers.
5. Identify three high risk factors associated with likelihood of crime victimization?

Chapter 4: History of Law: The Evolution of Victims’ Rights

Abstract: The establishment of victims’ rights under a system of laws is not a new phenomenon. Indeed, some of the earliest known writings involve organizing and re-recording legal rights. Many vestiges of earlier systems endure today and provide the essential context within which to understand modern day victims’ rights laws.

Learning Objectives:

1. The development of law and its impact on victims.
2. The definition of *stare decisis*.
3. The various theories of what law is and what it does.
4. The different classifications of crimes.
5. The various types of defenses and their impact on victims.
6. The development of victims’ rights in criminal law.

Self Exam:

1. What is the significance of the Code of Hammurabi?
2. What is the purpose of laws?
3. What are the three various classifications of crimes?
4. List the different types of defenses available to a person charged with a crime.
5. Discuss the evolution of the victims’ movement as it relates to the development of American law.

Chapter 5: The Role of Federal and State Law: The Judicial System and Victims of Crime

Abstract: Understanding the role and functions of the various court systems in the United States provides victim service providers with a solid foundation for understanding the

dynamics of the law. It is a complex aspect of our legal system that can be confusing and frustrating to victims when they are first exposed to it. Knowing some of the rationale for its present day structure may help victims understand the manner in which laws operate and interact.

Learning Objectives:

1. The principle of federalism and it's impact on the court's structure.
2. How the dual system of state and federal courts function.
3. The characteristics of the American court system.
4. How the juvenile court system functions.

Self Exam:

1. Describe how the federal and state courts function.
2. What are courts of limited and general jurisdiction?
3. What are the principles that the juvenile justice system was founded upon?
4. Describe the cases that the U.S. Supreme Court has original jurisdiction over.

Chapter 6: Dynamics of the Criminal Justice System and the Current Status of Victims' Rights

Abstract: The criminal justice system involves many different agencies and individuals. Each of these has specific roles and responsibilities within the system. The victims' role within the system must be understood in this context. In large part, legislatively established "rights" provide victims with the means to make the system more accountable to them.

Learning Objectives:

1. The basic roles and responsibilities of professionals along the criminal justice system continuum.
2. The interactions among these individuals and entities in assisting victims.
3. The basic tenants of victims' rights legislation.

Self Exam:

1. What are the seven elements/agencies that comprise the criminal justice system?
2. Describe core components of basic victim services within the criminal justice continuum.
3. What are the four general categories of "victims' rights" that can be established and protected through legislation?
4. How many states today have constitutional amendments that guarantee victims participatory rights within the criminal justice system?

Chapter 7: The Federal, Indian, and Military Justice Systems: Victims' Rights and Assistance

Abstract: This chapter contains three separate sections that address the federal, tribal, and military justice systems. Each section discusses the relevant laws, guidelines, regulations, directives and assistance available to crime victims throughout each justice system. The systems' interrelationships are also highlighted, as are the significant providers of victim services within each justice system.

Learning Objectives:

1. The unique aspects of each justice system and the interrelationships among the systems on the national, state and local levels.
2. The major laws, guidelines, regulations and directives governing each justice system with respect to victims' rights and services.
3. The individuals designated to implement victims' rights within each system and examples of effective victim outreach and assistance.
4. The role of federal agencies, including the Office for Victims of Crime, in implementing and supporting victims' rights and assistance within each system.
5. A broad understanding of the comprehensive services now available to crime victims throughout these three systems.

Self Exam:

1. What four major federal laws have been enacted to provide rights, services and funding for federal crime victims?
2. Describe the role of the Federal Victim-Witness Coordinator and give an example of the type of interagency assistance Coordinators can provide.
3. Jurisdictional issues are extremely complicated when responding to Native American crime victims. Briefly describe the relationship between federal, tribal and state law in this area.
4. The Military justice system has responded to crime victims through what mechanisms? What branches of Service(s) do victims' rights now apply?
5. In your opinion, what has been the most significant development on the national level that has contributed to the comprehensive system of rights and services now available to victims of federal crimes?

Chapter 8: Civil Lawsuits for Victims of Crime

Abstract: There are two major and distinct components of America's justice system, criminal and civil courts. Criminal courts deal with that aspect of the justice system that determines guilt or innocence in regard to crimes and metes out criminal sanctions. Increasingly, victims are looking to the civil justice system to pursue their own private actions against perpetrators for the recovery of monetary damages.

Learning Objectives:

1. Be able to describe distinctions between criminal and civil justice systems.
2. Understand the mechanics of the civil justice system.
3. Recognize the types of lawsuits typically brought by victims.
4. Understand the benefits and limitations of victim civil litigation.

Self Exam:

1. Identify and describe three major differences between civil litigation and criminal prosecution from the victim's perspective.
2. Name and define three major causes of actions used by victims.
3. What are civil statutes of limitations? Discuss statute of limitations innovations applied to adult survivor of childhood abuse cases.
4. Discuss the pros and cons of victim litigation.
5. What are the two general approaches for victims to collect judgments?

Chapter 9: Crime Victim Compensation

Abstract: Crime victim compensation provides greatly needed financial assistance for crime victims in the aftermath of victimization. The first compensation program in the United States was created in California in 1965. Today, all 50 states, plus the District of Columbia and the Virgin Islands, have compensation programs. This chapter will discuss compensable costs, eligibility requirements, the size and structure of compensation programs, and the impact of the *Victims of Crime Act* on state programs.

Learning Objectives:

1. The definition and purpose of crime victim compensation.
2. "Core" offenses that are generally considered compensable crimes.
3. Primary compensation costs covered by all victim compensation programs.
4. Requirements established by compensation programs that determine a victim's eligibility to receive benefits.
5. How victims can receive compensation through application procedures.

Self Exam:

1. Generally, what is the range of maximum benefits available to victims from compensation programs?
2. Which states do not have victim compensation programs?
3. What are the five primary compensable costs covered by all states?
4. What is "unjust enrichment?"
5. What are the two principal state sources and one federal source of funding for victim compensation programs?

Chapter 10: The Mental Health Impact of Crime: Fundamentals in Counseling and Advocacy

Abstract: The President's Task Force on Victims of Crime in 1982 called on the mental health community to study crime-related psychological trauma, to develop psychological treatment programs for crime victims, and to work with victim services to insure that crime victims have access to competent psychological treatment. Considerable progress has been made since 1982. This chapter is designed to address the types of individuals most likely to be victimized by crime, the short and long-term psychological injuries, what crime victims expect from the criminal justice system, and how criminal justice professionals can respond to the mental health needs of crime victims.

Learning Objectives:

1. Identification of the major types of immediate and short-term trauma associated with crime victimization.
2. Identification of long-term crime-related psychological trauma.
3. Why the criminal justice system should concern itself with crime-related psychological trauma of crime victims.
4. Why the criminal justice system is stressful for crime victims.
5. How the criminal justice system can assist traumatized crime victims.

Self Exam:

1. Identify three victim reactions that constitute *short-term* crime related trauma.
2. What are the five characteristic symptoms of post-traumatic stress disorder?
3. Are there any previctimization characteristics that might affect how a victim reacts following a crime? Please describe.
4. Name 3 factors related to the crime or postvictimization factors that influence victim recovery from crime related psychological trauma.
5. How can the criminal justice system address victims' mental health needs?

Chapter 11: Crisis Intervention

Abstract: One of the most pressing needs for many victims in the aftermath of crime is providing emotional first-aid through crisis intervention. As a result of the trauma they have suffered, victims often need immediate, comprehensive support and assistance to deal with new and often troubling emotions and reactions. Victim service providers who possess a knowledge of basic crisis intervention skills can provide valuable services and support to victims in what is often their greatest time of need.

Learning Objectives:

1. Stress and crisis theories as they apply to crisis intervention techniques.
2. How to better communicate with victims/survivors during the crisis stage.

3. A crisis intervention model that can be applied to victims with acute psychological crisis, acute situational crisis, and acute stress disorders.
4. Basic techniques for crisis intervention.

Self Exam:

1. Cite three elements of crisis theory.
2. List three types of stressors, describe them, and how they might affect an individual.
3. Name three safety concerns of survivors of crime.
4. Briefly describe the process of “validating” victims.
5. What are the first two stages of Roberts’ crisis intervention model and why might they be interchangeable with some victims?

Chapter 12: Multi-Cultural Issues

Abstract: The racial and ethnic diversity of the United States has changed considerably in the last few decades. An increasing proportion of Latino, Asian and African Americans have been interwoven with the European American population. With this transition, victim assistance professionals are faced with new challenges. Recognizing and respecting individual cultural differences are important to sensitive and effective work with victims. In addition, differences in concepts of suffering and healing can influence how a victim may experience the effects of victimization and the process of recovery.

Learning Objectives:

1. The vast array of cultural differences among the people of the United States.
2. Basic principles of culturally-competent and culturally-sensitive interaction with crime victims.
3. Specific practices that will enable victim assistance professionals to provide appropriate services to crime victims of various cultures.

Self Exam:

1. Define the term “culture.” Describe the array of cultures in your community.
2. In what way might two people of a particular race or ethnicity be similar, and in what ways might they be different?
3. List three principles that should form the foundation of your interaction with crime victims from any culture.
4. Describe three practices that would be beneficial in your work with crime victims of different cultural backgrounds.
5. Identify at least two different philosophies of life and healing that may influence the way a victim views victimization and recovery.

Chapter 13: Domestic Violence

Abstract: This chapter provides a comprehensive overview of domestic violence, details numerous research studies, and findings from state and local domestic violence intervention programs, and review case experiences of working with victims and batterers, as well as protocols and policies for criminal justice system and legal interventions. All aspects of the physical, psychological and financial impacts of domestic violence on its victims, as well as on children who witness violence, are addressed, along with in-depth offender typologies.

Learning Objectives:

1. The dynamics and forms of domestic violence.
2. Characteristics of batterers and domestic violence victims.
3. Theories relevant to the cycle of violence and learned helplessness.
4. The criminal justice continuum for domestic violence cases.
5. Strategies for advocacy for victims of domestic violence.

Self Exam:

1. What are the three forms of abuse that are prevalent in domestic violence?
2. What are the two characteristics that are consistently correlated with batterers?
3. What are the three phases in the “cycle of violence?”
4. Cite five reasons why women don’t leave battering environments.
5. List five criminal justice interventions for battered women.
6. Briefly describe the components of your proposed, ideal domestic violence crime victim assistance system.

Chapter 14: Sexual Assault

Abstract: Rape is the most underreported crime in America. Significant changes to improve the treatment of sexual assault victims have occurred in the last two decades. The impact of reforms, led by the women's movement, can be seen in the legal, mental health, medical, and victim services arenas. During the 1970s, the first rape crisis center was established. The treatment of victims in the criminal justice system was questioned, and hundreds of laws were passed to protect rape victims in the courts. Medical protocols have been developed and widely accepted. Although the treatment of rape victims today is vastly different from three decades ago, many victims still do not receive the assistance and treatment they need. The mental health impact of rape is now well documented in the literature, and the practices of mental health professionals have improved.

Learning Objectives:

1. The definitions and characteristics of rape cases.
2. The psychological trauma of rape, including Rape-related PTSD.

3. Roles and responsibilities of criminal justice professionals in dealing with rape victims and cases.
4. Key concerns of rape victims of which service providers should be aware.

Self Exam:

1. Describe three major differences between the early legal definitions of sexual assault/rape and the reform definitions of the 1980s.
2. Describe some of the symptoms of rape-related post-traumatic stress disorder.
3. Select an agency within the criminal justice continuum, and list five procedures and/or services that assist victims of rape.
4. Cite one of the most significant federal laws that has been passed to promote rape victim' rights and/or improve services.

Chapter 15: Child Victimization

Abstract: This chapter will provide an overview of child victimization, its effects, and the need for services and program strategies critical to help the child and his or her family in recovery. This chapter is presented in two sections. Section One addresses the broad scope of child victimization and its effects; emotional and communicative levels of children based upon age; and appropriate responses for general support services. Section Two focuses on providing support and services to child victims and witnesses if they are required to participate in the criminal justice process.

Learning Objectives:

1. The types of child abuse and neglect most commonly reported.
2. The emotional consequences of children who are victims or witnesses.
3. Understanding specialized communication skills with child victims.
4. Appropriate curricula, materials and resources to better prepare child victims/witnesses for court.

Self Exam:

1. What are the five types of child victimization?
2. Why might a child have difficulty in disclosing his or her abuse?
3. What common emotion(s) do children of abuse suffer from most? Why?
4. List three benefits of multi-disciplinary teams.
5. What three areas of child victimization were addressed under the 1994 *Violent Crime Control and Enforcement Act*? How?
6. Briefly describe the components of your ideal child victim assistance system.

Chapter 16: Homicide: Its Impact and Consequences

Abstract: Homicide presents an enormous challenge for law enforcement and victim service providers each year. Tens of thousands of survivors of homicide victims suffer shock and

grief at the loss of a loved one, friend, family member, neighbor, co-worker or acquaintance. The material for this chapter will be presented in two parts. Section One will describe the scope of homicide and identify who is at greatest risk for homicide. Section Two will discuss the impact of homicide on surviving family members and friends. The victim assistance needs of survivors will be described, and suggestions for helping and supporting these secondary victims are provided.

Learning Objectives:

1. The extent and nature of homicide.
2. Relationships between victims and offenders in different types of homicides.
3. Key issues that survivors of homicide victims are likely to face.
4. The stages of grief that survivors experience following a loved one's murder.
5. The various services that survivors of homicide victims may find helpful.

Self Exam:

1. Which of the following groups is at greatest risk of being killed by an intimate partner?
a) Latinos b) White females c) Black males
d) Black females e) White males
2. According to Rasche, what is the most predominant factor in spousal homicide?
a) Self-defense b) Abuse by offender c) Arguments
d) Possessiveness e) Drug usage
3. Name five key issues that most survivors of homicide victims will have to confront.
4. What are the stages of grief and how are they impacted by murder?
5. What are five support factors anyone can provide to a survivor of homicide?

Chapter 17: Victims of Drunk Driving Crashes

Abstract: Before the 1980s, drunk driving death and injury were considered unfortunate but socially acceptable. Victims were thought to have been in the wrong place at the wrong time, unable to avoid "accidents." With the advent of Mothers Against Drunk Driving and other grassroots victim groups, crash victims are no longer simply an amorphous mass of statistics; they have names and faces, and their tragedies impact hundreds of thousands of survivors. With a combination of victim assistance, prevention programs and aggressive public policy initiatives, drunk driving deaths are down 40% since 1980 -- but much more remains to be done.

Learning Objectives:

1. How grass-roots efforts founded a nationwide anti- drunk driving movement.
2. The impact of drunk driving on the victim.
3. Critical legislative measures enacted to reduce drunk driving.

4. Federal and state level responses to reducing drunk driving.
5. MADD's victim service programs.

Self Exam:

1. Name at least one reason for the significant drop in drunk driving deaths beginning in the early 1980s.
2. Name three of the first states to pass .10 per se laws.
3. Since 1982, what is the decrease in the under 21 drunk driving fatality rate?
4. How did the 1988 reauthorization of VOCA affect drunk driving crash victims?
5. Name three emerging issues in drunk driving that you think would make a difference in reducing injuries and deaths.

Chapter 18: Elderly Victims of Crime

Abstract: This chapter will provide participants with an opportunity to examine the unique problems and needs of elderly crime victims, both in general and based upon specific crime types. A brief overview of the elderly crime victim's perception of crime is provided to place the participant in the mind-set of the elderly victim and his or her need for specialized, sensitive responses from those establishing and providing program services.

Learning Objectives:

1. Ageism and its impact on society's perception of elderly persons as crime victims in our society.
2. Specialized services that can be implemented by victim assistance personnel to better respond to the needs and problems of the elderly crime victim.
3. The general profile of elder abuse victims and perpetrators.
4. Techniques to improve communications with elderly victims.
5. Aspects of the impact criminal victimization has on the elderly.

Self Exam:

1. What are the five types of elder abuse and neglect?
2. Identify three "promising practices" for helping elderly victims.
3. What are three special concerns of elderly victims of sexual assault?
4. What are three specific services that can be offered to elderly burglary victims by victim service and law enforcement professionals?
5. Discuss the difference(s) between elder abuse and neglect and elderly victimization.

Chapter 19: The Criminal Justice Continuum: A Case Study

Abstract: Although a thorough review of history would reveal that victims have long played a major role in the administration of justice, recent history and practice have served to systematically exclude the victim from the justice process. In fact, the "criminal" justice

system has only recently begun to restore and establish rights for and enhanced treatment of crime victims. This module will present a hypothetical crime scenario presented to a panel of criminal justice representatives and serve as a vehicle to walk through the “victim” justice system. This examination will demonstrate the existing rights of victims, and those circumstances under which additional rights can and should be implemented.

Learning Objectives:

1. How a case moves through the criminal justice continuum -- from arrest through incarceration.
2. The contrast between the treatment of offenders and the treatment of victims by the criminal justice system.
3. The role and responsibilities of key players in the criminal justice process -- law enforcement, prosecution, judiciary, probation, corrections, parole and victim services.
4. The critical differences between the adult and juvenile justice systems at each stage of the criminal justice continuum.

Self Exam: This is a highly interactive panel discussion designed as a laboratory experience.

Chapter 20: Mastering the Information Age

Abstract: The Information Age holds tremendous promise for victims of crime and those who serve them. Innovative technologies are being utilized to streamline the criminal justice process, create a “seamless” delivery of services to constituents including victims, and strengthen our nation’s capabilities to assist and serve victims. The wide-ranging potential offered by the Internet provides information and resources on-line, including many from the U.S. Department of Justice, any time to victims and service providers.

Learning Objectives:

1. Barriers to the implementation of technologies that benefit victims.
2. How technologies can be utilized to streamline the delivery of justice, as well as victims’ rights and services.
3. The resources available on the “Information Superhighway,” as well as how to access them.
4. Victim assistance and criminal justice resources available on-line from the U.S. Department of Justice and allied federal agencies.

Self Exam:

1. List three of the barriers to use of technology to benefit victims.
2. What are two innovative technologies included in “the courtroom of the future?”
3. What is the “World Wide Web?”

4. List two of the resources available on-line from the U.S. Department of Justice.

Chapter 21-1: Hate and Bias Crimes

Abstract: Bias crimes are motivated by hatred against a victim based upon his or her race, religion, sexual orientation, ethnicity, or national origin. These hate crimes pose unique challenges for victim service providers. The victim and, indeed, the entire community are detrimentally affected by bias crimes. The special needs of bias and hate crime victims require special sensitivity from victim service and criminal justice professionals.

Learning Objectives:

1. The definition of bias crime.
2. Bias crime indicators for law enforcement.
3. The unique features of bias crimes that differentiate them from other crimes.
4. The impact bias crimes have on victims, as well as the community.

Self Exam:

1. Complete the following sentence: "Bias crimes are motivated by hatred against a victim based on his or her _____, _____, _____, _____, or _____."
2. Identify five indicators of bias crimes.
3. What is one of the effects that group-instigated crime has on a victim or community?
4. Identify three effects bias crime has on its victims.
5. What are three of the many roles and responsibilities that victim service providers fulfill when dealing with bias crime victims?
6. Briefly describe the components of your proposed, ideal hate and bias crime victim assistance program.

Chapter 21-2: Stalking

Abstract: Recent public policy attention to the crime of stalking has resulted in the enactment of anti-stalking legislation in all 50 states and the District of Columbia between 1990 and 1994. Criminal justice professionals have devoted increased attention to this problem, and important information about the profile of stalkers and their dangerousness has come to light. In addition, new issues have emerged as victims of domestic violence seek protection from the stalking of threatening spouses/partners or former spouses/partners. A multi-agency response to the needs of stalking victims is recommended.

Learning Objectives:

1. The elements of a new form of crime that has emerged in the last five years.

2. The methods and motives of stalkers.
3. The characteristics of stalking and the difficulty in predicting violence.
4. Special issues in applying anti-stalking laws to domestic violence cases.

Self Exam:

1. What is stalking and why is it addressed by the criminal codes of every state?
2. List the key elements of anti-stalking statutes.
3. Who might become the victim of a stalker?
4. What key factors suggest that a stalking victim is at risk for serious injury?
5. What is law enforcement's role in responding to stalking reports?

Chapter 21-3: Workplace Violence: Its Nature and Extent

Abstract: Workplace violence is a deadly aspect of modern day society. It is relatively widespread and when it occurs the results of workplace violence can often severe long-range impacts on both the employer and employees. The prediction of violence is very imprecise. There are certain factors that seem to be present in most of the reported cases of workplace violence. These factors should be considered when evaluating risk of potential situations of workplace violence.

Learning Objectives:

1. The scope of violence occurring at workplaces across the United States.
2. What acts are included in the definition of workplace violence.
3. The nature and characteristics of workplace violence.
4. The dynamics of predicting dangerousness.

Self Exam:

1. Define workplace violence.
2. Should the definition of workplace violence include sexual harassment? Why?
3. Can we, with any accuracy, predict dangerousness?
4. Describe the profile of a person who engages in violence in the workplace.
5. Briefly describe the components of your proposed, ideal workplace violence victim assistance system.

Chapter 21-4: Juvenile Justice

Abstract: This chapter provides the participant with a generalized perspective of the juvenile justice system as it pertains to the administration of justice and issues of importance to victims of crime. Included within the presentation and discussion is information concerning the differences between the juvenile justice and adult criminal justice systems. This chapter also addresses a variety of issues ranging from the impact of domestic violence, sexual and physical abuse upon children and how such crimes are perpetuated through the cycle of

violence, to the effectiveness of prevention and offender conciliation programs involving juvenile offenders and their victims.

Learning Objectives:

1. The original intent of the juvenile justice system.
2. The characteristics unique to the juvenile justice system, as well as to victims of juvenile offenders.
3. The nature of confidentiality as applied in the juvenile justice system.
4. The range of sanctions available for juvenile offenders.
5. The impact of the victims' rights movement on the juvenile justice system.

Self Exam:

1. Describe the historical purpose of the creation of the juvenile justice system.
2. Discuss the concept of confidentiality in the juvenile justice system.
3. Describe two unique issues of victims of juvenile offenders, and two characteristics that differentiate juvenile justice systems from adult criminal justice systems.
4. Describe the new federal crime provisions for juvenile offenders as enacted under the *Violent Crime Control and Law Enforcement Act of 1994*.
5. Briefly describe components of an ideal juvenile justice assistance system.

Chapter 21-5: Restorative Justice

Abstract: Restorative justice represents a paradigm shift in the way justice is dispensed in America's criminal and juvenile justice systems. The framework for restorative justice involves the offender, the victim, and the entire community in efforts to create a balanced approach that is offender directed and, at the same time, victim-centered.

Learning Objectives:

1. The three components of the restorative justice framework.
2. The victim's role in restorative justice as it translates to practical programs and services.
3. The assumptions of restorative justice and their implications for victims.

Self Exam:

1. What are the three components included in the framework of restorative justice?
2. Identify three victims' rights and services that equate to the practical application of restorative justice.
3. What are three assumptions of *retributive* justice, as well as three parallel assumptions of *restorative* justice?
4. Briefly describe the components of your proposed, ideal restorative justice crime victim assistance system.

Chapter 21-6: Drugs and Victims of Crime

Abstract: Much of today's violence is related to drug trafficking and substance abuse. Correlations between substance abuse, violence and victimization are important issues for victim service providers to understand. In addition, victimization extends beyond individuals to entire communities that are paralyzed by drug-related criminal activity.

Learning Objectives:

1. The methodologies employed to study drugs and crime.
2. Recent data on the connection between drugs and victimization.
3. How drug-related crimes, often considered "victimless," affect victims.
4. Current developments in drug prevention programs.

Self Exam:

1. Describe methods of demonstrating linkages between drugs and victimization.
2. Choose two statistics relevant to the correlation between drugs and victimization, and describe how you would incorporate these into a presentation.
3. Cite two examples of how substance abuse directly creates and/or affects victims.
4. Cite two examples of how communities can be "victimized" by substance abuse.

Chapter 21-7: Gang Violence

Abstract: This chapter will provide students with a basic understanding of gang-related violence and victim assistance. Students are presented with a psychological and sociological model of a typical gang member and gang. The course will discuss why gangs form, gang membership, law enforcement intervention/suppression programs, and prevention efforts. Victims' rights and needs -- which have unique aspects when perpetrators are gang members -- are also examined, with components of a model victim advocacy approach offered.

Learning Objectives:

1. The role of psychology and sociology in efforts to better understand the gang phenomena and why youth join gangs.
2. Sociological characteristics commonly found in gang members.
3. Law enforcement and social service strategies to prevent gang membership.
4. Characteristics that are unique to victims of gang violence
5. The impact of gang crime on victims.
6. Recommendations for a model victim advocacy approach to meet the needs of victims and witnesses of gang-related crime.

Self Exam:

1. List four reasons why youth may become members of violent gangs.
2. List five characteristics that are unique to victims of gang-related crime.
3. List five components of a comprehensive vertical gang victim assistance program.
4. What innovative services/approach might victim advocates want to take in providing services to victims of gang-related violence or surviving victims of youth killed in gang-related activity?

Chapter 21-8: Campus Crime

Abstract: Crime on college and university campuses first captured media attention in the mid-1980's and brought the issue into public view. Civil suits filed by victims and surviving family members of homicide victims against universities and administrators served as the prelude to successful advocacy for federal legislation that requires colleges to compile and publish annual campus security reports. The legislation has served to enhance safety, security, and crime victim assistance on many campuses.

Learning Objectives:

1. How crime victims use civil remedies to combat crime on college campuses.
2. Federal legislation to address the problem of campus crime.
3. Information that is available related to campus safety and security policies and crime on campus.
4. The effect of crime victim advocacy on college campuses in America.

Self Exam:

1. Name one remedy for victims to address the problem of crime on college campus.
2. What is the purpose of federal legislation responding to crime on college campus?
3. Name a national crime victims' advocacy organization that is dedicated to remedying the problem of campus crime.
4. What kinds of information are colleges required to compile and publish, who might be interested in having this information, and why?
5. Briefly describe the components of your proposed, ideal campus crime victim assistance system.

Chapter 21-9: Federal Crimes: White Collar/Economic Fraud/Bank Robbery

Abstract: Federal criminal justice officials have begun to recognize that victims of white collar crime, fraud, and bank robbery have many of the same needs as victims of violent

crime. In response, these victims are beginning to see an increase in services and resources available to them. It is important to develop a basic understanding of the impact of these crimes and how the federal criminal justice system addresses victims' rights and needs. Victims of white collar crime, fraud and bank robbery may suffer severe psychological and financial harm, and sometimes, physical effects. They require assistance and intervention that takes into account their particular needs and the complex nature of these cases.

Learning Objectives:

1. Understand important legal, programmatic and definitional issues in white collar crime, fraud, and bank robbery.
2. Have a better understanding of victim needs.
3. Learn about innovative services at the federal level for each type of crime.
4. Begin to formulate appropriate methods for handling these cases.

Self Exam:

1. What would you propose as the definition of white collar and fraud crime victims from the perspective of a victim advocate?
2. Describe the needs of white collar and fraud crime victims. How are they the same and different from their violent crime counterparts?
3. Briefly describe the components of your proposed, ideal white collar/fraud crime victim assistance system.
4. List two significant changes that have recently occurred in the federal justice system's response to fraud victims.
5. An often overlooked victim of bank robbery is the employee. Describe the impact on the victim and unique interventions that have been created to assist victims in the aftermath of this crime.
- 6) How would you know if crisis intervention and follow-up support services exist in your community to specifically assist victims of bank robbery?

Chapter 21-10: Restitution

Abstract: This chapter will provide the participant with information about the history of restitution, its purpose, operation, and the rehabilitative aspects of restitution as it exists within the United States. Participants will receive information regarding the importance of acquiring restitution for victims who have suffered financial losses as a result of crime. Participants will also be informed of how restitution can be used to hold each offender accountable while affording the maximum opportunity for rehabilitation.

Learning Objectives:

1. The historical basis for restitution in administering justice.
2. The extent of financial losses to victims of crime.
3. Correctional and rehabilitative goals of restitution.
4. Obstacles to implementing restitution.

Self Exam:

1. Identify the earliest use of restitution.
2. How has the administration of restitution changed as a result of the development of our current legal system?
3. What are the purposes of restitution in today's criminal justice systems?
4. Identify three impediments to, and solutions for, full enforcement of restitution.
5. Who is responsible for administering restitution?

Chapter 21-11: Funding for Crime Victim Services

Abstract: Services for crime victims began more than two decades ago as a volunteer supported, grass roots effort. During the last decade, new funding has become available to support the development and expansion of crime victim programs. The number of crime victim programs has increased from 2,000 to more than 7,000 programs since 1986. Although the public and private support for crime victim programs has increased, the demand for services continues to exceed the resources available. To ensure continued expansion, innovative and more stable funding sources must be developed.

Learning Objectives:

1. The major source of funding for crime victim service programs.
2. How funding patterns at the federal and state level have influenced the development of victim services.
3. Innovative funding methods for supporting crime victim services.
4. A comprehensive model of victim services that has received significant community financial support.

Self Exam:

1. Name the most significant source of funding that has supported the growth of crime victim services.
2. Name four other existing sources of funding for crime victim sources in your state and/or community.
3. Discuss how you would develop a strategy to secure community funding for a comprehensive services program in your community.
4. Describe three fundraising events that you could initiate in your community to increase the funding of your program.
6. Briefly describe what an ideal restitution collection program would entail.

Laboratory Exercises

Laboratory One: Checking Your Values and Beliefs

This exercise is designed to provide a unique opportunity for Academy students to explore individual values and beliefs in the context of expanding multi-cultural awareness. It utilizes a series of questions where students must take a position.

Laboratory Two: Crisis Intervention Exercise

This exercise is designed to provide Academy students with an understanding of the wide range of issues involved in immediate crisis response to crime victims. In addition to identifying the emergency needs of victims in the aftermath of crime, it is intended to elicit discussion of the wide range of services and assistance the primary and secondary victims may require. It exercise utilizes two hypothetical cases as a basis for students to formulate a plan for an immediate response. Work sheets with the questions, issues, type of intervention, immediate concerns and potential conflicts, are provided.

Laboratory Three: Assessing Victim Service Needs -- A Skills Building Exercise

This exercise provides students with the opportunity to integrate their knowledge and understanding of the impact of crime on victims, the information and service needs of crime victims, and students' understanding of the criminal justice system.

First Impression Questionnaire

Find a partner you have never met. Complete the questionnaire below before engaging in any conversation with your partner. Look at each other as you respond to the questions, and imagine the answers you cannot observe physically. After you both have answered all of the questions, share your answers. Find out which person had the most accurate responses.

1. What is your partner's real first name?
2. Where was he/she born? (city/state)
3. Does your partner live in a house? apt? condo?
4. What specific type of car does he/she drive?
5. What is your partner's marital status?
6. How many (if any) children does he/she have?
7. What political party does he/she support?
8. What type of music does he/she prefer?
9. What book did he/she last finish?
10. What is his/her favorite TV show?
11. What is his/her favorite entree in a restaurant?
12. What sport does he/she like to watch best?
13. What hobby does he/she have?
14. What was his/her major in college/high school?
15. How long has he/she worked in victims' services?
16. Does he/she prefer cats or dogs?
17. Where is his/her dream living location?
18. How does he/she feel now? (List 3 adjectives)
19. List 3 adjectives to describe his/her personality?
20. How many of the above do you think are correct?

Academy Faculty Self Inventory*

What is Your Teaching Style?

The first step in developing an understanding of how other adults learn is to examine your own learning preferences. The purpose of this inventory is to give you some information about your learning style and how you learn best. After reading each statement carefully, decide if it pertains to you 'rarely,' 'sometimes,' or 'usually.' Then, put a tally mark in the corresponding column on the appropriate line of this tally sheet.

*This test is from the National Organization for Victim Assistance Trainer-of-Trainer Materials.

Question

1. I prefer the traditional lecture type of class.
3. I would rather read a map than listen to someone give me directions.
20. I know how long it will take to complete most tasks.
21. I learn something better when I can discuss it with friends.
22. I will always try to live by what my family says is right or wrong.
23. I solve my own problems without suggestions from others.
1. After I write something, I like to hear it aloud so that I know how it sounds.
3. I prefer to read directions rather than have them read to me.
20. It bothers me when events do not start on time.
21. I enjoy an activity more if my friends do it with me.
22. I check with my close family before making most decisions.
23. I prefer to work alone most of the time when given a choice.
1. I would rather say something than write it.
3. I score well on tests which depend upon my knowing what I have read.
20. I turn in my assignments when they are due.
21. I like for my friends to help me make decisions.

22. I enjoy activities more when I am with my family.
23. I like to make up my own mind about what is right or wrong.
1. I understand the news better when I hear it rather than when I read it.
3. I prefer classes where we have to read textbooks rather than just listen to lectures and reports.
20. I am among the first to come to a meeting.
21. I like to work in groups in class.
22. I think of my boss or instructor as a father/mother figure: I don't want him/her to be one of the gang.
23. I would rather do things my way even if it disappoints my family or others close to me.

Scoring Sheet

Number	Rarely	Sub-total x1	Sometimes	Sub-total x3	Usually	Sub-total	Total	Total x2
1								
3								
20								
21								
22								
23								

Learning Style Inventory Scoring Key

Major Style = 27 to 40 points
 Minor Style = 17 to 26 points
 Negligible = 0 to 16 points

1 = Audio-linguistic
 3 = Visual-linguistic
 20 = Responding or behaving according to time expectations
 22 = Family/authority figure influences learning
 23 = Individual preference for working in a self-directed style

Adult Learning Self Exam

1. Adult learners have a deep need to be self-directing, to take a _____ role in his or her learning.
2. _____ is the richest resource for Adult Learning.
3. Learning must _____ to the needs and interests of the adult learner.
4. The adult learner needs to feel _____.
5. Adult learners have _____ learning _____.

Differences Between Children and Adults as Learners

Children:

6. Rely on _____ to decide what is important to be learned.
7. Accept the information being presented at _____.
8. Expect what they are learning to be useful in their _____ - _____ future.
9. Have _____ or no _____ upon which to draw - - are relatively " _____".
10. _____ ability to serve as a knowledgeable resource to teacher or classmates.

Adults:

11. Decide for _____ what is important to be learned.
12. Need to validate the information based on their _____ and _____.
13. Expect what they are learning to be _____ useful.
14. Have _____ upon which to draw -- may have _____.
15. _____ ability to serve as a knowledgeable resource to the trainer and fellow learners.

Oops, I forgot I needed:

Film projector
slide projector
overhead projector
films
screens
video camera
video recorder
television monitor
videotapes
audio tapes
flip charts
extra easel stands
extra newsprint pads
markers for writing on newsprint
markers for X writing on transparencies
blank transparencies
handouts
computer terminal
calculator
screwdriver
slides
overhead transparencies
parking permits
pliers
stapler
tape
pins
glue
chalk
meals
mail
hammer
fee arrangements
pencil sharpeners
extension cords
breakout rooms
certificates
registration materials
photocopying facilities
map
evaluation sheet
3-way adapter
extra bulbs
first-aid kit
extra pads & pens
scissors
3x5 index cards
string
lens cloth
aspirin

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National Victim Assistance Academy Alma Mater*

To be sung to the tune of (what else?) "Oh Christmas Tree."

A-ca-de-my,
A-ca-de-my,
How lovely is your faculty.

A-ca-de-my,
A-ca-de-my,
You use our time so totally.

We rise at dawn,
We go to class,
We read our book,
We hope we pass.

A-ca-de-my,
A-ca-de-my,
Oh, what an opportunity.

**Written by Faculty Development Candidate, Marty McIntyre, Academy class of 1996,
University of Maryland.*

