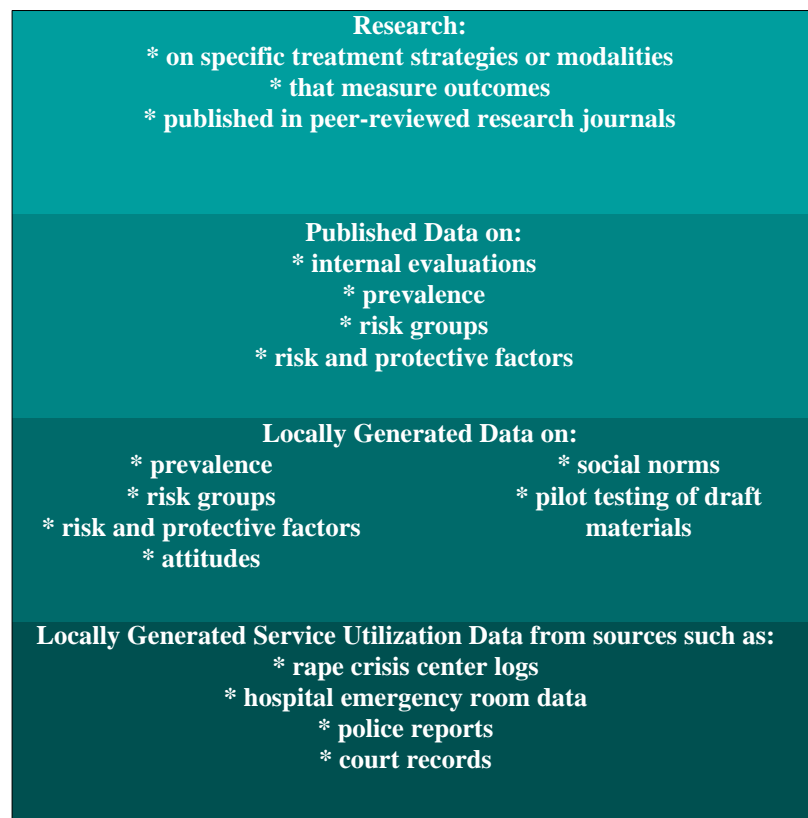


TYPES OF EVIDENCE

There is a growing commitment to using evidence-based strategies in social services. Requiring that grantees use strategies and programs that have been shown to have measurable and positive outcomes is an act of responsible public policy. However, it presents particular challenges for sexual violence services because so little research has been done to date. While we can draw from general counseling research, we know that trauma in general and sexual violence in particular has unique impacts and the process of healing and empowerment is influenced by broader social views and the reactions survivors receive from others. Consequently, most strategies do not yet have an evidence base. However, it is still important that we consider the evidence that is available. We can picture different types of evidence as occurring on a continuum from *higher quality evidence* to *lower quality evidence*.¹

HIGHER QUALITY



LOWER QUALITY

¹ See *Poverty and Sexual Violence: Building Prevention and Intervention Responses*, available from PCAR, for more information on types of evidence.

While *evidence-based* refers to evidence that is based on outcomes data, a strategy can also be *theory-based*. Theories can be used to provide guidance on how to bring about change and/or show the links between planned activities and expected outcomes. Similar to the evidence base, we can think of theories as ranging from higher to lower quality.

HIGHER QUALITY

Theories published in peer-reviewed journals that have been tested through scientific studies and found to have evidence to support them

Theories published in peer-reviewed journals, but that have not been tested through scientific studies

Theories published in books and non-peer reviewed journals or publicly promoted by individuals or organizations

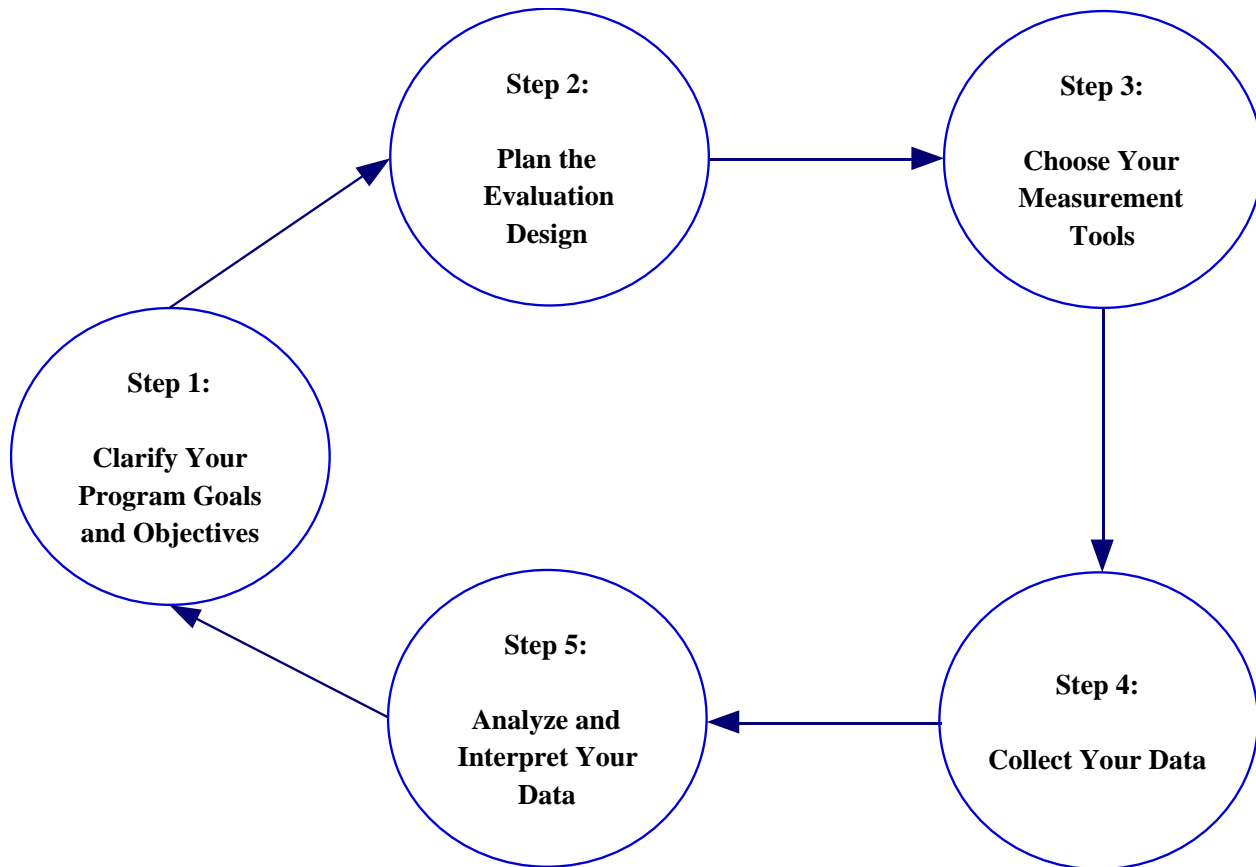
Theories developed by individuals or agencies working in the field based on their own ideas and experiences

LOWER QUALITY

Note: Peer-reviewed research journals are usually available on a subscription basis only. While most are now available electronically, usually you must access the electronic versions through a university library system requiring a university account. However, the National Sexual Violence Resource Center as well as some coalitions do have access to the journal databases. If you are looking for research on sexual assault services, including counseling and advocacy, or if you are trying to track down a particular study, contact the NSVRC at:

resources@nsvrc.org
717.909.0710 Phone
717.909.0715 TTY
877.739.3895 Toll Free

EVALUATION PROCESS



Step 1: Clarify Your Program Goals and Objectives

- Task 1: Articulate the changes that should occur as a result of your program
- Task 2: Based on that theory, define the program's goals and objectives; remember to make them:
 - specific
 - measurable
 - attainable
 - relevant
 - time (and/or person) bound
- Task 3: Confirm that the goals and objectives capture the expected change process, and revise them if necessary

Step 2: Plan the Evaluation Design

- Task 1: Understand the design; options:
 - pre-post
 - pre-post w/ follow-up
 - pre-post w/ followup and comparison or control group
- Task 2: Determine the timing of your evaluation
- Task 3: Determine who will participate in the evaluation: SAMPLE!!!

Step 3: Choose (or Create) Your Measurement Tools

- Task 1: Select the type of measure you want to use (e.g., survey, interview, focus group, observation, archival records)
- Task 2: Select the specific measure you will use and modify it as needed OR create your own measure; for surveys remember to make sure:
 - there is range of possible responses whenever possible
 - questions ask only one thing at a time
 - answers are mutually exclusive (only one answer possible) and exhaustive (all possible answers are there to choose from)
 - avoid loaded questions that will bias answers
 - to give permission to give unacceptable answers
 - you use a retrospective pretest when you expect that at the pretest participants do not have clear enough of an understanding of the subject to give answers that truly reflect what they think
 - you use non-written measures for young children
- Task 3: Decide if answers will be anonymous or confidential.

Step 4: Collect Your Data

Surveys:

- ensure there is enough time
- script out instructions
- script out answers to anticipated questions
- anticipate concerns re: confidentiality and anonymity

Interviews:

- honor participants' reasons for being interviewed
- be focused but not rigid in your questions
- use open-ended questions
- know what constitutes an adequate answer
- always end on a positive note
- be prepared for disclosures

Focus Groups:

- choose participants thoughtfully
- keep groups small (6-12 people)
- choose facilitators wisely
- have a designated notetaker

- use a focus group guide that has 4-6 main questions
- keep the groups to 60-90 minutes (45-60 for adolescents)
- make sure the facilities are comfortable and show hospitality

Observations:

- identify the behaviors you are looking for: what counts and doesn't count
- develop a dictionary that defines the behaviors
- develop a recording method
- observe in an appropriate time and place while remaining unobtrusive and attending to any possible ethical issues

Step 5: Analyze Your Data

- Task 1: Manage your data; for quantitative data, MS Excel is recommended
- Task 2: Analyze your data; make sure quantitative changes over time are tested for statistical significance
- Task 3: Interpret your data for how they answer your evaluation questions

SELECTING MEASURES

There are many types of measures, each with their own advantages and disadvantages. The most important factor determining which type of measure you use is what type of measure will give you the richest information for the questions you are asking. Different questions may be best answered using different measures (see table on next page). You will also want to consider issues of feasibility, including:

1. the time it takes to use a particular measure
2. whether your staff has the requisite skills to use it
3. how receptive will participants be to the measure?

There are four main types of tools you can use to measure the effects of your program:

	Good For Assessing	Advantages	Disadvantages
Surveys	Knowledge Attitudes Intentions Behaviors	A quick and inexpensive way to get information from a large number of people It's easy to be consistent in how you administer the surveys Analyzing surveys is relatively straight forward	Writing a good survey is harder than many people realize It's easy to get flooded with surveys and for inputing data to take longer than expected Behaviors are self-reported
Focus Groups	Attitudes Opinions Interpretations	Let you get more in-depth information Discussion among a diverse group of people can lead to insights that you would not get from individuals Relatively low-cost and low-time investment	Results will be influenced by group dynamics; requires skill in group facilitation How to interpret the group discussions is not always self-evident
Interviews	Attitudes Opinions Interpretations Motives Experiences	Let you get in-depth information Participants may disclose information and details that they would not write about on a survey or talk about in a focus group	Time intensive Being consistent across interviews is challenging Requires good interviewing skills

			How to interpret the interviews is not always self-evident
Observations	Behaviors Environments	Record actual behaviors versus self-reports Gives insight into interactions between individuals and their physical and social settings	Need to have clear definitions of what you are looking for Requires good observation skills Difficult to be consistent across observations

In selecting the type of measure you want to use, keep in mind the following:

1. The type of measure you use must match the goals and objectives of your program. In some cases this leads to more than one option. For example, three of these methods are good for assessing attitudes.
2. When you have more than one option, the type of measure you use will depend on weighing the advantages and disadvantages as well as determining the skills, time and other resources you have available.
3. The most common types of measures used by community-based programs are surveys. However, they are not the only option. Carefully consider the kind of evaluation questions you want to answer, the resources you have available, and your audience. Then decide if surveys are the best option for your evaluation.
4. Focus groups are too often overlooked as a useful and very feasible approach. Focus groups are small group discussions that get in-depth information on specific topics. Although they are facilitated, the goal is to get participants talking with one another. The facilitator's role is primarily to get conversation going and to keep it going. You may want to consider using focus groups as either a replacement for or a supplement to surveys if you are finding that surveys aren't giving you the rich details you want, you are left with too many unanswered questions, or the process of administering surveys and entering the data into a computer is too time-consuming for your staff and you don't have outside evaluation help available to you.
5. You may want to use different types of measures to answer different evaluation questions. For example, you may want to use surveys to answer questions about changes in participants' knowledge, beliefs, and behaviors. This could be augmented with focus groups to explore how different parts of the program impacted people in different ways.

CREATING A COMMUNITY RISKS & STRENGTHS MAP

Create Your Map:

1. Obtain a large street map of your community. Find the most detailed map available.
2. Using symbols and/or color codes mark important institutions in the community, including locations of:
 - a. Schools
 - b. Places of worship
 - c. Hospitals / urgent care clinics
 - d. Police departments
 - e. Fire departments
 - f. Social service organizations
 - g. Mental health services
3. Using symbols and/or color codes mark where formal and informal associations meet including:
 - a. Neighborhood associations
 - b. Service organizations
 - c. Community activism organizations
 - d. Social and special interest clubs
4. Using symbols and/or color codes mark where youth and young adults have social gatherings and that tend to be supervised by adults or have significant adult presence including:
 - a. Athletic fields
 - b. Youth clubs, recreation centers
 - c. Schools for extra-curricular activities
5. Using symbols and/or color codes mark where youth and young adults have social gatherings that tend to be unsupervised including:
 - a. Shopping malls
 - b. Night clubs, bars, etc.
 - c. Entertainment venues (arcades, movie theatres, bowling alleys, etc.)
 - d. Parks
6. Obtain the local sex offender registry. Using symbols and/or color codes mark the residences of registered sex offenders.
7. Obtain local police reports for a specific time period you are interested in, for example for the past six months or past year. Using symbols and/or color codes mark where sexual assaults have been reported.
8. Review your hotline and case records for that same time period. Using symbols and/or color codes mark where sexual assaults occurred, when possible eliminating duplications with police records. You may also want to mark the neighborhoods where your counseling clients live

(although do not mark specific addresses as you do not want to violate client confidentiality – keep these marks at the broadest possible level you can while still making it useful for identifying if there are neighborhoods or populations that are being underserved).

9. Using symbols and/or color codes mark where you provide services and where you did community outreach during the year prior to the reported assaults.

Analyze Your Map:

1. Identify areas where more sexual assaults have been reported.
2. Identify any common characteristics of the areas.
 - a. Are they in certain neighborhoods?
 - b. What type of areas are they in: residential, business, entertainment, other?
 - c. Are they near areas where youth and young adults have social gatherings that tend to be unsupervised?
 - d. Are there other trends or characteristics you see?
 - e. Use this information to develop profiles of high risk areas/settings.
3. Compare where assaults are occurring with where you provide services and do community outreach.
 - a. Do services and outreach correspond with the areas of greatest risk?
 - b. How are your services and outreach spread throughout the community?
 - c. Are there clusters of high service and outreach areas?
 - d. Are there gaps in the community where little to no services and outreach are being provided?
 - e. Use this information to identify areas/settings that are underserved.
4. Compare where assaults are occurring with the community institutions and formal and informal associations.
 - a. In areas where more sexual assaults have been reported are there community institutions and the formal and informal associations with whom you are not working or with whom you have weak ties?
 - b. Use this information to identify community institutions and formal and informal associations with whom it may be beneficial to develop collaborative relationships in order to increase your outreach to survivors and others affected by sexual violence.
5. Compare where assaults are being reported to police versus where assaults are being reported to the hotline but not to police.
 - a. Are assaults in certain areas more/less likely to be reported to police?
 - b. Are assaults in certain areas more/less likely to be reported to the hotline?
 - c. Use this information to identify areas where more outreach needs to be done by law enforcement and/or rape crisis services.
6. Look for other trends in the map.
 - a. Use this information to plan new strategies for service delivery and outreach.

WRITING BETTER SURVEYS

Because surveys are the most common type of measure used and there are so many available, here are tips for selecting surveys:

1. The specific survey you use must match the goals and objectives of your program. If they don't, then you will be evaluating something, just not the thing you want to evaluate. Each question that you include in your survey must relate to your outcome goals and objectives. If a question doesn't relate, then don't ask it.
2. If your goals are about changing behaviors, then assess behaviors. If your goals are about changing attitudes, then assess attitudes. If your goals are about increasing knowledge, then assess knowledge. If your goals are about changing intents, then assess intents. This may sound obvious, but often times there is a mismatch between our goals and what we ask on surveys.
3. Make sure that the survey is a good fit with the people who will be using it. Think about reading level, language and cultural sensitivity. Consider attention spans and survey length. Make it appear interesting – visual layout can go a long way toward maintaining interest, especially with teenagers.
4. Writing surveys that give you consistent answers and that actually measure what it is that you want to measure is harder than it seems. For this reason, it is advisable to start with a survey that has been written and tested by researchers. You may need to modify it to fit your program goals, objectives and audience. But starting with a survey that has already gone through a process of testing and revision will get you started on the right track. Do be cautious in making changes. Measures that have gone through careful development have often been determined to be what researchers call *valid and reliable* measures. Altering the questions or range of answers can change the validity and/or reliability. However, changes may be made to ensure that the survey fits your program goals and objectives or that it is understandable to your audience. Too, there is no reason to reinvent the wheel. You may find a survey that fits your program very well.
5. If time permits, include a couple of open-ended questions. These are questions that the respondents answer in their own words, as opposed to multiple choice or true/false questions. The advantage to open-ended questions is that people can give their own answers and don't have to make their thoughts or experiences fit the narrow multiple choice categories. The disadvantage is that most people will write short, uninformative answers. You can improve the quality of the answers

you get by using open-ended questions sparingly and only for questions that you think people will be interested in writing about.

If you are modifying a measure or writing your own from scratch, keep in mind the following guidelines:

- Try to give people a range of responses from which to choose. It's better to use a scale such as *strongly disagree, disagree, feel neutral, agree, strongly agree* than it is to use "yes / no" answers. Using scales like these is less limiting and lets you measure change better. For example, if a person changes their belief about a specific question a little bit but all that they have are "yes" and "no" for options, they will probably answer the same way on both surveys. But if they have more choices then you might find that they went from "strongly agree" to "agree".
- Make sure that you are only asking one thing in each question. For example, think about if people are asked to say how much they agree with this statement:

"When I come here for counseling, I feel respected and safe.."

What if someone feels respected by the staff, but the agency has an unlit parking lot so they don't feel safe? How are they supposed to answer the question? This problem is easily solved by breaking the statement into two different questions. Any time you use the word "and", double check that you are truly only asking one question.

- Make sure that the answers you give for them to choose from are mutually exclusive. To illustrate this, think about the question:

"When you have a problem, how much do counselors here ask for your ideas about how to solve it?"

They ask a lot

They ask enough

They ask a little

They don't ask at all

Asking "enough" is not exclusive of the other answers. A client could think that counselors only ask a little bit, but that is enough. In this case, either change "enough" so it is mutually exclusive of the others or write a completely new scale, such as *They ask...every time/ most of the time / occasionally / never.*

- Avoid loaded questions that may bias people's answers. For example, if you start a question with "*Do you agree that...*" you are implying that people should agree at least a little bit with what you say. Instead, you can ask "*How do you feel about...*" or "*What do you think about...*"
- Give people permission to give unacceptable answers. When asking about

controversial issues or behaviors it is important to give people permission to give their honest answer even if it is not socially acceptable. For example, many people experience shame over self-harming behaviors. Therefore, if you want to ask about these you need to phrase the question in a way that indicates that you know that people do harm themselves sometimes. For example, “*How often have you...*” or “*Under what circumstances would you...*” make it easier for people to admit to unacceptable behaviors, intents, or opinions. You still need to give “never” as one of the possible answers.

HIRING AN OUTSIDE EVALUATOR

While hiring an outside evaluator is sometimes a wise and efficient strategy it is important that you take an active role in shaping the evaluation because some steps of program evaluation an outside evaluator cannot do for you. They may be able to help you do them but they cannot do them alone. Only you know:

- What your program goals are
- How you define success
- What outcomes are most important to your program
- What questions you want answered by an evaluation
- What values your program holds and want to see reflected in the evaluation
- How you want to use the evaluation findings

Furthermore, you probably have more insight than an outside evaluator does on issues such as:

- What kinds of evaluations people in your community will be most accepting of and even enthusiastic about doing
- Political pitfalls of evaluation in your community
- What has worked and failed in the past when you have done evaluations
- What resources your program has available for evaluation
- What will be of interest to funders or others with whom you might share evaluation findings

Before hiring an outside evaluator it will be useful for you to consider carefully what specific parts of the evaluation you need help with and what parts you can do on your own. You may find that you can do much of the work, thereby cutting down on the costs of the evaluation contract.

Finding an Evaluator

There are numerous ways you can find an evaluator. Some places to start include:

- Talk with other programs, state coalitions, the NSVRC, Departments of Health, etc. for names of evaluators that they have used and been pleased with
- Go to eval.org and look at their listings of evaluators under the tab “Find an Evaluator”. Note: Most evaluators who list at this site are evaluation firms. Independent consultants tend to drum up business more by word of mouth. So if you don't see a specific person's name listed there, don't worry about it.

- Contact the Division of Violence Prevention at the CDC for names of evaluators that they have worked with
- Contact the faculty of nearby colleges or universities to inquire about their interest or if they know anyone they could recommend. Likely departments to contact include: psychology, social work, sociology, criminal justice, public health, or nursing.

Hiring an Evaluator

In evaluating rape prevention programs it is especially important to work with an evaluator who either has **some knowledge of sexual violence, of prevention in general, and/or of rape prevention in particular – or who is willing to learn and able to get up to speed quickly on the specific issues that the rape prevention/rape crisis movement faces.**

Some questions that may help you in hiring an outside evaluator include:

- Is the evaluator a member of the American Evaluation Association? Members of AEA subscribe to professional principles and standards of practice. They may also have access to evaluation resources through the AEA network.
- What background or training does the evaluator have in program evaluation? Program evaluation is not the same as research, although many of the methods overlap. It is generally best to work with someone who has some type of training or experience specifically in program evaluation. Many people who have graduate degrees in social work, psychology, public health, applied sociology, nursing, or criminal justice have been trained in program evaluation. However, do not assume that just because they have a degree in one of these areas that they have the kind of training you need. Ask them specifically about their training in program evaluation.
- What methods does the evaluator use? Not all evaluators use both quantitative and qualitative methods. So if you know that you would like to have information from interviews or focus groups you need to make sure that the evaluator is willing to do qualitative research and analysis. If you have specific things you want to learn from a survey, you need to make sure that the evaluator can do the necessary statistical analyses. You don't need to know what those analyses are; that's the evaluator's job. But you do need to know that if you say, "We want to know _____" that the evaluator can do the necessary analyses to find the answer. If they say they can't answer that question but they could do analyses to answer a different question then you may want to find a different evaluator.

- What experience does the evaluator have with rape prevention or rape crisis work? Some familiarity with sexual violence or domestic violence issues is important. You want an evaluator who has at least a basic understand of myths and facts about sexual violence and the kind of work that is done by programs likes yours. An understanding of the larger political climate (e.g., funding structures, history of the movement, etc.) may also be useful.
- What kind of relationship does the evaluator want with you? There is no one right answer to this question. However, there will be answers that fit with the kind of relationship you are looking for and answers that don't fit. How much collaboration do each of you want – working jointly on all aspects of the evaluation? working jointly on planning the evaluation but then the evaluator working more independently once you've agreed on the plan? the evaluator taking the lead and running major steps/products by you for approval?
- How much time does the evaluator need to complete the project? Be sure that you establish a clear timeline for the project and that it is spelled out in the contract. Deadlines may need to be negotiated as situations arise. However, your needs should take priority in establishing the deadline. An evaluation that comes in late is no good if it means that you can't use it for a grant proposal, board retreat, etc.
- Does the evaluator have any samples from prior evaluations? Feel free to ask for copies of evaluation reports, evaluation summaries, etc. This is a good way of ensuring that the evaluator can communicate with you in a clear, jargon-free way. Keep in mind that the evaluator may have limits on what can be shared due to confidentiality agreements with previous clients. However, she should be able to provide you with some type of sample. If an evaluator gives you an article from an academic journal as a sample of evaluation work or provides you with a list of professional publications this may be an indicator that she is not accustomed to translating results into a clear, jargon-free format.

Responsibilities of an Evaluator

If you decide to hire an outside evaluator/consultant to help you, it is important to be aware of what you can expect from a professional evaluator. According to the American Evaluation Association, an evaluator should abide by five professional principles¹:

Systematic Inquiry: Evaluators should conduct systematic, data-based evaluations. This includes:

- Exploring strengths and shortcomings of different approaches that might be used in an evaluation
- Communicating their methods and approaches in a way that you can understand
- Being open to questions and critiques you may have of the methods and

¹ American Evaluation Association (2004). *Guiding Principles for Evaluators*. Available at www.eval.org.

approaches

Competence: Evaluators should provide competent services. This includes:

- Possessing the appropriate education, abilities, skills, and experience for the job
- Ensuring that the evaluation is done in a way that is appropriate for the cultural context, including considering gender, race, ethnicity, religion, socio-economics, or other factors that may be relevant to the evaluation
- Turning down evaluation opportunities if they do not have the necessary training or skills for the particular project

Integrity / Honesty: Evaluators should display honesty and integrity in their own behavior and work to ensure the honesty and integrity of the evaluation. This includes:

- Negotiating honestly with clients about costs, tasks to be undertaken, limitations of the evaluation, and how the data may be used
- Disclosing any potential conflicts of interests
- Informing you in a timely fashion of any changes that need to be made to the evaluation plan and the likely impact of those changes
- Being open about their own interests and values concerning the evaluation
- Taking all possible action to correct any use of the evaluation that is misleading

Respect for People: Evaluators should respect the security, dignity, and self-worth of respondents, program participants, clients, and other evaluation stakeholders. This includes:

- Abiding by professional standards and regulations about protecting participants from potential risks and ensuring informed consent
- Maximizing the benefits and minimize unnecessary harms that may result from negative findings
- Fostering social equity in the evaluation

Responsibilities for General and Public Welfare: Evaluators should take into account the diversity of general and public interests and values that may be related to the evaluation. This includes:

- Including relevant perspectives from a full range of stakeholders
- Considering the broader implications and potential side effects of the evaluation
- Allowing you access to all evaluation information in ways that will not compromise confidentiality.
- Presenting the results to you in a way that is clear and understandable

If you hire an outside evaluator who fails to meet these responsibilities you should voice your concerns to them. You are the client and it is the evaluator's obligation to do everything in their power to ensure that you are being given the service that you want. Although they may be an expert on evaluation, remember that you are the expert on rape prevention and you are the expert on your community. An evaluator should work with you, drawing in as much of your expertise as possible.

Healing Voices Project

Survivor Survey

non-SA _____

Healing from assault or abuse can be hard. Counseling and crisis centers are here to help. We want to hear from survivors about what it is like to receive counseling or crisis support. Hearing survivors' voices will help us make things better for all survivors in our community and throughout Kentucky.

If you want to share your experiences, simply complete this short questionnaire.

Your name will not be written anywhere on this paper.

You can skip any question you don't want to answer.

Your counselor or advocate will not see your individual answers.

Your answers will be sent to the Kentucky Association of Sexual Assault Programs where no one will know who you are.

If you do not want to share your experiences, you can recycle this. If you answer some of the questions and then change your mind you can stop taking the questionnaire. You can still receive help from this center even if you do not answer these questions.

When people come to a counseling or crisis center they can feel many different ways. We want to hear about what it is like for you to come to this center. **Please tell us how often the following things happen when you come to our center.**

The people who work here are respectful.	Never	Sometimes	Usually	Always
When I have something to say, the people who work here listen to me.	Never	Sometimes	Usually	Always
When I need to make decisions, the people who work here think my opinion is important.	Never	Sometimes	Usually	Always
When I talk about what has happened in my life, the people who work here believe me.	Never	Sometimes	Usually	Always
When I need help, someone here tries to help me.	Never	Sometimes	Usually	Always
When I come here I feel safe.	Never	Sometimes	Usually	Always
When I am upset the people who work here support me.	Never	Sometimes	Usually	Always
The suggestions people here give to me are useful.	Never	Sometimes	Usually	Always
When I tell people here about private things, they respect my privacy.	Never	Sometimes	Usually	Always

Please Turn Page Over 

After being assaulted or abused you may have told different people about what happened. We want to hear about what that was like. **Please circle the answer that best describes your experiences. Remember to think about all of your experiences since the assault. If someone was both hurtful and helpful, circle both.**

The police were...	Hurtful	Helpful	I did not talk with the police
The doctors were...	Hurtful	Helpful	I did not see a doctor
The nurses were...	Hurtful	Helpful	I did not see a nurse
My family was...	Hurtful	Helpful	I did not tell my family
My friends were...	Hurtful	Helpful	I did not tell my friends
My minister was...	Hurtful	Helpful	I did not tell my minister
My advocate from the center was...	Hurtful	Helpful	I did not have an advocate
My counselor from the center was...	Hurtful	Helpful	I did not have a counselor
The person who talked to me on the hotline was...	Hurtful	Helpful	I did not call the hotline

Everyone who is assaulted or abused reacts differently. Your feelings and thoughts may change over time. **Please tell us what has changed for you since you came to or called our center.**

I am not able to stop thinking about the assault or abuse.	A lot worse	A little worse	About the same	A little better	A lot better	I never had this problem
I want to hurt myself.	A lot worse	A little worse	About the same	A little better	A lot better	I never had this problem
I use drugs or alcohol to deal with my feelings.	A lot worse	A little worse	About the same	A little better	A lot better	I never had this problem
I feel numb or in shock.	A lot worse	A little worse	About the same	A little better	A lot better	I never had this problem
I avoid things that make me think about the assault or abuse.	A lot worse	A little worse	About the same	A little better	A lot better	I never had this problem
I feel unsafe.	A lot worse	A little worse	About the same	A little better	A lot better	I never had this problem
I believe I can heal or recover from the assault or abuse.	A lot less	A little less	About the same	A little more	A lot more	I never believed this
I believe the assault or abuse was NOT my fault. Now I believe this...	A lot less	A little less	About the same	A little more	A lot more	I never thought this

Is there anything else you want us to know?

I identify as...

Female
Male

White
African American
Hispanic
Asian American
Native American

I have come to this center for counseling...

1 time
2-4 times
5-10 times
more than 10 times

In my life I have been assaulted or abused...

One time
More than one time

The assault(s)/abuse occurred:

_____ weeks ago
_____ months ago
_____ years ago

Thank you for helping us.

Healing Voices Project

Family/Friend Survey

non-SA _____

Healing from assault or abuse can be hard for both survivors and their family and friends. Counseling and crisis centers are here to help. We want to hear from family and friends about what it is like to receive counseling or crisis support. Hearing from people who care about survivors will help them make things better for all survivors in our community and throughout Kentucky.

If you want to share your experiences, simply complete this short questionnaire.

Your name will not be written anywhere on this paper.

You can skip any question you don't want to answer.

Your counselor or advocate will not see your individual answers.

Your answers will be sent to the Kentucky Association of Sexual Assault Programs where no one will know who you are.

If you do not want to share your experiences, you can recycle this. If you answer some of the questions and then change your mind you can stop taking the questionnaire. You can still receive help from this center even if you do not answer these questions.

When people come to a counseling or crisis center they can feel many different ways. We want to hear about what it is like for you to come to this center. **Please tell us how often the following things happen when you come to our center.**

The people who work here are respectful.	Never	Sometimes	Usually	Always
When I have something to say, the people who work here listen to me.	Never	Sometimes	Usually	Always
When I need to make decisions, the people who work here think my opinion is important.	Never	Sometimes	Usually	Always
When I talk about what happened to my family or friend, the people who work here believe me.	Never	Sometimes	Usually	Always
When I need help, someone here tries to help me.	Never	Sometimes	Usually	Always
When I come here I feel safe.	Never	Sometimes	Usually	Always
When I am upset and I talk with someone who works here they support me.	Never	Sometimes	Usually	Always
The suggestions people here give to me are useful.	Never	Sometimes	Usually	Always
When I tell people here about private things, they respect my privacy.	Never	Sometimes	Usually	Always

Please Turn Page Over 

Family and friends also have their own thoughts and feelings about what happened. Everyone reacts differently. Your feelings and thoughts may change over time. **Please tell us what has changed for you since you came to or called our center. Circle your answer.**

I feel emotionally drained.	A lot less	A little less	About the same	A little more	A lot more	I never felt this way.
I feel helpless.	A lot less	A little less	About the same	A little more	A lot more	I never felt this way
I feel like what happened was my fault.	A lot less	A little less	About the same	A little more	A lot more	I never felt this way
I want to get revenge.	A lot less	A little less	About the same	A little more	A lot more	I never felt this way
I feel unsafe.	A lot less	A little less	About the same	A little more	A lot more	I never felt this way
I think if only I had done something different I could have stopped the assault or abuse.	A lot less	A little less	About the same	A little more	A lot more	I never thought this

Family and friends sometimes are not sure what to think or do after their family or friend is assaulted or abused. Your thoughts may change over time. **Please tell us what has changed for you since you came to or called our center. Circle your answer.**

I believe my family or friend can recover from the assault or abuse.	A lot less	A little less	About the same	A little more	A lot more	I never believed this
I think the assault or abuse was not their fault.	A lot less	A little less	About the same	A little more	A lot more	I never thought this
I can comfort them when they are upset about the assault or abuse.	A lot less	A little less	About the same	A little more	A lot more	I never did this
I let them make their own decisions.	A lot less	A little less	About the same	A little more	A lot more	I never did this
I can listen when they want to talk about the assault or abuse.	A lot less	A little less	About the same	A little more	A lot more	I never did this

Is there anything else you want us to know?

I identify as...

Female
Male

White
African American
Hispanic
Asian American
Native American

I have come to this center for counseling...

1 time
2-4 times
5-10 times
more than 10 times

I am getting support because my _____ was assaulted or abused

Child
Spouse
Girlfriend or Boyfriend
Friend
Other: _____

Thank you for helping us.

Post-Advocacy Checklist:

MEDICAL

Use this checklist **following all medical advocacy** for sexual assault cases. Do **not** use this checklist while you are actually providing the advocacy. Wait until after the survivor/client has left..

Do **not** write anything on this form that would identify the survivor.

Do not ask the survivor these questions directly. Base your answers on what you see and hear. You can ask the survivor about what happened when you were not present, but only do so if the question is naturally a part of your advocacy or crisis intervention.

Thank you for your help in collecting this information. The answers you provide will help improve advocacy services in your community and throughout Kentucky.

Advocate: Staff
 Volunteer

Type(s) of Case: Sexual Assault
 Domestic Violence

Offender was: Acquaintance
 Stranger
 Family

Survivor Identifies as: Female
 Male
 Child (under 13 years)
 Adolescent (13-17 years)
 Adult (18+ years)

White
 African American
 Hispanic
 Asian American
 Native American
 Other


Type(s) of medical services provided:

(select all that apply)	Medical exam (checked for and treated injuries)	Yes	No	I don't know
	Forensic exam (rape kit done to collect evidence)	Yes	No	I don't know

Name of Facility: _____

of **doctors** the survivor had to deal with during **this** medical care: _____ None
 # of **nurses** the survivor had to deal with during **this** medical care: _____ None
 # of **other medical personnel** the survivor had to deal with during **this** medical care: _____ None

Did a **SANE/SAFE** provide **any** of the exam or treatment? Yes No I don't know
 (Sexual Assault Nurse Examiner or Sexual Assault Forensic Examiner)

Continue on other side 

MEDICAL ADVOCACY:

Did the following events occur? Answer based on **what you saw during the exam** and **what the survivor told you happened**.

Rape crisis was contacted _____ medical exam	Before	During	After	I don't know		
Rape crisis was contacted by:	Law Enforcement	Hospital	Survivor	Family/Friend	Social Service Provider	I don't know
Advocate was allowed to be present during medical exam	Yes	No	I don't know			
If "No", why not?	Started before advocate arrived		Medical personnel refused		Survivor did not want an advocate	

	Service was provided:				Done by:	
Survivor (or parent) was told statements to law enforcement and medical personnel are not privileged	Yes	No	Not applicable	I don't know	Medical Staff	Advocate
Detailed explanation of exam was given	Yes	No	Not applicable	I don't know	Medical Staff	Advocate
It was explained that the exam is free	Yes	No	Not applicable	I don't know	Medical Staff	Advocate
It was explained that the survivor may be charged for medical treatment	Yes	No	Not applicable	I don't know	Medical Staff	Advocate
Survivor's consent for exam was obtained	Yes	No	Not applicable	I don't know	Medical Staff	Advocate
Survivor was told consent can be withdrawn	Yes	No	Not applicable	I don't know	Medical Staff	Advocate
Information was provided re: STDs	Yes	No	Not applicable	I don't know	Medical Staff	Advocate
Information was provided re: pregnancy	Yes	No	Not applicable	I don't know	Medical Staff	Advocate
Clothing was provided (if needed)	Yes	No	Not applicable	I don't know	Medical Staff	Advocate

People were present during the exam without the survivor's permission (including police)	Always	Sometimes	Never	I don't know	Comments:
Medical personnel treated survivor with respect	Always	Sometimes	Never	I don't know	
Medical personnel said things to the survivor that were victim-blaming	Always	Sometimes	Never	I don't know	
Medical care was provided at a speed that was comfortable for the survivor	Always	Sometimes	Never	I don't know	
If "Sometimes" or "Never":	Too Fast	Too Slow			
Medical personnel asked survivor if s/he had questions	Always	Sometimes	Never	I don't know	
I asked survivor if s/he had questions	Always	Sometimes	Never	I don't know	

The doctor(s) appeared to be ___ to the survivor	Helpful	Hurtful	I don't know	Not applicable
The nurse(s) appeared to be ___ to the survivor	Helpful	Hurtful	I don't know	Not applicable
My advocacy appeared to be ___ to the survivor and/or survivor's family	Helpful	Hurtful	I don't know	Not applicable

Post-Advocacy Checklist:

LEGAL

Use this checklist **following all legal advocacy that includes accompanying the survivor during some part of the legal process** for sexual assault cases. Do **not** use this checklist while you are actually providing the advocacy. Wait until after the survivor/client has left.

Do **not** write anything on this form that would identify the survivor.

Do not ask the survivor these questions directly. Base your answers on what you see and hear. You can ask the survivor about what happened when you were not present, but only do so if the question is naturally a part of your advocacy or crisis intervention.

Thank you for your help in collecting this information. The answers you provide will help improve advocacy services in your community and throughout Kentucky.

Advocate: Staff
 Volunteer

Type(s) of Case: Sexual Assault
 Domestic Violence

Offender was: Acquaintance
 Stranger
 Family

Survivor Identifies as: Female
 Male

 Child (under 13 years)
 Adolescent (13-17 years)
 Adult (18+ years)

White
 African American
 Hispanic
 Asian American
 Native American
 Other

Type(s) of Advocacy: Police
 Prosecutor
 Court
 Other: _____

Location of Police/Prosecutor/Court (town or county): _____

of legal personnel the survivor had to deal with during **this** legal proceeding: _____

Continue on other side 

LEGAL ADVOCACY:

Did the following events occur? Answer based on **what you saw during the legal proceedings** and **what the survivor told you happened.**

Rape crisis was contacted _____ legal proceedings	Before	During	After	I don't know		
Rape crisis was contacted by:	Law Enforcement	Hospital	Survivor	Family/Friend	Social Service Provider	I don't know
Advocate was allowed to be present during legal proceedings	Yes	No	I don't know			
If "No", why not?	Started before advocate arrived		Law enforcement refused		Survivor did not want an advocate	

	Service was provided:				Done by:	
Legal process was clearly explained	Yes	No	Not applicable	I don't know	Legal Staff	Advocate
Survivors' rights were explained	Yes	No	Not applicable	I don't know	Legal Staff	Advocate
An appropriate assessment of survivor's safety was done	Yes	No	Not applicable	I don't know	Legal Staff	Advocate
Appropriate resources were provided for keeping the survivor safe	Yes	No	Not applicable	I don't know	Legal Staff	Advocate

Legal personnel treated survivor with respect	Always	Sometimes	Never	I don't know
Decision whether to file a report or continue with legal process was left up to the survivor or survivor's parent	Always	Sometimes	Never	I don't know
Legal personnel put pressure on the survivor or survivor's parent to take (or not to take) legal actions.	Always	Sometimes	Never	I don't know
Legal personnel said things to the survivor that were victim-blaming	Always	Sometimes	Never	I don't know
Legal proceedings were done at a speed that was comfortable for the survivor	Always	Sometimes	Never	I don't know
If "Sometimes" or "Never":	Too Fast	Too Slow		
Legal personnel asked survivor if s/he had questions	Always	Sometimes	Never	I don't know
I asked survivor if s/he had questions	Always	Sometimes	Never	I don't know

The police appeared to be ___ to the	Helpful	Hurtful	Not applicable	I don't know
The prosecutor appeared to be ___ to	Helpful	Hurtful	Not applicable	I don't know
The judge appeared to be ___ to the	Helpful	Hurtful	Not applicable	I don't know
My advocacy appeared to be ___ to the	Helpful	Hurtful	Not applicable	I don't know

Comments: