

96. (DoD) Please provide documents and materials describing the DoD SAPRO collaborative training partnership with the Department of Justice’s Office for Victims of Crime (OVC) (Initiatives I, II and III). (See FY12 SAPRO Report, p. 32.)

DoD	<p>*RSP Note* All documents provided through the non-publically accessible links have been downloaded and have been attached to the corresponding responses.</p> <p>“Strengthening Military-Civilian Community Partnerships to Respond to Sexual Assault” is an interactive 2-day training that encourages civilian rape crises centers to establish partnerships with local military installations in order to more effectively respond to the needs of sexual assault victims in the military. The overall program consisted of three phases:</p> <ul style="list-style-type: none"> • Phase 1 consisted of curriculum development by the Pennsylvania Coalition against Rape (PCAR) through a grant provided by the Office for Victims of Crime and in collaboration with the Department of Defense. A copy of this curriculum is provided at Q#96 by using the following link: https://pmev2.bah.com/sites/DSAID/Document_Transfer/Forms/AllItems.aspx • Phase 2 consisted of continued funding from OVC to support one “Train-the-Trainer” session for civilian rape crises center Victim Advocates with follow-on regional trainings in North Carolina, Texas, and California. A copy of “Revised Information Paper for OVC and PCAR Phase II Training is provided at Q#96 by using the following link: https://pmev2.bah.com/sites/DSAID/Document_Transfer/Forms/AllItems.aspx • Phase 3 expanded the cadre of “Train-the-Trainers” and conducted three additional regional trainings in North Carolina, South Carolina, and California. Now, with civilian rape crisis VAs trained in over 50 states and U.S. territories, local communities can engage and collaborate with U.S. military installations for additional training sessions. <p>For additional information please see information paper on the Office for Victims of Crime (OVC) training program entitled “Strengthening Military –Civilian Community Partnerships to Respond to Sexual Assault” provided at Q#96 by using the following link: https://pmev2.bah.com/sites/DSAID/Document_Transfer/Forms/AllItems.aspx</p> <ul style="list-style-type: none"> • On October 24, 2013 the Acting USD (P&R) signed a memorandum formally requesting Service support of SARCs and JAGs entitled “Request for Sexual Assault Response Coordinators and Judge Advocate Generals from Service Representatives for Strengthening Military and Civilian Community Partnerships to Respond to Sexual Assault Regional Training” (SMCCPRSA). A copy of this memorandum is provided at Q#96 by using the following link: https://pmev2.bah.com/sites/DSAID/Document_Transfer/Forms/AllItems.aspx • The 2013 “Instructor/Facility Evaluation Form” completed by participants in the Salemburg, North Carolina regional training from December 10-11, 2012 documents critical feedback and the effectiveness of the overall training. A copy of the course evaluations is provided at Q#96 by using the following link: https://pmev2.bah.com/sites/DSAID/Document_Transfer/Forms/AllItems.aspx • A copy of the 2013 SMCCPRSA course curriculum that documents the
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Narrative responses have been consolidated by the Response Systems Panel (RSP). Please forgive formatting errors in text and data. Source documents for narrative responses can be obtained by contacting the RSP.

<p>SMCCPRSA training across the modules listed below is provided at Q#96 by using the following link:</p> <p>https://pmev2.bah.com/sites/DSAID/Document_Transfer/Forms/AllItems.aspx</p> <ul style="list-style-type: none">o Introduction and Getting Acquainted (“SMCCP IM_Mod 1.docx”)o Military 101 (“rSMCCP IM_Mod 2.docx”)o Military Response to Sexual Assault (SMCCP IM_Mod 3.docx”)o Confidentiality and Reporting Options (“rSMCCP IM_Mod 4.docx”)o Unique Issues for Sexual Assault Victims in the Military (“rSMCCP IM_Mod 5.docx”)o Military Justice Process (“SMCCP-IM Mod 6.doc”)o Special Considerations (“SMCCP IM_mod 7.docx”) <ul style="list-style-type: none">• Additionally, the Department of Justice’s Office for Victims of Crime (OVC) provided a grant to the Office of Victims of Crime Training and Technical Assistance Center to develop a 20 hour online Advance Military Sexual Assault Advocate Training Course. <p>The course will be designed to strength the core competencies required of a SARC and SAPR VA, while leveraging the experience of both Military and Civilian SMEs.</p>

Narrative responses have been consolidated by the Response Systems Panel (RSP). Please forgive formatting errors in text and data. Source documents for narrative responses can be obtained by contacting the RSP.

Concept Paper

Sexual Assault Prevention & Response Victim Advocacy Online Military Training Course For the Office of Victims of Crime (OVC) Training and Technical Assistance Center (TTAC)

Purpose/Vision

The Sexual Assault Prevention and Response Office (SAPRO) identified the need for an online training course for Department of Defense (DoD) Sexual Assault Response Coordinators (SARC) and Sexual Assault Prevention and Response (SAPR) Victim Advocates (VA). This concept paper will describe the needs of the course.

Background

The National Defense Authorization Act (NDAA) for Fiscal Year (FY) 2012 requires the DoD to establish a training and certification program for SARCs and SAPR VAs. One component of the Department's new Sexual Assault Advocate Certification Program is that SARCs and SAPR VAs complete one of the National Advocate Certification Program's (NACP) pre-approved military training courses and be certified before they can serve a sexual assault victim. SARCs and SAPR VAs currently satisfy their training requirements by taking live-courses offered within each branch of military Service. Exceptions to this mandatory training exist due to the unique environment of the military and a person may find themselves serving in a position as a SARC or SAPR VA without having received the required NACP pre-approved specialized training. This may occur when a person is appointed to be a SARC or SAPR VA while deployed. In other instances, some civilian employees have assignments that preclude them from attending the live courses. Additionally, the Department of Defense does not currently provide a standardized sexual assault victim advocacy online training course. Together, these circumstances have created the need for an online training alternative that is NACP approved.

Objectives

The 40-hour, online military Sexual Assault Prevention & Response Victim Advocacy Training course will serve as an exception to the required live training. An online option for completing mandatory NACP pre-approved training is needed for SARCs and SAPR VAs to obtain certification and provide assistance to sexual assault victims in a military jurisdiction. The module will be the gold standard to all military Services for SARC and SAPR VA training.

Requirements

The training objective is to present a military training course through an online medium in the adult learning theory. It will be interactive and scenario-based. The course should be designed to allow participants to obtain 40 hours of education upon completion, and should include Service-specific materials.

The course participants include Service members, government employees, and contractors with no experience in assisting military victims of sexual assault and the military justice process. Understanding of the military structure cannot be assumed.

Some learning objectives for the course participants are to understand victim behavior; understand his/her role as an advocate for victims of sexual assault crimes in the military setting from the outset of a

report through case conclusion; know how to provide crisis management support; understand the ethical implications of an advocacy role; be able to train other troops for sexual assault crime awareness; and to understand Service-specific program requirements.

Competency should be measured through periodic quizzes throughout the course. The programs include role playing (such as playing a victim, or an advocate) requiring course participation and interactivity.

The common curriculum will be based on DoD Instruction 6495.02, and should reflect the SARC and SAPR VA Training Competencies Framework. Input for curriculum development will be coordinated through the SAPRO Office, the Military Advisory Group (MAG), the Office for Victims of Crime (OVC), and other civilian subject-matter victim training experts. Because some in the audience may have minimal exposure to victim advocacy, the initial approach should be broad.

The course will be hosted at OVC/TTAC, but a link should be provided to place on military websites. The course should include a Discussion Board where Service members can post questions and comments for discussion after the conclusion of the course.

Timeline

The course participants will be taking the course in various settings. The course should be easily accessible through the internet and not be blocked by a firewall. The online training module should have full operating capability by 31 Dec 2012.

INSTRUCTOR/FACILITY
EVALUATION FORM

Course Number: _____ Ext: A B C Course: Strengthen Military - Civilian Partnership Date: 12/10 - 12/11/12

Instructor/Coordinator: _____ Location: Salisbury

Honest, thoughtful and constructive evaluation of courses and instructors provide useful information for improvement of instruction. Please respond to the following questions.

<i>Please fill in each circle which represents your evaluation of course or instructor</i>	Excellent	Good	Average	Fair	Poor
Instructional Setting: <i>suitable and convenient facilities for learning</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Materials: <i>good quality, useful for future reference</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Content: <i>informative, up-to-date</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training Objectives: <i>explained and followed</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparation for Instruction: <i>materials, equipment and instructor on time</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional Methods: <i>helpful towards achieving objectives</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lesson Organization: <i>sequence of topics, timing, pace</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual attention: <i>extra help, enrichment, questions answered</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation: <i>appropriate, reasonable, related to objectives</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation: <i>opportunity for discussion and questions</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Value: <i>timely, useful, applicable, practical, job-related</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<i>Please fill in each circle which most closely represents your opinion.</i>	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
The Academy staff present themselves in a professional and courteous manner.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy staff is helpful when my agency contacts them.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academy instructors display positive attitudes and behavior toward client personnel.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy instructors and staff are competent.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My accommodations were comfortable. - <i>Door to bedroom didn't lock.</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy responds to the overall training needs of my agency.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy provides an environment conducive for learning and training.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel the Academy offers a safe training environment.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy website is a valuable source of information for my agency.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Where did you reside during your training? Salisbury: _____ Edneyville: _____ Commuter: _____ Other: _____

What did you like about this course? (Please consider: instructional setting, course materials, course content, training objectives, instructional methods, coordination, and evaluation procedures.) EVER

Do you feel this course was valuable? yes

In what ways will this training affect or change your work performance?

What suggestions do you have for modification or improvement of this course?

What were the Academy instructor's main strengths and weaknesses?

What were the adjunct instructor's main strengths and weaknesses? (List each adjunct instructor's name.)

What other training needs do you have that the Academy is not addressing? Do you have any other remarks or comments?

If you would like someone to respond to your concerns from the NC Justice Academy, please provide a phone number or e-mail information below.

**INSTRUCTOR/FACILITY
EVALUATION FORM**

Course Number: 7315 Ext: A B C Course: Strengthening Military-Civilian Community Partnerships to Respond to Sexual Assault Date: 11 Dec 12
 Instructor/Coordinator: MAJ Steve Benlin, SSG Kristian S. Hall, Ms Kristen Location: North Carolina Justice Academy, Salemburg NC

Honest, thoughtful and constructive evaluation of courses and instructors provide useful information for improvement of instruction. Please respond to the following questions.

<i>Please fill in each circle which represents your evaluation of course or instructor</i>	Excellent	Good	Average	Fair	Poor
Instructional Setting: <i>suitable and convenient facilities for learning</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Materials: <i>good quality, useful for future reference</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Content: <i>informative, up-to-date</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training Objectives: <i>explained and followed</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparation for Instruction: <i>materials, equipment and instructor on time</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional Methods: <i>helpful towards achieving objectives</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lesson Organization: <i>sequence of topics, timing, pace</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual attention: <i>extra help, enrichment, questions answered</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation: <i>appropriate, reasonable, related to objectives</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation: <i>opportunity for discussion and questions</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Value: <i>timely, useful, applicable, practical, job-related</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<i>Please fill in each circle which most closely represents your opinion.</i>	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree.
The Academy staff present themselves in a professional and courteous manner.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy staff is helpful when my agency contacts them.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academy instructors display positive attitudes and behavior toward client personnel.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy instructors and staff are competent.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My accommodations were comfortable.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy responds to the overall training needs of my agency.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy provides an environment conducive for learning and training.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel the Academy offers a safe training environment.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy website is a valuable source of information for my agency.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Where did you reside during your training? Salemburg: _____ Edneyville: _____ Commuter: Other: _____

What did you like about this course? (Please consider: instructional setting, course materials, course content, training objectives, instructional methods, coordination, and evaluation procedures.) _____

Working to improve collaboration between Military and the surrounding communities.

Do you feel this course was valuable? Very valuable. We have Sexual Assaults going on in the surrounding communities that are not being reported.

In what ways will this training affect or change your work performance? Networking knowing who are the Victim Advocates are in the surrounding counties.

What suggestions do you have for modification or improvement of this course? None

What were the Academy instructor's main strengths and weaknesses? _____

None

What were the adjunct instructor's main strengths and weaknesses? (List each adjunct instructor's name.) _____

None

What other training needs do you have that the Academy is not addressing? Do you have any other remarks or comments?
Good location able to focus on collaborations between communities

If you would like someone to respond to your concerns from the NC Justice Academy, please provide a phone number or e-mail information below.

patrick.l.melvin@us.army.mil

**INSTRUCTOR/FACILITY
EVALUATION FORM**

Course Number: 7315 Ext: A B C Course: Strengthening Military/Civil Date: Dec 10-11 2012
 Instructor/Coordinator: Johnson Location: Salembury, NC

Honest, thoughtful and constructive evaluation of courses and instructors provide useful information for improvement of instruction. Please respond to the following questions.

<i>Please fill in each circle which represents your evaluation of course or instructor</i>	Excellent	Good	Average	Fair	Poor
Instructional Setting: <i>suitable and convenient facilities for learning</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Materials: <i>good quality, useful for future reference</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Content: <i>informative, up-to-date</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training Objectives: <i>explained and followed</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparation for Instruction: <i>materials, equipment and instructor on time</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional Methods: <i>helpful towards achieving objectives</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lesson Organization: <i>sequence of topics, timing, pace</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual attention: <i>extra help, enrichment, questions answered</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation: <i>appropriate, reasonable, related to objectives</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation: <i>opportunity for discussion and questions</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Value: <i>timely, useful, applicable, practical, job-related</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<i>Please fill in each circle which most closely represents your opinion.</i>	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
The Academy staff present themselves in a professional and courteous manner.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy staff is helpful when my agency contacts them.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academy instructors display positive attitudes and behavior toward client personnel.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy instructors and staff are competent.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My accommodations were comfortable.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy responds to the overall training needs of my agency.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy provides an environment conducive for learning and training.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel the Academy offers a safe training environment.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy website is a valuable source of information for my agency.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Where did you reside during your training? Salembury: X Edneyville: _____ Commuter: _____ Other: _____

What did you like about this course? (Please consider: instructional setting, course materials, course content, training objectives, instructional methods, coordination, and evaluation procedures.) Ease of access. Quality of equipment (projector/microphone) On campus amenities. Training objectives, quality of instructors

Do you feel this course was valuable? _____

In what ways will this training affect or change your work performance? _____

What suggestions do you have for modification or improvement of this course? _____

What were the Academy instructor's main strengths and weaknesses? _____

What were the adjunct instructor's main strengths and weaknesses? (List each adjunct instructor's name.) _____

What other training needs do you have that the Academy is not addressing? Do you have any other remarks or comments? _____

If you would like someone to respond to your concerns from the NC Justice Academy, please provide a phone number or e-mail information below.

**INSTRUCTOR/FACILITY
EVALUATION FORM**

Course Number: 7315 Ext: A B C Course: strengthening Military-Civilian
Community Relationships to Respond to
Sexual Assault Date: 12/11/12

Instructor/Coordinator: Kristen Howe, SSG Kristian Hall, Major Steve Berlin Location: NC Justice Academy

Honest, thoughtful and constructive evaluation of courses and instructors provide useful information for improvement of instruction. Please respond to the following questions.

<i>Please fill in each circle which represents your evaluation of course or instructor</i>	Excellent	Good	Average	Fair	Poor
Instructional Setting: <i>suitable and convenient facilities for learning</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Materials: <i>good quality, useful for future reference</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Content: <i>informative, up-to-date</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training Objectives: <i>explained and followed</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparation for Instruction: <i>materials, equipment and instructor on time</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional Methods: <i>helpful towards achieving objectives</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lesson Organization: <i>sequence of topics, timing, pace</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual attention: <i>extra help, enrichment, questions answered</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation: <i>appropriate, reasonable, related to objectives</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation: <i>opportunity for discussion and questions</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Value: <i>timely, useful, applicable, practical, job-related</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<i>Please fill in each circle which most closely represents your opinion.</i>	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
The Academy staff present themselves in a professional and courteous manner.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy staff is helpful when my agency contacts them.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academy instructors display positive attitudes and behavior toward client personnel.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy instructors and staff are competent.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My accommodations were comfortable.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy responds to the overall training needs of my agency.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy provides an environment conducive for learning and training.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel the Academy offers a safe training environment.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy website is a valuable source of information for my agency.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Where did you reside during your training? Salemburg: Edneyville: _____ Commuter: _____ Other: _____

What did you like about this course? (Please consider: instructional setting, course materials, course content, training objectives, instructional methods, coordination, and evaluation procedures.) The course materials will be a helpful resource to continue referring to after the training.

Do you feel this course was valuable? It was very valuable in increasing knowledge + generating ideas for military-civilian partnerships.

In what ways will this training affect or change your work performance? Will improve my ability to help victims of sexual abuse.

What suggestions do you have for modification or improvement of this course? As a future mental health clinician, I would like more information + collaboration on how to provide counselling services.

What were the Academy instructor's main strengths and weaknesses? Strengths were they were knowledgeable, informative, + time efficient. Weaknesses are sometimes get ahead of themselves on some topics.

What were the adjunct instructor's main strengths and weaknesses? (List each adjunct instructor's name.) same as listed above, all were very knowledgeable.

What other training needs do you have that the Academy is not addressing? Do you have any other remarks or comments? none

If you would like someone to respond to your concerns from the NC Justice Academy, please provide a phone number or e-mail information below.

**INSTRUCTOR/FACILITY
EVALUATION FORM**

Course Number: 7315 Ext: A B C Course: Strengthening Mil/Civ Partnerships Date: 11 Dec 2012

Instructor/Coordinator: Kristen Howe Location: Justice Academy

Honest, thoughtful and constructive evaluation of courses and instructors provide useful information for improvement of instruction. Please respond to the following questions.

<i>Please fill in each circle which represents your evaluation of course or instructor</i>	Excellent	Good	Average	Fair	Poor
Instructional Setting: <i>suitable and convenient facilities for learning</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Materials: <i>good quality, useful for future reference</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Content: <i>informative, up-to-date</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training Objectives: <i>explained and followed</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparation for Instruction: <i>materials, equipment and instructor on time</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional Methods: <i>helpful towards achieving objectives</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lesson Organization: <i>sequence of topics, timing, pace</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual attention: <i>extra help, enrichment, questions answered</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation: <i>appropriate, reasonable, related to objectives</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation: <i>opportunity for discussion and questions</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Value: <i>timely, useful, applicable, practical, job-related</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<i>Please fill in each circle which most closely represents your opinion.</i>	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree.
The Academy staff present themselves in a professional and courteous manner.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy staff is helpful when my agency contacts them.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academy instructors display positive attitudes and behavior toward client personnel.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy instructors and staff are competent.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My accommodations were comfortable.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy responds to the overall training needs of my agency.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy provides an environment conducive for learning and training.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel the Academy offers a safe training environment.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy website is a valuable source of information for my agency.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Where did you reside during your training? Salemburg: _____ Edneyville: _____ Commuter: Other: _____

What did you like about this course? (Please consider: instructional setting, course materials, course content, training objectives, instructional methods, coordination, and evaluation procedures.) _____

The relevancy of the material along with the diverse crowd

Do you feel this course was valuable? absolutely

In what ways will this training affect or change your work performance? Providing a new cohesive way to approach

What suggestions do you have for modification or improvement of this course? Staying up to date with the statistics

What were the Academy instructor's main strengths and weaknesses? Very knowledgeable, no weaknesses that I saw

What were the adjunct instructor's main strengths and weaknesses? (List each adjunct instructor's name.) _____

Kristen Howe - awesome
SSA Christian Hall - fantastic

What other training needs do you have that the Academy is not addressing? Do you have any other remarks or comments?

Cell phone coverage

If you would like someone to respond to your concerns from the NC Justice Academy, please provide a phone number or e-mail information below.

**INSTRUCTOR/FACILITY
EVALUATION FORM**

Course Number: 7315 Ext: A B C Course: Strengthening Military - Civilian Community Partnership To Respond to Sexual Assault Date: 10 DEC - 11 DEC
 Instructor/Coordinator: SSG HALL Location: Salemburg

Honest, thoughtful and constructive evaluation of courses and instructors provide useful information for improvement of instruction. Please respond to the following questions.

<i>Please fill in each circle which represents your evaluation of course or instructor</i>	Excellent	Good	Average	Fair	Poor
Instructional Setting: <i>suitable and convenient facilities for learning</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Materials: <i>good quality, useful for future reference</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Content: <i>informative, up-to-date</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training Objectives: <i>explained and followed</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparation for Instruction: <i>materials, equipment and instructor on time</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional Methods: <i>helpful towards achieving objectives</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lesson Organization: <i>sequence of topics, timing, pace</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual attention: <i>extra help, enrichment, questions answered</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation: <i>appropriate, reasonable, related to objectives</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation: <i>opportunity for discussion and questions</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Value: <i>timely, useful, applicable, practical, job-related</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<i>Please fill in each circle which most closely represents your opinion.</i>	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
The Academy staff present themselves in a professional and courteous manner.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy staff is helpful when my agency contacts them.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academy instructors display positive attitudes and behavior toward client personnel.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy instructors and staff are competent.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My accommodations were comfortable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy responds to the overall training needs of my agency.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy provides an environment conducive for learning and training.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel the Academy offers a safe training environment.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy website is a valuable source of information for my agency.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Where did you reside during your training? Salemburg: _____ Edneyville: _____ Commuter: Other: _____

What did you like about this course? (Please consider: instructional setting, course materials, course content, training objectives, instructional methods, coordination, and evaluation procedures.) _____

Do you feel this course was valuable? Group Discussion

In what ways will this training affect or change your work performance? It allows us access to resources and information that was not previously mentioned during individual training

What suggestions do you have for modification or improvement of this course? _____

What were the Academy instructor's main strengths and weaknesses? They guided course material in an organized way.

What were the adjunct instructor's main strengths and weaknesses? (List each adjunct instructor's name.) _____

What other training needs do you have that the Academy is not addressing? Do you have any other remarks or comments?

If you would like someone to respond to your concerns from the NC Justice Academy, please provide a phone number or e-mail information below.

INSTRUCTOR/FACILITY

EVALUATION FORM

Course Number: 7315 Ext: A B C Course: Strengthening Military-Civilian Community Partnerships - SA Date: 11 DEC 2012

Instructor/Coordinator: Mrs. Howe, FtAJ Berlin, SSG Hall Location: NCJA

Honest, thoughtful and constructive evaluation of courses and instructors provide useful information for improvement of instruction. Please respond to the following questions.

<i>Please fill in each circle which represents your evaluation of course or instructor</i>	Excellent	Good	Average	Fair	Poor
Instructional Setting: <i>suitable and convenient facilities for learning</i>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Materials: <i>good quality, useful for future reference</i>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Content: <i>informative, up-to-date</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training Objectives: <i>explained and followed</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparation for Instruction: <i>materials, equipment and instructor on time</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional Methods: <i>helpful towards achieving objectives</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lesson Organization: <i>sequence of topics, timing, pace</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual attention: <i>extra help, enrichment, questions answered</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation: <i>appropriate, reasonable, related to objectives</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation: <i>opportunity for discussion and questions</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Value: <i>timely, useful, applicable, practical, job-related</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<i>Please fill in each circle which most closely represents your opinion.</i>	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
The Academy staff present themselves in a professional and courteous manner.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy staff is helpful when my agency contacts them.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academy instructors display positive attitudes and behavior toward client personnel.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy instructors and staff are competent.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My accommodations were comfortable.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy responds to the overall training needs of my agency.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy provides an environment conducive for learning and training.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel the Academy offers a safe training environment.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy website is a valuable source of information for my agency.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Where did you reside during your training? Salemburg: _____ Edneyville: _____ Commuter: Other: _____

What did you like about this course? (Please consider: instructional setting, course materials, course content, training objectives, instructional methods, coordination, and evaluation procedures.) _____

Do you feel this course was valuable? YES

In what ways will this training affect or change your work performance? Better knowledge of
Better knowledge about how the military & civilian community
work together

What suggestions do you have for modification or improvement of this course? Add another day

What were the Academy instructor's main strengths and weaknesses? All instructors exceeded my expectations

What were the adjunct instructor's main strengths and weaknesses? (List each adjunct instructor's name.)
Knowledgeable of course material & information delivered in a
clear & concise manner

What other training needs do you have that the Academy is not addressing? Do you have any other remarks or comments?
NONE, I enjoyed training

If you would like someone to respond to your concerns from the NC Justice Academy, please provide a phone number or e-mail information below.

INSTRUCTOR/FACILITY

EVALUATION FORM

Course Number: 7315 Ext: A B C Course: Strengthening military-Civilian Community Partnerships to Respond to Sexual Assault Date: 11 Dec 12

Instructor/Coordinator: SSA Hall, Ms. Houk, NAS Berlin Location: Salemburg, NC

Honest, thoughtful and constructive evaluation of courses and instructors provide useful information for improvement of instruction. Please respond to the following questions.

<i>Please fill in each circle which represents your evaluation of course or instructor</i>	Excellent	Good	Average	Fair	Poor
Instructional Setting: <i>suitable and convenient facilities for learning</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Materials: <i>good quality, useful for future reference</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Content: <i>informative, up-to-date</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training Objectives: <i>explained and followed</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparation for Instruction: <i>materials, equipment and instructor on time</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional Methods: <i>helpful towards achieving objectives</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lesson Organization: <i>sequence of topics, timing, pace</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual attention: <i>extra help, enrichment, questions answered</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation: <i>appropriate, reasonable, related to objectives</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation: <i>opportunity for discussion and questions</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Value: <i>timely, useful, applicable, practical, job-related</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<i>Please fill in each circle which most closely represents your opinion.</i>	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
The Academy staff present themselves in a professional and courteous manner.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy staff is helpful when my agency contacts them.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academy instructors display positive attitudes and behavior toward client personnel.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy instructors and staff are competent.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My accommodations were comfortable.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy responds to the overall training needs of my agency.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy provides an environment conducive for learning and training.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel the Academy offers a safe training environment.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy website is a valuable source of information for my agency.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Where did you reside during your training? Salemburg: Edneyville: Commuter: Other:

What did you like about this course? (Please consider: instructional setting, course materials, course content, training objectives, instructional methods, coordination, and evaluation procedures.) *Everyone listed above*

Do you feel this course was valuable? *Yes, very valuable with all the knowledge*

In what ways will this training affect or change your work performance? *Will make me more informed and knowledgeable*

What suggestions do you have for modification or improvement of this course? *involve more time w/ participants to collaborate services*

What were the Academy instructor's main strengths and weaknesses?

What were the adjunct instructor's main strengths and weaknesses? (List each adjunct instructor's name.)

What other training needs do you have that the Academy is not addressing? Do you have any other remarks or comments?

If you would like someone to respond to your concerns from the NC Justice Academy, please provide a phone number or e-mail information below.

**INSTRUCTOR/FACILITY
EVALUATION FORM**

Course Number: 7315 Ext: A B C Course: Strengthening MIL-CIV Partners Date: 12-10/11-12

Instructor/Coordinator: SSG Hall, Kristen Howe, Maj Berlin Location: Salisbury, NC

Honest, thoughtful and constructive evaluation of courses and instructors provide useful information for improvement of instruction. Please respond to the following questions.

<i>Please fill in each circle which represents your evaluation of course or instructor</i>	Excellent	Good	Average	Fair	Poor
Instructional Setting: <i>suitable and convenient facilities for learning</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Materials: <i>good quality, useful for future reference</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Content: <i>informative, up-to-date</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training Objectives: <i>explained and followed</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparation for Instruction: <i>materials, equipment and instructor on time</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional Methods: <i>helpful towards achieving objectives</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lesson Organization: <i>sequence of topics, timing, pace</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual attention: <i>extra help, enrichment, questions answered</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation: <i>appropriate, reasonable, related to objectives</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation: <i>opportunity for discussion and questions</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Value: <i>timely, useful, applicable, practical, job-related</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<i>Please fill in each circle which most closely represents your opinion.</i>	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
The Academy staff present themselves in a professional and courteous manner.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy staff is helpful when my agency contacts them.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academy instructors display positive attitudes and behavior toward client personnel.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy instructors and staff are competent.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My accommodations were comfortable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
The Academy responds to the overall training needs of my agency.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy provides an environment conducive for learning and training.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel the Academy offers a safe training environment.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy website is a valuable source of information for my agency.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

** Billeting bathroom doors did not lock and create a safety issue for anyone who might stay. Room was very clean and comfortable otherwise.*

Where did you reside during your training? Salemburg: ✓ Edneyville: Commuter: Other:

What did you like about this course? (Please consider: instructional setting, course materials, course content, training objectives, instructional methods, coordination, and evaluation procedures.) _____

Great for entry level personnel.

Do you feel this course was valuable? Yes

In what ways will this training affect or change your work performance? _____

Civilian agencies will have a better understanding and trust of military

What suggestions do you have for modification or improvement of this course? _____

More information on all services rather than only speaking to "Army".

What were the Academy instructor's main strengths and weaknesses? _____

NA - OVCTIAC training

What were the adjunct instructor's main strengths and weaknesses? (List each adjunct instructor's name.) _____

NA

What other training needs do you have that the Academy is not addressing? Do you have any other remarks or comments? _____

If you would like someone to respond to your concerns from the NC Justice Academy, please provide a phone number or e-mail information below.

* elizabeth.johnson@usmc.mil or 910-451-5600

**INSTRUCTOR/FACILITY
EVALUATION FORM**

Course Number: 7315 Ext: A B C Course: Strengthening Military-Civilian Partnerships Date: 10-11 DEC

Instructor/Coordinator: SSG Hall Location: NC Justice Academy/Salemberg NC

Honest, thoughtful and constructive evaluation of courses and instructors provide useful information for improvement of instruction. Please respond to the following questions.

<i>Please fill in each circle which represents your evaluation of course or instructor</i>	Excellent	Good	Average	Fair	Poor
Instructional Setting: <i>suitable and convenient facilities for learning</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Materials: <i>good quality, useful for future reference</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Content: <i>informative, up-to-date</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training Objectives: <i>explained and followed</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparation for Instruction: <i>materials, equipment and instructor on time</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional Methods: <i>helpful towards achieving objectives</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lesson Organization: <i>sequence of topics, timing, pace</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual attention: <i>extra help, enrichment, questions answered</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation: <i>appropriate, reasonable, related to objectives</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation: <i>opportunity for discussion and questions</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Value: <i>timely, useful, applicable, practical, job-related</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<i>Please fill in each circle which most closely represents your opinion.</i>	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
The Academy staff present themselves in a professional and courteous manner.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy staff is helpful when my agency contacts them.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academy instructors display positive attitudes and behavior toward client personnel.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy instructors and staff are competent.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My accommodations were comfortable.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy responds to the overall training needs of my agency.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy provides an environment conducive for learning and training.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel the Academy offers a safe training environment.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy website is a valuable source of information for my agency.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Where did you reside during your training? Salemberg: _____ Edneyville: _____ Commuter: Other: _____

What did you like about this course? (Please consider: instructional setting, course materials, course content, training objectives, instructional methods, coordination, and evaluation procedures.) It is great to meet other agencies
and learn what they are doing

Do you feel this course was valuable? Yes

In what ways will this training affect or change your work performance? I will have a better knowledge of what
other agencies can offer victims

What suggestions do you have for modification or improvement of this course? _____

What were the Academy instructor's main strengths and weaknesses? Very knowledgeable

What were the adjunct instructor's main strengths and weaknesses? (List each adjunct instructor's name.) _____

What other training needs do you have that the Academy is not addressing? Do you have any other remarks or comments?

If you would like someone to respond to your concerns from the NC Justice Academy, please provide a phone number or e-mail information below.

**INSTRUCTOR/FACILITY
EVALUATION FORM**

Course Number: _____ Ext: A B C Course: Strengthen Mil-Cil Part. Date: 12/10-11/12

Instructor/Coordinator: SSG Hall, Howe, Maj Berlin Location: Salemburg, NC

Honest, thoughtful and constructive evaluation of courses and instructors provide useful information for improvement of instruction. Please respond to the following questions.

<i>Please fill in each circle which represents your evaluation of course or instructor</i>	Excellent	Good	Average	Fair	Poor
Instructional Setting: <i>suitable and convenient facilities for learning</i>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Course Materials: <i>good quality, useful for future reference</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Content: <i>informative, up-to-date</i>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training Objectives: <i>explained and followed</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparation for Instruction: <i>materials, equipment and instructor on time</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional Methods: <i>helpful towards achieving objectives</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lesson Organization: <i>sequence of topics, timing, pace</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual attention: <i>extra help, enrichment, questions answered</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation: <i>appropriate, reasonable, related to objectives</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation: <i>opportunity for discussion and questions</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Value: <i>timely, useful, applicable, practical, job-related</i>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

<i>Please fill in each circle which most closely represents your opinion.</i>	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
The Academy staff present themselves in a professional and courteous manner.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy staff is helpful when my agency contacts them.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academy instructors display positive attitudes and behavior toward client personnel.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy instructors and staff are competent.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My accommodations were comfortable.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy responds to the overall training needs of my agency.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy provides an environment conducive for learning and training.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel the Academy offers a safe training environment.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy website is a valuable source of information for my agency.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Where did you reside during your training? Salemburg: Edneyville: _____ Commuter: _____ Other: _____

What did you like about this course? (Please consider: instructional setting, course materials, course content, training objectives, instructional methods, coordination, and evaluation procedures.) instructors & group

discussion

Do you feel this course was valuable? yes

In what ways will this training affect or change your work performance? gave me more knowledge

What suggestions do you have for modification or improvement of this course? snacks / beverages

What were the Academy instructor's main strengths and weaknesses? knowledgable, encouraged participation

What were the adjunct instructor's main strengths and weaknesses? (List each adjunct instructor's name.) || ||

What other training needs do you have that the Academy is not addressing? Do you have any other remarks or comments? N/A

If you would like someone to respond to your concerns from the NC Justice Academy, please provide a phone number or e-mail information below. N/A

**INSTRUCTOR/FACILITY
EVALUATION FORM**

Course Number: 5594 Ext: A B C Course: _____ Date: _____

Instructor/Coordinator: _____ Location: _____

Honest, thoughtful and constructive evaluation of courses and instructors provide useful information for improvement of instruction. Please respond to the following questions.

<i>Please fill in each circle which represents your evaluation of course or instructor</i>	Excellent	Good	Average	Fair	Poor
Instructional Setting: <i>suitable and convenient facilities for learning</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Materials: <i>good quality, useful for future reference</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Content: <i>informative, up-to-date</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training Objectives: <i>explained and followed</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparation for Instruction: <i>materials, equipment and instructor on time</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional Methods: <i>helpful towards achieving objectives</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lesson Organization: <i>sequence of topics, timing, pace</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual attention: <i>extra help, enrichment, questions answered</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation: <i>appropriate, reasonable, related to objectives</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation: <i>opportunity for discussion and questions</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Value: <i>timely, useful, applicable, practical, job-related</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<i>Please fill in each circle which most closely represents your opinion.</i>	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
The Academy staff present themselves in a professional and courteous manner.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy staff is helpful when my agency contacts them.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academy instructors display positive attitudes and behavior toward client personnel.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy instructors and staff are competent.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My accommodations were comfortable.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy responds to the overall training needs of my agency.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy provides an environment conducive for learning and training.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel the Academy offers a safe training environment.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy website is a valuable source of information for my agency.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Where did you reside during your training? Salemburg: _____ Edneyville: _____ Commuter: Other: _____

What did you like about this course? (Please consider: instructional setting, course materials, course content, training objectives, instructional methods, coordination, and evaluation procedures.) Training objective!

Getting military + civilians together and allowing us to learn about each other.

Do you feel this course was valuable? Very

In what ways will this training affect or change your work performance? I now know who to contact ON Ft Bragg to get the victim help and abuser held accountable.

What suggestions do you have for modification or improvement of this course? None

What were the Academy instructor's main strengths and weaknesses? Great training materials to take home with you. I could not hear all the time when questions were asked.

What were the adjunct instructor's main strengths and weaknesses? (List each adjunct instructor's name.)

N/A

What other training needs do you have that the Academy is not addressing? Do you have any other remarks or comments?

N/A

If you would like someone to respond to your concerns from the NC Justice Academy, please provide a phone number or e-mail information below.

N/A

**INSTRUCTOR/FACILITY
EVALUATION FORM**

Course Number: 7315 Ext: A B C Course: _____ Date: 12/11/12

Instructor/Coordinator: _____ Location: Salemburg

Honest, thoughtful and constructive evaluation of courses and instructors provide useful information for improvement of instruction. Please respond to the following questions.

<i>Please fill in each circle which represents your evaluation of course or instructor</i>	Excellent	Good	Average	Fair	Poor
Instructional Setting: <i>suitable and convenient facilities for learning</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Materials: <i>good quality, useful for future reference</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Content: <i>informative, up-to-date</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training Objectives: <i>explained and followed</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparation for Instruction: <i>materials, equipment and instructor on time</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional Methods: <i>helpful towards achieving objectives</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lesson Organization: <i>sequence of topics, timing, pace</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual attention: <i>extra help, enrichment, questions answered</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation: <i>appropriate, reasonable, related to objectives</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation: <i>opportunity for discussion and questions</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Value: <i>timely, useful, applicable, practical, job-related</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<i>Please fill in each circle which most closely represents your opinion.</i>	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
The Academy staff present themselves in a professional and courteous manner.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy staff is helpful when my agency contacts them.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academy instructors display positive attitudes and behavior toward client personnel.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy instructors and staff are competent.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My accommodations were comfortable.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy responds to the overall training needs of my agency.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy provides an environment conducive for learning and training.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel the Academy offers a safe training environment.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy website is a valuable source of information for my agency.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Where did you reside during your training? Salemburg: _____ Edneyville: _____ Commuter: Other: _____

What did you like about this course? (Please consider: instructional setting, course materials, course content, training objectives, instructional methods, coordination, and evaluation procedures.) All of the above

Do you feel this course was valuable? Yes, very much.

In what ways will this training affect or change your work performance? I got a lot of resources, contact information to share with co-workers & clients!

What suggestions do you have for modification or improvement of this course? None

What were the Academy instructor's main strengths and weaknesses?

What were the adjunct instructor's main strengths and weaknesses? (List each adjunct instructor's name.)

What other training needs do you have that the Academy is not addressing? Do you have any other remarks or comments?

If you would like someone to respond to your concerns from the NC Justice Academy, please provide a phone number or e-mail information below.

**INSTRUCTOR/FACILITY
EVALUATION FORM**

Course Number: 7315 Ext: A B C Course: _____ Date: 12-11-12

Instructor/Coordinator: OVCTTAC/NCCASA Location: JONES AUDIT./JUSTICE ACADEMY
HALL, HOWE, BERLIN

Honest, thoughtful and constructive evaluation of courses and instructors provide useful information for improvement of instruction. Please respond to the following questions.

<i>Please fill in each circle which represents your evaluation of course or instructor</i>	Excellent	Good	Average	Fair	Poor
Instructional Setting: <i>suitable and convenient facilities for learning</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Materials: <i>good quality, useful for future reference</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Content: <i>informative, up-to-date</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training Objectives: <i>explained and followed</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparation for Instruction: <i>materials, equipment and instructor on time</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional Methods: <i>helpful towards achieving objectives</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lesson Organization: <i>sequence of topics, timing, pace</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual attention: <i>extra help, enrichment, questions answered</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation: <i>appropriate, reasonable, related to objectives</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation: <i>opportunity for discussion and questions</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Value: <i>timely, useful, applicable, practical, job-related</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<i>Please fill in each circle which most closely represents your opinion.</i>	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
The Academy staff present themselves in a professional and courteous manner.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy staff is helpful when my agency contacts them.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academy instructors display positive attitudes and behavior toward client personnel.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy instructors and staff are competent.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My accommodations were comfortable.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy responds to the overall training needs of my agency.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy provides an environment conducive for learning and training.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel the Academy offers a safe training environment.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy website is a valuable source of information for my agency.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Where did you reside during your training? Salemburg: _____ Edneyville: _____ Commuter: _____ Other:

What did you like about this course? (Please consider: instructional setting, course materials, course content, training objectives, instructional methods, coordination, and evaluation procedures.) KNOWING HOW

COMMITTED MILITARY TAKES AT.

Do you feel this course was valuable? VERY

In what ways will this training affect or change your work performance? I HAVE A BROAD BUT MORE INFORMED BASIC TRAINING OF SEXUAL ASSAULT IN THE MILITARY.

What suggestions do you have for modification or improvement of this course? CONTINUE THE GOOD WORK, IT IS BENEFICIAL TO ALL PARTIES / AGENCIES.

What were the Academy instructor's main strengths and weaknesses? GOOD, DID NOT HAVE ANY WEAKNESSES THAT I'VE OBSERVED.

What were the adjunct instructor's main strengths and weaknesses? (List each adjunct instructor's name.)

HALL - WILLINGNESS TO ELABORATE / IT COULD LEAD TO EXCESS CONVERSATIONS

HOWE - THE WAY OF CONNECTING STORIES W/ TRAINING / CAN ALSO STRAY AT TIMES

BERLIN - IS THOROUGH; EXCELLENT TIME MGMT; CLARITY OF OBJECTIVES / HAS A CALMING / MONOTONE VOICE

What other training needs do you have that the Academy is not addressing? Do you have any other remarks or comments?

EXCELLENT TRAINING

If you would like someone to respond to your concerns from the NC Justice Academy, please provide a phone number or e-mail information below.

**INSTRUCTOR/FACILITY
EVALUATION FORM**

Course Number: _____ Ext: A B C Course: _____ Date: 12-10-11/2012

Instructor/Coordinator: Major S Berlin, SSG Kristian Location: Justice Academy
KRISTEN Houder APAC Salemberg, NC

Honest, thoughtful and constructive evaluation of courses and instructors provide useful information for improvement of instruction. Please respond to the following questions.

Please fill in each circle which represents your evaluation of course or instructor

	Excellent	Good	Average	Fair	Poor
Instructional Setting: <i>suitable and convenient facilities for learning</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Materials: <i>good quality, useful for future reference</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Content: <i>informative, up-to-date</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training Objectives: <i>explained and followed</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparation for Instruction: <i>materials, equipment and instructor on time</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional Methods: <i>helpful towards achieving objectives</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lesson Organization: <i>sequence of topics, timing, pace</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual attention: <i>extra help, enrichment, questions answered</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation: <i>appropriate, reasonable, related to objectives</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation: <i>opportunity for discussion and questions</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Value: <i>timely, useful, applicable, practical, job-related</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please fill in each circle which most closely represents your opinion.

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
The Academy staff present themselves in a professional and courteous manner.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy staff is helpful when my agency contacts them.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academy instructors display positive attitudes and behavior toward client personnel.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy instructors and staff are competent.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My accommodations were comfortable.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy responds to the overall training needs of my agency.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy provides an environment conducive for learning and training.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel the Academy offers a safe training environment.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy website is a valuable source of information for my agency.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Where did you reside during your training? Salemberg: _____ Edneyville: _____ Commuter: _____ Other:

What did you like about this course? (Please consider: instructional setting, course materials, course content, training objectives, instructional methods, coordination, and evaluation procedures.) The information will be

very useful to take back to office.

Do you feel this course was valuable? yes

In what ways will this training affect or change your work performance? who I must contact in
case, I get a military spouse in our facility.

What suggestions do you have for modification or improvement of this course? The course is a lot
to learn in two days, but thanks for the book with all
the information that helps a lot.

What were the Academy instructor's main strengths and weaknesses? Explaining the situation
in detail.

What were the adjunct instructor's main strengths and weaknesses? (List each adjunct instructor's name.)

- No snacks during the whole training, its a long time from
8:30-5pm ea day.

What other training needs do you have that the Academy is not addressing? Do you have any other remarks or comments?

N/A

If you would like someone to respond to your concerns from the NC Justice Academy, please provide a phone number or e-mail information below.

N/A

**INSTRUCTOR/FACILITY
EVALUATION FORM**

Course Number: 73 Ext: A B C Course: Strengthening Military Partnerships Date: 12/11/12

Instructor/Coordinator: Catherine Johnson Location: NC Justice Academy - Salemburg

Honest, thoughtful and constructive evaluation of courses and instructors provide useful information for improvement of instruction. Please respond to the following questions.

Please fill in each circle which represents your evaluation of course or instructor

	Excellent	Good	Average	Fair	Poor
Instructional Setting: <i>suitable and convenient facilities for learning</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Materials: <i>good quality, useful for future reference</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Content: <i>informative, up-to-date</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training Objectives: <i>explained and followed</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparation for Instruction: <i>materials, equipment and instructor on time</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional Methods: <i>helpful towards achieving objectives</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lesson Organization: <i>sequence of topics, timing, pace</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual attention: <i>extra help, enrichment, questions answered</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation: <i>appropriate, reasonable, related to objectives</i>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation: <i>opportunity for discussion and questions</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Value: <i>timely, useful, applicable, practical, job-related</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please fill in each circle which most closely represents your opinion.

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
The Academy staff present themselves in a professional and courteous manner.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy staff is helpful when my agency contacts them.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academy instructors display positive attitudes and behavior toward client personnel.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy instructors and staff are competent.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My accommodations were comfortable.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy responds to the overall training needs of my agency.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy provides an environment conducive for learning and training.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel the Academy offers a safe training environment.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy website is a valuable source of information for my agency.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Where did you reside during your training? Salemburg: Edneyville: _____ Commuter: _____ Other: _____

What did you like about this course? (Please consider: instructional setting, course materials, course content, training objectives, instructional methods, coordination, and evaluation procedures.) _____

Do you feel this course was valuable? _____

In what ways will this training affect or change your work performance? _____

What suggestions do you have for modification or improvement of this course? _____

What were the Academy instructor's main strengths and weaknesses? _____

What were the adjunct instructor's main strengths and weaknesses? (List each adjunct instructor's name.) _____

What other training needs do you have that the Academy is not addressing? Do you have any other remarks or comments?

If you would like someone to respond to your concerns from the NC Justice Academy, please provide a phone number or e-mail information below.

**INSTRUCTOR/FACILITY
EVALUATION FORM**

Course Number: _____ Ext: A B C Course: Strengthening ^{Military-Civilian} Partnerships Date: 12/10/12 & 12/11/12

Instructor/Coordinator: Catherine Johnson Location: Salemberg

Honest, thoughtful and constructive evaluation of courses and instructors provide useful information for improvement of instruction. Please respond to the following questions.

<i>Please fill in each circle which represents your evaluation of course or instructor</i>	Excellent	Good	Average	Fair	Poor
Instructional Setting: <i>suitable and convenient facilities for learning</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Materials: <i>good quality, useful for future reference</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Content: <i>informative, up-to-date</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training Objectives: <i>explained and followed</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparation for Instruction: <i>materials, equipment and instructor on time</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional Methods: <i>helpful towards achieving objectives</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lesson Organization: <i>sequence of topics, timing, pace</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual attention: <i>extra help, enrichment, questions answered</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation: <i>appropriate, reasonable, related to objectives</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation: <i>opportunity for discussion and questions</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Value: <i>timely, useful, applicable, practical, job-related</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<i>Please fill in each circle which most closely represents your opinion.</i>	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
The Academy staff present themselves in a professional and courteous manner.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy staff is helpful when my agency contacts them.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academy instructors display positive attitudes and behavior toward client personnel.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy instructors and staff are competent.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My accommodations were comfortable.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy responds to the overall training needs of my agency.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy provides an environment conducive for learning and training.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel the Academy offers a safe training environment.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy website is a valuable source of information for my agency.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Where did you reside during your training? Salemberg: Edneyville: _____ Commuter: _____ Other: _____

What did you like about this course? (Please consider: instructional setting, course materials, course content, training objectives, instructional methods, coordination, and evaluation procedures.) networking

Do you feel this course was valuable? yes

In what ways will this training affect or change your work performance? creating ~~more~~ comprehensive services for military associated survivors

What suggestions do you have for modification or improvement of this course?

What were the Academy instructor's main strengths and weaknesses? n/a

What were the adjunct instructor's main strengths and weaknesses? (List each adjunct instructor's name.) n/a

What other training needs do you have that the Academy is not addressing? Do you have any other remarks or comments?

n/a

If you would like someone to respond to your concerns from the NC Justice Academy, please provide a phone number or e-mail information below.

no

**INSTRUCTOR/FACILITY
EVALUATION FORM**

Course Number: 7315 Ext: A B C Course: Strengthening Military-Civilian Partnerships - Sexual Assault Date: 12/11/2012
 Instructor/Coordinator: Hue, Hall, Berlin Location: Salisbury, NC

Honest, thoughtful and constructive evaluation of courses and instructors provide useful information for improvement of instruction. Please respond to the following questions.

<i>Please fill in each circle which represents your evaluation of course or instructor</i>	Excellent	Good	Average	Fair	Poor
Instructional Setting: <i>suitable and convenient facilities for learning</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Materials: <i>good quality, useful for future reference</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Content: <i>informative, up-to-date</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training Objectives: <i>explained and followed</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparation for Instruction: <i>materials, equipment and instructor on time</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional Methods: <i>helpful towards achieving objectives</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lesson Organization: <i>sequence of topics, timing, pace</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual attention: <i>extra help, enrichment, questions answered</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation: <i>appropriate, reasonable, related to objectives</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation: <i>opportunity for discussion and questions</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Value: <i>timely, useful, applicable, practical, job-related</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<i>Please fill in each circle which most closely represents your opinion.</i>	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
The Academy staff present themselves in a professional and courteous manner.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy staff is helpful when my agency contacts them.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academy instructors display positive attitudes and behavior toward client personnel.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy instructors and staff are competent.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My accommodations were comfortable.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy responds to the overall training needs of my agency.	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy provides an environment conducive for learning and training.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel the Academy offers a safe training environment.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy website is a valuable source of information for my agency.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Where did you reside during your training? Salisbury: Edneyville: Commuter: Other:

What did you like about this course? (Please consider: instructional setting, course materials, course content, training objectives, instructional methods, coordination, and evaluation procedures.)

Course content, materials (slides w/ note taking room + supplements very helpful); cross-disciplinary focuses/input.

Do you feel this course was valuable? Absolutely.

In what ways will this training affect or change your work performance? Greater familiarity with other actors' points of view, roles.

What suggestions do you have for modification or improvement of this course? Lengthier materials emailed ahead of time - less time reading + chance to get a background before have to read in class; move on hierarchy as is relevant to 3A cases; less time ^{on} role-playing tests.

What were the Academy instructor's main strengths and weaknesses? Approachability; knowledge of field + related fields; passion; nuance in explanation + in reiteration of attendee statements; making tangible and inspiring via real cases.

What were the adjunct instructor's main strengths and weaknesses? (List each adjunct instructor's name.)

→ Berlin: knowledge; passion; empathy to U's, and victim-ops; legal knowledge + explanation; approachability, clarity.
→ Hall: same as previous question.

What other training needs do you have that the Academy is not addressing? Do you have any other remarks or comments?

If you would like someone to respond to your concerns from the NC Justice Academy, please provide a phone number or e-mail information below.

**INSTRUCTOR/FACILITY
EVALUATION FORM**

Course Number: 1315 Ext: A B C Course: Strengthening military-Civilian Community Partnerships Date: 12/11/12
 Instructor/Coordinator: _____ Location: Salemburg NC.

Honest, thoughtful and constructive evaluation of courses and instructors provide useful information for improvement of instruction. Please respond to the following questions.

<i>Please fill in each circle which represents your evaluation of course or instructor</i>	Excellent	Good	Average	Fair	Poor
Instructional Setting: <i>suitable and convenient facilities for learning</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Materials: <i>good quality, useful for future reference</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Content: <i>informative, up-to-date</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training Objectives: <i>explained and followed</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparation for Instruction: <i>materials, equipment and instructor on time</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional Methods: <i>helpful towards achieving objectives</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lesson Organization: <i>sequence of topics, timing, pace</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual attention: <i>extra help, enrichment, questions answered</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation: <i>appropriate, reasonable, related to objectives</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation: <i>opportunity for discussion and questions</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Value: <i>timely, useful, applicable, practical, job-related</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<i>Please fill in each circle which most closely represents your opinion.</i>	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
The Academy staff present themselves in a professional and courteous manner.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy staff is helpful when my agency contacts them.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academy instructors display positive attitudes and behavior toward client personnel.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy instructors and staff are competent.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My accommodations were comfortable.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy responds to the overall training needs of my agency.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy provides an environment conducive for learning and training.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel the Academy offers a safe training environment.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy website is a valuable source of information for my agency.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Where did you reside during your training? Salemburg: X Edneyville: _____ Commuter: _____ Other: _____

What did you like about this course? (Please consider: instructional setting, course materials, course content, training objectives, instructional methods, coordination, and evaluation procedures.) The information was
great.

Do you feel this course was valuable? Yes I learned a lot in training

In what ways will this training affect or change your work performance? _____

What suggestions do you have for modification or improvement of this course? _____

What were the Academy instructor's main strengths and weaknesses? _____

What were the adjunct instructor's main strengths and weaknesses? (List each adjunct instructor's name.) _____

Everyone did good.

What other training needs do you have that the Academy is not addressing? Do you have any other remarks or comments? _____

If you would like someone to respond to your concerns from the NC Justice Academy, please provide a phone number or e-mail information below.

**INSTRUCTOR/FACILITY
EVALUATION FORM**

Course Number: 7315 Ext: A B C Course: Strengthening Military-Civilian Partnerships Date: 11 DEC 12 *Response to Sexual Assault*
 Instructor/Coordinator: SCF Hall, Mrs. Marie MAJ Berlin Location: Jones Auditorium

Honest, thoughtful and constructive evaluation of courses and instructors provide useful information for improvement of instruction. Please respond to the following questions.

<i>Please fill in each circle which represents your evaluation of course or instructor</i>	Excellent	Good	Average	Fair	Poor
Instructional Setting: <i>suitable and convenient facilities for learning</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Materials: <i>good quality, useful for future reference</i> <u>need to be updated</u>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Content: <i>informative, up-to-date</i>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training Objectives: <i>explained and followed</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparation for Instruction: <i>materials, equipment and instructor on time</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional Methods: <i>helpful towards achieving objectives</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lesson Organization: <i>sequence of topics, timing, pace</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual attention: <i>extra help, enrichment, questions answered</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation: <i>appropriate, reasonable, related to objectives</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation: <i>opportunity for discussion and questions</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Value: <i>timely, useful, applicable, practical, job-related</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<i>Please fill in each circle which most closely represents your opinion.</i>	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
The Academy staff present themselves in a professional and courteous manner.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy staff is helpful when my agency contacts them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academy instructors display positive attitudes and behavior toward client personnel.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy instructors and staff are competent.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My accommodations were comfortable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy responds to the overall training needs of my agency.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy provides an environment conducive for learning and training.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel the Academy offers a safe training environment.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy website is a valuable source of information for my agency.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Where did you reside during your training? Salemburg: _____ Edneyville: _____ Commuter: Other: _____

What did you like about this course? (Please consider: instructional setting, course materials, course content, training objectives, instructional methods, coordination, and evaluation procedures.) interacting w/ civilian sexual assault
"workers" / advocates

Do you feel this course was valuable? yes, very, for civilian & military, experienced & new

In what ways will this training affect or change your work performance? I will be more knowledgeable
have more resources & more confident.

What suggestions do you have for modification or improvement of this course? Update the course material
specifically page 3-2 and 4-2, 4-11, 4-12, and slide 4-10 and the
probable "approved solutions" for worksheet 4.1, Appendix page 2 (I didn't

What were the Academy instructor's main strengths and weaknesses? engaging, ensuring questions
got answered (and then answered), passionate (I didn't yet read the rest of the Appendix)

~~weak~~ weaknesses: loudness of A/C, especially since many were cold in the
class

What were the adjunct instructor's main strengths and weaknesses? (List each adjunct instructor's name.)
see above

What other training needs do you have that the Academy is not addressing? Do you have any other remarks or comments?

If you would like someone to respond to your concerns from the NC Justice Academy, please provide a phone number or e-mail information below.

**INSTRUCTOR/FACILITY
EVALUATION FORM**

Course Number: _____ Ext: A B C Course: OVC Date: 12/12

Instructor/Coordinator: _____ Location: _____

Honest, thoughtful and constructive evaluation of courses and instructors provide useful information for improvement of instruction. Please respond to the following questions.

<i>Please fill in each circle which represents your evaluation of course or instructor</i>	Excellent	Good	Average	Fair	Poor
Instructional Setting: <i>suitable and convenient facilities for learning</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Materials: <i>good quality, useful for future reference</i>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Content: <i>informative, up-to-date</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Training Objectives: <i>explained and followed</i>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparation for Instruction: <i>materials, equipment and instructor on time</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional Methods: <i>helpful towards achieving objectives</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lesson Organization: <i>sequence of topics, timing, pace</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual attention: <i>extra help, enrichment, questions answered</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation: <i>appropriate, reasonable, related to objectives</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation: <i>opportunity for discussion and questions</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Value: <i>timely, useful, applicable, practical, job-related</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<i>Please fill in each circle which most closely represents your opinion.</i>	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
The Academy staff present themselves in a professional and courteous manner.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy staff is helpful when my agency contacts them.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academy instructors display positive attitudes and behavior toward client personnel.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy instructors and staff are competent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My accommodations were comfortable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy responds to the overall training needs of my agency.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy provides an environment conducive for learning and training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel the Academy offers a safe training environment.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy website is a valuable source of information for my agency.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Where did you reside during your training? Salemburg: _____ Edneyville: _____ Commuter: _____ Other: _____

What did you like about this course? (Please consider: instructional setting, course materials, course content, training objectives, instructional methods, coordination, and evaluation procedures.) _____

Do you feel this course was valuable? _____

In what ways will this training affect or change your work performance? _____

What suggestions do you have for modification or improvement of this course? _____

What were the Academy instructor's main strengths and weaknesses? _____

What were the adjunct instructor's main strengths and weaknesses? (List each adjunct instructor's name.) _____

What other training needs do you have that the Academy is not addressing? Do you have any other remarks or comments?

If you would like someone to respond to your concerns from the NC Justice Academy, please provide a phone number or e-mail information below.

**INSTRUCTOR/FACILITY
EVALUATION FORM**

Course Number: 7315 Ext: A B C Course: Strengthening Military/Civilian Date: 12/10/2011
 Instructor/Coordinator: SSg Hall/Kristen HANE ^{Partnerships} Location: NCJA

Honest, thoughtful and constructive evaluation of courses and instructors provide useful information for improvement of instruction. Please respond to the following questions.

<i>Please fill in each circle which represents your evaluation of course or instructor</i>	Excellent	Good	Average	Fair	Poor
Instructional Setting: <i>suitable and convenient facilities for learning</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Materials: <i>good quality, useful for future reference</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Content: <i>informative, up-to-date</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training Objectives: <i>explained and followed</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparation for Instruction: <i>materials, equipment and instructor on time</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional Methods: <i>helpful towards achieving objectives</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lesson Organization: <i>sequence of topics, timing, pace</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual attention: <i>extra help, enrichment, questions answered</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation: <i>appropriate, reasonable, related to objectives</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation: <i>opportunity for discussion and questions</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Value: <i>timely, useful, applicable, practical, job-related</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<i>Please fill in each circle which most closely represents your opinion.</i>	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
The Academy staff present themselves in a professional and courteous manner.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy staff is helpful when my agency contacts them.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academy instructors display positive attitudes and behavior toward client personnel.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy instructors and staff are competent.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My accommodations were comfortable.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy responds to the overall training needs of my agency.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy provides an environment conducive for learning and training.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel the Academy offers a safe training environment.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy website is a valuable source of information for my agency.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Where did you reside during your training? Salemberg: Edneyville: Commuter: Other:

What did you like about this course? (Please consider: instructional setting, course materials, course content, training objectives, instructional methods, coordination, and evaluation procedures.) _____

Do you feel this course was valuable? _____

In what ways will this training affect or change your work performance? _____

What suggestions do you have for modification or improvement of this course? _____

What were the Academy instructor's main strengths and weaknesses? _____

What were the adjunct instructor's main strengths and weaknesses? (List each adjunct instructor's name.) _____

What other training needs do you have that the Academy is not addressing? Do you have any other remarks or comments?

If you would like someone to respond to your concerns from the NC Justice Academy, please provide a phone number or e-mail information below.

**INSTRUCTOR/FACILITY
EVALUATION FORM**

Course Number: 1515 Ext: A B C Course: _____ Date: 12-11-12

Instructor/Coordinator: _____ Location: DOT

Honest, thoughtful and constructive evaluation of courses and instructors provide useful information for improvement of instruction. Please respond to the following questions.

<i>Please fill in each circle which represents your evaluation of course or instructor</i>	Excellent	Good	Average	Fair	Poor
Instructional Setting: <i>suitable and convenient facilities for learning</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Materials: <i>good quality, useful for future reference</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Content: <i>informative, up-to-date</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training Objectives: <i>explained and followed</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparation for Instruction: <i>materials, equipment and instructor on time</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional Methods: <i>helpful towards achieving objectives</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lesson Organization: <i>sequence of topics, timing, pace</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual attention: <i>extra help, enrichment, questions answered</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation: <i>appropriate, reasonable, related to objectives</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation: <i>opportunity for discussion and questions</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Value: <i>timely, useful, applicable, practical, job-related</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<i>Please fill in each circle which most closely represents your opinion.</i>	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
The Academy staff present themselves in a professional and courteous manner.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy staff is helpful when my agency contacts them.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academy instructors display positive attitudes and behavior toward client personnel.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy instructors and staff are competent.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
My accommodations were comfortable.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy responds to the overall training needs of my agency.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy provides an environment conducive for learning and training.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel the Academy offers a safe training environment.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy website is a valuable source of information for my agency.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Where did you reside during your training? Salemburg: _____ Edneyville: _____ Commuter: _____ Other:

What did you like about this course? (Please consider: instructional setting, course materials, course content, training objectives, instructional methods, coordination, and evaluation procedures.) _____

Do you feel this course was valuable? _____

In what ways will this training affect or change your work performance? _____

What suggestions do you have for modification or improvement of this course? _____

What were the Academy instructor's main strengths and weaknesses? _____

What were the adjunct instructor's main strengths and weaknesses? (List each adjunct instructor's name.) _____

What other training needs do you have that the Academy is not addressing? Do you have any other remarks or comments? _____

If you would like someone to respond to your concerns from the NC Justice Academy, please provide a phone number or e-mail information below.

**INSTRUCTOR/FACILITY
EVALUATION FORM**

Course Number: 7315 Ext: A B C Course: Strengthening Military/Civilian Comm- Partnerships Date: 12/11/2012
 Instructor/Coordinator: K. Howe/Sgt. Hall/Major Berlin Location: NC Justice Academy

Honest, thoughtful and constructive evaluation of courses and instructors provide useful information for improvement of instruction. Please respond to the following questions.

<i>Please fill in each circle which represents your evaluation of course or instructor</i>	Excellent	Good	Average	Fair	Poor
Instructional Setting: <i>suitable and convenient facilities for learning</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Materials: <i>good quality, useful for future reference</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Content: <i>informative, up-to-date</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training Objectives: <i>explained and followed</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparation for Instruction: <i>materials, equipment and instructor on time</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional Methods: <i>helpful towards achieving objectives</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lesson Organization: <i>sequence of topics, timing, pace</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual attention: <i>extra help, enrichment, questions answered</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation: <i>appropriate, reasonable, related to objectives</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation: <i>opportunity for discussion and questions</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Value: <i>timely, useful, applicable, practical, job-related</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<i>Please fill in each circle which most closely represents your opinion.</i>	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
The Academy staff present themselves in a professional and courteous manner.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy staff is helpful when my agency contacts them.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academy instructors display positive attitudes and behavior toward client personnel.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy instructors and staff are competent.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My accommodations were comfortable.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy responds to the overall training needs of my agency.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy provides an environment conducive for learning and training.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel the Academy offers a safe training environment.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy website is a valuable source of information for my agency.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Where did you reside during your training? Salemburg: ✓ Edneyville: _____ Commuter: _____ Other: _____

the academy's dormitory

What did you like about this course? (Please consider: instructional setting, course materials, course content, training objectives, instructional methods, coordination, and evaluation procedures.) Everything was great.

Do you feel this course was valuable? very valuable.

In what ways will this training affect or change your work performance? will provide additional resources for victims we serve that have military affiliation.

What suggestions do you have for modification or improvement of this course? N/A

What were the Academy instructor's main strengths and weaknesses? They all were open to discussion, engaging, passionate. Sometimes it was difficult to hear everyone but, the instructors & coordinators provided a microphone which made the remaining course time/discussion more engaging. (Sorry this should have been on the ~~other~~ next question)

What were the adjunct instructor's main strengths and weaknesses? (List each adjunct instructor's name.) ←

What other training needs do you have that the Academy is not addressing? Do you have any other remarks or comments?

N/A

If you would like someone to respond to your concerns from the NC Justice Academy, please provide a phone number or e-mail information below.

N/A

**INSTRUCTOR/FACILITY
EVALUATION FORM**

Course Number: 7315 Ext: A B C Course: Strengthening Military Civilian Community Partnerships to Respond to Sexual Assault Date: 11 December 2012
 Instructor/Coordinator: 556 Kristian Hall, Krista Howe, Maj Steve Berlin Location: NC Justice Academy, Salemburg, NC

Honest, thoughtful and constructive evaluation of courses and instructors provide useful information for improvement of instruction. Please respond to the following questions.

<i>Please fill in each circle which represents your evaluation of course or instructor</i>	Excellent	Good	Average	Fair	Poor
Instructional Setting: <i>suitable and convenient facilities for learning</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Materials: <i>good quality, useful for future reference</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Content: <i>informative, up-to-date</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training Objectives: <i>explained and followed</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparation for Instruction: <i>materials, equipment and instructor on time</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional Methods: <i>helpful towards achieving objectives</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lesson Organization: <i>sequence of topics, timing, pace</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual attention: <i>extra help, enrichment, questions answered</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation: <i>appropriate, reasonable, related to objectives</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation: <i>opportunity for discussion and questions</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Value: <i>timely, useful, applicable, practical, job-related</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<i>Please fill in each circle which most closely represents your opinion.</i>	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
The Academy staff present themselves in a professional and courteous manner.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy staff is helpful when my agency contacts them.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academy instructors display positive attitudes and behavior toward client personnel.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy instructors and staff are competent.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My accommodations were comfortable.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy responds to the overall training needs of my agency.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy provides an environment conducive for learning and training.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel the Academy offers a safe training environment.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy website is a valuable source of information for my agency.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Where did you reside during your training? Salemburg: Edneyville: Commuter: Other:

What did you like about this course? (Please consider: instructional setting, course materials, course content, training objectives, instructional methods, coordination, and evaluation procedures.) _____

Do you feel this course was valuable? _____

In what ways will this training affect or change your work performance? _____

What suggestions do you have for modification or improvement of this course? _____

What were the Academy instructor's main strengths and weaknesses? _____

What were the adjunct instructor's main strengths and weaknesses? (List each adjunct instructor's name.) _____

What other training needs do you have that the Academy is not addressing? Do you have any other remarks or comments?

If you would like someone to respond to your concerns from the NC Justice Academy, please provide a phone number or e-mail information below.

INSTRUCTOR/FACILITY

EVALUATION FORM

Course Number: 7315 Ext: A B C Course: Strengthening Military - Civilians Community Partnerships to Respond to Sexual Assault Date: 10-11 Dec. 2012
 Instructor/Coordinator: Hall, Berlin, Howe Location: Salemburg, NC

Honest, thoughtful and constructive evaluation of courses and instructors provide useful information for improvement of instruction. Please respond to the following questions.

<i>Please fill in each circle which represents your evaluation of course or instructor</i>	Excellent	Good	Average	Fair	Poor
Instructional Setting: <i>suitable and convenient facilities for learning</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Materials: <i>good quality, useful for future reference</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Content: <i>informative, up-to-date</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training Objectives: <i>explained and followed</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparation for Instruction: <i>materials, equipment and instructor on time</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional Methods: <i>helpful towards achieving objectives</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lesson Organization: <i>sequence of topics, timing, pace</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual attention: <i>extra help, enrichment, questions answered</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation: <i>appropriate, reasonable, related to objectives</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation: <i>opportunity for discussion and questions</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Value: <i>timely, useful, applicable, practical, job-related</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<i>Please fill in each circle which most closely represents your opinion.</i>	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
The Academy staff present themselves in a professional and courteous manner.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy staff is helpful when my agency contacts them.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academy instructors display positive attitudes and behavior toward client personnel.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy instructors and staff are competent.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My accommodations were comfortable.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy responds to the overall training needs of my agency.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy provides an environment conducive for learning and training.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel the Academy offers a safe training environment.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy website is a valuable source of information for my agency.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Where did you reside during your training? Salemburg: Edneyville: _____ Commuter: _____ Other: _____

What did you like about this course? (Please consider: instructional setting, course materials, course content, training objectives, instructional methods, coordination, and evaluation procedures.) _____

instructors, course materials

Do you feel this course was valuable? _____

Very much so.

In what ways will this training affect or change your work performance? _____

education and awareness will be spread to my agency and my clients.

What suggestions do you have for modification or improvement of this course? _____

- evidence-based practice
- the medical models

What were the Academy instructor's main strengths and weaknesses? _____

N/A

What were the adjunct instructor's main strengths and weaknesses? (List each adjunct instructor's name.) _____

N/A

What other training needs do you have that the Academy is not addressing? Do you have any other remarks or comments? _____

N/A

If you would like someone to respond to your concerns from the NC Justice Academy, please provide a phone number or e-mail information below.

N/A

**INSTRUCTOR/FACILITY
EVALUATION FORM**

Course Number: 4715 Ext: A B C Course: _____ Date: 10-11 Dec

Instructor/Coordinator: _____ Location: Salemburg

Honest, thoughtful and constructive evaluation of courses and instructors provide useful information for improvement of instruction. Please respond to the following questions.

<i>Please fill in each circle which represents your evaluation of course or instructor</i>	Excellent	Good	Average	Fair	Poor
Instructional Setting: <i>suitable and convenient facilities for learning</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Materials: <i>good quality, useful for future reference</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Content: <i>informative, up-to-date</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training Objectives: <i>explained and followed</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparation for Instruction: <i>materials, equipment and instructor on time</i>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional Methods: <i>helpful towards achieving objectives</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lesson Organization: <i>sequence of topics, timing, pace</i>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual attention: <i>extra help, enrichment, questions answered</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation: <i>appropriate, reasonable, related to objectives</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation: <i>opportunity for discussion and questions</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Value: <i>timely, useful, applicable, practical, job-related</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<i>Please fill in each circle which most closely represents your opinion.</i>	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
The Academy staff present themselves in a professional and courteous manner.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy staff is helpful when my agency contacts them.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academy instructors display positive attitudes and behavior toward client personnel.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy instructors and staff are competent.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My accommodations were comfortable.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy responds to the overall training needs of my agency.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy provides an environment conducive for learning and training.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel the Academy offers a safe training environment.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy website is a valuable source of information for my agency.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Where did you reside during your training? Salemburg: Edneyville: _____ Commuter: _____ Other: _____

What did you like about this course? (Please consider: instructional setting, course materials, course content, training objectives, instructional methods, coordination, and evaluation procedures.) _____

Do you feel this course was valuable? _____

In what ways will this training affect or change your work performance? _____

What suggestions do you have for modification or improvement of this course? _____

What were the Academy instructor's main strengths and weaknesses? _____

What were the adjunct instructor's main strengths and weaknesses? (List each adjunct instructor's name.) _____

What other training needs do you have that the Academy is not addressing? Do you have any other remarks or comments? _____

If you would like someone to respond to your concerns from the NC Justice Academy, please provide a phone number or e-mail information below.

**INSTRUCTOR/FACILITY
EVALUATION FORM**

Course Number: _____ Ext: A B C Course: _____ Date: 12-11-2012

Instructor/Coordinator: _____ Location: Salemburg

Honest, thoughtful and constructive evaluation of courses and instructors provide useful information for improvement of instruction. Please respond to the following questions.

<i>Please fill in each circle which represents your evaluation of course or instructor</i>	Excellent	Good	Average	Fair	Poor
Instructional Setting: <i>suitable and convenient facilities for learning</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Materials: <i>good quality, useful for future reference</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Content: <i>informative, up-to-date</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training Objectives: <i>explained and followed</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparation for Instruction: <i>materials, equipment and instructor on time</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional Methods: <i>helpful towards achieving objectives</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lesson Organization: <i>sequence of topics, timing, pace</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual attention: <i>extra help, enrichment, questions answered</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation: <i>appropriate, reasonable, related to objectives</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation: <i>opportunity for discussion and questions</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Value: <i>timely, useful, applicable, practical, job-related</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<i>Please fill in each circle which most closely represents your opinion.</i>	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree.
The Academy staff present themselves in a professional and courteous manner.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy staff is helpful when my agency contacts them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academy instructors display positive attitudes and behavior toward client personnel.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy instructors and staff are competent.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My accommodations were comfortable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy responds to the overall training needs of my agency.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy provides an environment conducive for learning and training.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel the Academy offers a safe training environment.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy website is a valuable source of information for my agency.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Where did you reside during your training? Salemburg: _____ Edneyville: _____ Commuter: _____ Other: _____

What did you like about this course? (Please consider: instructional setting, course materials, course content, training objectives, instructional methods, coordination, and evaluation procedures.) _____

It was not only extremely informative but allowed for contacts with other agencies and resources

Do you feel this course was valuable? _____

Very!

In what ways will this training affect or change your work performance? _____

I am not only better prepared because of the knowledge I have obtained but now I can train others at my agency.

What suggestions do you have for modification or improvement of this course? _____

You can't improve perfect! 😊

What were the Academy instructor's main strengths and weaknesses? _____

What were the adjunct instructor's main strengths and weaknesses? (List each adjunct instructor's name.) _____

What other training needs do you have that the Academy is not addressing? Do you have any other remarks or comments? _____

If you would like someone to respond to your concerns from the NC Justice Academy, please provide a phone number or e-mail information below.

**INSTRUCTOR/FACILITY
EVALUATION FORM**

Course Number: _____ Ext: A B C Course: Strengthening ^{military/} Civilian Date: Dec 11, 2012
 Instructor/Coordinator: SSA Location: Salemburg

Honest, thoughtful and constructive evaluation of courses and instructors provide useful information for improvement of instruction. Please respond to the following questions.

<i>Please fill in each circle which represents your evaluation of course or instructor</i>	Excellent	Good	Average	Fair	Poor
Instructional Setting: <i>suitable and convenient facilities for learning</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Materials: <i>good quality, useful for future reference</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Content: <i>informative, up-to-date</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training Objectives: <i>explained and followed</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparation for Instruction: <i>materials, equipment and instructor on time</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional Methods: <i>helpful towards achieving objectives</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lesson Organization: <i>sequence of topics, timing, pace</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual attention: <i>extra help, enrichment, questions answered</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation: <i>appropriate, reasonable, related to objectives</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation: <i>opportunity for discussion and questions</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Value: <i>timely, useful, applicable, practical, job-related</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<i>Please fill in each circle which most closely represents your opinion.</i>	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
The Academy staff present themselves in a professional and courteous manner.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy staff is helpful when my agency contacts them.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academy instructors display positive attitudes and behavior toward client personnel.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy instructors and staff are competent.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My accommodations were comfortable.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy responds to the overall training needs of my agency.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy provides an environment conducive for learning and training.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel the Academy offers a safe training environment.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy website is a valuable source of information for my agency.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Where did you reside during your training? Salemburg: _____ Edneyville: _____ Commuter: Other: _____

What did you like about this course? (Please consider: instructional setting, course materials, course content, training objectives, instructional methods, coordination, and evaluation procedures.) course content

Do you feel this course was valuable? yes

In what ways will this training affect or change your work performance? helps to put a contact face with the name

What suggestions do you have for modification or improvement of this course? involve military/civilian agencies during briefing

What were the Academy instructor's main strengths and weaknesses? instructors ~~knowledge~~ were awesome

What were the adjunct instructor's main strengths and weaknesses? (List each adjunct instructor's name.)

same

What other training needs do you have that the Academy is not addressing? Do you have any other remarks or comments?

If you would like someone to respond to your concerns from the NC Justice Academy, please provide a phone number or e-mail information below.

**INSTRUCTOR/FACILITY
EVALUATION FORM**

Course Number: 7315 Ext: A B C Course: _____ Date: 11 Dec 2012

Instructor/Coordinator: Kristel Howe & Sgt Hall Location: Salemberg, NC

Honest, thoughtful and constructive evaluation of courses and instructors provide useful information for improvement of instruction. Please respond to the following questions.

<i>Please fill in each circle which represents your evaluation of course or instructor</i>	Excellent	Good	Average	Fair	Poor
Instructional Setting: <i>suitable and convenient facilities for learning</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Materials: <i>good quality, useful for future reference</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Content: <i>informative, up-to-date</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training Objectives: <i>explained and followed</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparation for Instruction: <i>materials, equipment and instructor on time</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional Methods: <i>helpful towards achieving objectives</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lesson Organization: <i>sequence of topics, timing, pace</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual attention: <i>extra help, enrichment, questions answered</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation: <i>appropriate, reasonable, related to objectives</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation: <i>opportunity for discussion and questions</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Value: <i>timely, useful, applicable, practical, job-related</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<i>Please fill in each circle which most closely represents your opinion.</i>	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
The Academy staff present themselves in a professional and courteous manner.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy staff is helpful when my agency contacts them.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academy instructors display positive attitudes and behavior toward client personnel.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy instructors and staff are competent.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My accommodations were comfortable.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy responds to the overall training needs of my agency.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy provides an environment conducive for learning and training.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel the Academy offers a safe training environment.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy website is a valuable source of information for my agency.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Where did you reside during your training? Salemberg: X Edneyville: _____ Commuter: _____ Other: _____

What did you like about this course? (Please consider: instructional setting, course materials, course content, training objectives, instructional methods, coordination, and evaluation procedures.) _____

Do you feel this course was valuable? Very valuable

In what ways will this training affect or change your work performance? Got different ideas from others in helping victims.

What suggestions do you have for modification or improvement of this course? None

What were the Academy instructor's main strengths and weaknesses? All instructors were great!

What were the adjunct instructor's main strengths and weaknesses? (List each adjunct instructor's name.) _____

What other training needs do you have that the Academy is not addressing? Do you have any other remarks or comments?

If you would like someone to respond to your concerns from the NC Justice Academy, please provide a phone number or e-mail information below.

**INSTRUCTOR/FACILITY
EVALUATION FORM**

Course Number: 7315 Ext: A B C Course: Strengthening military-community partnerships to respond to sexual assault Date: December 10-11, 2012
 Instructor/Coordinator: Hull/Howe/Berlin Location: Justice Academy, Salemburg, NC

Honest, thoughtful and constructive evaluation of courses and instructors provide useful information for improvement of instruction. Please respond to the following questions.

<i>Please fill in each circle which represents your evaluation of course or instructor</i>	Excellent	Good	Average	Fair	Poor
Instructional Setting: <i>suitable and convenient facilities for learning</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Materials: <i>good quality, useful for future reference</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Content: <i>informative, up-to-date</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training Objectives: <i>explained and followed</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparation for Instruction: <i>materials, equipment and instructor on time</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional Methods: <i>helpful towards achieving objectives</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lesson Organization: <i>sequence of topics, timing, pace</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual attention: <i>extra help, enrichment, questions answered</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation: <i>appropriate, reasonable, related to objectives</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation: <i>opportunity for discussion and questions</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Value: <i>timely, useful, applicable, practical, job-related</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<i>Please fill in each circle which most closely represents your opinion.</i>	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
The Academy staff present themselves in a professional and courteous manner.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy staff is helpful when my agency contacts them.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academy instructors display positive attitudes and behavior toward client personnel.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy instructors and staff are competent.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My accommodations were comfortable.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy responds to the overall training needs of my agency.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy provides an environment conducive for learning and training.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel the Academy offers a safe training environment.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy website is a valuable source of information for my agency.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Where did you reside during your training? Salemburg: Edneyville: _____ Commuter: _____ Other: _____

What did you like about this course? (Please consider: instructional setting, course materials, course content, training objectives, instructional methods, coordination, and evaluation procedures.) course content - subject matter, learning basic knowledge

Do you feel this course was valuable? Yes, helpful in my role of assisting clients.

In what ways will this training affect or change your work performance? I am now aware of military resources available.

What suggestions do you have for modification or improvement of this course? 2 1/2 or 3 days instead of 2.

What were the Academy instructor's main strengths and weaknesses? Strengths: Flexible
N/A

What were the adjunct instructor's main strengths and weaknesses? (List each adjunct instructor's name.)
Hall - Flexible (strength), knowledgeable (strength)
Hove - Flexible (strength), knowledgeable (strength)

What other training needs do you have that the Academy is not addressing? Do you have any other remarks or comments?
N/A

If you would like someone to respond to your concerns from the NC Justice Academy, please provide a phone number or e-mail information below.
N/A

**INSTRUCTOR/FACILITY
EVALUATION FORM**

Course Number: _____ Ext: A B C Course: _____ Date: _____

Instructor/Coordinator: _____ Location: NC Justice Academy

Honest, thoughtful and constructive evaluation of courses and instructors provide useful information for improvement of instruction. Please respond to the following questions.

<i>Please fill in each circle which represents your evaluation of course or instructor</i>	Excellent	Good	Average	Fair	Poor
Instructional Setting: <i>suitable and convenient facilities for learning</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Materials: <i>good quality, useful for future reference</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Content: <i>informative, up-to-date</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training Objectives: <i>explained and followed</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparation for Instruction: <i>materials, equipment and instructor on time</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional Methods: <i>helpful towards achieving objectives</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lesson Organization: <i>sequence of topics, timing, pace</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual attention: <i>extra help, enrichment, questions answered</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation: <i>appropriate, reasonable, related to objectives</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation: <i>opportunity for discussion and questions</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Value: <i>timely, useful, applicable, practical, job-related</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<i>Please fill in each circle which most closely represents your opinion.</i>	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
The Academy staff present themselves in a professional and courteous manner.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy staff is helpful when my agency contacts them.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academy instructors display positive attitudes and behavior toward client personnel.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy instructors and staff are competent.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My accommodations were comfortable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy responds to the overall training needs of my agency.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy provides an environment conducive for learning and training.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel the Academy offers a safe training environment.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy website is a valuable source of information for my agency.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Where did you reside during your training? Salemburg: _____ Edneyville: _____ Commuter: Other: _____

What did you like about this course? (Please consider: instructional setting, course materials, course content, training objectives, instructional methods, coordination, and evaluation procedures.) _____

Do you feel this course was valuable? _____

In what ways will this training affect or change your work performance? _____

What suggestions do you have for modification or improvement of this course? _____

What were the Academy instructor's main strengths and weaknesses? _____

What were the adjunct instructor's main strengths and weaknesses? (List each adjunct instructor's name.) _____

What other training needs do you have that the Academy is not addressing? Do you have any other remarks or comments?

If you would like someone to respond to your concerns from the NC Justice Academy, please provide a phone number or e-mail information below.

**INSTRUCTOR/FACILITY
EVALUATION FORM**

Course Number: 7315 Ext: A B C Course: strengthening Military Civilian community partnerships to respond to sexual assault Date: Dec 10*11

Instructor/Coordinator: _____ Location: Justice Academy

Honest, thoughtful and constructive evaluation of courses and instructors provide useful information for improvement of instruction. Please respond to the following questions.

<i>Please fill in each circle which represents your evaluation of course or instructor</i>	Excellent	Good	Average	Fair	Poor
Instructional Setting: <i>suitable and convenient facilities for learning</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Materials: <i>good quality, useful for future reference</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Content: <i>informative, up-to-date</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training Objectives: <i>explained and followed</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparation for Instruction: <i>materials, equipment and instructor on time</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional Methods: <i>helpful towards achieving objectives</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lesson Organization: <i>sequence of topics, timing, pace</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual attention: <i>extra help, enrichment, questions answered</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation: <i>appropriate, reasonable, related to objectives</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation: <i>opportunity for discussion and questions</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Value: <i>timely, useful, applicable, practical, job-related</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<i>Please fill in each circle which most closely represents your opinion.</i>	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
The Academy staff present themselves in a professional and courteous manner.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy staff is helpful when my agency contacts them.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academy instructors display positive attitudes and behavior toward client personnel.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy instructors and staff are competent.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My accommodations were comfortable.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy responds to the overall training needs of my agency.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy provides an environment conducive for learning and training.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel the Academy offers a safe training environment.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Academy website is a valuable source of information for my agency.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Where did you reside during your training? Salemburg: X Edneyville: _____ Commuter: _____ Other: _____

What did you like about this course? (Please consider: instructional setting, course materials, course content, training objectives, instructional methods, coordination, and evaluation procedures.) The information was very informative & useful I feel like I can take a lot of this back & use it - Everything was very organized.

Do you feel this course was valuable? Learning about the military culture & the resources available & procedures. Also, having the soldiers in the room was SUPER helpful!

In what ways will this training affect or change your work performance? Having this knowledge will help me know what steps to take.

What suggestions do you have for modification or improvement of this course? Maybe give more space for open conversations

What were the Academy instructor's main strengths and weaknesses? Very knowledgeable & able to go with the flow.
Something I would suggest is to be confident in what you are presenting - you know what you're talking about!! 😊

What were the adjunct instructor's main strengths and weaknesses? (List each adjunct instructor's name.)
Very energetic! Love the passion!
I would suggest trying to stay on track a little more

What other training needs do you have that the Academy is not addressing? Do you have any other remarks or comments?
N/A

If you would like someone to respond to your concerns from the NC Justice Academy, please provide a phone number or e-mail information below.

**INSTRUCTOR/FACILITY
EVALUATION FORM**

Course Number: 7315 Ext: A B C Course: _____ Date: _____

Instructor/Coordinator: _____ Location: _____

Honest, thoughtful and constructive evaluation of courses and instructors provide useful information for improvement of instruction. Please respond to the following questions.

<i>Please fill in each circle which represents your evaluation of course or instructor</i>	Excellent	Good	Average	Fair	Poor
Instructional Setting: <i>suitable and convenient facilities for learning</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Course Content: <i>informative, up-to-date</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Individual attention: <i>extra help, enrichment, questions answered</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation: <i>appropriate, reasonable, related to objectives</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation: <i>opportunity for discussion and questions</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Value: <i>timely, useful, applicable, practical, job-related</i>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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My accommodations were comfortable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
The Academy responds to the overall training needs of my agency.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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The Academy website is a valuable source of information for my agency.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Where did you reside during your training? Salemburg: Edneyville: _____ Commuter: _____ Other: _____

What did you like about this course? (Please consider: instructional setting, course materials, course content, training objectives, instructional methods, coordination, and evaluation procedures.) I like the course materials and and the instructional methods. The transfer of information will be quite reinforced after I leave this session.

Do you feel this course was valuable? Yes

In what ways will this training affect or change your work performance? I will be more knowledgeable regarding the military and the ways in which they do business. It will change my work based on knowing who I can now collaborate with from now on.

What suggestions do you have for modification or improvement of this course? _____

I would have loved for the JAG to explain more about the charged library file (ex. 2nd degree SA etc). Also, I would have liked to have more hands on work with firearms.

What were the Academy instructor's main strengths and weaknesses? _____

- Strengths - very knowledgeable in their fields, seemingly very passionate about the work they do.
- Weaknesses - At times criticism seems to be quite offensive regarding some of the questions that were posed.

What were the adjunct instructor's main strengths and weaknesses? (List each adjunct instructor's name.) _____

Strengths - I truly enjoyed Major Stan Berlin's session. I enjoyed the way in which Stan (truthful & goofy) to help connect the audience in understanding his job. I also liked the way that he simplified the session so that everyone can understand (politicians + military).

What other training needs do you have that the Academy is not addressing? Do you have any other remarks or comments? _____

If you would like someone to respond to your concerns from the NC Justice Academy, please provide a phone number or e-mail information below. _____

INFORMATION PAPER

June 22, 2009 11:13 AM

FOR: Gail H. McGinn, Deputy Under Secretary of Defense (Plans)

FROM: Kaye Whitley, Director, SAPRO

SUBJECT: Pennsylvania Coalition Against Rape (PCAR) Collaborative Training Project

1. Purpose. To provide an update on the Sexual Assault Prevention and Response Office's work with the Department of Justice, Office of Victims of Crime (OVC) / Pennsylvania Coalition Against Rape (PCAR) Collaborative Training Project.

2. Background. PCAR, one of the nation's leaders in sexual assault prevention and response, received a grant from OVC to develop a training program for civilian victim advocates to better support Service member victims of sexual assault.

3. Discussion. In fiscal year 2008, a collaborative training project between OVC, PCAR, and DoD was initiated. The training project is entitled, *Strengthening Military-Civilian Community Partnerships to Respond to Sexual Assault*. A military advisory committee consisting of representatives from each of the Services and National Guard was established to provide military-specific subject matter expertise to PCAR during the development of the training curriculum. The Office of the General Counsel also reviewed and edited the curriculum.

- The curriculum is an interactive two-day training that will help civilian agency participants establish partnerships with local military installations in order to effectively respond to the needs of sexual assault victims in the military. A Facilitator's Guide, Participant's Manual and CD for this project have been finalized.
- PCAR and OVC are researching the possibility of a second phase to this project where OVC will fund several military SARCs to partner with their local civilian counterparts to perform regional trainings around the country using the newly developed curriculum.

4. Recommendation. None, for information only.

Attachment: *PCAR: Strengthening Military-Civilian Community Partnerships to Respond to Sexual Assault Training Curriculum*

Prepared by: Bette Stebbins, Senior Victim Care Advisor, SAPRO, (703) 696-8788



OFFICE OF THE SECRETARY OF DEFENSE
SEXUAL ASSAULT PREVENTION
AND RESPONSE OFFICE

INFORMATION PAPER

Office for Victims of Crime (OVC) and Pennsylvania Coalition Against Rape (PCAR)
Phase II Training

1. Purpose: To provide background information on Phase II of the Sexual Assault Prevention and Response Office’s (SAPRO) partnership with OVC and PCAR regarding “Strengthening Military-Civilian Community Partnerships to Respond to Sexual Assault.”

2. Background: OVC is charged by Congress with administering the Crime Victims Fund, a major source of funding for victim services throughout the Nation. Established by the Victims of Crime Act (VOCA) in 1984, the Fund supports thousands of programs annually that represent millions of dollars invested in victim compensation and assistance in every U.S. state and territory, as well as training and demonstration projects designed to enhance the skills of those who provide services to victims. The mission of the OVC is to enhance the Nation’s capacity to assist crime victims and to provide leadership in changing attitudes, policies, and practices in ways that will promote justice and healing for all victims. PCAR is an organization working at the state and national levels to prevent sexual violence. The mission of PCAR is to work to eliminate all forms of sexual violence and to advocate for the rights and needs of victims of sexual assault. Phase I of the training initiative consisted of PCAR receiving a grant from OVC to develop a training program for civilian victim advocates to better support Service member victims of sexual assault. This initiative was a collaborative effort between PCAR, OVC and DoD and concluded with the development of “*Strengthening Military-Civilian Community Partnerships to Respond to Sexual Assault.*” Training curriculum and one train-the-trainers session.

3. Discussion: Funding through OVC’s Training and Technical Assistance Center (OVC TTAC) will be used to implement Phase II. One additional train-the-trainers session and three trainings to community rape crises centers will be supported through OVC TTAC. The trainers consist of one Sexual Assault Response Coordinator (SARC), Judge Advocate (JA), and one civilian Victim Advocate. These three will then conduct three regional training sessions for civilian rape crises center Victim Advocates (VA) from around the country. OVC will fund the train-the-trainers session and provide limited scholarships through their grant to cover the cost of civilian rape crises center VA’s attendance and training at the three regional trainings. Additionally, at a later time a tailored training will be posted to OVC’s Training and Technical Assistance Center (TTAC) website. This partnership complements our project with Rape Abuse Incest National Network because we are strategically assigning the regional trainings to occur near military installations where there are a large number of military members in the region. The training will ensure that these civilian rape crises centers are knowledgeable concerning topics such as military culture, protocol, on-base support for military members, and that partnerships with local military installations/bases are established. This initiative also supports a Government



**OFFICE OF THE SECRETARY OF DEFENSE
SEXUAL ASSAULT PREVENTION
AND RESPONSE OFFICE**

Accountability Office report and Defense Task Force on Sexual Assault in the Military Services report recommendations (Engage with Community Organizations) to strengthen civilian partnerships.

Module 1: Introduction and Getting Acquainted

Time Required

45 minutes

Purpose

The purpose of this module is to provide an overview OVC TTAC, introduce the purpose and ground rules for training, allow participants to become acquainted with one another, and recognize the many differences between the civilian and military worlds.

Lessons

1. Getting Acquainted (20 minutes)
2. Training Materials and Guidelines (5 minutes)
3. Training Goals and Expectations (10 minutes)
4. The Importance of Credibility (10 minutes)

Learning Objectives

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

- Become acquainted with instructors and colleagues.
- Identify training goals.
- Explain the importance of establishing credibility with the military in order to create an effective partnership.

Instructor Worksheet

- Instructor Worksheet 1.2, Answer Key: Can You Find the Errors?

Participant Worksheets

- Worksheet 1.1, Expectations
- Worksheet 1.2, Can You Find the Errors?

Equipment and Materials

- Agenda for the training
- Sign-in sheet

Preparation

- Place a Participant Manual, highlighter, sticky notes, and pen at each participant position in the room.
- If several participants are from the same agency or program, consider having them sit at different tables to encourage the exchange of ideas among group members.
- Disperse participants by placing name tags at seats throughout the room before the training starts or assigning participants to various tables using a numbering or lettering system.
- Prepare a tear sheet labeled Parking Lot.
- Before the training, consider guidelines for the session that are essential for an effective training program. (See the Instructor Overview for examples.)
- Prepare a tear sheet listing the items participants should describe about themselves in the Getting Acquainted activity:
 - Name.
 - Number of years in victim services.
 - Name and location of their agency.
 - Experience working with or serving in the military.
 - Name and type of military installation with which they would like to collaborate.

 **Show Visual 1-1** as participants enter the training room.

Allow time prior to the scheduled start time of the training for participants to arrive, meet others, find their seats, and get refreshments.

As participants arrive, **greet** them individually and distribute their participant materials, name tags, and any other materials they will need during the first part of the day.

Welcome participants to the training. **Tell** them you are pleased they have taken time from their busy schedules to attend this training, and you hope they will have a productive day of training and learn information and skills to help them become more effective in working with the military in responding to sexual assault.

Instructor Note:

As you speak with participants and begin to get to know them during the session, ask them to state their name and where they are from so that the group may begin to get to know one another. Additionally, try to identify participants who have military experience or have previously worked with the military. If identified, ask him/her briefly to describe in what capacity they have worked with the military. This will assist you in gauging who might serve as a resource throughout the training, as well as help identify participants who may have some negative feelings and/or experiences with the military.

Provide a brief background on OVC TTAC. OVC TTAC focuses on strengthening the capacity of crime victim assistance organizations across the country by providing developmental support, mentoring, and facilitation in such areas as program design and implementation, strategic planning, program management, evaluation, quality improvement, collaboration, and community coordination. The organization draws on the expertise of a network of consultants and seasoned crime victim service professionals with first-hand experience to design and deliver training.

Introduce yourselves to participants, indicating current employment/career and experience in the military or in sexual assault. Describe your background and qualifications.

Ask for questions or comments.

1. Getting Acquainted (20 minutes)

 **Show Visuals 1-2 and 1-3.**

Introduce Module 1 and review the learning objectives:

- Become acquainted with instructors and colleagues.
- Identify training goals.
- Explain the importance of establishing credibility with the military.

Tell participants they will be doing a quick activity to help everyone get acquainted.

Explain that one of the key goals to this training is to assist participants to establish partnerships with military installations. This training also provides an opportunity for participants to network with other service providers who can be allies as they work with military installations in their communities.

 **Show Visual 1-4.**

Introduce the activity.

 **Activity: Getting Acquainted (20 minutes)**

1. Refer to the items on the tear sheet and ask participants to stand and introduce themselves by stating:

- Their name.
- Their number of years in victim services.
- The name and location of their agency.
- Their experience working with or serving in the military.
- The name and type of military installation with which they would like to collaborate.

Thank the group for participating.

2. Training Materials and Guidelines (5 minutes)



Show Visual 1-5.

Review the training agenda.

Review the Participant Manual with the participants (e.g., its content and organization).

Describe the information behind each tab. **Explain** that the manuals are organized into modules; in addition to being information resources, they contain outlines and learning objectives for each module, copies of the PowerPoints, instructions for participating in activities, and space for notes. **Encourage** participants to take notes, draw diagrams, or highlight information throughout the training; the manuals are theirs to keep and should be used to support their learning. **Explain** that the training will draw on the experience and viewpoints of the participants.

Explain that handouts will also be distributed at various points in the training.

Review the “Parking Lot” with participants. Since this training is designed to be interactive, the participants’ input is crucial. **Tell** participants that you encourage questions and will answer all questions to the best of your ability. If you do not know an answer, you will try to find the answer after the training and share it with them.

Tell participants what they need to know for their comfort during the training, including break times, location of restrooms, and lunch options.

Ask participants to suggest training guidelines and **note** them on a tear sheet; **ask** the group if these guidelines are acceptable. Possible guidelines may include:

- Arrive on time and attend the entire session.
- Respect all participants and their ideas.
- Actively participate in the training.
- Turn off cell phones and pagers so the training is not disturbed.
- Return promptly from breaks and lunch.
- Ask questions, pose scenarios, and make suggestions that will help them learn.

3. Training Goals and Expectations (10 minutes)

 **Show Visuals 1-6.**

State that you would like to take a few moments to talk about why we are all here and the goals for the next 2 days.

Review the training goals. At the conclusion of this training, community-based victim advocates will be able to:

- Establish partnerships with local military installations in order to effectively respond to the needs of sexual assault victims in the military.
- Identify the steps towards successful collaborations including the importance of writing Memoranda of Understanding (MOU) between community-based programs and military installations.
- Explain the basics of military systems, protocols, and culture to improve services to sexual assault victims in the military.
- Become knowledgeable resources to military installations throughout the United States.

 **Show Visual 1-7.**

Introduce the activity.

 **Activity: Expectations (5 minutes)**

- 1. Direct participants to Worksheet 1.1, Expectations, in the Participant Manual. State that in order to make sure that their individual objectives are in sync with the training goals already stated, they should jot down two expectations they have for this training.**
- 2. After participants have individually written their own expectations, ask them to share them within their table groups.**
- 3. State the date. Ask the person at each table whose birthday is closest to today to report out for his/her table.**
- 4. As the groups report their findings, record and summarize on tear sheets.**

As the group responses are shared, be certain to acknowledge each response.

Paraphrase:

For a 2-day training, we have some ambitious goals, but we also have some limitations. We can provide an overview of content areas as stated in the training goals, but we cannot make you experts on the military, nor will we be able to provide answers to many location-specific questions. If an expectation is clearly outside of the scope of the training or location-specific, we will not be able to address it specifically over the next 2 days, but we will do our best to make an appropriate referral to you so that you can get the information you are seeking.

If the topic is one which an instructor can address, we will do so during a break. If it requires the expertise of someone outside the room, an instructor will be sure to make the appropriate referral by the conclusion of the training.

4. The Importance of Credibility (10 minutes)



Show Visual 1-8.

Explain that there are many differences between the civilian and military worlds, and in order for victim advocates to establish credibility, they must be able to recognize these differences and adapt to them.



Show Visual 1-9.

Introduce the activity.



Activity: Can You Find the Errors? Building Credibility with the Military (10 minutes)

- 1. Explain that the purpose of this activity is to help participants recognize the differences between the civilian and military worlds and to understand that to build credibility victim advocates must identify and understand where the victim advocate's strengths and weaknesses lie.**
- 2. Read the following paragraph aloud:**

When the car arrived at the port, the nuclear submarine was already docked, the stench of its diesel engines choking the air. The four conspirators flashed their faked credentials to the officer of the day with more bravado than any of them felt, but the officer merely nodded and led them to the front of the ship. Craning his neck to catch a glimpse of the fly-by of Navy F-15s that screamed overhead, the solitary Marine guard grinned at the officer and motioned with his M-1 rifle to let them pass. At the top of the gangplank, they were greeted by the officer of

the deck, whom they'd been drilled to ask for permission to come aboard the ship. Their credentials were briefly inspected, accepted, and before their hearts began beating again, they found themselves ushered through the door to the captain's quarters and offered a stiff drink.

3. *Ask participants what they would think if they had read that paragraph in a book or novel. Did they notice any inaccuracies in the information?*
4. *Refer to Worksheet 1.2, Can You Find the Errors?, in the Participant Manual, and explain that there are numerous significant mistakes in language and accuracy of information within the paragraph. For example, if they look at the first sentence, it says the nuclear powered submarine was at a port. A nuclear powered submarine would be at a base, not a port.*

Instructor Note:

Answers appear on **Instructor Worksheet 1.2, Answer Key: Can You Find the Errors?**, in the Instructor Manual.

5. *Have them work with their table groups to try to identify as many of the errors as possible.*
6. *Allow 2–3 minutes to complete the worksheet.*
7. *Ask participants if they have been successful in finding any of the mistakes.*
8. *Explain that if you had military training, you would have found 14 mistakes.*

 **Show Visuals 1-10 through 1-23.**

Review the list of errors.

Ask: If you had been a person with knowledge and personal experience with the military, what would you think about this author's credibility?

Instructor Note:

Participants should conclude that the author would have little credibility due to his/her lack of research and knowledge about the military.

Paraphrase:

There are many differences and similarities between the civilian and military worlds, and in order for victim advocates to establish credibility, they must be able to recognize, understand, and respect the differences and similarities; and understand why they exist.

While the military is a segment of our society with its own language, traditions, culture, judicial system, medical response, and sexual assault response, it is the uniformity of its mission, the inevitability of outcomes, and the discipline required to accomplish the mission that fundamentally defines the military world. The Services are made up of civilians who join the military and swear to uphold the mission with all that it requires.

This curriculum will provide the basics on mission, language, and culture of the U.S. military, along with information necessary to build collaborative relationships with military personnel in order to provide services to sexual assault victims.



Show Visual 1-24.

Review the learning objectives and **ask** whether these were met.

- Become acquainted with instructors and colleagues.
- Identify training goals.
- Explain the importance of establishing credibility with the military in order to create an effective partnership.



Show Visual 1-25.

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

INSTRUCTOR MANUAL
Strengthening Military-Civilian Community Partnerships To Respond to Sexual Assault

Module 2: Military 101

Time Required

2 hours, 45 minutes

Purpose

The purpose of this module is to familiarize participants with the distinctive characteristics of each of the five branches of the military and understand the differences between military and civilian cultures.

Lessons

1. The Branches of the Military (1 hour, 30 minutes)
2. The National Guard and Reservists (15 minutes)
3. Understanding Military Culture (1 hour)

Learning Objectives

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

- Identify the branches of military service.
- Describe the military command structure.
- Describe the roles of military personnel.
- Cite key facts about the history, values, beliefs, missions, and goals of the individual branches.
- Describe gender roles in the military.
- Describe their own attitudes and beliefs about the military.
- Distinguish between military and civilian cultures.

Handouts

- Handout 2.1, United States Army
- Handout 2.2, United States Navy
- Handout 2.3, United States Marine Corps
- Handout 2.4, United States Air Force
- Handout 2.5, United States Coast Guard

Instructor Worksheet

- Instructor Worksheet Module 2, Transcript of audio: *Losing Control*

Participant Worksheets

- Worksheet 2.1, A Day in the Life
- Worksheet 2.2, Cultural Differences Role Play

Equipment and Materials

- Masking tape

Preparation

- It is recommended that this module be co-facilitated by military and non-military instructors.
- Ensure that the audio and video play properly.
- Make copies of the handouts, one copy of each handout for each participant.
- Review the videos and audio.

 **Show Visual 2-1.**

Introduce Module 2 by explaining that the purpose of this module is to familiarize participants with the distinctive characteristics of each of the branches of the military and the differences between military and civilian cultures.

 **Show Visual 2-2.**

Review the learning objectives.

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

- Identify the branches of military service.
- Describe the military command structure.
- Describe the roles of military personnel.
- Cite key facts about the history, values, beliefs, missions, and goals of the individual branches.
- Describe gender roles in the military.
- Describe their own attitudes and beliefs about the military.
- Distinguish between military and civilian cultures.

1. The Branches of the Military (1 hour, 30 minutes)

 **Show Visual 2-3.**

Read the quote:

“You are not average citizens – and so you can never be content to be merely ‘good citizens.’ You must be great citizens. In everything you do, you must always make sure that you are living up to the highest personal and professional standards of duty, service, and honor – the values of the American Armed Forces, indeed the values of the United States.” (Gates 2007)

Paraphrase:

Beginning with this module, and over the next 2 days, we will be spending a considerable amount of time learning about the military.

Ask volunteers to try to explain why topics like “understanding the military” and “military culture” are important to their learning, and ultimately to building successful collaborations with the military.



Show Visual 2-4.

Paraphrase:

We can define collaboration as a cooperative arrangement in which two or more parties work jointly toward a common goal. Collaboration is not merely exchanging information, but developing a sense of awareness for who the other parties are, what motivates them, and what they need out of working together.

Productive collaboration is based on trust and integrity, but also on a mutual understanding of the perspectives of the other party. This requires a greater depth of understanding and involvement.

Generally, organizations begin with a service they know well, then they identify how, by working together, they can redesign a process to their mutual benefit.

Collaboration introduces the concept of organizations coming together to create something new, such as a new process.

Explain that this training will strengthen their ability to enter into collaborations with the military by providing them with information and resources that will prepare them for their collaborative endeavors.



Show Visual 2-5.

Paraphrase the following discussion about today’s military.

To understand today’s military, one must be acquainted with its structure. Our modern military consists of men and women of all ranks, in five active-duty Services and their respective Guard and Reserve units. The Army, Marine Corps, Navy, and Air Force fall under the jurisdiction of the Department of Defense (DoD). The Coast Guard falls under the Department of Homeland Security during peacetime and under the DoD (by way of the Navy) during wartime.

Each Department is unique, with a different mission, force structure, culture, and military capability. None can completely fulfill the mission of the other. No one Service does it all. To understand military personnel, one must comprehend the person’s location, assignment, and position.

The next challenge is to understand what the military personnel are talking about. The military has its own language, based on English, but with abbreviations, jargon, slang terms, and lots of acronyms, which have evolved from the early history of the military. Born of necessity, this language is used to explain complex issues that require immediate responses. There is not time for long-winded descriptions on the battlefield (Gates 2007).

We will begin with basic, general information about the military and then move into an activity, which will provide you with a broad overview of the different branches of Service.

The U.S. Armed Forces, in its present form, is a result of the National Security Act of 1947. This restructured the “War Department” into the “Department of Defense” (DoD) (Powers 2007).



Show Visual 2-6.

All United States branches are under civilian authority with the President serving as Commander-in-Chief. With the exception of the Coast Guard, all branches are part of the Department of Defense, which is under the authority of the Secretary of Defense. The Secretary of Defense is also a civilian. Under the Secretary of Defense, there are three military departments: the Department of the Army, the Department of the Navy, and the Department of the Air Force.

Each of these military departments is headed by a civilian Secretary; the Secretary of the Army, the Secretary of the Navy (which includes the Marine Corps), and the Secretary of the Air Force. The President appoints these department heads.

There are five military branches: The Army, Air Force, Navy, and Marine Corps. A congressionally-approved four-star general is selected as the Army Chief of Staff and commands the Army. The Army Chief of Staff reports to the Secretary of the Army (for most matters). The top military commander in the Air Force is the Air Force Chief of Staff. This congressionally-approved four-star general reports (for most matters) to the Secretary of the Air Force. A congressionally-approved four-star admiral is selected to be the Chief of Naval Operations and commands the Navy. A congressionally-approved four-star general is selected to be Commandant of the Marine Corps. The Chief of Naval Operations and the Commandant of the Marine Corps report to the Secretary of the Navy.

These four senior-level military officers comprise the Joint Chiefs of Staff (JSC). For operational matters (such as war or conflict), the Joint Chiefs of Staff bypass their respective service secretaries and report directly to the Secretary of Defense and the President (Powers 2007).

The Coast Guard falls under the authority of the Department of Homeland Security. During wartime, the Coast Guard may fall under the Department of Defense through the Department of the Navy. Coast Guard units that are activated in war operate under the cognizance of the Navy.



Show Visual 2-7.

The U.S. Armed Forces are the second largest military in the world, behind China.

There were 1,417,370 DoD Active Duty military personnel and 41,327 Active Duty Coast Guard Members deployed around the world in 2010. Reserve and Coast Guard Reserve Members number 1,078,621. Members of the U.S. Armed forces hold rank, either officer or enlisted, and can be promoted. The U.S. Armed Forces is a volunteer military. At present time, a draft does not exist.

From 1973 to 2010, the number of active-duty enlisted women in the military has grown from about 42,000 to 167,000. Over that same period, the enlisted force as a whole has seen a decrease of about 738,000 Service Members. While a smaller number of women than men serve overall, a slightly greater proportion among the ranks of women are commissioned officers (17 percent), compared with the share of men who are officers (15 percent).

Women are employed in all branches, including most ranking positions. The expansion of women's roles in the Armed Forces was a carefully crafted strategy based on operational requirements, not as an equal opportunity requirement or due to political correctness. For an all-volunteer force to succeed, the Departments needed high-quality personnel, and women were an untapped source of intellect, discipline, dedication, and leadership (Defense Task Force 2005). Opportunities now exist for women in many positions formerly held only by men. In 2008, the President nominated the first woman four-star general. A second woman obtained this rank in June 2012.

There are still areas in which women do not participate; these include active fighting units such as infantry, artillery, armor, submarines, or special operations forces. Women's combat roles in current conflicts are blurry. Women are in dangerous combat situations as evidenced by both the number of female casualties and medals awarded to female Service Members for their bravery in these situations. In today's Armed Forces, women are effective and valuable Members, and many find challenging and rewarding careers as leaders (Schading 2007).

The structure of military rank can be confusing for civilians. This system for naming, numbering, and distinguishing the hierarchy is what drives nearly all interactions in the military. It distinguishes who reports to whom and what responsibilities personnel carry.



Show Visual 2-8.

All the branches follow the same general command structure with three military rank categories:

- Enlisted personnel
- Warrant officers (Air Force does not have Warrant Officers)
- Commissioned officers

Refer participants to the charts at the end of this module in the Participant Manual.

Instructor Note:

These charts also appear at the end of the module in the Instructor Manual, and on two upcoming slides.



Show Visual 2-9.

Enlisted personnel make up the bulk of the military. Junior Enlisted Personnel are just beginning their careers in the military and are at the lowest pay grades. They are often young and experiencing their first time away from home after high school. Some join the military to learn a trade and others enter to take advantage of military benefits such as college tuition.

The highest level for an enlisted person is to serve as the Senior Enlisted Member for their respective service. This individual is the Sergeant Major of the Army, Master Chief Petty Officer of the Navy, Sergeant Major of the Marines Corps, Chief Master Sergeant of the Air Force, or Master Chief Petty Officer of the Coast Guard.



Show Visual 2-10.

Paraphrase:

- Noncommissioned officers (NCOs) are the second level of the command structure for enlisted personnel. NCOs generally provide direct supervision and leadership to enlisted personnel. All must be high school graduates and many have 2- or 4-year college degrees or advanced technical training in their area of specialty. Promotion to noncommissioned officer is always through the ranks. The command structure for NCOs is divided into two categories:
 - Junior NCOs generally have leadership responsibility for small units of four to five or a small section in a technical unit.
 - Senior NCOs are usually career military persons with 16 to 20 years in service. They are used as platoon sergeants in the Army and Marine Corps or as section chiefs in the Navy, with command of 40 to 50 personnel.

 **Show Visual 2-11.**

Warrant officers are a special classification of Commissioned Officer in all Departments except the Air Force. Warrant officers do not typically serve in command situations, but are commissioned for their technical skills and expertise (e.g., helicopter pilots in the Army). The lowest-ranking commissioned officer in any service is superior in rank to the highest-ranking NCO.

 **Show Visual 2-12.**

Being able to recognize insignia representing rank of the Members will help identify their individual duties and responsibilities. With a little practice, a person can identify a Member of the Air Force by his or her uniform, a captain by his or her insignia, and an F-15 pilot by his Silver Wings and unit patch (Schading 2007). We will not endeavor to make you experts on rank and insignia today.

However, in the Participant Manual you will find the ranks and insignia for each branch of Service. We urge you to take the time when you get back to your offices to familiarize yourself with the ranks and insignia specific to the branch you wish to work with. Recognizing and understanding a Service Member's rank goes back to establishing credibility, as well as showing respect and being able to follow protocols. For example, in a meeting with two Members of the military, you would not want to address your questions and concerns to the lower-ranking Member without showing appropriate respect to the higher-ranking Member.

In addition to the distinction between rank (e.g., private first class, sergeant, major) there is also a distinction between pay grades (e.g., E-2, E-5, O-1). The lowest pay grades are E-1 (for enlisted) and O-1 (for officers). Service Members may refer to each other by pay grade.

 **Show Visual 2-13.**

Commissioned officers are typically college educated and were often Members of Reserve Officer Training Corps (ROTC) in college or graduates of one of the military academies. They may be commissioned from the enlisted ranks after serving with exemplary performance and attending officer training schools. Many career officers receive advanced degrees from the specialized military college for their branch of the Armed Forces.

 **Show Visual 2-14.**

The officer corps is divided into three basic categories:

- Junior or company-grade (01–03) – The newest commissioned officers.
- Field or mid-grade (04–06) – Ranks include Major, Lieutenant Colonel, and Colonel.
- General or flag-grade officers (07–10) – The highest-ranking officials in the military.



Show Visual 2-15.

Review the insignia of the U.S. Armed Forces Officers.



Show Visual 2-16.

Introduce the activity.



Activity: The Branches of the Military (50 minutes)

- 1. Tell the group that the purpose and objectives of this activity are to identify and examine the individual branches of military service and demonstrate a basic understanding of the history, values, beliefs, missions, and goals of the individual branches.***
- 2. Allow participants time to read Army, Navy, Air Force, Marine Corps, and Coast Guard descriptions in the Participant Manual.***
- 3. When participants have completed the reading, divide the large group into five groups by counting off by five.***
- 4. Distribute Handout 2.1 United States Army; Handout 2.2, United States Navy; Handout 2.3, United States Marine Corps; Handout 2.4, United States Air Force; and Handout 2.5, United States Coast Guard***
- 5. After distributing the handouts, assign each group one branch of the military represented on the handouts: Army, Navy, Marine Corps, Air Force, and Coast Guard. Explain that they will now become the teachers.***
- 6. Groups are to create five test questions – either true/false or multiple choice from the material. Instruct groups to design questions on information that they believe is of key importance to understanding that particular branch and not on small details. They are to write their questions on the tear sheets provided. Allow approximately 15 minutes for this portion of the activity.***
- 7. When all the groups have finished writing their questions, have them post their tear sheets on the wall where everyone can see them.***

- 8. Explain that when you give the signal, the groups are to work together to answer the 20 questions the other groups have written. They may not refer to the reading material. Participant Manuals must be closed.*
- 9. When it is time to review the answers, have each group answer the questions they wrote.*
- 10. Review any incorrect answers to ensure that the groups can identify the individual branches of military service and demonstrate a basic understanding of the history, values, beliefs, missions, and goals of the individual branches.*

2. The National Guard and Reservists (15 minutes)

The National Guard

 **Show Visual 2-17.**

Paraphrase:

The National Guard is the oldest component of the U.S. Armed Forces, first established in Massachusetts Colony in 1636. The Guard traces its history back to the earliest English colonies in North America where, for their own defense, the colonists drew on English military tradition and organized able-bodied male citizens into militias. Both the Army and the Air Force have a National Guard component, the Army National Guard and the Air Guard, respectively.

Typically, National Guard Members are not full-time soldiers, they are civilians.

As part of their commitment to the Guard, they attend one drill weekend (usually Saturday and Sunday) each month and one annual training period (usually 2 weeks in the summer) each year. Upon entering the Guard, all personnel are required to take the same basic training as the other branches of service. Following basic training, Guard Members go to Advanced Individual Training (AIT), which teaches them the special skills they will need for their job in the Guard.

 **Show Visual 2-18.**

Introduce the activity.

 **Activity: *An American Soldier: The Army National Guard – Influencers Talk About The Guard***

Ask participants to listen to the video clip for the difference between state and federal service.

DVD Show the video, *An American Soldier: The Army National Guard – Influencers Talk About The Guard*, that is embedded in the PowerPoint presentation by clicking on the slide.

Point out that this video was prepared for the Army National Guard and does not mention the Air National Guard.

After the video, **discuss** the following questions.

Instructor Note:

Answers to the questions appear in parentheses.

- What did you hear in the video about the Guard’s service on the state and federal level?

(The National Guard can be mobilized for both state and federal missions.)

- What are some examples in which the Guard could be mobilized to assist the states?

(The Army National Guard exists in all 50 states, the District of Columbia, and the territories of Puerto Rico, Guam, and the U.S. Virgin Islands. At the state level, the governors reserve the ability, under the Constitution of the United States, to call up Members of the National Guard in time of domestic emergencies or need. This is perhaps the most visible and well-known role of the Guard. Nearly everyone has seen or heard of Guard units responding to battle fires or helping communities deal with floods, tornadoes, hurricanes, snowstorms, or other emergency situations.)

Reservists

 **Show Visual 2-19.**

Paraphrase:

All branches of the military have a Reserve component. Like the National Guard, Members of the Reserves:

- Are civilians.
- Must comply with training requirements, typically attending one drill weekend each month and one annual training period each year (depending on the category of Reservist).
- Are ordinarily covered by their civilian employer's insurance *unless on drill or active duty*.

Where the Reserves differ from the National Guard is in their duty status. The Reserves are federal duty status and Title 10 at all times, whereas the National Guard is state duty status and Title 32, unless federalized.

Instructor Note:

The instructor with the military background should provide additional information about this difference.

3. Understanding Military Culture (1 hour)

 **Show Visual 2-20.**

Introduce the activity by asking participants if they have ever wondered what an average day is like for men and women in the military, both stationed abroad and here at home.

 **Activity: A Day in the Life (15 minutes)**

- 1. Ask the class to take the next few minutes and read Worksheet 2.1, A Day in the Life, in the Participant Manual. Suggest that while they are reading, they jot down anything that may surprise them or affect their perceptions of military life.**
- 2. Ask participants to take 2-3 minutes and discuss their reactions within their small groups.**
- 3. Ask each group to share their reactions with the larger group.**

 **Show Visual 2-21.**

Introduce the activity.

 **Activity: Cultural Differences Role Play (15 minutes)**

- 1. Explain that you and the other instructor will conduct a role play to illustrate the differences between civilian and military cultures under a similar set of circumstances.**
- 2. Refer participants to Worksheet 2.2, Cultural Difference Role Play, in the Participant Manual, and ask them to complete it as they watch the role plays.**
- 3. Explain that both role plays take place in the workplace.**

Instructor Note:

Before the role play begins, the instructor with the military background should briefly explain Non-Judicial Punishment and Summary Court Martial.

- 4. Read the following civilian scenario to participants:**
- 5. A civilian employee comes to work after being absent without explanation the day before. He or she is in his or her supervisor's office where the supervisor asks for an explanation for his or her absence.**
- 6. Two instructors model the civilian scenario by playing the following roles:**
 - **Supervisor:** The supervisor is angry and frustrated. The employee's lack of remorse and inadequate explanation is extremely unprofessional. The supervisor tells the employee that his or her irresponsibility had a negative impact on the previous day's production ability and cost the company money. The supervisor tells the employee that he or she has no choice but to recommend dismissal.
 - **Employee:** The employee is without remorse and comes to the meeting with the supervisor with a "who cares" attitude. The employee's explanation is that he or she went out of town over the weekend and did not get home in time to get to work.

When the supervisor tells the employee that he or she will recommend dismissal, the employee remarks that he or she is a union member, and there is very little that the supervisor can do to him/her.

- 7. Read the following military scenario to participants:**

A Service Member, who is not considered a positive role model, is Absent Without Leave (AWOL) from his or her unit. During his or her absence, the unit had a Field Training Exercise (FTE), in which the Service Member should have played an integral part because of his or her job specialty. In the Service Member's absence, the job was not completed.

Upon return to the Orderly Room, where Members have to sign in upon return, the Member is counseled by the Company Commander.

Two instructors model the military scenario by playing the following roles:

- **Company Commander:** The Company Commander is extremely professional. He or she asks clear questions and expects answers. During the counseling session, the Commander maintains composure and asks several times if there is anything the military might assist the Service Member with. During the session, the Commander advises the Service Member of his or her rights and asks whether the Service Member would prefer Non-Judicial Punishment (NJP) or Summary Court Martial. The Member prefers NJP. The Commander then asks what punishment he or she deems fair. Ultimately, the Commander reduces the pay by one half for 2 months and confines the Member to quarters.
- **Service Member:** The Service Member comes to the meeting with his or her Company Commander with a 'who cares' attitude but shows the appropriate respect to a Commander by using "sir" or "ma'am" when addressing him/her. When questioned about his or her absence, the Service Member explains that he or she went out of town over the weekend and didn't get back to base in time. When the Commander inquires if there is anything that the military can do to assist the Member, the Member says "no." When asked what type of punishment he or she believes would be fair, the Member chooses NJP. After punishment is handed out, the Member thanks the Commander and leaves.

8. Ask participants to describe some of the differences they saw in the two scenarios. Allow ample time for questions and discussion.



Show Visual 2-22.

Read the statement:

"(The military) exerts normative pressure on its members to conform to its unique institutional culture, a culture characterized by unconditional commitment to the mission, service before self, uncertainty and unpredictability in lifestyle, sometimes dangerous and frequent missions, frequent separations from family, and acceptance of a way of life without some of the constitutional protections commonly expected by American citizens." (Hunter 2007)

Paraphrase:

The presence of military personnel and their families has a tremendous impact on communities across the country. This is true whether it is a small rural community with a single military command or a metropolitan area such as Hampton Roads, Virginia that includes Navy, Air Force, Army, and Marine Corps components.

During the years following the September 11, 2001, terrorist attack on the United States and the resulting war, many Americans have learned more about the different branches of the military and their missions, and they have become more familiar with the challenges faced by military families—job danger, family separations, and the resulting uncertainty.

 **Show Visual 2-23.**

Paraphrase:

Yet the culture of the military remains a mystery to most civilians, even in communities where it makes up a significant portion of the population.

 **Show Visual 2-24.**

Paraphrase:

The U.S. military is set apart from the civilian culture by its own laws (the Uniform Code of Military Justice), social customs and protocols, language, dress, titles, and traditions. This can be overwhelming for those with no previous exposure to it. The purpose of this section is to provide an overview of some of the key components of military customs, lifestyle, and traditions to better promote understanding and respect for this unique and fascinating culture.

 **Show Visual 2-25.**

Paraphrase:

Military personnel are not just employees, but military professionals and part of the *military family*. Peer loyalty is a value actively developed beginning in basic training. In many ways, basic training is about learning the culture rather than specific skills, which are taught later in specialized programs.

 **Show Visual 2-26.**

Paraphrase:

Basic training begins the process of building an effective unit out of a random collection of strangers. Recruits are taught that everything will be done the military's way; they are told what clothes to wear and how to put them on. They are told to put on their t-shirts as a group and then their right boots; if even one Member puts on the left boot, the group is told to remove their boots and begin again. In boot camp a recruit learns that there is no "I."

A recruit must eliminate the “me first” attitude that is so pervasive in the civilian culture (Hunter 2007). For many recruits, one of the proudest moments of their lives comes at the end of training when they are first called a Marine, a Soldier, a Sailor, or an Airman.

 **Show Visual 2-27.**

Paraphrase:

Basic training begins the process of making the military a way of life—not just a job for its Members. *What a Service Member does may affect his or her employment. Taking it one step further, everything his or her family members do is open for review and can reflect positively or negatively on the Service Member’s job.*

Unlike civilians, it is common for the military to get involved, when necessary, in its employees’ private lives. For example, if a Service Member’s spouse is seen drunk on base or their children are left home unsupervised, the Service Member’s Commander may be notified.

Military tradition dictates many customs and courtesies, which are a great source of pride for military personnel (Gould 2007). There are Service-wide customs and traditions that are part of the fiber of the individual branches. For civilians, much of this may seem outdated and in some ways intrusive. But for a family new to the military life, the books available detailing the importance of social customs and interactions can be a great source of help in learning how to fit in. A new military spouse will be provided information detailing topics such as how to correctly send and receive invitations, when to arrive and leave a party, and social attire for lunch or tea, picnics, cocktail parties, and casual dinners. If you are the spouse of a senior enlisted leader or an officer, there are separate books for you explaining your roles and responsibilities.

Provide an example, such as the following one about a company BBQ.

Paraphrase:

In civilian life, if your employer invites you to a company BBQ, it is your choice whether or not you attend. If you prefer not socializing with your employer, you may opt not to go. In contrast, if you are in the military and the Captain is hosting a BBQ, it is expected that you, your spouse, and your children will all attend and behave with the appropriate amount of decorum. Although you are being “invited,” it is more a professional expectation than a choice.

 **Show Visual 2-28.**

Introduce the activity by explaining that this is just one example of one person’s perspective.

 **Activity: Losing Control (10 minutes)**

1. **Tell the group that the purpose of this activity is to examine differences in military and civilian culture.**
2. **Working with their table groups, ask participants to take 3 minutes to think about what things they have control over in their lives and make a list of the decisions that they make in an average day. For example, when they wake up, what they eat for breakfast (or if they eat breakfast), what clothes they wear, whether or not they will go to work, etc. (Be sure to raise the point that we have the right and ability to call in sick to work.)**
3. **Take 2-3 minutes and allow participants to call out some of the decisions from their lists.**

 **Show Visual 2-29.**

4. **Explain that you are going to play an audio recording called “Losing Control.” While they are listening, ask participants to take note of some of the things this Army wife lost control of in her life while learning to adapt to the military lifestyle.**

AUDIO Play the audio of *Losing Control* that is embedded in the PowerPoint presentation by clicking on the slide.

Instructor Note:

Use **Instructor Worksheet 2.1, Transcript of Losing Control**, as reference.

5. **Explain that this passage was written by an Army wife who is struggling with the difference between military and civilian life; in particular, what she calls “losing control.”**

Ask: What were some of the things that she lost control of while adapting to the military lifestyle? Possible answers include when they could take vacations, go away for a weekend, go out for dinner, when he could phone her, or when he would come home at the end of the day.

Debrief the activity by paraphrasing:

One of the things we noted when we were talking about the decisions we can make for ourselves as civilians was the right and ability to call in sick to work.

This is a complicated matter in the military. Imagine if you are a sexual assault victim and you do not want anyone to know that you were sexually assaulted. You were assaulted last night. You arise this morning and you do not feel as though you can manage going to work. As a civilian, you call in sick. No one at work ever needs to know why.

If you are in the Service, you must go to Sick Call, where you must be able to prove that you are unfit to work that day.



Show Visual 2-30.

Review the learning objectives and **ask** whether these were met.

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

- Identify the branches of military service.
- Describe the military command structure.
- Describe the roles of military personnel.
- Cite key facts about the history, values, beliefs, missions, and goals of the individual branches.
- Describe gender roles in the military.
- Describe their own attitudes and beliefs about the military.
- Distinguish between military and civilian cultures.



Show Visual 2-31.

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

Module 3: Military Response to Sexual Assault

Time Required

1 hour

Purpose

The purpose of this module is to review how the Department of Defense has responded to sexual assault in the military in the past, and to examine the changes that have been made to address the needs of sexual assault victims.

Lessons

1. Military Response to Sexual Assault (30 minutes)
2. Military and Civilian Victim Advocates (30 minutes)

Learning Objectives

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

- Examine the issue of sexual violence in the military and the Department of Defense's response.
- Identify military resources and examine their roles and responsibilities.
- Compare and contrast roles of community-based advocates, military victim advocates (VAs), and sexual assault response coordinators (SARCs).

Participant Worksheets

- Worksheet 3.1, Sexual Assault Response Coordinators and Sexual Assault Prevention Response Victim Advocates in the Military
- Worksheet 3.2, Sample Sexual Assault Response Flow Chart

Equipment and Materials

No special equipment or materials are required.

Preparation

No special preparation is required.



Show Visual 3-1.

Introduce Module 3 by explaining that the purpose of this module is to review how the Department of Defense has responded to sexual assault in the military in the past, and to examine the changes that have been made to address the needs of sexual assault victims.



Show Visual 3-2.

Review the learning objectives.

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

- Examine the issue of sexual violence in the military and the Department of Defense's response.
- Identify military resources and examine their roles and responsibilities.
- Compare and contrast roles of community-based advocates, military victim advocates (VAs), and sexual assault response coordinators (SARCs).

1. Military Response to Sexual Assault (30 minutes)



Show Visual 3-3.

"It is the DoD policy to prevent and eliminate sexual assault within the Department by providing comprehensive procedures to better establish a culture of prevention, response, and accountability that enhances the safety and well-being of all DoD members." (Whitely 2007)

Instructor Note:

The term sexual assault is used for training purposes and is not the name of a crime. Within the context of this training, it refers to a range of sexually violent behaviors from indecent assault to rape.

Paraphrase:

This module provides a brief look at the military's response to sexual assault. You will receive a little history, some statistics, and a first look at the on-base resources for sexual assault.

In June 2012, Article 120, Uniform Code of Military Justice was revised to reflect the crimes of sexual assault, which include rape, sexual assault, aggravated or abusive sexual contact, and forcible sodomy.

Instructor Note:

A comprehensive list of legal definitions under the Uniform Code of Military Justice (UCMJ) may be found at www.constitution.org/mil/ucmj19970615.htm.

Remind participants that this Web address is in the Participant Manual.

Studies show that sexual assault is the most underreported violent crime in the United States and the military is no different. The Department of Defense (DoD) goal is to establish a climate of confidence that encourages victims to report sexual assault and hold offenders accountable. DoD has attempted to increase sexual assault reporting by giving victims the additional option of making a Restricted Report. This option allows a Service Member who is sexually assaulted to disclose his/her assault to specifically identified personnel without triggering an investigative process.

Instructor Note:

Before presenting the statistics in this module, **review** the definitions of Restricted and Unrestricted Reporting.



Show Visual 3-4.

Paraphrase:

- **Restricted Reporting** is the reporting option that enables an active duty sexual assault victim to report or disclose that he or she is the victim of a sexual assault to specified officials on a confidential basis and receive medical treatment, advocacy, and counseling without triggering the official investigative process. A Restricted Report will automatically be changed to an Unrestricted Report if at any time base security, law enforcement, or the command learn the identify of a sexual assault victim who has elected a Restricted Report.

Note that reporting options will be examined thoroughly in Module 4: Confidentiality and Reporting Options.

- **Unrestricted Reporting** is the reporting option for a victim of sexual assault to disclose, without requesting confidentiality or Restricted Reporting, that he/she is the victim of a sexual assault. Under these circumstances, the victim's report and any details provided to healthcare providers, the SARC or VA, command authorities, or other persons are reportable to law enforcement. This option triggers the official investigative process.

In addition, the DoD and the Departments of the Air Force, Navy, Army, and Coast Guard have implemented extensive training programs to increase awareness of sexual assault and sexual assault prevention, and response policies and procedures, thus paving the way toward removing some of the barriers to reporting.

During fiscal year (FY) 2011, there were a total of 3,192 reports of sexual assault involving military Service members. DoD expects that by encouraging more victims to come forward via Restricted and Unrestricted Reporting, it will capture a greater proportion of the sexual assaults that occur each year.

Instructor Note:

When reviewing statistics it is important to note and explain that the numbers reflect total reports of alleged sexual assaults involving members of the Armed Forces as either victims or perpetrators. These numbers do not represent the number of sexual assaults reported by victims.



Shows Visual 3-5.

Present statistics on sexual assault in the DoD.

Total Reports of Sexual Assault to DoD, Unrestricted Reports, and Reports Remaining Restricted from FY09-11

	FY09	FY11
Total Reports*	3,230	3,192
Unrestricted Reports	2,516	2,439
Reports Remaining Restricted	714	753

*Both victims and perpetrators.
(DoD Annual Report on Military Services Assault for FY11.)



Show Visual 3-6.

Present statistics on Unrestricted Reports of sexual assault.

Calendar Year 2011 Unrestricted Reports of Sexual Assault

	FY09	FY11
Non Service Member on Service Member	126	139
Unidentified Subject on Service Member	303	286
Service Member on Non Service Member	749	648
Service Member on Service Member	1,338	1,366

(DoD Annual Report on Military Services Assault for FY11.)



Show Visual 3-7.

Paraphrase a discussion of milestones, timeline, and the establishment of Sexual Assault Prevention and Response Office (SAPRO).

Milestones

Describe the milestones and timeline in response to sexual assault in the military.

- In February of 2004, Secretary of Defense Donald H. Rumsfeld initiated a review of the way the DoD handled the treatment and care of victims of sexual assault in the Military Departments.
- The Department quickly assembled the *Care for Victims of Sexual Assault Task Force* to assess the situation and report back in 90 days with recommendations. Task Force members devoted a tremendous amount of effort in their review, and the Task Force released a series of recommendations in April 2004. One of the recommendations emphasized the need to establish a single point of accountability for sexual assault policy within the Department. This led to the establishment of the *Joint Task Force for Sexual Assault Prevention and Response*, and the naming of Brigadier General K.C. McClain as its Commander in October.
- The *Joint Task Force for Sexual Assault Prevention and Response* focused its initial efforts on developing a new DoD-wide sexual assault policy that incorporated recommendations set forth in the *Task Force Report on Care for Victims of Sexual Assault*, as well as in the *Ronald W. Reagan National Defense Authorization Act for Fiscal Year 2005* (PL108-375), which directed the Department to have a sexual assault policy in place by January 1, 2005.

- In January 2005, DoD published memoranda detailing the new DoD policy on prevention and response to sexual assaults. The policy provided a foundation for the Department to improve prevention of sexual assault, significantly enhance support to victims, and increase reporting and accountability.
- The Task Force and the Military Departments collaborated closely to ensure the rapid and effective implementation of this policy. In 2005, the Task Force provided instruction to more than 1,200 SARCs, VAs, chaplains, lawyers, medical personnel, and law enforcement to create a cadre of trained first responders. In addition, the Military Departments trained more than one million Service Members and established a 24/7 response capability for victims of sexual assault and sexual assault program offices at all major installations.
- The overarching elements of sexual assault prevention and response policy became permanent with the approval of DoD Directive 6495.01, *Sexual Assault Prevention and Response Policy*, in October 2005. The Task Force began transitioning into a permanent office that same month.

Timeline

- February 2004 – Former Secretary Rumsfeld directs review of treatment and care of sexual assault victims.
- April 2004 – Care for Victims of Sexual Assault Task Force report released.
- October 2004 – Joint Task Force for Sexual Assault Prevention and Response established.
- January 2005 – Comprehensive sexual assault policy released.
- June 2005 – Restricted Reporting implemented.
- October 2005 – Joint Task Force for Sexual Assault Prevention and Response transitions into a permanent office, the Sexual Assault Prevention and Response Office.
- October 2005 – Department of Defense Directive 6495.01 signed.
- June 2006 – Department of Defense Instruction 6495.2 signed (Whitely 2007).
- April 2007 – First Sexual Assault Advisory Council (SAAC) convened. It was made up of military and nonmilitary personnel. This group advises the Secretary of Defense on policies, programs, and practices related to sexual assault prevention and response.

- September 2008 – Prevention strategy distributed. In consultation with the National Sexual Violence Resource Center (NSVRC) and Men Can Stop Rape, among other organizations, the DoD developed and distributed a prevention strategy to the military Services.

August 2009 – DoD-wide Strategic Plan & Oversight Framework. For the first time, the Services' goals and objectives had to align with the objectives of the Secretary of Defense.

- September 2011 – DoD Form 2911, “DoD Sexual Assault Forensic Examination Report.”
- September 2011 – DoD Form 2911, “Victim Instructions, DoD Sexual Assault Evidence Collection Kit and DD Form 2911.”
- September 2011 – DoD Form 2911, “Suspect Instruction, DoD Sexual Assault Evidence Collection Kit and DoD Form 2911.”
- September 2011 – “Sexual Assault Evidence Collection Kit Victim/Suspect.”
- October 17, 2011 – “Legal Assistance for Victims of Crime” [USD(P&R) Memorandum].
- December 16, 2011 – Directive-Type Memorandum (DTM) 11-062, “Document Retention in Cases of Restricted and Unrestricted Reports of Sexual Assault.”
- December 16, 2011 – Directive-Type Memorandum (DTM) 11-063, “Expedited Transfer of Military Service Members Who File Unrestricted Reports of Sexual Assault.”
- January 13, 2012 – Section 1, Part III of the Manual for Courts-Martial, United States, is amended as follows: Rules 514 – “Victim advocate-victim privilege” (Military Rule of Evidence).
- January 23, 2012 – Reissued DoD Directive 6495.01, “Sexual Assault Prevention and Response (SAPR) Program.”
- June 28, 2012 – Revised Article 120 punitive actions.



Show Visual 3-8.

Paraphrase the discussion of the Sexual Assault Prevention and Response Office (SAPRO).

Sexual Assault Prevention and Response Office (SAPRO)

“Sexual assault is one of the most underreported violent crimes in America today. Since the military is not impervious to this trend, the Department of Defense (DoD) strives to ensure that Service Members are aware that sexual assault crimes are not tolerated. To combat sexual assault, DoD has implemented the Sexual Assault Prevention and Response Office (SAPRO), which incorporates a comprehensive policy that reinforces a culture of prevention, response, and accountability. The goal of the SAPR program is to ensure safety, dignity, and well-being of all members of the Armed Forces through training and education programs, treatment, and support of victims.” (DoD Sexual Assault Prevention and Response Office 2007)

Why Does SAPRO Exist?

SAPRO is Congressionally mandated to serve as the Department’s single point of accountability for sexual assault policy matters and provides oversight to ensure that each of the Service’s programs complies with DoD policy, which states:

“It is the DoD policy to prevent and eliminate sexual assault within the Department by providing comprehensive procedures to better establish a culture of prevention, response, and accountability that enhances the safety and well-being of all DoD members.” (DoDD 6495.01 and DoDI 6495.02)

SAPRO’s vision is to lead the Department’s effort to become the benchmark for the Nation in creating an organizational environment that shows zero tolerance for sexual assault. It is the further belief that concerted prevention, response, and accountability efforts will reduce the number of sexual assaults while increasing victim reporting rates, quality of care, and successful offender prosecution.



Show Visual 3-9.

DoD Safe Helpline

As a part of the ongoing effort by the DoD to encourage Service Members to report sexual assault and access services, the Safe Helpline was established. Beginning in Spring 2011, the Safe Helpline provides three additional confidential avenues for reporting sexual assault:

- Telephone hotline (1-877-995-5247)
- Online hotline
- Texting capabilities
- Mobile application

Transitioning Service Members also provide additional resources and options for sexually assaulted military members separating from the services.

Access the Safe Helpline at www.sapr.mil/index.php/safehelpline.



Show Visual 3-10.

Through any of the hotline options listed above, Service Members are directed by civilian hotline staff to one of the following:

- The caller's nearest SARC
- A community-based advocate identified by a Rape Abuse and Incest National Network (RAINN)-affiliated sexual assault program
- Suicide Prevention Lifeline (civilian)
- Suicide Prevention Hotline (veteran)
- Military OneSource (A 24-hour resource for Service Members and their family members in need of assistance)

2. Military and Civilian Victim Advocates (30 minutes)



Show Visual 3-11.

Introduce the activity.

Instructor Note:

Do not take too long in the definition portion of this activity. The final product can be a collection of words or phrases. The purpose is to bring to the forefront that community-based VAs are generally willing to challenge the system to change in order to ensure that the needs of the victims are being met.

Within the military, mission readiness and the needs of the victim may seem like competing interests. That is not to say that the needs of a sexual assault victim are not taken extremely seriously, but they may not be placed before mission readiness. In contrast to their community-based counterparts, SARCs and military VAs must work within the system, as opposed to challenging the system, to get the needs of the victim met.

 **Activity: Military Victim Advocates and Civilian Victim Advocates (20 minutes)**

1. **Tell the group that the purpose and objectives of this activity are to compare and contrast the roles and responsibilities of community-based and military-based victim advocates and to understand the roles and responsibilities of SARCs and military victim advocates.**
2. **Write “Victim Advocate” on a tear sheet. Take 1-2 minutes to formulate a group definition.**

Instructor Note:

According to Merriam-Webster’s Dictionary, an ‘advocate’ is defined as, “one that pleads the cause of another; one that defends or maintains a cause or proposal; one that supports or promotes the interests of another.” When writing the participants’ definition, you may refer to the Merriam-Webster definition, but be sure to include the concept that a community-based advocate will often be prepared to “challenge the system to change” in order to ensure that the needs of the victim are being met.

3. **Write “SARC” and “Military Victim Advocate” on tear sheets in the front of the room. State that within the military these are individuals who respond to Service Members who have been sexually assaulted. Read the following descriptions for the SARC and the Military Victim Advocate aloud.**

The Sexual Assault Response Coordinator (SARC) is an essential component of the SAPR program. As the “center of gravity” for sexual assault prevention and response, the SARC is the key to local coordination and implementation of the individual and systemic response to sexual assault. These responses include prevention training and awareness programs; sensitive and comprehensive responses to victims of sexual assault; and offender reporting and accountability.

The primary responsibility of the SARC is to serve as the “single point of contact” in coordinating victim care from initial report to resolution of the victim’s health and well-being. A secondary role is to work with the Command and first response groups to address systemic barriers to victims’ services and increase offender accountability. At many locations, the SARC is also the first responder and is responsible for notifying a military VA. The SARC may also be on call 24 hours a day.

Military Victim Advocates, sometimes called Unit Victim Advocates, Uniformed Victim Advocates (UVI) or Sexual Assault Victim Intervention (SAVI), are essential components of the military Sexual Assault Prevention and Response Program (SAPR). All advocates, regardless of Service, receive training on DoD and Service-specific sexual assault policies, reporting options, critical advocacy skills, military knowledge, criminal investigative processes, military judicial and evidentiary requirements, victimology, and victims’ rights.

Advocates will often be the first to respond to a victim of sexual assault and may be the victim's greatest resource and source of support following an incident of sexual assault.

NDAA FY 2012 provision detailed additional requirements for SARCs and SAPR VAs that include: 1) at least one full-time SARC and SAPR VA for each brigade or equivalent unit level; 2) that only military members and civilian employees may serve as a SARC or SAPR VA; and the establishment of a uniform training and certification program for SARCs and SAPR VAs to obtain a credential aligned with national standards.

4. *Ask participants to read Worksheet 3.1, Sexual Assault Response Coordinators and Sexual Assault Prevention Response Victim Advocates in the Military, in the Participant Manual. Ask them to take note of ways in which the SARC and military victim advocate are similar to/different than community-based victim advocates.*

Lead a discussion covering these points:

- The SARC's role can best be compared to that of a program director or a direct service supervisor in a community-based agency. The SARC provides supervision and oversight to the VAs, serves as a liaison between VAs and Commanders, and ensures services are being delivered in accordance with the Military's Department of Defense Instruction, which outlines responsibilities, policies, and procedures.
- Like their counterparts in the community-based program, the SARC does systems advocacy when a need has been identified.
- The SARC is going to be the community-based program's key contact person in initiating relationships that will lead to collaboration. They may be first responders and are on-call 24 hours a day. Note that the SARC's job responsibilities specifically include building relationships with community-based programs and developing Memoranda of Understanding (MOU) with rape crisis centers.

Be aware that the terms Memorandum of Understanding (MOU) and Memorandum of Agreement (MOA) are often used interchangeably.

- The SARC at local bases should welcome overtures from the local rape crisis centers to begin working toward the common goal of providing services to men and women in the Armed Forces who are victims of sexual assault.
- The military VA's role is very similar to the community-based VA. They are the first responders. They are on-call 24 hours a day. They provide for the immediate needs of safety and security.

Military VAs offer opportunities for victims to vent, and they validate victims' needs and emotions. They help victims predict and prepare for what is ahead. They make appropriate connections and referrals to available resources on and off base. The military VA may accompany a victim to the hospital, investigative interviews, and court proceedings.

- In understanding the role of the SARC (who supervises the military VA) it is important to understand how the SARC's roles and responsibilities fit within the Chain of Command. The SARC does not work in an isolated environment but as part of a larger system. Both the SARC and the military VA can advocate for the victim within the system, but they also must function within that system to ensure victims receive the best possible care and services while supporting the Command. The Commander's obligation is to ensure mission accomplishment and maintain good order and discipline. At times, this role may feel like a competing interest for the SARC. The SARC must sometimes be a diplomat and try to find common ground in resolving such issues.
- A good analogy would be the conflicts that can sometimes arise for a community-based VA when working with the district attorney or police.

Ask a participant to describe a conflict that they have encountered when working with one of those parties while trying to advocate for a sexual assault victim, and have them explain how it was resolved.

Ask if the group identified any gaps in service on the military side: Are these areas where the community-based VA can be helpful to their military counterparts? In what way? **Note** that this is where we begin to look at how military/community-based collaborations will benefit the victims.

Ask participants to take 1-2 minutes to review the **Worksheet 3.2, Sample Sexual Assault Response Flow Chart**, in the Participant Manual.

Instructor Note:

The flow chart also appears at the end of this module in the Instructor Manual.



Show Visual 3-12.

Paraphrase:

There are three paths a report can take:

1. A victim presents to law enforcement or Chain of Command and the report follows the path of an Unrestricted Report.
2. A victim presents to a SARC, VA, or healthcare personnel and chooses to make an Unrestricted Report.

3. A victim presents to a SARC, VA, or health care personnel and chooses to make a Restricted Report.



Show Visual 3-13.

Paraphrase:

In all scenarios, the SARC is notified and a VA is assigned. The VA provides crisis intervention, nonclinical support, explanation of reporting options, and identification of available resources.

Available military resources include:

- Medical: Care and treatment including the Sexual Assault Forensic Exam.
- Mental health: Counselors, psychologists, social workers, and psychiatrists.
- Spiritual: Chaplains.
- Legal: Legal Victim Witness Assistance Personnel (VWAP) and Legal Assistance (LA) Attorneys.

Veterans Administration Programs for Sexual Assault and Sexual Harassment Survivors

Paraphrase:

The Veterans Administration offers a wide range of medical and mental health services for veterans who have experienced military sexual trauma (MST), available to any person who was sexually assaulted or experienced repeated, threatening sexual harassment while on active duty or active duty for training. Outpatient and residential treatment programs are available across the country for both men and women. Veterans should feel free to ask to meet with a clinician of the same or opposite sex if it would make them feel more comfortable.

All Veterans Administration services (including medications) for conditions related to MST are free of charge. Victims do not need to be service-connected and do not need to be eligible for other Veterans Administration care. It is not a requirement that the incident was reported when it happened, and there is no requirement that documentation of the incident(s) exists.

Survivors may access MST services at any Veterans Administration facility. Every Veterans Administration facility has an MST coordinator who serves as a point of contact for services.

 **Show Visual 3-14.**

Paraphrase:

Where available, all on-base medical services, including counseling, are available free of charge to Service Members (federal status). A military sexual assault victim who goes to on-base medical services can receive a forensic exam and receive the same level of care as in the civilian community. Although counseling services are available on-base, just as in the civilian community, referrals should be made carefully with knowledge of which counselors have an understanding of the impact of sexual trauma and the dynamics of sexual assault.

Tell participants that not all bases are staffed to perform a forensic examination on-base. Procedures exist to transport a victim off-base, if necessary.

 **Show Visual 3-15.**

Paraphrase:

If there are no on-base medical services or if a military sexual assault victim chooses not to use them, he/she may go to a hospital in the civilian community to receive medical care and a forensic examination. It is important to know what Memoranda of Understanding are in place for military sexual assault victims in your community. The Installation SARC should be contacted for this information.

Tricare is the insurance program for active duty military and their families. In the event of a sexual assault of a military Service Member, Tricare will cover all the related medical expenses including a forensic exam, medical exam, emergency contraception, related prescriptions, and psychological counseling.

 **Show Visual 3-16.**

Review the learning objectives and **ask** whether these were met.

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

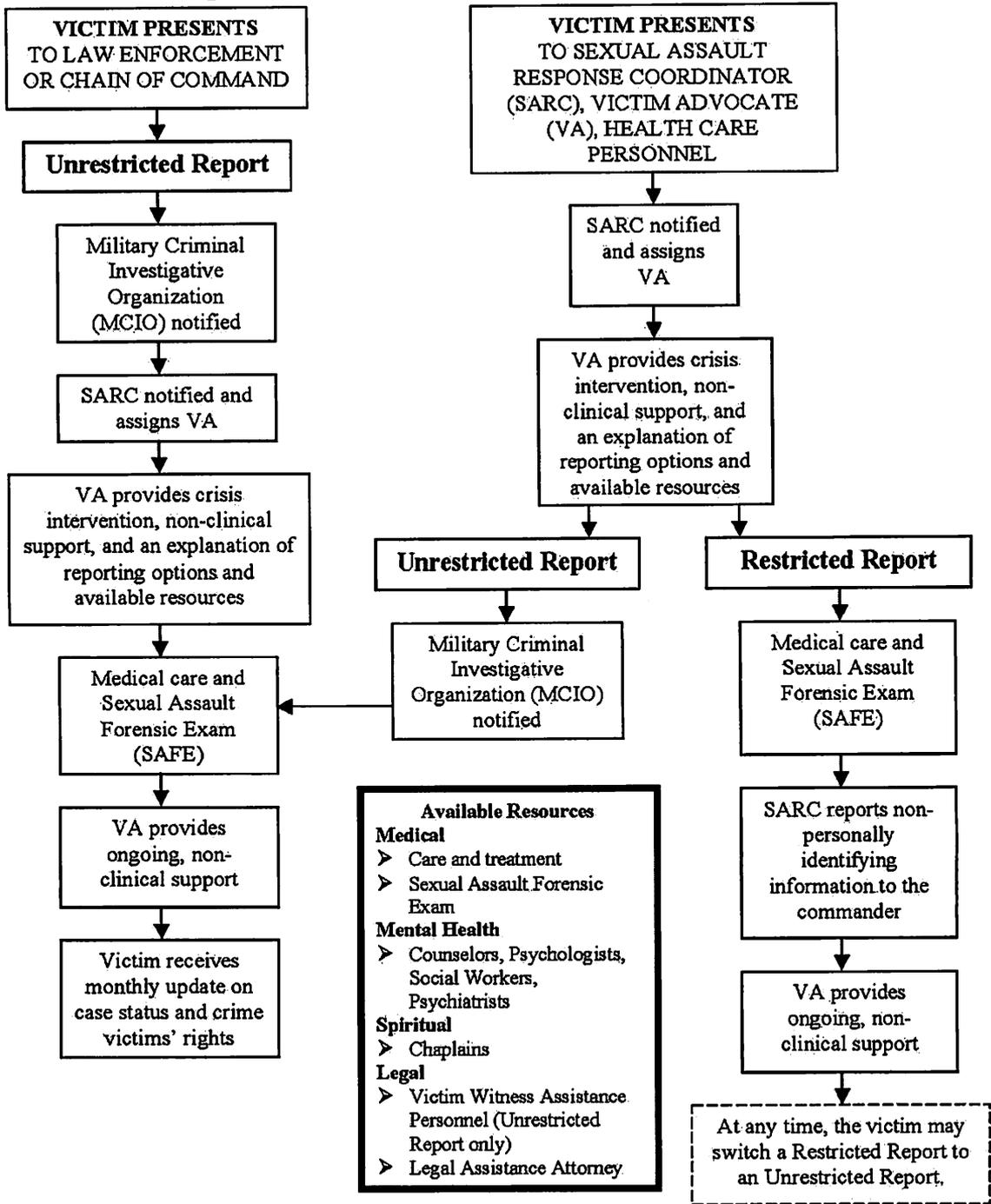
- Examine the issue of sexual violence in the military and the Department of Defense's response.
- Identify military resources and examine their roles and responsibilities.
- Compare and contrast roles of community-based advocates, military victim advocates (VAs), and sexual assault response coordinators (SARCs).



Show Visual 3-17.

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

Sample Sexual Assault Response Flow Chart



NOTE: These steps are based on DoD Directives 6495.01 and 1030.01 and DoD Instructions 6495.02 and 1030.2. The response procedures may vary by Service or installation but must still comply with the requirements in these policies.

Module 4: Confidentiality and Reporting Options

Time Required

2 hours

Purpose

The purpose of this module is to examine the reporting requirements and options for military victims of sexual assault, and the implications of each.

Lessons

1. Restricted and Unrestricted Reporting Options (1 hour)
2. Confidentiality and Reporting Options (1 hour)

Learning Objectives

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

- Explain Restricted and Unrestricted Reporting options for sexual assault.
- Identify military personnel who offer privilege, confidential reporting, and covered communications.
- Summarize the mandated reporting requirements.
- Explain how a forensic exam can impact Restricted Reporting.
- Explain how mandated reporting can impact receiving medical care.

Instructor Worksheet

- Instructor Worksheet 4.1, Confidentiality and Reporting Options Scenarios

Participant Worksheet

- Worksheet 4.1, Confidentiality and Reporting Options Scenarios

Equipment and Materials

No special equipment or materials are required.

Preparation

- It is recommended that someone with military experience teach this module.

 **Show Visual 4-1.**

Introduce Module 4 by explaining that the purpose of this module is to examine the reporting requirements and options for military victims of sexual assault, and the implications of each. Restricted and Unrestricted Reporting were briefly described in the previous module. Each reporting option will be explored in greater depth in this module.

 **Show Visual 4-2.**

Review the learning objectives.

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

- Explain Restricted and Unrestricted Reporting options for sexual assault.
- Identify military personnel who offer privilege, confidential reporting, and covered communications.
- Summarize the mandated reporting requirements.
- Explain how a forensic exam can impact Restricted Reporting.
- Explain how mandated reporting can impact receiving medical care.

1. Restricted and Unrestricted Reporting Options (1 hour)

 **Show Visual 4-3.**

Read the DoD policy on sexual assault reporting options.

“...The Department believes its first priority is for victims to be protected, treated with dignity and respect, and to receive the medical treatment, care, and counseling that they deserve. Under DoD’s Sexual Assault Prevention and Response Policy, military victims of sexual assault have two reporting options – Restricted and Unrestricted Reporting.”

“Reporting Options,” United States Department of Defense Sexual Assault Prevention and Response, www.sapr.mil, February 5, 2008.

Relate these two cases of sexual assault:

- After passing out following a long night of drinking during the last port call, “Brian Crawford” awoke to find two command members sexually assaulting him.

- Private First Class “Jennifer Gould” was on guard duty when she was jumped by an unknown soldier who assaulted and attempted to rape her.

Paraphrase:

These two soldiers all have something in common. They are all victims of sexual assault. Until recently, if these victims went to a military medical treatment facility for treatment or counseling, or to a victim advocate (VA) for assistance or advice, their cases would have been reported immediately to the appropriate criminal investigation agency for appropriate intervention and investigation, even if it was against their wishes.

Although the DoD policy prefers complete reporting of all sexual assault incidents to activate both victim services and accountability actions, DoD recognizes that a mandate for complete reporting may represent a barrier to accessing services. As of June 2005, active duty Service Members who are sexually assaulted have two reporting options, Restricted and Unrestricted Reporting (DoD Sexual Assault Prevention and Response Office 2005).

Restricted Reporting Option



Show Visual 4-4.

Paraphrase:

Active duty victims of sexual assault who wish to file a Restricted Report may only disclose the sexual assault to one of the following personnel:

1. A Sexual Assault Response Coordinator (SARC)
2. Healthcare personnel
3. A (military) victim advocate (VA)

Additionally, a victim may disclose to a chaplain. A report to a chaplain is not a Restricted Report until, or unless, the victim or chaplain reports to the SARC or healthcare provider. However, a victim’s disclosure to a chaplain in the context of spiritual counseling is completely confidential.



Show Visual 4-5.

Paraphrase:

Restricted Reporting was implemented in June 2005 and allows active duty victims to receive a sexual assault forensic exam (SAFE). With the consent of the victim, a SAFE kit can be administered and the victim can receive counseling without becoming involved in an investigation. Law enforcement is not informed, nor does the Command become involved, thus eliminating the opportunity for disciplinary or protective actions.

 **Show Visual 4-6.**

Paraphrase:

The only official notification, for documentation and data collection purposes, is that within 24 hours of a report of sexual assault, SARCs must notify the Senior Commander of an assault and provide non-identifying information concerning the assault. The information relating to the victim and the alleged offender may include:

- Gender
- Grade (Rank)
- Service
- Component (Guard, Reserve)
- Status
- Location of incident
- Type of assault (rape, oral sex, anal sex, etc.) (DoD Sexual Assault Prevention and Response Office training 2005)

Offering the Restricted Reporting option to an active duty victim of sexual assault represents a broad shift in military culture. This shift may be difficult for some Commanding Officers (COs). While COs are supportive of victims receiving the care and support needed, because they are responsible for everything their command does or fails to do, they are also accustomed to believing they have a need to know everything that happens in their commands.

If a Commander receives information of a sexual assault from a source independent of Restricted Reporting, he or she may take action and report the assault to law enforcement to begin an investigation. If people disclose information about an assault to anyone other than the specified individuals, there may be an investigation.

With Restricted Reporting, victims have access to medical treatment and a forensic exam, advocacy services, and counseling assistance. The hope of the DoD is that Restricted Reporting will give victims the time and support they need to gain the trust necessary to pursue an investigation and to ensure that victims get the care they need to heal.



Show Visual 4-7.

Introduce the activity.



Activity: Restricted Reporting (20 minutes)

1. Re-read the following scenario to the group:

After passing out following a long night of drinking during the last port call, “Brian Crawford” awoke to find two command members sexually assaulting him.

2. Ask participants at each table to discuss the possible benefits and limitations of Restricted Reporting in this scenario.

3. Ask for volunteers to summarize their table discussion.



Show Visual 4-8.

Review the benefits of Restricted Reporting:

- Victims receive appropriate medical treatment, advocacy, and counseling.
- Victims gain some personal space and time to consider options and to begin the healing process.
- Victims are empowered to seek relevant information and support to make more informed decisions about participating in the criminal investigation.
- Victims control the release and management of his/her personal information.
- Victims decide whether and when to move forward with initiating an investigation.
- Non-identifying personal information gives the Senior Commander a more accurate picture of the number of sexual assaults occurring (DoD Sexual Assault Prevention and Response Office training 2005).

 **Show Visual 4-9.**

Review the limitations of Restricted Reporting:

- Offenders remain unpunished.
- Victims cannot be protected from the offender.
- Evidence from crime scenes and witness interviews may be lost.
- Victims will not be able to discuss the assault with friends in the military without possibly imposing an obligation on them to report the crime. The only exceptions would be chaplains (only if the chaplain is providing spiritual counseling), healthcare providers, the assigned VA, and the SARC.

Sexual Assault Forensic Exam and Restricted Reporting

 **Show Visual 4-10.**

Paraphrase:

If victims choose to have a forensic exam under Restricted Reporting, the exam is conducted in the same manner as an Unrestricted Report. The SAFE kit is anonymously stored for up to 5 years for a Restricted Report. Thirty days before the end of the storage year, SARCs must notify victims that their forensic evidence will be destroyed in 1 month and they will no longer be able to access it, even if they decide to file an Unrestricted Report at a later date.

The ability to perform anonymous forensic exams may be limited by state reporting requirements as some state laws mandate reporting of specific types of injuries and crimes to law enforcement. These laws apply equally to military and civilian facilities.

Military Treatment Facilities (MTFs) have been directed to establish Memoranda of Understanding (MOU) with civilian hospitals and train Sexual Assault Nurse Examiners (SANEs) at the MTF as needed.

 **Show Visual 4-11.**

Paraphrase:

At the beginning or initial contact with a victim, after ensuring that they are safe and after establishing rapport, the SARC or military VA will explain the two reporting options to victims and introduce them to the Victim Reporting Preference Statement (VRPS).

The VRPS provides clear and concise explanations of the options and limitations of Restricted Reporting. Victims are asked to initial key points throughout the VRPS assuring their understanding and documenting their decision. DoD requires this document for all Restricted Reports of sexual assault, and victims should be given a copy. By signing and dating the VRPS, victims acknowledge their understanding of the ramifications of their reporting choice. If victims refuse to sign the VRPS, military VAs are responsible for telling them that the standard Unrestricted Reporting procedures will be followed.

Refer participants to the VRPS sample that is included at the end of the module in the Participant Module.

Instructor Note:

The VRPS sample also appears at the end of the module in the Instructor Manual.

Unrestricted Reporting Option



Show Visual 4-12.

Paraphrase:

A Service Member who is sexually assaulted and desires an official investigation of his/her allegation should make an Unrestricted Report using current reporting channels (e.g., Chain of Command, law enforcement, and SARC). The Unrestricted Report will initiate the investigative process and victims will be given the choice of receiving any and/or all of the following services:

- Medical treatment for injuries related to the assault
- A sexual assault forensic examination (SAFE)
- Advocacy services
- Referrals for counseling
- Legal services



Show Visual 4-13.

Introduce the activity.

 **Activity: Unrestricted Reporting (20 minutes)**

1. Re-read the following scenario to the group:

Private First Class “Jennifer Gould” was on guard duty when she was jumped by an unknown soldier who indecently assaulted and raped her.

2. Ask participants at each table to discuss the possible benefits and limitations of Unrestricted Reporting in this scenario.

3. Ask volunteers to summarize their table discussion.

 **Show Visual 4-14.**

Review the benefits of Unrestricted Reporting:

- Victims receive increased victim support from command and legal.
- A dedicated VA is assigned to the victim.
- Commanders can take action to protect the victim.
- Victim-witness assistance personnel are engaged to protect the victim’s legal rights.
- Punishment for collateral misconduct may be delayed until after action against the offender is taken. (Collateral misconduct is when the victim is punished for misconduct they participated in surrounding the assault.)
- Case is monitored through monthly case management review meetings.
- Victims get the services they desire.
- Mandated monthly case status reports are sent to the victims.
- The offender is held accountable.
- Crime scene investigation, witness interviews, and suspect interrogation are conducted.
- Possible Prosecution, Non-Judicial Punishment, or Administrative Actions may be taken against offenders by Commanders.

When sexual assault offenders are held accountable for their actions, more victims may be encouraged to report assaults and get care, making the entire community safer.

 **Show Visual 4-15.**

Review the limitations to Unrestricted Reporting:

- Victims cannot change to Restricted Reporting.
- Assault details, including the identities of the victim and the assailant (if known), may become known and discussed.
- Victims may consider the investigative or legal process intrusive.
- Investigation and court proceedings could be lengthy and time consuming.
- Victims may be punished for any misconduct they participated in surrounding the assault, such as under-age drinking or prior consensual sex in the barracks.
- Offender punishments may vary.

2. Confidentiality and Reporting Options (1 hour)

 **Show Visual 4-16.**

Instructor Note:

Answers to the scenarios appear on **Instructor Worksheet 4.1, Confidentiality and Reporting Options Scenarios With Answers.**

 **Activity: Confidentiality and Reporting (30 minutes)**

- 1. Tell the group that the objective of this activity is to demonstrate knowledge of the military's reporting policies.**
- 2. Refer participants to Worksheet 4.1, Confidentiality and Reporting Options Scenarios, in the Participant Manual.**
- 3. Working in table groups, have participants read each scenario and answer question #1, determining if the Restricted Reporting option can be offered in each situation.**
- 4. When tables have completed their discussions, review the scenarios and answer the questions together as a group.**

Restricted Reporting and Civilian Rape Reporting Laws



Show Visual 4-17.

Paraphrase:

The following should only impact victims when payment is an issue; therefore this should not impact active duty military members because their medical insurance, Tri-Care, will pay for a SAFE. However, a hospital primarily accustomed to dealing with civilian victims may have a protocol in place that automatically results in a report being made to law enforcement. Therefore, this issue could be addressed through the use of a Memorandum of Understanding (MOU) and/or creating Sexual Assault Response Teams (SARTs).

In a number of states, civilian sexual assault reporting laws have provided a barrier to the implementation of Restricted Reporting. Although most states do not require medical personnel to make a report to law enforcement when they have treated a sexual assault victim who is a competent adult, other state statutes may require that a report be made.



Show Visual 4-18.

Paraphrase:

Laws requiring medical personnel to make a report to law enforcement when they have treated a competent adult rape victim can be broken down into four primary categories:

1. Laws that mandate sexual assault reporting. (Note: California is the only state that explicitly requires medical personnel to report their treatment of an adult victim of sexual assault.)
2. Laws that mandate the reporting of non-accidental or intentional injuries.
3. Laws that require the reporting of injuries caused by criminal conduct.
4. Laws relating to other crimes or injuries, which may impact victims of sexual assault.



Show Visual 4-19.

Paraphrase:

In addition to the laws described above, many states have enacted statutes or regulations that impose requirements for the cost of a SAFE to be covered. For example, a number of states have statutes that require that the sexual assault be reported to law enforcement before a victim may receive a forensic exam without cost to the victim.

In addition to the laws described above, many states have enacted statutes or regulations that impose requirements for the cost of a SAFE to be covered. However, under the Violence Against Women Act of 2005, states that receive STOP Violence Against Women Formula Grant funding from the Office on Violence Against Women (which is all states and territories) must ensure that all victims can receive a forensic exam without out-of-pocket costs to the victim regardless of cooperation with law enforcement and the criminal justice system.

Some states have mandatory reporting requirements that may affect restricted reporting in the military. Understanding how these issues can complicate restricted reporting is another reason why collaboration with the military is essential.

For more information on compliance by state, refer to www.evawintl.org/Forensic-Compliance on the End Violence Against Women International (EVAWI) Web site.

Confidentiality, Privilege and Covered Communications

Paraphrase:

In defining the term *victim advocate* we found many similarities in the roles and responsibilities of community-based and military-based victim advocates. We also found some inherent differences, which are important for us to recognize, because they assist us with our understanding of the military culture and system. Along the same line, let's take a few moments to define "confidentiality."

Ask participants to turn to the person beside them and discuss the following question: As a VA, *what does the promise of confidentiality mean to you?*

Ask participants to share their discussions with the whole group. **Write** key words and phrases on tear sheets. For most community-based VAs, confidentiality means that they will not tell anyone what has been disclosed. The main exception to the promise of confidentiality is if the person is a danger to himself/herself or others. Depending on the state in which you reside, some sexual assault and domestic violence advocates are granted privilege in their communications with their clients. Privilege is a legal term that means the person cannot be compelled to disclose the information, even in a court of law.

Covered Communications



Show Visual 4-20.

Paraphrase:

Although you will hear the words “confidentiality,” “confidential report,” and “confidential communications” in the military, confidentiality is defined differently than in a community-based program, and it may be easier to think about confidentiality as “covered communications” or a “confidential report.” In the military, covered communications refers to any oral, written, or electronic communications of personally identifiable information concerning a sexual assault victim or alleged assailant provided by the victim to the SARC, VAs, or healthcare providers.

It is important to note that SARCs and military VAs do *not* have confidentiality or privilege. Within the military system only chaplains and specified lawyers have privilege. Covered communications protect victims from having SARCs and military VAs report their cases to the command and law enforcement, but it does not afford them legal protection.

Like their counterparts in the civilian community, SARCs and military VAs are urged to be vigilant about minimal note taking and record keeping. In addition, SARCs and VAs should consult with the Command legal office whenever anyone requests details of a specific case.

Exceptions to Confidential Reporting and Limited Reporting and Limitations on Use



Show Visual 4-21.

Paraphrase:

It is important for first responders to military sexual assault victims to be aware that there are several exceptions to the Restricted Reporting guidelines and the promise of confidential reporting and covered communications. These exceptions will be explained by the SARC or military VA if the Restricted Reporting option is chosen.



Show Visual 4-22.

Paraphrase:

The exceptions include:

- When authorized by the victim in writing.
- When necessary to prevent or lessen a serious and imminent threat to the health or safety of a victim or another.

- When required for *fitness for duty* for disability retirement determinations. In such cases, disclosure will be limited to only information that is necessary to process disability retirement determination.
- When required for the supervision of direct victim services.
- When required by federal and/or state statute.
- When ordered by a military or civilian court with jurisdiction.



Show Visual 4-23.

Determining if an Exception Applies

Paraphrase:

The military VA will consult with the SARC to determine if an exception applies before disclosing covered communications. SARCs should consult with Command legal. SARCs should also consult with mental health providers to determine whether an imminent threat exists. It may be necessary for victims to be referred to a mental health care provider for an evaluation before a determination can be made.

If it is determined that an exception applies to a sexual assault case, every effort must be made to notify the victim of the specific exception that applies. If an exception applies, the SARC should encourage victims to acknowledge in writing that information will be disclosed.

Once the victim has been notified, the SARC will document the consent, the exception, and the procedure followed. At this point, only the information necessary should be disclosed. If there is any doubt about what specifically can be disclosed, SARCs will consult with the Command legal advisor.

Reporting in the National Guard and Reserves

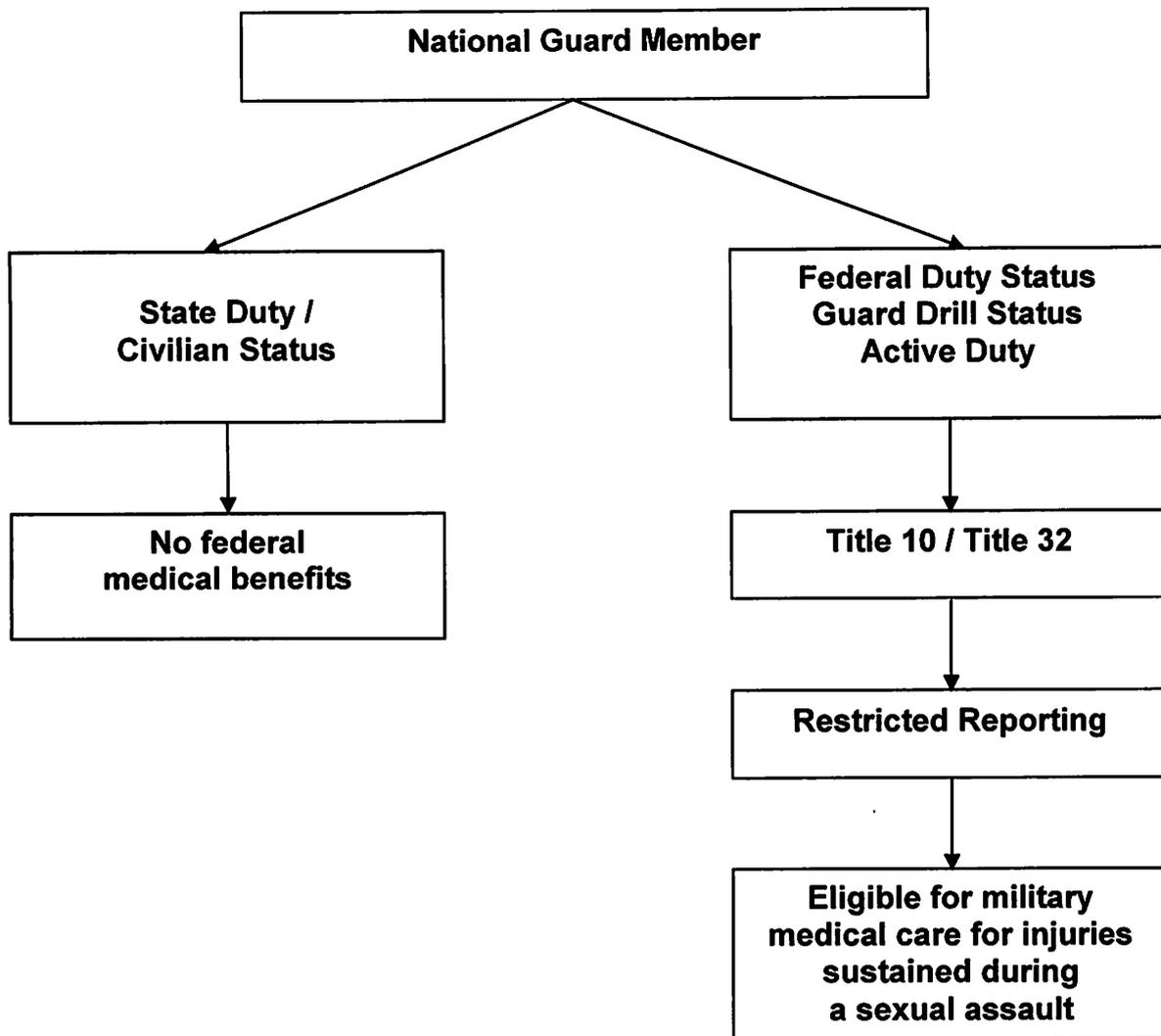
Paraphrase:

In an earlier module we discussed how the National Guard can be mobilized and placed on federal duty status.

It is important to understand the difference between state and federal duty status in the Guard because this difference significantly impacts the guard Member's benefits.



Show Visual 4-24.



Show Visual 4-25.

Point out that accessing services confidentially can be more complicated for National Guard and Reservists because it depends on the status of the Service Member. Members of the National Guard and Reserve can be either inactive, in the service of the state, or active (federal) under Title 32.

Advise participants to consult the SARC for additional information, when applicable.



Show Visual 4-26.

Review the learning objectives and **ask** whether these were met.

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

- Explain Restricted and Unrestricted Reporting options for sexual assault.
- Identify military personnel who offer privilege, confidential reporting, and covered communications.
- Summarize the mandated reporting requirements.
- Explain how a forensic exam can impact Restricted Reporting.
- Explain how mandated reporting can impact receiving medical care.



Show Visual 4-27.

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

INSTRUCTOR MANUAL
Strengthening Military-Civilian Community Partnerships To Respond to Sexual Assault

DoDI 6495.02, June 23, 2006

E13. ENCLOSURE 13

VICTIM REPORTING PREFERENCE STATEMENT⁸

VICTIM REPORTING PREFERENCE STATEMENT <i>(Please read Privacy Act Statement before completing this form.)</i>	
1. REPORTING PROCESS AND OPTIONS DISCUSSED WITH THE VA OR SARC	
a. I, <i>(Full name)</i> _____, had the opportunity to talk with a Victim Advocate (VA) or a Sexual Assault Response Coordinator (SARC) before selecting a reporting option.	
b. UNRESTRICTED REPORTING - REPORTING A CRIME WHICH IS INVESTIGATED.	
INITIALS	I understand that law enforcement and my command will be notified that I am a victim of sexual assault and an investigation will be started. I understand I can receive medical treatment, advocacy services, and counseling, and an optional sexual assault forensic examination to collect evidence if needed. The full range of victim protection actions may be available to me, such as being separated from the offender(s) or receiving a military protective order against the offender. Any misconduct on my part may be punished, but at the discretion of the commander may be delayed until after the sexual assault charge(s) is resolved.
S A M P L E	
c. RESTRICTED REPORTING - CONFIDENTIALLY REPORTING A CRIME WHICH IS NOT INVESTIGATED.	
	(1) I understand that I can confidentially receive medical treatment, advocacy services, and counseling, and an optional sexual assault forensic exam to collect evidence if needed, but law enforcement and my command will NOT be notified. My report will NOT trigger an investigation, therefore, no action will be taken against the offender(s) as the result of my report.
	(2) I understand that there are exceptions to "Restricted Reporting" (see back). If an exception applies, limited details of my assault may be revealed to satisfy the exception.
	(3) I understand that if I have not made an "Unrestricted Report" within 1 year of any evidence collected, it will be destroyed and no longer available for any future investigation or prosecution efforts.
	(4) I understand that all state laws, local laws or international agreements that may limit some or all of DoD's restricted reporting protections have been explained to me. In _____, medical authorities must report the sexual assault to _____.
	(5) I understand that the SARC will provide information that does not reveal my identity, not that of my offender, to the responsible senior commander within 24 hours of my "Restricted Report" or within 48 hours if at a deployed location and extenuating circumstances apply. This information is required for the purposes of public safety and command responsibility.
	(6) I understand that by choosing "Restricted Reporting," the full range of victim protection actions may not be available, such as being separated from the offender(s) or receiving a military protective order against the offender(s).
	(7) I understand that if I talk about my sexual assault to anyone other than those under the "Restricted Reporting" option (SARC, sexual assault victim advocate, or healthcare providers), and chaplains, it may be reported to my command and law enforcement which could lead to an investigation.
	(8) I understand that I may change my mind and report this offense at a later time as an "Unrestricted Report," and law enforcement and my command will be notified. Delayed reporting may limit the ability to prosecute the offender(s) if the case goes to court, my victim advocate and others providing care may be called to testify about any information I shared with them.
	(9) I understand that if I do not choose a reporting option at this time, my commander and investigators will be notified.
PRIVACY ACT STATEMENT	
AUTHORITY: Section 301 of Title 5, United States Code and Chapter 55 of Title 10, United States Code.	
PRINCIPAL PURPOSE(S): Information on this form will be used to document elements of the sexual assault response and/or reporting process and comply with the procedures set up to effectively manage the sexual assault prevention and response program.	
ROUTINE USE(S): None.	
DISCLOSURE: Completion of this form is voluntary; however, failure to complete this form with the information requested impedes the effective management of care and support required by the procedures of the sexual assault prevention and response program.	
DD FORM 2910, JUN 2006	

⁸ Copies may be obtained via the Internet at <http://www.dtic.mil/whs/directives/infomsg/forms/formsprogram.htm>

INSTRUCTOR MANUAL
Strengthening Military-Civilian Community Partnerships To Respond to Sexual Assault

DoDI 6495.02, June 23, 2006

2. CHOOSE A REPORTING OPTION (Initial)	
<input type="checkbox"/>	a. Unrestricted Report. I elect Unrestricted Reporting and have decided to report that I am a victim of sexual assault to my command, law enforcement, or other military authorities for investigation of this crime.
<input type="checkbox"/>	b. Restricted Report. I elect Restricted Reporting and have decided to confidentially report that I am a victim of sexual assault. My command will NOT be provided with information about my identity. Law enforcement or other military authorities will NOT be notified unless one of the exceptions applies. I understand the information I provide will NOT start an investigation or be used to punish an offender.
3. RESTRICTED REPORT CASE NUMBER (If applicable)	
4.a. SIGNATURE OF VICTIM	b. DATE (YYYYMMDD)
5.a. SIGNATURE OF SARC/VICTIM ADVOCATE	b. DATE (YYYYMMDD)
6. I have reconsidered my previous selection of "Restricted Reporting," and I would like to make an "Unrestricted Report" of my sexual assault to authorities for a possible investigation.	
a. SIGNATURE OF VICTIM	b. DATE (YYYYMMDD)
S A M P L E	
c. SIGNATURE OF SARC/VICTIM ADVOCATE	d. DATE (YYYYMMDD)
EXCEPTIONS TO "RESTRICTED REPORTING"	
In cases in which members elect restricted reporting, disclosure of covered communications is authorized to the following persons or organizations when disclosure would be for the following reasons:	
1. Command official/s or law enforcement when authorized by the victim in writing	
2. Command official/s or law enforcement to prevent or lessen a serious and imminent threat to the health or safety of the victim or another person	
3. Disability Retirement Boards and officials when required for fitness for duty for disability retirement determinations. Disclosure is limited to only that information necessary to process the disability retirement determination	
4. SARC, victim advocates or healthcare provider when required for the direct supervision of victim services	
5. Military or civilian courts when ordered, or if disclosure is required by Federal or state statute.	
SARCs, victim advocates and healthcare providers will first consult with the servicing legal office to determine whether the criteria of any of the above exceptions apply, and whether they have a duty to comply by disclosing the information.	

DD FORM 2910 (BACK), JUN 2008

Module 5: Unique Issues for Sexual Assault Victims in the Military

Time Required

1 hour, 45 minutes

Purpose

The purpose of this module is to explore the unique conditions, protocols, and practices in the military that affect victims and command responses to sexual assault.

Lessons

1. Similarities Between Military and Civilian Sexual Assault Response (5 minutes)
2. Military Sexual Trauma (30 minutes)
3. Issues Unique to Military Victims (55 minutes)
4. Male Victims of Sexual Assault in the Military (15 minutes)

Learning Objectives

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

- Explain military sexual trauma.
- Describe issues unique to military victims of sexual violence.
- Identify possible barriers to reporting sexual assault within the military.
- Identify issues with male victims in the military.

Participant Worksheets

- Worksheet 5.1, Military Sexual Trauma
- Worksheet 5.2, Reporting Barriers
- Worksheet 5.3, Natalie's Story
- Worksheet 5.4, Male Victims

Equipment and Materials

No special equipment or materials are required.

Preparation

- Review the video clips.
- Be aware that it may take some time to load the PowerPoint presentation for this module because of the size and number of embedded video clips. Be sure to load and minimize the PowerPoints in advance of training.
- Ensure that the video projection equipment and speakers are working.

 **Show Visual 5-1.**

Introduce Module 5 by explaining that the purpose of this module is to explore the unique conditions, protocols, and practices in the military that affect victim and command responses to sexual assault.

 **Show Visual 5-2.**

Review the learning objectives.

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

- Explain military sexual trauma.
- Describe issues unique to military victims of sexual violence.
- Identify possible barriers to reporting sexual assault within the military.
- Identify issues with male victims in the military.

1. Similarities between Military and Civilian Sexual Assault Response (5 minutes)

 **Show Visual 5-3.**

Paraphrase:

Before examining what is unique about sexual assault in the military, let's talk about what is not. Similar to society as a whole, the following are true of sexual assault in the military:

1. The attacker is most often known to the victim.
2. Alcohol is often a factor.
3. Men and woman are victims.

 **Show Visual 5-4.**

Read the quote:

“Rape in the military is much like rape in the family. It’s where – It’s where you live. It’s not just – where you work.” (Resick 2007)

Paraphrase:

Like society as a whole, statistically the most at-risk population for sexual assault in the military is females between the ages of 16-24 (Department of Defense Annual Report on Sexual Assault in the Military Fiscal Year 2011). In the civilian world, we often find this population on college campuses where non-stranger rape is not uncommon. The victims are usually young, impressionable, eager to belong, very sensitive to peer pressure, isolated from friends and family, eager to prove themselves, and often previously traumatized.

To identify the needs of sexual assault victims and understand how being in the military may impact these needs, **ask** participants to brainstorm about the needs of sexual assault victims following the assault. (These should include emotional, physical, medical, and legal). **Write** their responses on tear sheets at the front of the room.

2. Military Sexual Trauma (30 minutes)

Ask participants to define “military sexual trauma.”



Show Visual 5-5.

Paraphrase:

Military sexual trauma (MST) has been defined by the Department of Veterans Affairs as:

Sexual harassment that is threatening in character or physical assault of a sexual nature that occurred while the victim was in the military, regardless of geographic location of the trauma, gender of the victim, or the relationship to the perpetrator.



Show Visual 5-6.

Paraphrase:

The Veterans Administration reports that the prevalence of MST is much higher among women in the Veterans Administration population than among active duty military. In a national survey of 3,632 woman veterans, 23 percent reported a history of sexual assault while in the military and 55 percent reported a history of sexual harassment while in the military. These rates of sexual assault while in the military are higher than lifetime rates among women in the general population (Himmelfarb, Yaeger, and Mintz 2006).

These statistics are important for our consideration because they tell us that community-based sexual assault programs are more likely to come into contact with someone with MST after they have left active duty.

 **Show Visual 5-7.**

Introduce the activity.

 **Activity: Military Sexual Trauma: Michelle Video (15 minutes)**

1. **Ask participants to use Worksheet 5.1, Military Sexual Trauma, in the Participant Manual, while watching the video to take notes on how being in the military impacted the victim's reaction to the sexual assault.**

DVD Show the video, *Military Sexual Trauma: Michelle*, that is embedded in the PowerPoint presentation by clicking on the slide.

 **Show Visual 5-8.**

2. **Facilitate a discussion of the question: How did being in the military impact Michelle's reactions to the sexual assault? You can bring up the following points if participants do not.**
 - One example is Michelle's size and strength (6 ft., 185 lbs.). She stated, "I'm a big girl, I should be able to handle myself." She said to herself, "You're stronger than that!" Michelle took great pride in being able to keep up, or even surpass the men in her physical strength and ability.
 - When she was assaulted, the common reactions of guilt, self doubt, and self-blame for not being able to fight off her attacker were magnified.
 - Like many sexual assault victims in the military, Michelle's assault occurred in the very setting in which she lives and works.

- The cohesion and camaraderie that she experienced with fellow Service Members prior to the assault disappeared. Following the assault she was teased and called names. She stated, “I was no longer one of the guys.” The closeness among military personnel, this sense of family, can have a deep impact on a sexual assault victim. Their feelings of guilt and betrayal may be magnified by the fact that the perpetrator was a member of their “family.”
- Remember, Michelle could not go home to avoid the harassment. She could not call in sick. She could not quit her job. If she decided she could not stand it any longer and did not show up for work, she would be considered AWOL (Absent Without Leave). Some female soldiers who become victims of sexual assault may find themselves in a situation where they must either see the perpetrator every day or sacrifice their career to protect themselves from further trauma.
- Although Michelle’s perpetrator was not in her chain of command, imagine the added trauma of taking orders from the man who raped you. Envision the sense of helplessness and powerlessness if the victim is dependent on the perpetrator for basic necessities, such as medical and psychological care. The perpetrator might also have control over the victim’s career, deciding about evaluations and promotions.

3. *Discuss the question: How could Michelle’s situation with some of the male Service Members, following the assault, affect the entire unit and mission readiness? Bring up the following points if participants do not.*

- Michelle no longer trusted the men and some of the men were calling her names that implied she could no longer be trusted, “She’ll just lead you on.”
- The lack of cohesiveness that was evident in the antagonism male Service Members were showing Michelle and her resulting fear of the men could have a detrimental effect on unit cohesion and mission readiness.

Paraphrase:

The military now has resources in place to deal with the aforementioned concerns (chain of command, career concerns, etc.); victim advocates (VAs) should work closely with their sexual assault response coordinator (SARC) to address these issues.

MST is a term that was imposed by Congress on the Veterans Administration. Advocates should be mindful that this is not a term used by the military. DoD policy only speaks about sexual assault, not MST.

Instruct participants to look back over their responses to the needs of a sexual assault victim and think about how some of these basic needs could be further complicated by being in the military at the time of the assault.

3. Issues Unique to Military Victims (55 minutes)

 **Show Visual 5-9.**

Introduce the activity by paraphrasing:

The next video clip comes from a DVD intended for the viewing of Air Force Commanders, as part of the Air Force Campaign for Sexual Assault Prevention and Response. Major General K.C. McClain's comments focus on reasons why a military sexual assault victim may feel reluctant to report his/her assault. At the time this video was filmed, General McLain was the Commander of the DoD Joint Task Force for Sexual Assault Prevention and Response. She retired in 2010.

 **Activity: Unique Issues for Sexual Assault Victims in the Military – Reporting Barriers Video (15 minutes)**

1. Ask participants to use Worksheet 5.2, Reporting Barriers, in the Participant Manual, while watching the video to take notes on possible reporting barriers and issues unique to sexual assault victims.

DVD Show the video, *Unique Issues for Sexual Assault Victims in the Military – Reporting Barriers*, that is embedded in the PowerPoint presentation by clicking on the slide.

 **Show Visual 5-10.**

2. Ask participants to list the reporting barriers. Include the following if participants do not.

- Loss of control over personal information (privacy).
- Potential damage to career (reduced in eyes of colleagues and Commander).
- Fear of disciplinary action (collateral misconduct).
- Fear of revictimization (by the system).
- Impact on training or deployment.

 **Show Visual 5-11.**

Introduce the activity.

We are going to take a look at another video clip. This clip is the story of a female Service Member who was deployed to Iraq.

 **Activity: Natalie's Story Video (15 minutes)**

1. **Ask participants to use Worksheet 5.3, Natalie's Story, in the Participant Manual while watching the video to note how her deployment played a part in her reaction to the sexual assault.**

DVD Show the video, *Natalie's Story*, that is embedded in the PowerPoint presentation by clicking on the slide.

 **Show Visual 5-12.**

2. **Lead a discussion with participants. Ask: What were some of the things that were distinctive in Natalie's story because she was in Iraq? (e.g., fear and the environment; "... the oppressive heat, constant sand storms, and looming threat of danger.")**

 **Show Visual 5-13.**

Acknowledge that, as in Natalie Robbins' story, the life of a deployed Service Member is very different and presents a unique set of challenges. SARC and victim advocates responding in theater (in a deployed environment) are faced with challenges to ensure victims receive timely and appropriate care. These challenges may include:

- **A reduction in available resources for victims.** Civilian resources, such as rape crisis centers, may not be available and military resources may be scarce. A victim may have to be transported several hours to the closest medical treatment facility and counseling services will likely be limited.
- **Victim privacy may be difficult to maintain in both Restricted and Unrestricted cases.** Special arrangements may have to be made to transport a victim to a medical treatment facility, to be absent from his/her unit for a medical/forensic exam, and/or to be relocated or returned home. The Command may be more likely to ask the SARC or other first responder for information when such arrangements are made, as they may conflict with mission readiness. Lack of privacy also impacts the victim's ability to heal in the deployed environment – with shared living and working space, there are few places for a victim to go to cry and process and be alone.

- **Separating the victim from the offender may be more difficult for the Command in theater.** Victims may express fear about their safety and request to be returned to home in order to be close to family and friends. The Command may delay or object to redeploying a victim before the mission is complete. Many victims do not want to return back home. Often all of their friends are in their unit and are deployed with them and their family is far away from their duty station. Being sent back home for these victims increases their isolation from their support system. If the victim chooses to stay in theater, the Commander may issue a military protective order to ensure victim safety.
- **Victims may be more likely to express concerns about their safety following an assault, as safe locations may be limited in theater.** Safety planning will be particularly important for victims in theatre. The VA and/or SARC working with the victim must be creative in assisting the victim in developing a safety plan.
- **Victims' emotional reactions to the assault may be exacerbated by combat stress.** The SARC and VA need to be aware of this reality and encourage the victim to seek out professional mental health assistance to deal with the assault.
- **The identity of the VA(s) and SARC are well publicized, which may make it difficult for a victim to maintain privacy when seeking out advocacy services.** Victims may fear that talking to a VA will violate their privacy. The SARC should work with VAs to be creative in finding private locations to meet with victims (e.g., the mess hall during off-hours).
- **Embedded reporters may be present with units and may become aware of the assault.** The SARC and VA should work with the victim to ensure that all unwanted media inquiries are deflected to the appropriate personnel such as the public affairs officer.

Collateral Misconduct



Show Visual 5-14.

Paraphrase:

It is not unheard of for military personnel to be sanctioned for their own misconduct committed at or around the time of an assault. This is known as collateral misconduct. An example would be when a sexual assault victim was drinking and the victim is underage. The drinking is a violation of the rules and the victim may be held accountable.

It is important, however, to note that in this scenario, resolution of the sexual assault allegation would be the military's first priority and Commanders have discretion on when to address the victim's collateral misconduct.

Commanders may receive input from a victim on when they prefer to receive punishment for their collateral misconduct. Commanders may exercise their discretion on when to impose punishment. Depending on the facts and circumstances of a particular case, Commanders may wait to handle any collateral misconduct until after the sexual assault allegation has been resolved. The bottom line is that soldiers are held accountable for their own actions and victims may have input throughout the military justice process.

Command Need-To-Know



Show Visual 5-15.

Paraphrase:

The focus of the military is soldier readiness for war/disaster. As such, it is considered acceptable for the military to ensure soldiers are focused on military priorities and not distracted.

An important concept to understand is that of the *Command need-to-know*. The Commander has total responsibility for his personnel, their performance on the military job, and their conduct and performance standards in both the military and their civilian environment. A Commander may at times be required to monitor areas of an individual's life that a civilian manager would not. Although on the one hand, the Nation grants Commanders special authority, on the other hand, the Service Members serving under the Commander's authority trust their Commanders to lead them well.



Show Visual 5-16.

Read the quote:

"It is sometimes frustrating to try and explain to someone – military or civilian – what this "Being a Commander" thing is all about simply because they cannot possibly understand the depth, complexity, and hours involved. Nor could you. I am a teacher, counselor, rescuer, parent, mentor, confessor, judge, and jury, executioner, cheerleader, coach, nudger, butt-kicker, hugger, social worker, lawyer, shrink, doctor, analyst, budgeter, allowance giver, career planner, assignment getter, inspector, critiquer, scheduler, planner, shopper, social eventer, party thrower, and absolutely as often as possible – sacrificial lamb. I am my squadron's Commander, and will only do this job one way while I'm in it ... whatever it takes to serve them."

Lt. Col. Eileen Islola, Commander, 463d Operations Support Squadron

Add that a Service Member who, due to the circumstances of a sexual assault, cannot perform his/her duties, is a Command need-to-know issue.

4. Male Victims of Sexual Assault in the Military (15 minutes)

 **Show Visual 5-17.**

Introduce the activity.

We are going to turn our attentions for a few minutes to an issue that is not often spoken of within the military, male victims of sexual assault.

 **Activity: Male Victims Video (15 minutes)**

1. *Ask participants to consider for a moment, why we would be including this discussion in a module titled “Unique Issues for Sexual Assault Victims in the Military.”*
2. *Ask participants to listen while they watch the video for how the effects of sexual assault on a man may be exacerbated by the military culture.*

DVD Show the video that is embedded in the PowerPoint presentation by clicking on the slide.

After viewing the video, **lead** a discussion to cover the following points.

- In the video clip, Dr. Lisak said that, in our society, male victims are far less likely to report or disclose sexual assault. What are some of the reasons he gave? (Male identity, socialization of men, many of the same reasons as women.)
- The DoD FY07 Report on Sexual Assault in the Military shows a total of 174 men who reported sexual assaults—133 Unrestricted and 41 Restricted Reports.
- How might the existing social barriers be exacerbated or complicated by being in the military at the time of the assault?
- The military is a hyper-masculine environment where feelings of “helplessness and powerlessness” are not acceptable. If the sexual assaults are male on male, they are further complicated by the stigma in our society about homosexuality. Fear of being viewed as homosexual is a barrier to reporting.
- The U.S. Veterans Affairs has established a program in St. Petersburg, Florida designed exclusively to counsel men who were sexually assaulted while in the Armed Forces.

Instructor Note:

Although the Veterans Administration treats veterans, it is not part of the Department of Defense.



Show Visual 5-18.

Review the learning objectives and **ask** whether these were met.

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

- Explain military sexual trauma.
- Describe issues unique to military victims of sexual violence.
- Identify possible barriers to reporting sexual assault within the military.
- Identify issues with male victims in the military.



Show Visual 5-19.

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

Module 6: Military Justice Process

Time Required

2 hours, 30 minutes

Purpose

The purpose of this module is to present an overview of the military justice process and the parties involved with sexual assault cases, and to compare the military justice system with the civilian criminal justice system.

Lessons

1. Victims' Rights (20 minutes)
2. The Investigative Process (1 hour)
3. Suspect Rights (30 minutes)
4. Military Justice Process (MJP) (40 minutes)

Learning Objectives

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

- Identify the Commander's role in the military justice system.
- Compare and contrast military and civilian justice systems.
- Examine DoD Directive's Victim Bill of Rights.

Participant Worksheet

- Worksheet 6.1, Comparison Chart: Civilian Criminal and Military Justice Systems

Equipment and Materials

No special equipment or materials are required.

Preparation

- “Compare and contrast” activities are used throughout the module. Take a moment to read through the various steps of the activities before beginning.
- It is recommended that someone with military experience teach this module. If possible, have military a military presenter team teach with installation JAG.

 **Show Visual 6-1.**

Introduce the module.

 **Show Visual 6-2.**

Review the purpose and learning objectives.

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

- Identify the Commander's role in the military justice system.
- Compare and contrast military and civilian justice systems.
- Examine DoD Directive's Victim Bill of Rights.

 **Show Visual 6-3.**

Explain that the information provided in this module is intended as a broad overview only.

Encourage participants to address questions regarding the military justice process to Victim Witness Assistance Personnel and sexual assault response coordinators (SARCs).

 **Show Visual 6-4.**

Paraphrase:

Why a separate justice system for military personnel? Are they not subject to the same laws and protections as civilians?" The answer is "yes".... and "no." Like civilian law, the foundation of military law is the Constitution of the United States. Protections granted by the U.S. Constitution apply to military members, except to the extent they are overridden by the demands of "discipline and duty." Members of the U.S. Military are subject to the same rules of behavior as the civilian population.

If the suspect is an Active Duty Soldier or a civilian, he/she is subject to military justice process. If the suspect is civilian, he/she is subject to laws under the criminal justice system.

1. Victims' Rights (20 minutes)

Present a discussion on the following topics.

Expedited Transfer of Military Service Members Who File Unrestricted Reports of Sexual Assault



Show Visual 6-5.

- Service members who file credible Unrestricted Reports of sexual assault will be given the option to request a temporary or permanent transfer from their command or base, or to a different location within their assigned command or base. The report needs to meet a Credible Report standard. *Credible Report* is either a written or verbal report made in support of an expedited transfer that is determined to have credible information.
- The intent behind the policy is to protect and separate victims of sexual assault from the offenders.
- After submission, commanding officers have 72 hours to approve or deny the request. If approved, the request would immediately be forwarded to the appropriate office that processes permanent change of station, permanent change of assignment, and unit transfers.
- If a request is denied by a commanding officer, Service Members will be given the opportunity to have the request reviewed by the first general or flag officer in their chain of command. Once submitted, the decision to approve or deny a transfer again must be made within 72 hours.

Note: If granted a PCS, family members will re-locate with the Service Member.

The Uniform Code of Military Justice



Show Visual 6-6.

The Uniform Code of Military Justice (UCMJ), the military's criminal code, is essentially a complete set of criminal laws. It includes many crimes punished under civilian law (e.g., murder, rape, drug use), but it also punishes other conduct that is unique to the military. These unique military offenses go to the heart of military duties.

For example, in civilian life if people choose to be disrespectful to a civilian supervisor, or if they choose not to go to work or to quit their job for any reason, that decision does not potentially violate any criminal laws and is a matter between them and their supervisor.

Military members, however, have tremendous responsibilities and must be counted upon to perform them. These responsibilities require that the military have a disciplinary system that enables Commanders to respond to such misconduct – potentially with criminal charges.

When a military member does not report for duty, the consequences to the mission and national security can be quite severe. Unique military crimes include, for example, such offenses as desertion, absence without leave, disrespect towards superiors, failure to obey orders, dereliction of duty, wrongful disposition of military property, drunk on duty, malingering (laziness), and conduct unbecoming an officer (The Military Justice System, Staff Judge Advocate to the Marine Corps 2008).

Expanded Legal Assistance for Victims of Crime



Show Visual 6-7.

The National Defense Authorization Act (NDAA) of 2012 extended and expanded access to legal assistance and the services of SARCs and sexual assault prevention and response victim advocates (SAPR VAs). Specifically, it provides:

- 1) Notice to victims of the availability of legal services and services of a SARC or SAPR VA, and that such services can be declined;
- 2) That these services are available regardless of whether the victim elects Restricted or Unrestricted Reporting;
- 3) That a victim who is a member or dependent may receive counseling, medical treatment, or legal assistance; and may disclose the details of an assault confidentially to a SARC, SAPR VA, certain health care personnel, and legal assistance attorneys without triggering an investigation;
- 4) Expanded support to sexual assault victims to include military spouses and adult military dependents, who will now be able to file a Restricted Report and receive the services of a SARC or SAPR VA;
- 5) Emergency care for DoD civilians stationed aboard (and their adult dependents) and DoD U.S. citizen contractors in combat areas (and their U.S. citizen employees. (DoD civilians and contractors can only file an Unrestricted Report.)

The DoD Directive 1030.1, Victim Witness Assistance Program, Crime Victim Bill of Rights

 **Show Visual 6-8.**

The 1990 *Crime Control Act: Title V of the Victims' Rights and Restitution Act* set forth some basic rights of crime victims. This legislation mandated federal agencies engaged in the detection, investigation, or prosecution of crime to make their best efforts to ensure that victims of crime are treated with fairness and respect for their dignity and privacy. The *Victims' Rights and Restitution Act of 1990* legislated that victims, including victims of sexual assault, be given fair and sensitive handling by all personnel at all levels of victim assistance.

Under the Victims' Rights and Restitution Act of 1990, victims have the right:

- To be treated with fairness and with respect for the victim's dignity and privacy.
- To be reasonably protected from the accused offender.
- To be notified of court proceedings.
- To be present at all public court proceedings related to the offense, unless the court determines that testimony by the victim would be materially affected if the victim heard other testimony at trial.
- To confer with the prosecuting attorney in the case.
- To receive available restitution.
- To provide information about the conviction, sentencing, imprisonment, and release of the accused offender (DoD Sexual Assault Prevention and Response Office training 2005).

 **Show Visual 6-9.**

Military sexual assault victims have the right under DoD policy *not to* report a sexual assault or *not to* participate in the investigation of the assault once reported.

 **Show Visual 6-10.**

However, if a victim does decide to report the crime or if a crime is discovered through avenues other than those described previously, he/she may have little control over its investigation.

2. The Investigative Process (1 hour)

Ask participants to brainstorm the stages of the civilian justice process from the time of an assault, through the investigation and criminal justice process. The list should include the following:

1. Crime is committed.
2. Police are notified and respond.
3. An investigation is conducted.
4. A suspect is identified and located.
5. The criminal justice system is implemented:
 - a. Arraignment
 - b. Preliminary Hearing/Grand Jury
 - c. Pretrial agreements
 - d. Trial
 - e. Verdict

Provide an overview of the military justice process, comparing and contrasting it to the civil justice system.

Ask participants to use **Worksheet 6.1, Comparison of Civilian Criminal and Military Justice Systems** to note similarities and differences between the military and civilian justice systems on their chart.

 **Show Visual 6-11.**

Paraphrase:

In the military, reporting and investigating crime differs from civilian communities. In most civilian communities, individuals report crimes to their local police departments. The police then conduct investigations and make initial decisions about whether to charge someone for minor offenses (e.g., by issuing tickets or summons). In some jurisdictions, the police can arrest offenders on serious charges, but in others, the police refer major offenses to the local prosecutor (often called a district attorney), who decides whether to file (serious) charges. The local prosecutor, acting on behalf of the community, then decides how both minor and major cases are to be handled in court. Local courts hear guilty pleas and trials and impose punishments.

Under the direction of the President, military Commanders are responsible for maintaining law and order in the communities over which they have authority, and for maintaining the discipline of the fighting force. Reports of crimes by Service Members ultimately come to their Commander's attention from law enforcement or criminal investigative agencies, as well as reports from individual Service Members. To help Commanders decide how to resolve charges, they make a "preliminary inquiry" into any allegations against a member of the Command. These informal inquiries are sometimes referred to as R.C.M. 303 Inquiries. The Commander can conduct this inquiry him/herself, or appoint someone else in his/her command to do it. In sexual assault cases, Commanders request assistance from civilian or military criminal investigative agencies. All sexual assaults are to be investigated by criminal investigative agencies.

Military Criminal Investigative Organization



Show Visual 6-12.

Explain that in sexual assault cases, Military Criminal Investigative Organizations (MCIO) are responsible for the conduct of the investigations in which the military is, or may be, a party of interest. MCIO investigates allegations of sexual assaults on and off the installation (with coordination of local law enforcement due to lack of jurisdiction), as appropriate. The primary role of the MCIO is an objective fact finder; MCIO does not make judicial or administrative decisions regarding prosecution or offender accountability (DoD Sexual Assault Prevention and Response Office training 2005).

List the initial steps civilian law enforcement and/or the MCIO personnel take during a sexual assault investigation:

- Determine if the victim needs medical attention.
- Transport the victim to the hospital or arrange transportation if needed or requested.
- Identify and interview the victim(s), alleged offender(s), and potential witness(es).
- Ask for the location and identification/description of the alleged offender(s), if unknown.
- Ask if a weapon was involved and if the victim knows where the weapon is now.
- Determine what injuries were sustained, if any.
- Process and take photographs of the crime scene. If a medical professional has not taken photographs of the injuries (if there are any), the investigator may photograph the injuries. Victims should know that subsequent photographs might be needed as bruises develop and change.

When the investigation is complete, the MCIO will prepare a report for the Commander, who will determine if the case is founded, unfounded, or has insufficient evidence. The Commander will determine the next course of action depending on the evidence presented (DoD Sexual Assault Prevention and Response Office training 2005).

The Role of the Military Victim Advocate During the Investigation



Show Visual 6-13.

Paraphrase:

Similar to the civilian victim advocate, one of the most important things that a military victim advocate (or SARC) will do is explain to the victim what their options are; explain who each of the responders in the investigation will be, what roles each plays, and how the process will work; and advocate to ensure the views of the victim of the sexual assault are considered in the decisionmaking process. The military victim advocate should work with the responding investigative personnel to minimize the adverse effects of the investigative interview and obtain sufficient information to ensure the victim's safety and protection.

The military victim advocate can accompany the victim through the medical and/or forensic examinations and interviews or proceedings required by the investigation.

Military Rules of Evidence 514- Victim Advocate/Victim Privilege Additional provisions under EO 13593 increase protections afforded to victims of a sexual assault or violent offense. This rule gives the victim the privilege to refuse to disclose, and prevent any other person from disclosing, confidential communication made between the victim and a victim advocate, so long as the communication was made for the purpose of facilitating advice or supportive assistance to the victim.



Show Visual 6-14.

Paraphrase:

Unlike a community victim advocate, in the military it is the victim witness assistance personnel (VWAP) who will ensure that victims have an understanding of their rights as victims of crime and how to exercise these rights, and will help with navigating the legal process. Military victim advocates may work closely with VWAP to help victims manage their expectations throughout the process.

Military Protection Orders

 **Show Visual 6-15.**

Paraphrase:

Military Protection Orders (MPOs) may direct a Service Member to refrain from contacting, harassing, or touching a certain named person or may direct a person to stay away from certain areas or refrain from doing certain acts or activities.

 **Show Visual 6-16.**

Paraphrase:

MPOs are generally for a short period of time. They may be written or verbal. Because MPOs are issued by the offender's Commander, they are not available for Restricted Reports (Fleet and Family Support Program 2006).

Medical and Forensic Exams

 **Show Visual 6-17.**

Paraphrase:

In any criminal investigation, collection of evidence is imperative. In sexual assault cases the victim's body is, in essence, a crime scene. In the module on confidentiality, we discussed benefits and limitations of Unrestricted and Restricted Reporting. One of the limitations of Restricted Reports is that an investigation will not take place immediately after the assault and evidence may be lost. However, victims who make either Unrestricted or Restricted Reports will have access to medical and forensic examinations.

The Sexual Assault Forensic Examination (SAFE) kit and associated report will be retained for 5 years in a Restricted Reporting situation. The examination report and associated reports in an Unrestricted Report will be retained for 50 years.

Military personnel, like civilians, will be offered sexually transmitted infection and pregnancy testing and oral contraceptives to prevent pregnancy as a result of the assault (Fleet and Family Support Program 2006).

 **Show Visual 6-18.**

Introduce the activity.

 ***Activity: Comparison of Victims' Rights in the Civil and Military Justice Processes (15 minutes)***

- 1. Ask participants to take the next couple of minutes to discuss at their tables the similarities and differences between the civil and military justice process that they noted on Worksheet 6.1.***
- 2. After 2-3 minutes, ask for volunteers to share their table's list. Make a master list on tear sheets at the front of the room.***
- 3. To avoid repetition, ask participants to add only things that have not already been mentioned.***

Cover the following, if participants do not:

- **Civilian** – Police are responsible for maintaining law and order.
Military – The Commander is responsible for maintaining law and order.
 - **Civilian** – Police do the investigation of crime.
Military – The Military Investigative Organization does the investigation of sexual assault.
 - **Civilian** – No-contact orders and restraining orders are used to protect victims. (These are also enforceable on military installations.)
Military – Military Protection Orders may be used solely and in addition to civilian no contact orders. The Commander issues them, and, as such, they are not applicable in Restricted Reporting cases and are not enforceable by other jurisdictions.
- 4. Ask participants if they noted any differences between the roles of civilian and military victim advocates. Point out that, similar to advocates in a prosecutor's office in the civilian justice system, in the military the VWAP is responsible for assisting with victims' rights and navigating the military justice process.***

3. Suspect Rights (30 minutes)



Show Visual 6-19.

Encourage participants continue to note similarities and differences between the civilian and military justice processes as they pertain to the suspect's rights.

The major differences between the civilian and military during the judicial process are in the apprehension of the suspect.

Miranda Rights

When a civilian is arrested they must be read their Miranda warning prior to questioning. Miranda Rights include that he or she has the right to remain silent, and that anything the person says may be used against that person in court; the person must be clearly informed that he or she has the right to consult with an attorney and to have that attorney present during questioning, and that, if he or she is indigent, an attorney will be provided at no cost to represent him or her.

Article 31 Rights

In the military, Article 31 extends beyond the Miranda warning. In addition to the rights listed above, the suspect must also be informed of the nature of the accusation against them prior to being questioned. Military victims are typically not given a formal rights advisement regarding any collateral misconduct before a victim is interviewed about a sexual assault, unless they are suspected of misconduct.

Right to Counsel

A civilian must be indigent to receive defense counsel free of charge. If the civilian is found to be indigent, the court assigns defense counsel. The defendant cannot normally choose their attorney. In contrast, military defense counsel is provided free of charge regardless of the accused's ability to pay. This counsel will be provided throughout the process including any appeals. The accused may also employ civilian counsel at his or her own expense, or request a particular military counsel, who will assist the accused if reasonably available. Military victims typically are not advised of their right to counsel regarding any collateral misconduct before an interview and making a statement alleging a sexual assault unless they are suspected of a crime. (Note: This is the same in the civilian world.)

Pretrial Confinement in the Military

Pretrial confinement in the military is similar to the civilian system in some respects and different in others. In the civilian community, police arrest serious offenders and take them to jail. In military cases, Service Members who are apprehended (“arrest” has a different technical meaning in the military) are typically turned over to a member of command authority. The Command then decides whether to confine the member in a military jail (called brig, stockade, or confinement).

The Command may also impose pretrial “restrictions” instead of confinement. For instance, the Service Member may be restricted to his/her post or base, pending trial. Before any Service Member is confined or restrained, there must be probable cause (a reasonable belief) that the Service Member committed an offense triable by courts-martial and that confinement or restriction is necessary under the circumstances.

Ordinarily, military victims have the right to be present at all public court proceedings related to the offense as described in the Victims’ Rights and Restitution Act of 1990 (DODD 1030.1). When his or her charges are referred or presented to a court-martial, the confined Service Member may ask the military judge presiding over the court to review his/her pretrial confinement again. If rules were violated, the military judge can release the Service Member, and can reduce any subsequent sentence, giving additional credit for inappropriate confinement.

In the civilian community, a person accused of crimes that might flee or commit other crimes may also be confined prior to their trial. Generally, a civilian magistrate or judge will set bail or bond, which may be reviewed at the defendant’s request. In many cases, the defendant will be required to post bail or bond to ensure their return for trial. While awaiting trial, a civilian confinee usually does not receive pay and may actually lose his or her job. Service Members do not have to post bail, receive their regular military pay, and do not lose their jobs while awaiting trial (Rives 2008).



Show Visual 6-20.

Introduce the activity.



Activity: Comparison of Suspect Rights in the Civil and Military Justice Processes (20 minutes)

- 1. Ask participants to take the next couple of minutes to discuss within their table groups the similarities and differences in suspects’ rights in the civilian and military justice process that they noted on Worksheet 6.1.***
- 2. After 2-3 minutes, ask for volunteers to share their table’s list. Make a master list on tear sheets at the front of the room.***

3. To avoid repetition, ask participants to add only things that have not already been mentioned.

Cover the following, if participants do not:

- Civilian – Miranda warning must be at time of arrest and prior to questioning.

Military – Article 31 extends beyond Miranda. Must occur prior to arrest and requires that suspect be informed of the accusations against him/her.
- Civilian – Defendant must be indigent for judge to assign defense counsel free of charge. Defendant may not choose public defender.

Military – Defense counsel is assigned regardless of rank or income. Counsel will be provided throughout judicial process inclusive of appeals. Defendant may request particular military counsel.
- Civilian – Police make arrests and take them to jail.

Military – Service Members are apprehended (arrest means something different in military). The Command decides if the member should be confined in a brig, stockade or confinement. Command may impose partial restrictions.
- Civilian – A magistrate or judge sets bail or bond which may be reviewed. Accused usually does not receive pay and may lose job.

Military – Service Members have numerous opportunities to have confinement reviewed. Partial restrictions are an option. Service Members receive regular pay and do not lose their jobs while waiting for trial.

4. The Military Justice Process (MJP) (40 minutes)



Show Visual 6-21.

Paraphrase:

The military justice process embraces the rights of the offender in the same way as its civilian counterpart. Unlike the civilian system, which differs from state to state, the military justice laws and procedures are the same for all military organizations, regardless of their location (Fleet and Family Support Program 2006). There are some issues specific to victims and the military justice system, such as pretrial access to victims by defense counsel and the discovery of personnel/medical records.

The Role and Authority of the Commanding Officer



Show Visual 6-22.

Paraphrase:

The most significant difference between civilian and military law is the role of the Commander.

As we have already discussed, in civilian communities, police and prosecutors exercise discretion in deciding whether an offense should be charged and offenders punished. In the military, Commanders make this decision. Once the investigation is complete, the Commander must make a decision about how to dispose of the case.

Throughout the investigation, the Commander has a lawyer (staff judge advocate) available to assist and provide advice. With the assistance of the lawyer, he/she decides whether a case will be resolved administratively, through Non-Judicial Punishment action, or referred to trial, and what the charges will be. The disposition decision is one of the most important and difficult decisions facing a Commander.

Commander's Range of Options

The Commander has a number of options available for the resolution of disciplinary problems. Briefly summarized, they are as follows:

- 1. The Commander may choose to take no action.** While this may seem to be unusual, the circumstances surrounding an event actually may warrant that no adverse action be taken. The criminal investigation might indicate that the accused is innocent of the crime or the only evidence available is inadmissible, or the Commander may decide that other valid reasons exist not to prosecute or take administrative actions. Note that a subordinate Commander's decision not to take action is not binding on a superior Commander's independent authority to take action.
- 2. The Commander may initiate administrative action against a Service Member.** The Commander might determine that the accused committed an offense, but that the best option for this offense and this offender is to take administrative rather than punitive action. A Commander can initiate action against the Service Member, alone or in conjunction with action under the UCMJ. Administrative action is not punitive in character; instead, it is meant to be corrective and rehabilitative. Administrative actions include measures ranging from counseling or a reprimand to involuntary separation.

- 3. The Commander may dispose of the offense with Non-Judicial Punishment.** In the Navy and Coast Guard, Non-Judicial Punishment proceedings are referred to as “captain’s mast” or simply “mast.” In the Marine Corps, the process is called “office hours,” and in the Army and Air Force, it is referred to as “Article 15” (Powers 2008). Use of Non-Judicial Punishment is proper in cases involving minor offenses in which nonpunitive measures are considered inadequate or inappropriate. If it is clear that Non-Judicial Punishment will not be sufficient to meet the ends of justice, more stringent measures may be taken. Prompt action is essential for Non-Judicial Punishment to have the proper corrective effect. Non-Judicial Punishment may be imposed to:
- a. Correct, educate, and reform offenders who the imposing Commander determines cannot benefit from less stringent measures.
 - b. Preserve a Service Member’s record of service from unnecessary stigma by record of court-martial conviction.
 - c. Further military efficiency by disposing of minor offenses in a manner requiring less time and personnel than trial. If a Commander imposes Non-Judicial Punishment for a minor offense, trial by court-martial is barred. If a Commander imposes Non-Judicial Punishment, but the offense is not minor, later trial by court-martial is not barred. A minor offense is one for which the maximum sentence imposable at a court-martial would not include a dishonorable discharge or confinement in excess of 1 year. Non-Judicial Punishment hearings are non-adversarial. They are not a “mini-trial” with questioning by opposing sides. However, the Service Member will be allowed to personally present matters in defense, extenuation, or mitigation. The Commander conducts the hearing. The Service Member may request an open or closed hearing, speak with an attorney about his case, have someone speak on his behalf, and present witnesses who are reasonably available. The imposing Commander is not bound by the formal rules of evidence before court-martial and may consider any matter, including unsworn statements the Commander reasonably believes to be relevant to the offense. In order to find the Service Member “guilty,” the Commander must be convinced beyond a reasonable doubt that the Service Member committed the offense. Generally speaking, the UCMJ and Manual for Courts-Martial establish maximum punishment limits based on the rank of the Commander imposing punishment and the rank of the Service Member being punished. The Service Member has a right to appeal the imposing Commander’s decision to the next-higher Commander.

4. **The Commander may dispose of the offenses by court-martial.** If the Commander decides that the offense is sufficiently serious under the circumstances to warrant trial by court-martial, the Commander may exercise the fourth option, preferring (initiating) charges and forwarding them to a Commander possessing court-martial convening authority. Whenever charges are forwarded to a superior Commander for disposition, the subordinate Commander must make a personal recommendation as to disposition, to include the level of court that the subordinate Commander believes to be appropriate. Here again, the Commander first has the benefit of legal advice from his attorney (staff judge advocate).
5. In April 2012 the Secretary of Defense in a “Memorandum for Secretaries of the Military Departments” elevated the level of initial disposition authority to those with Special Court-Martial Convening Authority who is in the grade of O-6 (i.e., colonel or Navy captain) or higher, with respect to the following alleged offenses: rape, sexual assault, forcible sodomy, and all attempts to commit such offenses.

Steps in the Military Justice Process

Instructor Note:

Return to steps of civilian justice system brainstormed at the beginning of this module and add steps 1-5 for the military. Continue to add steps 5a–5f to the list as you explain them.

INSTRUCTOR MANUAL
Strengthening Military-Civilian Community Partnerships To Respond to Sexual Assault

Civilian	Military
1. A crime is committed	1. A crime is committed
2. Police notification and response	2. Investigators are notified (CID, NCIS, AFOSI)
3. An investigation is conducted	3. An investigation is conducted
4. A suspect is identified and located	4. A suspect is identified
5. The criminal justice process is implemented	5. The military justice process is implemented
a. Arraignment	a. Preferral of Charges
b. Preliminary hearing/Grand Jury	b. Article 32 Hearing
c. Pretrial agreements	c. Convening the court-martial
d. Trial	d. Pretrial Agreements/Pleas
e. Verdict	e. Trial Procedures/Sentencing
	f. Court-martial Verdict Proceedings
	g. Appellate Review



Show Visual 6-24.

Explain the steps of implementing the military justice process.

Preferral (5a)

Paraphrase:

Preferral requires the accuser (usually the Commander, not the victim) to take an oath that he/she is subject to the UCMJ, that he/she has personal knowledge of or has investigated the charge and that he/she believes the charge is true to the best of his/her knowledge and belief. Accuser must only believe that there is a basis of fact for the charge, not that the accused is guilty.

The Court Martial Process

Article 32 Hearing (5b)

Paraphrase:

In order for any charges to be referred to a General Court-Martial (GCM), a thorough and impartial investigation, known as an Article 32 hearing or Pretrial Investigation, must be conducted. The Article 32 hearing serves the same purpose as the preliminary hearing and the grand jury in the civilian judicial process (Powers 2008). The Article 32 hearing investigative officer (IO) will make a recommendation to the Commander on whether or not there is enough evidence to go forward to courts-martial. The Commander is not bound by the IO's recommendation.

Unlike a preliminary hearing and grand jury, Article 32 hearings are ordinarily open to the public and afford the defense an opportunity to gather information about the government's case and cross-examine the victim. All evidence which is under the control of the government and which is relevant to the investigation and not cumulative shall be produced at the Article 32 hearing. There is no requirement for the IO to be an attorney, although some service branches customarily require the IO to be one. With certain exceptions, they are not allowed to rule on the admissibility of evidence.

The military equivalent of the "rape shield law," Military Rule of Evidence (MRE) 412, applies at Article 32 hearings. (Rape shield laws are statutes or court rules that limit the introduction of evidence about a victim's sexual history, reputation or past conduct.) However, as the IO is not a military judge, defense attorneys often have fewer restrictions on the types of questions they are allowed to ask the victim even though such testimony may not be admissible in court.

There are provisions to close the hearing, see RCM 405(h)(3) and DA PAM 27-17 3-3c, but IOs must be careful in doing so and must provide extensive reasons for their decision.

Convening the Court-Martial (5c)

Paraphrase:

A court-martial is composed of a military judge, a Trial Counsel (prosecutor), the Defense Counsel, and Panel (jury) or they can be tried by military judge alone. Courts-martial are open to the public; however, the military judge may limit the number of spectators, exclude specific persons from the courtroom, and close a session, but this is rarely done.

Pretrial Agreement/Pleas (5d)

Paraphrase:

After charges have been referred and the court-martial is being formed, the defense can make a plea bargain. A plea bargain is the same in the military as in civilian law (DoD Sexual Assault Prevention and Response Office, *Sexual Assault Response training 2005*).

Note that the prosecution may ask the victim's opinion regarding a plea bargain (in some states this is required) but prosecutors will make the final decision. Victims have the right to restitution and the prosecution may negotiate restitution into the plea bargain. Unlike civilian courts, military judges cannot order restitution.

Trial Procedures/Sentencing (5e)

Paraphrase:

Trial procedures are very similar in the civilian and military systems. In both systems there are ordinarily pretrial hearings where the court determines what personal questions either side may ask about the victim's sexual history or social life. In military courts, this is called a Military Rule of Evidence (MRE) 412 hearing. As noted above, this is the military's "rape shield law." In cases where the defense requests access to a victim's mental health records, an additional hearing is held to determine whether the "psychotherapist-patient" privilege applies. In military courts this is called an MRE 513 hearing.

Both of these hearings are closed to the public. The victim has a right to be present at both hearings and may also testify subject to cross-examination. The court will then issue a ruling which outlines what kind of questions may be asked in open court about prior sexual behavior under MRE 412. The military judge also will examine the victim's mental health records *in camera* (meaning alone, in chambers) to determine what mental health records should be released to the defense under MRE 513.

The judge makes a final ruling under MRE 513 to determine what questions the defense may ask in open court regarding the mental health records. Trial then continues, but now is open to the public. After hearing the evidence the jury/military judge will make a determination about guilt.

Typically, the court will immediately move into a presentencing phase following a guilty verdict. Victims may describe the impact of the crime and the prosecutor may offer evidence of aggravation. Victims may once again be cross-examined by the defense attorney, which may include aspects of their prior mental health history under certain circumstances. For example, if a victim testifies at sentencing that an assault was the only cause of every psychological problem they are suffering from, the defense may be allowed to ask questions about psychological issues that were present before the assault. Victims may not simply read an impact statement.

Court-Martial Verdict Proceedings (5f)

Once a court-martial is completed the Convening Authority reviews the findings and sentence, along with a recommendation from the staff judge advocate. The Convening Authority reviews the case to assure agreement with the sentence and that the court was properly conducted. The accused may ask that the sentence be shortened or reduced.

The Convening Authority has the power to approve or disapprove findings, and to reduce the sentence of the court, but may not impose a greater sentence than that determined by the court-martial. The victim can submit a verbal or written statement to the Staff Judge Advocate for the Convening Authority to consider. This statement should reflect information already in evidence. Victims must consult with trial counsel at this point for further clarification. This is considered the clemency stage.

In military law, the only part of a sentence that becomes effective immediately is confinement (in other words, the convicted is not free to walk out of the courtroom); the remainder of the sentence imposed by a court-martial is typically not effective until the Convening Authority "takes action" on it.

Appellate Review (5g)

The Service courts plus U.S. Court of Appeals for the Armed Forces may review cases for errors, and if an error is found, a charge may be dismissed, a new hearing ordered, or a portion of a sentence may be reassessed or set aside.



Show Visual 6-25.

Review the learning objectives and **ensure** that they were met.

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

- Identify the Commander's role in the military justice system.
- Compare and contrast military and civilian justice systems.
- Examine DoD Directive's Victim Bill of Rights.



Show Visual 6-26.

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

Module 7: Steps Toward Successful Collaboration

Time Required

1 hour

Purpose

The purpose of this module is to discuss barriers to collaboration, and to identify how military and civilian organizations can overcome these barriers and establish successful collaborative relationships.

Lessons

1. Barriers to Collaboration (15 minutes)
2. Case Study in Collaboration (30 minutes)
3. Lessons Learned (15 minutes)

Learning Objectives

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

- Identify barriers to successful collaboration with the military.
- Describe tips for establishing successful collaborations with the military.

Participant Worksheet

- Worksheet 7.1, Case Study in Collaboration

Equipment and Materials

No special equipment or materials are required.

Preparation

- It is recommended that this module be co-facilitated by military and non-military instructors.

INSTRUCTOR MANUAL
Strengthening Military-Civilian Community Partnerships To Respond to Sexual Assault

 **Show Visual 7-1.**

Introduce Module 7 by **explaining** that the purpose of this module is to discuss barriers to collaboration and to identify how military and civilian organizations can overcome these barriers and establish successful collaborative relationships.

 **Show Visual 7-2.**

Review the learning objectives.

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

- Identify barriers to successful collaboration with the military.
- Describe tips for establishing successful collaborations with the military.

1. Barriers to Collaboration (15 minutes)

Paraphrase:

As much as you might like to establish a relationship with the local military installation, you should understand that you may run into challenges along the way.

 **Show Visual 7-3.**

Paraphrase a discussion of barriers to collaboration.

Lack of shared vision or mission.

When people work together toward a common goal, that goal should be clearly understood, easily communicated, and shared by all involved parties. If a vision or mission is pre-established by an individual or faction of a larger group, it may not achieve the “ownership” that is needed to ensure success. It is crucial to take time to discuss a shared vision or mission with all stakeholders, and establish goals and objectives that are supported by all.

 **Show Visual 7-4**

Lack of agreement about the problem or issue to be addressed.

While diversity is one of the essential elements of collaborative efforts, it also results in differing and often unique perspectives about the basic issue that is being addressed. In developing good working relationships, stakeholders must seek a consensus that respects different views and opinions.

 **Show Visual 7-5.**

Lack of incremental success on the pathway to an ultimate goal.

Too often, people working together aim for one definitive goal that, in their view, connotes success. It is necessary to determine incremental, smaller successes that can help stakeholders ensure that they are heading in the right direction, and evaluate possible alternatives along the way to the ultimate goal, if warranted.

 **Show Visual 7-6.**

Egos.

The concept of “turf wars” is not foreign to most victim advocates (VAs). When such battles expand to incorporate even more stakeholders (and more egos), the results can be highly damaging to collaborative efforts. All interested parties must be willing to break down turf barriers and “leave their egos at the door” in their mutual attempts to reach a common goal.

 **Show Visual 7-7.**

Lack of diversity among group members working toward a common goal.

If it is true that “great minds think alike,” it is likely that “different minds think even better.” Different viewpoints and perspectives are a key asset to collaborative efforts and, without them, such efforts are doomed to failure.

 **Show Visual 7-8.**

Not having the “right players” at the table.

It is helpful to adopt a “global” view of the problem or issue that is being addressed in terms of all the stakeholders who are affected: victims, the community, allied professionals, etc. If a person or group is affected by a problem, it is absolutely crucial that they be involved in creating the solution.

 **Show Visual 7-9.**

Lack of understanding and implementation of change management techniques.

Most working relationships seek change: in the justice process, service delivery, and community involvement, to cite a few examples. If the road to solution does not address the specific changes that will occur as a result and institutionalize these changes for the future, the outcomes will not be successful in the long run. Managing change is one of the most difficult, yet important, elements of collaborative efforts.

 **Show Visual 7-10.**

Lack of resources.

If time, level of commitment, and human or financial resources are not adequate to achieve shared goals, failure is likely. Considerable attention should be paid to what type of resources are needed, at what point, by whom, and for how long, throughout the collaborative process.

Note that lack of resources is a very real issue for most community-based sexual assault programs. Staff is often spread thin and they are often operating on a “shoe-string” budget. **Encourage** them to discuss this openly with their military partners and find ways to resolve funding issues. Lack of resources should not be allowed to be a barrier in the collaborative process.

 **Show Visual 7-11.**

Lack of understanding about victim trauma, rights, and needs.

While most collaborative efforts related to improving public and personal safety are well intentioned, some lack an overall understanding of how victims are affected by crime. It is important to incorporate training about victims’ rights, needs, trauma, and sensitivity into any collaborative initiative that addresses public safety issues. The involvement of crime victims as active participants or advisors to guide planning and implementation of such initiatives is also helpful.

Note that although military sexual assault response coordinators (SARCs) and VAs receive training around these issues, this is an area where a community-based program has a larger area of expertise.

 **Show Visual 7-12.**

Lack of measures to evaluate success.

As stakeholders in collaborative processes begin their joint efforts, evaluation must be a key tenet of all their activities. Stakeholders' vision, goals, and objectives should all be measurable in concrete terms, and their plan should be flexible enough to accommodate changes that result from evaluative data that shows a need to change course.

Ask for examples of a measurable goal for your civilian/military collaborations. **Cover** the following points if participants do not.

- The SARC will come to the sexual assault program to conduct training for staff and volunteers.
- The sexual assault program will conduct training on victim response to sexual assault for the SARC and military VAs.
- The SARC and the director of the sexual assault program will meet with the local hospital to engage them in the collaborative process.
- A memorandum of understanding will be developed by and between the military installations and the community sexual assault program.

2. Case Study in Collaboration (30 minutes)

 **Show Visual 7-13.**

Introduce the activity.

 **Activity: Case Study in Collaboration (30 minutes)**

- 1. Refer participants to Worksheet 7.1, Case Study in Collaboration, in the Participant Manual.**
- 2. Ask them to read the case study and work in groups to answer the questions that follow.**
- 3. Allow about 15 minutes, then have the groups share their responses.**

Debrief by discussing with participants the first steps in establishing such a collaborative relationship with the military:

- Identify how a collaboration with the military will benefit your program. This information will help define goals and assist in gaining permission within the agency to proceed.
- Identify how a collaboration with the military will benefit sexual assault victims. In addition to the above benefits, this information is helpful to initial conversations with military counterparts to establish common goals for collaboration.
- Identify how a collaboration will benefit the military. This will be helpful to initial conversations with military.
- Using the information above, ascertain permission within your agency to proceed with establishing the collaboration (if applicable).
- Contact your local SARC. Begin by getting to know one another (relationship building) and establishing common goals.

3. Lessons Learned (15 minutes)



Show Visual 7-14.

Paraphrase:

These “lessons learned” are based on case studies undertaken to gather information on military-civilian partnerships in responding to military victims of domestic violence. The “lessons” are based on both interviews and observations.

Paraphrase a discussion of lessons learned.



Show Visual 7-15.

Collaborative relationships can be strengthened through formalized Memoranda of Understanding (MOU).

If collaborations between military installations and civilian communities are to be maintained, it is important for them to be supported by formal agreements.

Most interviewees in this study noted that existing relationships had begun informally, with a particular individual laying the groundwork for collaboration. However, high turnover in both military and civilian personnel may put these informal collaborations in jeopardy. It was felt that collaborative relationships needed to be formalized so that they would not depend on individual personalities or relationships.

MOU were seen as important to protecting key features of the collaboration and promoting continuity over time. They observed that successful collaborations were founded on clear expectations, and that the formal MOU should detail those expectations. They recommend that when developing MOU, parties work together to spell out in detail the duties of both sides and thus reduce the opportunity for differing interpretations.



Show Visual 7-16.

Civilian-military liaison positions can facilitate collaboration.

The SARC acts as the Senior Commander's single point of contact in coordinating the local sexual assault response and prevention. The SARC's responsibilities include maintaining liaisons with first response groups, including medical, legal, and community-based sexual assault programs; and reviewing existing or developing new MOU with nonmilitary agencies that respond to sexual assault.

Although it is recommended that a liaison from the community-based program is also selected, interviewees caution that assigning a single VA may be unrealistic due to workload and lack of resources.



Show Visual 7-17.

Collaborations can benefit when viewed as a high priority by both high-level military commands and civilian authorities.

Forming and maintaining sexual assault collaborative relationships is not a simple matter and requires ongoing commitment of personnel and resources.

Those in positions of authority on both the military and civilian side are necessary to ensure that these relationships take hold and are successful. Within the military, the Senior Commander serves as the key decision-maker and sets the standards for individuals at all lower levels of command. Again, the installation SARC is the Senior Commander's single point-of-contact on such matters.



Show Visual 7-18.

Materials that explain available installation services and victims' rights within the military would be helpful.

Interviewees on both the civilian and the military side called attention to the need for educational materials for future military victims explaining services available and the rights of victims in the military that are available on installations.

Civilian interviewees also reported that they were unfamiliar with military victims' rights and available installations services, and would find the information useful when interacting with victims.

This information is vital to collaboration because information about victims' rights and protections can assist civilians in allaying the victim's fears. It is of equal importance that brochures outlining the services of the community-based sexual assault program be available on the installations.

Refer participants to the Installation Contact Sheet in the Participant Manual, at the end of this module. **Explain** that it is recommended that they work with their installation SARC to complete this form and have it available to all advocates who may come into contact with military sexual assault victims.

Instructor Note:

The Installation Contact Sheet also appears at the end of the module in the Instructor Manual.



Show Visual 7-19.

Agreements are needed to address victim confidentiality.

According to civilian advocates working with domestic violence victims, preventing the disclosure of the identity of victims seeking services in a community-based program is of paramount concern. Civilian advocates allow victims to determine to whom their assault is disclosed.

As has already been pointed out, the military offers two options for reporting – Restricted and Unrestricted. But in the event that the victim chooses not to report the assault to the military at all, they may receive confidential services in a community-based sexual assault program.



Show Visual 7-20.

Benefits can emerge from collaboration conferences and participation of both military and civilian advocates at regular meetings.

Interviewees stated that regular meetings that include all the stakeholders are vital for collaborative relationships because they allow opportunities for:

- Forming relationships between individuals that can serve as points of contact within both military and civilian organizations.
- Increasing understanding about respective roles of various installation components and civilian agencies in responding to cases.
- Presenting information on policies and practices that simultaneously reach key representatives of both military and civilian agencies.
- Providing updates about staff turnover and program and policy changes.
- Enabling immediate problem-solving.
- Promoting the formation of formal collaborative relationships specified in MOU.

Local collaborative conferences play an important role because they emphasize the importance of sexual assault issues to both the military and civilian communities. Interviewees commented that collaborative conferences should not be a one-time event.

Regular collaborative conferences were seen as key to keeping the issues on the “front burner” of both communities. They create networking opportunities and allow ongoing educational opportunities for large numbers of personnel. Although national conferences may be considerably less costly to the local programs, local conferences are more likely to be attended by a large number of staff, particularly if civilian agency directors and military commanders make attendance a priority.

The greatest value of the local conference lies in establishing collaboration and bringing new community partners to the existing collaboration.



Show Visual 7-21.

Training may be needed for both civilian and military personnel on sexual assault and the role of the collaboration.

According to the case study interviews, adequate training about the potential partner's orientation toward sexual assault, organizational structures, and roles and responsibilities of organizational units/agencies that handle sexual assault cases is vital to promoting collaboration between civilian communities and neighboring installations.

Military personnel may be unfamiliar with the requirements and practices that operate in the civilian community, but difficulties also arise when civilians are unfamiliar with military procedures and organization. Civilian interviewees noted that they know little about how the military works and what services it provides. The following recommendations for civilians can be made from this report:

- Become familiar with military terminology, rank structure, and rank designations on uniforms.
- Find out types of services that are provided for victims of sexual assault by the neighboring installation so referrals to installation services may be made.
- Have the military provide training for the civilian criminal justice and victim service agencies about organizational structure, available programs, and procedures of their military counterparts.
- Tour your neighboring installation to increase comfort level and demystify the military.

 **Show Visual 7-22.**

Review the learning objectives and **ask** whether these were met.

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

- Identify barriers to successful collaboration with the military.
- Describe tips for establishing successful collaborations with the military.

 **Show Visual 7-23.**

Allow an opportunity for participants to ask any final questions.

 **Show Visual 7-24.**

Remind participants to complete the participant feedback form, and give to the room monitor when they leave.

 **Show Visual 7-25.**

Thank participants for their time, hard work, and commitment to effectively respond to the needs of sexual assault victims in the military.

INSTRUCTOR MANUAL
Strengthening Military-Civilian Community Partnerships To Respond to Sexual Assault

Dod 96



PERSONNEL AND
READINESS

UNDER SECRETARY OF DEFENSE
4000 DEFENSE PENTAGON
WASHINGTON, D.C. 20301-4000

OCT 24 2012

MEMORANDUM FOR THE SECRETARIES OF THE MILITARY DEPARTMENTS
CHIEF, NATIONAL GUARD BUREAU

SUBJECT: Request for Sexual Assault Response Coordinators and Judge Advocate Generals from Service Representatives for Strengthening Military and Civilian Community Partnerships to Respond to Sexual Assault Regional Training

The Department of Justice, Office for Victims of Crime's (OVC) "Strengthening Military-Civilian Community Partnerships To Respond to Sexual Assault" is an interactive 2-day training that encourages civilian rape crisis centers to establish partnerships with local military installations in order to more effectively respond to the needs of sexual assault victims in the military. With the knowledge gained through this training process, civilian victim advocates will be able to serve as knowledgeable resources for military victims who choose to seek services off the military installations throughout the United States. An information paper on this program is attached.

This partnership complements our contract with the Rape Abuse Incest National Network (RAINN) because we are aligning regional trainings to occur on installations where there are a large number of military members in the community. The training will ensure that these civilian rape crisis centers are knowledgeable concerning topics such as military culture, protocol, installation support for military members, and that partnerships with local military installations are established. This initiative also supports recommendations from a Government Accountability Office report and a Defense Task Force on Sexual Assault in the Military Services report on engaging with community organizations to strengthen civilian partnerships.

In collaboration with OVC, I am requesting two Sexual Assault Response Coordinators (one Army, one National Guard), and two Judge Advocate Generals (one Air Force and one Marine) be identified to serve as instructors in support of "Strengthening Military-Civilian Community Partnerships to Respond to Sexual Assault" regional training. The time commitment for the initial training is two days plus travel time to Washington, D.C. in mid-November 2012. Subsequent to the initial training we will require these individuals to support three, two day, training sessions during January thru April 2013. All costs associated with training and travel will be provided by OVC to the Services. Please provide nominations to the Department of Defense Sexual Assault Prevention and Response Office point of contact, Major Matthew Youngblood at matthew.youngblood@wso.whs.mil by October 31, 2012.

002601

Your continued support of our effort to eliminate sexual assault is greatly appreciated.


Jessica L. Wright
Acting Principal Deputy

Attachments:
As stated

002602



OFFICE OF THE SECRETARY OF DEFENSE
**SEXUAL ASSAULT PREVENTION
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INFORMATION PAPER

Office for Victims of Crime (OVC) "Strengthening Military-Civilian Community Partnerships to Respond to Sexual Assault" Training Program

1. Purpose: "Strengthening Military-Civilian Community Partnerships To Respond to Sexual Assault" is an interactive 2-day training that encourages civilian rape crises centers to establish partnerships with local military installations in order to more effectively respond to the needs of sexual assault victims in the military. With the knowledge gained through this training process, civilian victim advocates will be able to serve as knowledgeable resources for military victims who choose to seek services off the military installations throughout the United States.

Training participants gain information and skills related to:

- On-installation resources, including the Sexual Assault Response Coordinator, the military's single point of contact for coordinating care.
- Military culture and the unique needs of military victims.
- Steps towards successful collaborations, including the importance of writing Memoranda of Understanding between their community-based program and local military installations to define roles, formalize agreements, and ensure the longevity and continuity of such agreements.

2. Background: OVC is charged by Congress with administering the Crime Victims Fund, a major source of funding for victim services throughout the Nation. Established by the Victims of Crime Act in 1984, the Fund supports thousands of programs annually that represent millions of dollars invested in victim compensation and assistance in every U.S. state and territory, as well as training and demonstration projects designed to enhance the skills of those who provide services to victims. The mission of the OVC is to enhance the Nation's capacity to assist crime victims and to provide leadership in changing attitudes, policies, and practices in ways that will promote justice and healing for all victims. The Pennsylvania Coalition Against Rape (PCAR) is an organization working at the state and national levels to prevent sexual violence. The mission of PCAR is to work to eliminate all forms of sexual violence and to advocate for the rights and needs of victims of sexual assault.

Phase I of the training initiative consisted of PCAR receiving a grant from OVC to develop a training program for civilian victim advocates to better support Service member victims of sexual assault. This initiative was a collaborative effort between PCAR, OVC and Department of Defense (DoD) and concluded with the development of "Strengthening Military-Civilian Community Partnerships to Respond to Sexual Assault." In order to make the training more widely available, OVC through the OVC Training and Technical Assistance



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Center (TTAC) initiated Phase II of the "Strengthening Military-Civilian Community Partnerships to Respond to Sexual Assault" project in 2010.

During Phase II, OVC TTAC:

- revised and updated the training material using the instructional designer who developed the initial curriculum
- conducted a training-of-trainers event in Washington, District of Columbia, for the purpose of preparing teams of instructors to present the training curriculum at the regional trainings
- conducted three regional trainings (California, Texas, and North Carolina) for local victim assistance advocates

3. Discussion: In June 2012, OVC through the OVC TTAC initiated Phase III of the "Strengthening Military-Civilian Community Partnerships to Respond to Sexual Assault" project. During Phase III, OVC TTAC will:

- revise and update the training materials
- conduct a training-of-trainers event in Washington, District of Columbia on November 8-9, 2012, to develop a cadre of 50 local victim advocates to conduct the "Strengthening Military-Civilian Community Partnerships To Respond to Sexual Assault" training program in communities across all 50 states and territories that are home to U.S. military installations
- conduct three initial regional trainings in South Carolina, North Carolina, and California in key areas near military installations with high rates of sexual assault reports (based on 2011 data provided by DoD Sexual Assault Prevention and Response Office)
- conduct additional trainings throughout the country in communities located near military installations

This partnership complements our project with Rape Abuse Incest National Network because we are strategically assigning the regional trainings to occur on installations where there are a large number of military members in the region. The training will ensure that these civilian rape crises centers are knowledgeable concerning topics such as military culture, protocol, installation support for military members, and that partnerships with local military installations are established. This initiative also supports Government Accountability Office report and Defense Task Force on Sexual Assault in the Military Services report recommendations (Engage with Community Organizations) to strengthen civilian partnership



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INFORMATION PAPER

Office for Victims of Crime (OVC) "Strengthening Military-Civilian Community Partnerships to Respond to Sexual Assault" Training Program

1. Purpose: *"Strengthening Military-Civilian Community Partnerships To Respond to Sexual Assault"* is an interactive 2-day training, sponsored by OVC, that encourages civilian rape crises centers to establish partnerships with local military installations in order to more effectively respond to the needs of sexual assault victims in the military. With the knowledge gained through this training process, civilian victim advocates will be able to serve as knowledgeable resources for military victims who choose to seek services off the military installations throughout the United States.

Training participants gain information and skills related to:

- On-installation resources, including the Sexual Assault Response Coordinator (SARC), the military's single point of contact for coordinating care.
- Military culture and the unique needs of military victims.
- Steps towards successful collaborations, including the importance of writing Memoranda of Understanding (MOU) between their community-based program and local military installations to define roles, formalize agreements, and ensure the longevity and continuity of such agreements.

2. Background: OVC is charged by Congress with administering the Crime Victims Fund, a major source of funding for victim services throughout the Nation. Established by the Victims of Crime Act (VOCA) in 1984, the Fund supports thousands of programs annually that represent millions of dollars invested in victim compensation and assistance in every U.S. state and territory, as well as training and demonstration projects designed to enhance the skills of those who provide services to victims. The mission of the OVC is to enhance the Nation's capacity to assist crime victims and to provide leadership in changing attitudes, policies, and practices in ways that will promote justice and healing for all victims. The Pennsylvania Coalition Against Rape (PCAR) is an organization working at the state and national levels to prevent sexual violence. The mission of PCAR is to work to eliminate all forms of sexual violence and to advocate for the rights and needs of victims of sexual assault.

Phase I of the training initiative consisted of PCAR receiving a grant from OVC to develop a training program for civilian victim advocates to better support Service member victims of sexual assault. This initiative was a collaborative effort between PCAR, OVC and DoD and concluded with the development of *"Strengthening Military-Civilian Community Partnerships to Respond to Sexual Assault."* In order to make the training more widely available, OVC through the OVC Training and Technical Assistance Center (OVC TTAC) initiated Phase II of the *"Strengthening Military-Civilian Community Partnerships to Respond to Sexual Assault"* project in 2010.

During Phase II, OVC TTAC:



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- revised and updated the training material using the instructional designer who developed the initial curriculum
- conducted a training-of-trainers event in Washington, DC, for the purpose of preparing teams of instructors to present the training curriculum at the regional trainings
- conducted three regional trainings (California, Texas, and North Carolina) for local victim assistance advocates

3. Discussion: In June 2012, OVC through the OVC Training and Technical Assistance Center (OVC TTAC) completed Phase III of the “*Strengthening Military-Civilian Community Partnerships to Respond to Sexual Assault*” project. During Phase III, OVC TTAC and DoD SAPRO:

- Revised and updated the training materials to incorporate the latest policy updates from the National Defense Authorization Act for FY12.
- Completed a training-of-trainers event in Washington, DC on November 8-9, 2012, to develop a cadre of 50 local victim advocates to conduct the “*Strengthening Military-Civilian Community Partnerships To Respond to Sexual Assault*” training program in communities across all 50 states and territories that are home to U.S. military installations
- Completed three initial regional trainings for approximately 120 responder personnel (military and civilian) in South Carolina, North Carolina, and California in key areas near military installations with high rates of sexual assault reports (based on 2011 data provided by DoD SAPRO)
- Completed (3) additional trainings throughout the country in communities located near military installations by request of the installation commanders.

Recently, OVC-TTAC and DoD SAPRO supported the 2013 National Sexual Assault Conference, hosted by the California Coalition Against Sexual Assault (CALCASA), by conducting information seminars regarding the program and techniques towards military-civilian collaboration to respond to sexual assault. Furthermore, OVC-TTAC and DoD SAPRO have initiated training curriculum review in preparation for 2014 training and are in the process for formalizing the partnership between the two organizations through a Memorandum of Understanding.

4. Conclusion: This partnership with OVC complements our contract t with Rape Abuse Incest National Network because we are strategically assigning the regional trainings to occur on installations where there are a large number of military members in the region. The training will ensure that civilian rape crises centers are knowledgeable concerning topics such as military culture, protocol, installation support for military members, and that partnerships with local military installations are established. This initiative also supports Government Accountability Office report and Defense Task Force on Sexual Assault in the Military Services report recommendations (Engage with Community Organizations) to strengthen civilian partnerships.