

THE ROLE OF THE VICTIM AND VICTIM ADVOCATE IN MANAGING SEX OFFENDERS
A Training Curriculum

Developed by the Center for Sex Offender Management
A Project of the U.S. Department of Justice, Office of Justice Programs; the National Institute of
Corrections; and the State Justice Institute

Evaluation Form

To allow the Center for Sex Offender Management to improve this curriculum and other curricula that we develop, please supply us with the following information.

1. Please check your primary work area.

- | | |
|---|--|
| <input type="checkbox"/> Probation/Parole Line Officer | <input type="checkbox"/> Probation/Parole Supervisor |
| <input type="checkbox"/> Probation/Parole Administrator | <input type="checkbox"/> Victim Advocate |
| <input type="checkbox"/> Treatment Provider | <input type="checkbox"/> Law Enforcement |
| <input type="checkbox"/> Judge | <input type="checkbox"/> Other _____ |

2. Please check the description that most accurately describes your jurisdiction.

- Urban
 Rural
 Suburban

3. The training I attended was _____ hours/days long.

4. Please assess how well the curriculum achieved its goal and objectives:

To help participants understand the benefits of involving victims and victim advocates in sex offender management.

Not Achieved					Fully Achieved
1	2	3	4	5	

To help participants understand the three dimensions of a victim-centered approach to sex offender management.

Not Achieved					Fully Achieved
1	2	3	4	5	

To identify mistaken beliefs, or "myths" about sexual assault.

Not Achieved					Fully Achieved
1	2	3	4	5	

To describe the prevalence of sexual assault and its impact on victims.

Not Achieved					Fully Achieved
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1 2 3 4 5

To identify different forms of intra-familial abuse and some of the family dynamics unique to incest cases.

Not Achieved

Fully Achieved

1 2 3 4 5

To identify the role of cultural competency in working with victims of sexual assault.

Not Achieved

Fully Achieved

1 2 3 4 5

To identify the various kinds of victim advocates who may be providing services within a community.

Not Achieved

Fully Achieved

1 2 3 4 5

To identify the different roles of system-based victim advocates and community-based victim advocates.

Not Achieved

Fully Achieved

1 2 3 4 5

To explain the significance of confidentiality for victims and victim advocates.

Not Achieved

Fully Achieved

1 2 3 4 5

To identify specific strategies for involving victim advocates and victims in sex offender management.

Not Achieved

Fully Achieved

1 2 3 4 5

To provide an understanding of the needs and concerns of victims that probation and parole staff should take into account when developing strategies for victim involvement or when contacting or interviewing victims.

Not Achieved

Fully Achieved

1 2 3 4 5

To identify the information needed by the interviewer and the victims during the pre-sentence investigation phase.

Not Achieved

Fully Achieved

1 2 3 4 5

To identify the information that should be provided to the victim at the pre-release phase.

Not Achieved

Fully Achieved

1 2 3 4 5

To develop strategies to identify and reach out to sexual assault victim advocacy organizations.

Not Achieved

Fully Achieved

1 2 3 4 5

5. How well did the curriculum address your need for additional information regarding the role of victims and victim advocates in managing sex offenders?

Did Not Address Need
for Knowledge

Addressed Need for
Knowledge Very Well

1 2 3 4 5

6. How well did the Learning Activities (e.g., discussion questions, worksheets, etc.) enhance your ability to understand and make use of the information that was being provided?

Did Not Enhance
Ability to Use/Understand
Information

Enhanced Ability to Use/
Understand Information
Significantly

1 2 3 4 5