

2018 / 2019
Vermont Victim Assistance Academy
COURSE MAKE-UP ASSIGNMENTS

The following make-up assignments may be applied to up to TWO missed course days for a *Level Two Certificate of Completion*, or applied to up to ONE missed course day for a *Level Three Certificate of Full Completion*. Assignments may be submitted electronically or via mail. Depending on the day/s you missed, you may need to complete modules from the Office for Victims of Crime's (OVC) Victim Assistance Training (VAT) Online. To do so, you will need to create an account with OVC's Training and Technical Assistance Center (OVC TTAC). Please see final page for instructions.

SESSION I, DAY 1

Forming the Cohort, Ethics, Victims' Rights

Complete EACH of the following modules from OVC TTAC and submit transcript of completion.

- VAT Online – Core Competencies and Skills: Collaboration (45 min)
- VAT Online – Core Competencies and Skills: Confidentiality (60 min)
- VAT Online – Basics: Victims' Rights (45 min)
- VAT Online – Core Competencies and Skills: Self-Care (60 min)

SESSION I, DAY 2

Overview of the Criminal Justice System

Complete EACH of the following modules from OVC TTAC and submit transcript of completion.

- VAT Online – Basics: Types of Victim Services (60 min)
- VAT Online – Basics: Victim Compensation (30 min)
- VAT Online – Core Competencies and Skills: Assessing Victims' Needs (45 min)
- VAT Online – Basics: The Criminal Justice System

In addition, choose ONE of the following. Write a one-page synopsis of your takeaways from the module (approx. 500 words). Submit transcript of completion.

- VAT Online – Basics: The Civil Justice System (60 min)
- VAT Online – Basics: The Military Justice System (60 min)
- VAT Online – Basics: Tribal Justice Systems (45 min)

SESSION II, DAY 3

Communication and Empathy

Complete EACH of the following modules. Write two, one-page synopses for TWO of the modules reflecting on your takeaways (approx. 500 words for each). Submit transcript of completion.

- VAT Online – Core Competencies and Skills: Basic Communication Skills (45 min)
- VAT Online – Core Competencies and Skills: Culture, Diversity, and Inclusion (45 min)
- VAT Online – Core Competencies and Skills: Trauma-Informed Care (30 min)
- VAT Online – Special Populations: Victims With Substance Abuse Issues (45 min)

SESSION II, DAY 4

Power and Oppression, Victim/Survivor Panel

Read article: “*The Case for Reparations*” from The Atlantic, May 21, 2014

(<http://www.theatlantic.com/features/archive/2014/05/the-case-for-reparations/361631/>)

-Consider, what three things stand out for you in the article? Write a paragraph for each about *why* particular pieces stood out.

In addition, review the timelines attached (“The Case for Reparations,” “History of Racism and Immigration Timeline,” and “Inequality - The Choices We’ve Made”). Using the article linked above and the attached timelines, categorize policies and practices throughout history as one or more of the following:

1. Theft of LABOR
2. Theft of LAND or RESOURCES
3. VIOLENCE / threat of Violence / Murder / Killings
4. BENEFICIAL to WHITES only
5. REPARATIONS to PEOPLE OF COLOR

Example: Theft of resources: Federal Housing Authority - 1934 - 1962 Low Down-Payment, low monthly payment loans - 98+% went to White People. US Govt. guaranteed \$120 billion in loans. Redlining - no loans in communities with POC

In addition, schedule (and have) a 15 minute conversation with a colleague from the VVAA to discuss anything that came up while reading the article and/or doing the homework. In approximately 250 words, **answer and submit** the following:

-What new reflections surfaced from your conversation? Please include the name and organization of your partner, and the date of your conversation.

SESSION III, DAY 5

DV, SV, Caregiver Abuse, Stalking, Child Abuse

Watch ALL of the following videos

- “Everyone’s Responsibility: Preventing Abuse Against People with Disabilities” (38 min. by IMPACT-Ability) – <https://www.youtube.com/watch?v=Ps0Rt9TU3ao>
- “Motocrossing Against All Odds: Ashley Fiolek at TEDxAthens” (10 min) – <https://www.youtube.com/watch?v=JugGn-OvhU0>
- “In My Language” (9 min) – <https://www.youtube.com/watch?v=JnylM1hI2jc>

In approximately 500 words, **write one reflection** responding to the following questions:

- How has your perception of people with disabilities changed after viewing these videos?
- How might you change the way you offer support to people with disabilities in your work?

In addition, review this state definition for “vulnerable adult” below, and note that only *some* adults with disabilities meet this definition. If you are making a mandated report of a vulnerable adult, you must notify and support the person experiencing the abuse to reduce further harm and plan for their safety during the crime reporting and response process.

“A vulnerable adult is defined as a person who is 18 or older and is a resident of a nursing home, psychiatric care unit or is receiving personal care services at home for in excess of a month or, regardless of residence or services received, has a disability or impairment and requires the assistance of others to meet his or her daily needs or to protect him or herself from abuse, neglect or exploitation.” [33 V.S.A. §6902(14)].

- In approximately 500 words, **write a reflection** responding to the following questions:
 - What steps will you take in your job to support inclusion of a vulnerable adult’s safety during reporting process?
 - If you are a mandated reporter (or if you are not a mandated reporter), what are challenges and dilemmas you face in determining when to report?

SESSION III, DAY 6

Making Programs Safer, Community Resources

Interpersonal Violence – *Choose THREE of the following:*

- Center for the Prevention and Treatment of Sexual Abuse:
<http://humanservices.vermont.gov/center-for-prevention-and-treatment-of-sexual-abuse/general-resources>
- Pennsylvania Coalition Against Rape: <http://www.pcar.org/about-us/pcar>
- Vermont Network Against Domestic and Sexual Violence (VT Network):
<http://www.vtnetwork.org/publications>
- California Coalition Against Sexual Assault: <http://www.calcasa.org/resources/publications>
- The National Child Traumatic Stress Network: <http://www.nctsn.org/>
- Department for Children and Families, Domestic Violence Resources:
http://dcf.vermont.gov/domestic_violence
- Child Trauma Academy: <http://childtrauma.org/>
- Stalking Resource Center: <https://www.victimsofcrime.org/our-programs/stalking-resource-center>

Making Programs Safer – *Review ALL of the following:*

- Building Comprehensive Solutions to DV (<http://www.bcsdv.org/index.php>)
- Futures Without Violence (<http://www.futureswithoutviolence.org/>)
- Accessing Safety: Innovative Resources to Improve Services (<http://www.accessingsafety.org/>)
AND Accessibility and Reasonable Accommodation (<http://www.vtnetwork.org/advocate-accessibility/>)

Spend a while reviewing THREE websites from list “Interpersonal Violence” above, and ALL websites from list “Making Systems Safer” above. Explore the goals and mission of the organizations, the resources available, the stakeholders affiliated, etc. In approximately 500 words, write **one reflection for each list of websites** (2 total reflections) responding to the following questions:

- What stands out?
- How did the material you reviewed change your understanding about what you already know about this subject?
- How will this impact the work you do?

SESSION IV, DAY 7:

Restorative Justice Overview

Complete at least 3 of the 6 lessons of the following, *Restorative Justice Tutorial*
<http://restorativejustice.org/restorative-justice/about-restorative-justice/>

Reflect on your previous knowledge, the introduction to restorative justice you just watched, and the handouts explaining restorative justice principles. **Develop a brief definition** of restorative justice that would be relevant to someone you work with and share it with a colleague. **Revise and submit your definition.**

In addition, watch the story in the documentary, *From One Second to the Next*, of Debbie Drewniak: <http://theinspirationroom.com/daily/2013/from-one-second-to-the-next> *(Skip ahead to minute 14:58 and it ends at 21:00).

- Then, **read** the attached *Texting While Driving Conference Case Study* and **answer** the questions below with a statement explaining your answer.
 1. Did this process address harms, needs, and causes?
 2. Is it oriented around the needs of those harmed?
 3. Is the offender encouraged to take active responsibility?
 4. Are key stakeholders involved in decision-making?
 5. Are their opportunities for dialogue?
 6. Is the process respectful to all parties?

Following the questions above, **include a reflection** (approximately 300 words) about how your understanding of RJ is impacted by this case study.

SESSION IV, DAY 8

Systems Improvement, Action Planning and Accountability, Graduation

Decide on one process or program to evaluate from the list of alternative Programs included in your binder. **Review** materials provided, **conduct** your own research, and critically **assess** the program through the **lens of a victim** and using the following questions:

- A. What is the program?
- B. Does this process address harms, needs, and causes?
- C. Is it oriented around the needs of those harmed?

- D. Is the offender encouraged to take active responsibility?
- E. Are key stakeholders involved in decision-making?
- F. What is the benefit to victims?
- G. Unintended consequences? - to people or systems
- H. How could gaps and challenges be addressed by you?

Write and submit a page (approx. 500 words) that demonstrates your assessment. Include lingering questions, additional benefits and unintended consequences.

OVC TTAC Account and Course Registration – Step by Step Instructions:

1. Go to <https://gm1.geolearning.com/geonext/ovcttac/requestaccount.geo> to create an account. You can use your professional email, phone and address to create the account.
2. Once logged in, you should see a screen with a large globe with the phrase “E-Learning” written across it. To enroll in certain courses, click on “Courses” on the navigation bar on the left of your screen. From the drop down menu on the left, or the image in the middle of your screen, select “Catalog.” From the course catalog, you should see a list of all courses available to you. Find the title of your desired course in the list and click on it. This will take you to a page with basic information about the course. At the top right of your screen, click “Enroll.”
3. Once enrolled, you can begin the course by clicking on “Launch” to the right of where your course is listed. You can begin the course and return to it at a later date if you are unable to complete it in one sitting. You can also enroll for multiple courses at once before launching or completing others.
4. To log in again go to <https://gm1.geolearning.com/geonext/ovcttac/login.geo>.
5. Once logged in, you will see the big globe again (this is your account Home page). You can find a list of courses for which you are enrolled, in the process of completing, or have completed by clicking on either “My Courses” or “My Transcript” in the list on the right of the globe. To begin or re-initiate a course, simply click on the course title, then select “Launch” to the right of the course.
6. For the VAT make-up assignments - You must submit documentation of completed sections in addition to any associated writing assignments. To do so, login to your account, then select “My Transcript” from the list on the right of the globe. Once viewing your transcript, be sure that all of your courses are listed as completed. Once you’ve reviewed your transcript, click on “Export” at the top right corner of your screen. From there, select “PDF” as the export format, and save the file as Firstname_Lastname (for example, “Maria Jones”) in a file location of your choosing. To submit for credit, email the PDF transcript document as an attachment with your other completed assignments to outreach@ccvs.vermont.gov.

You must submit documentation of completed assignments in addition to any associated writing assignments. To submit for credit, email the documents as an attachment with your VVAA Course Make-up Verification Form to outreach@ccvs.vermont.gov.