

The image features two apples stacked vertically against a plain white background. The bottom apple is whole, with a vibrant red and yellow-orange skin, and is covered in small, clear water droplets. The top apple is sliced horizontally, revealing its pale yellow-white flesh and a dark brown core with several seeds. The stem of the top apple is still attached and points upwards.

# Core Competencies

The Unique Skills of Advocacy

# **Core Competencies: The Unique Skills of Advocacy**

**A Curriculum by the Pennsylvania Coalition Against Rape**

Written by Hallie S. Martyniuk

## **Core Competencies: The Unique Skills of Advocacy**

### **Instructor Overview**

#### *TRAINING GOAL*

The Pennsylvania Coalition Against Rape's (PCAR's) *Advocacy Skills Training* is a one-day skill building training for advocates. The design and content of this training are the direct result of statewide and national focus groups held to: 1) identify skills advocates must possess to effectively advocate for the needs of sexual assault survivors and 2) identify training topics necessary to build these skills. During the course of this training, participants will learn how to identify key players, use critical thinking skills and construct a convincing argument to accomplish their goal to advocate for an individual or group.

#### *TARGET AUDIENCE*

This training was designed for advocates at community-based sexual assault crisis centers.

#### *TRAINER REQUIREMENTS*

All trainers should have:

- Knowledge of adult learning principles
- Experience facilitating interactive training programs

- Extensive understanding of the dynamics of sexual violence and the needs of survivors

### *USING THIS TRAINER'S MANUAL*

This Instructor manual is a template to help instructors. It details the information to be discussed as well as how to introduce, conduct and process group activities. It also contains a copy of all participant materials and visuals. The Instructor Manual is organized into this overview and the following three modules:

Module 1: Feminism and Our History

Module 2: Defining Advocacy

Module 3 Core Activities of Advocacy

An outline is provided at the beginning of each module. The outlines include specific learning objectives, a list of required equipment and materials, preparation instructions and notification of time required to complete the module. All information and activities within the modules are presented in a time sequence and have been designed to help participants achieve the learning objectives of each module.

### *ICONS*



with directive “show visual” indicates that a PowerPoint slide is to be shown,



indicates that an activity is to be conducted.



indicates a DVD is going to be shown.

Activities throughout the training provide participants with opportunities to apply or process information that has been presented, to enhance skill building, and to underline

the transfer of knowledge and skills to the participant's job following the training. Each activity includes steps to follow and the amount of time it should take to conduct the activity.

### *EQUIPMENT AND MATERIALS*

Modules include a list of required equipment and materials, when needed. In addition to the module-specific lists, the following equipment and materials are used consistently throughout the training.

- Instructor's Manual
- Participant Handouts (Located at the back of Instructor Manual)
- PowerPoint Presentation
- DVD "Social Change Can Happen"
- Laptop PC (with PowerPoint), LCD projector, and screen (or blank wall space)
- DVD player and sound
- Tear sheet pad and easel
- Thick Black Marker (or other dark color)
- Name tags (for each participant and instructor)

### *WORKSHEETS AND HANDOUTS*

All modules include worksheets that are used by participants during activities. The worksheets are located after the final module of the Instructor Manual, behind the tab marked Participant Worksheets. Copies of worksheets should be made for participants in advance of the training along with the participant's agenda.

### *PRE-TRAINING READING ASSIGNMENT*

The reading assignment should be emailed to participants *no less than two weeks prior to the beginning of the training*, to allow ample time for review.

The reading assignment is located in the Instructor Manual behind the tab marked Participant Worksheets.

### ROOM PREPARATION LAYOUT

This training includes a number of small-group activities, so try to avoid a traditional classroom-style layout (i.e. series of rows, one behind the other) in the training room.

Instead, try to organize the room so participants are seated in a series of small groups.

This type of arrangement encourages discussion and participation. Remember that you will need a small table at the front of the room for your training supplies, as well as a larger table for supplementary material for participants.

## **Teaching Adults**

This training program was developed with the following principles of adult learning in mind:

**Experience** - Adults bring considerable experience with them. Therefore, they wish to speak, participate and contribute to the training process. *They dislike long lectures and one-way communication!*

- **Self-Esteem** - Adults have something to lose. They have a strong need to maintain their self-esteem. Therefore, they should be listened to and should have opportunities to be successful early and throughout the program.
- **Relevance** - Adults want courses that focus on real-life problems and tasks rather than purely academic material. A strong how-to focus has been written into this curriculum. Adults become restless if they believe their time is being wasted.
- **Benefit** - “WIIFM” What’s in it for me? Adults need to see the benefit of the program immediately and throughout the process.
- **Time** - Adults want to concentrate on what will help them on the job now, rather than something that may help down the line.
- **Participation** - Adults are used to being active and engaged. They should be given the opportunity to participate whenever possible.
- **Self-Direction** - Adults are used to being self-directed. Instructors must consult and work with adults rather than be too directive.

### **Training Approach**

This is a very interactive training program; as much information as possible is transmitted using interactive activities and discussions. Within the module overviews, you will see the following directives:

- **Presentation** – A structured presentation method in which the instructor delivers new content in short segments. Each segment requires some interaction between the instructor and participants. PowerPoint presentations accompany presentations where noted.
- **Discussion** – A discussion is an exchange of ideas on a topic. It is used when participants have some knowledge or experience on the subject. It is important that instructors keep discussions moving and on track. Three types of discussions are used in this training:
  1. Large group
  2. Table groups
  3. Neighbor discussions
- **Activity** – The activities in this training are a mix of application based interactive learning opportunities where participants can analyze, apply, or reinforce information and knowledge. Instructors must give clear instructions for activities to ensure success.

## **Core Competencies: The Unique Skill of Advocacy**

### **Training Agenda**

8:30 a.m. – 9:00 a.m.	Registration
9:00 a.m. – 9:15 a.m.	<b>Welcome</b>
9:15 a.m. – 10:15 a.m.	<b>Feminism and Our History</b>
10:15 a.m. – 10:30 a.m.	BREAK
10:30 a.m. – 12:00 p.m.	<b>Defining Advocacy</b>
12:00 p.m. – 1:00 p.m.	LUNCH (Provided)
1:00 p.m. - 2:30 p.m.	<b>The Core Activities of Advocacy: Part One</b>
2:30 p.m. 2:45 p.m.	BREAK
2:45 p.m. 4:00 p.m.	<b>The Core Activities of Advocacy: Part Two</b>
4:00 p.m.	Conclusion of Training

## Module 1: Feminism and the Rape Crisis Movement

### Time:

1 hour

### Learning Objectives:

At the conclusion of this module, participants should be able to:

- Recognize their own biases and understand how these biases can affect their ability to do this work.
- Explain how the rape crisis movement fits into the timeline of feminism in the United States.
- Identify the connections or links between sexual violence advocacy and other social justice movements.

### Module Overview

<i>Activity: Getting Acquainted</i>
<i>Introduction and Rights of Women Timeline</i>
<i>Activity: First and Second Wave</i>
Gaining Insight – Feminism and Feminists
Video: “Social Change CAN Happen”

## Equipment and Materials

- DVD Player with sound
- DVD: Social Change Can Happen
- Module One PowerPoint Presentation
- Handout: Self Awareness Checklist
- Handout: PCAR Feminist Philosophy
- Flip chart
- Markers

## Notes to Trainers:

- Participants should read the pre-training assignment prior to class.
- The Self Awareness Checklist should be placed on the tables prior to the start of training for participants to complete upon arrival.
-  **Show visual 1.1** (Welcome Slide) as participants enter the training room to invite them to complete the Self Awareness Checklist.



## Getting Acquainted

### INTRODUCTION:

**Welcome** participants to the training.

**Explain** that this is a very interactive training and during the course of the day, they will be asked to do quite a bit of group work at their tables.

**Explain** that for this reason, they will be taking a few moments to get to know one another.

### PROCESS:

1. **Ask** each participant to find three things in their wallet, purse, or bag that says something about them.

Table groups should take 5 minutes to share within their table groups.

2. **Thank** everyone for their participation.

## Introduction and the Rights of Women Timeline

1.  **Show visual 1.2**
2. **Explain** that by choosing to become an advocate for survivors of sexual violence each participant becomes part of a movement with a fascinating and inspiring history. The founders of the rape crisis movement were feminists<sup>1</sup> committed to and active in what is known as the “second wave” of the U.S. Women’s Liberation Movement<sup>2</sup>, which took place in the 1960s and 1970s.
3. **State** that these founders uncovered the prevalence of rape, gave survivors a voice, and began the process of identifying survivor’s needs in the aftermath of an assault.
4. **Share** that it is your hope that each of them had an opportunity to read the pre-training assignment which described in detail the first and second wave of feminism prior to coming to training.
5. **Suggest** that if participant’s schedules did not allow them to read the materials prior to the training, that they try making time, as it is a fascinating look at women’s history and the rape crisis movement.
6.  **Show visuals 1.3**

---

<sup>1</sup> For the purpose of this training, we define a “feminist” as a person who believes women should have rights equal to those of men.

<sup>2</sup> The women's liberation movement was the collective struggle for the equality of women, most active during the late 1960s and 1970s.

7. **Explain** that the pre-training reading assignment did a wonderful job of explaining the history of the feminist movement and laying a foundation for the discussions that will occur during the day.
8. **Explain** that over the next few minutes you will take a broader look at the history of women's rights beginning with biblical times.

***Paraphrase the following.***

*BIBLICAL TIMES*

*The laws (beginning with the Ten Commandments) given to the Jews through Moses are known as Mosaic Law. Within Mosaic Law, the rights of men and women pertaining to monetary matters were almost exactly equal. A woman was entitled to own private property, including land, livestock, slaves and servants. A woman had the right to inherit "gifts" left to her at the time of someone's death and in the absence of sons, she would inherit everything. A woman could likewise bequeath her belongings to others as a death gift. A woman could sue in court and did not need a male to represent her.*

*ANCIENT EGYPT*

*In Ancient Egypt, the formal legal status of Egyptian women was nearly identical with that of Egyptian men. An Egyptian woman was entitled to her own private property, which could include land, livestock, slaves and*

*servants. She had the right to inherit whatever anyone bequeathed to her, as well as bequeathing her belongings to others. She could divorce her husband (at which time all possessions belonging to her - including the dowry - were reverted to her sole ownership), and sue in court without a male to represent her. Most women in ancient Egypt did not hold jobs outside the home and consequently were usually referred to by generic titles such as "mistress of the house" or "citizeness." Women were also frequently identified by the name and titles of their husband or father, from whom, presumably, they derived their social status. It is interesting to note that women's rights and status in Egypt were in sharp contrast with some other ancient societies. In Ancient Greece, women did not have their own legal identity, were not allowed to own property and, in order to participate in the legal system, always had to work through a male, usually their closest male relative (father, brother, husband, son) who was called their "lord."*

#### *ANCIENT ROME*

*Women's roles within Ancient Rome were clearly defined as caretakers, child bearers and homemakers. Women and girls were considered to be part of their father's — or, once married, husband's or husband's father's (if still living) — property. Roman women were not allowed to own property or control their own finances — all family*

*inheritances and dowries were transferred to the husband when a woman married. Women could not participate in politics and their decision-making power was strictly limited to the management of the home. Roman society had clear separation between the classes and women in the lower social classes (slaves, freedwomen and prostitutes) had even fewer rights, and lived lives mostly filled with backbreaking labor (CliffsNotes, n.d.).*

*ENGLISH COMMON LAW*

*Beginning in the 12<sup>th</sup> century, a woman did not have her own legal standing under English Common Law. Rather, she drew it from her father and then from her husband. Since a woman had no "body" of her own, she could not do things like own land, sue in court or earn her own salary. Upon her marriage, everything she owned became her husband's property. It was possible for a woman to sue for divorce on (a) abandonment, (b) adultery or (c) extreme cruelty; however, it was legal to beat your wife. Although in theory, divorces were possible, they were not often granted and when they were, children remained under the guardianship of their father (Shaw, 2010).*

*ENGLAND DURING MID NINETEENTH CENTURY*

*“Under exclusively man-made laws women have been reduced to the most abject condition of legal slavery in which it is possible for human beings to be held...under the arbitrary domination of another's will, and dependent for decent treatment exclusively on the goodness of heart of the individual master (Miller, 1890).”*

*Women in England during the middle of the nineteenth century were forced to obey men because in most cases, the men held all the resources. Girls received less education than boys, and were barred from almost every profession. Women had little choice but to marry, at which time, what they owned, inherited or earned was transferred to their husband. If an offense or a felony was committed against a woman, only her husband could prosecute. Rights and access to a woman's body was her husband's, as well. Not only did the law assure this, but also the woman herself agreed to it verbally: Written into the marriage ceremony was a vow to obey her husband. (Wojtczak, n.d.) If a woman was sexually assaulted during this time in history, it was considered a crime against their father or husband, as it decreased the value of their property.*



## First and Second Wave of Feminism in the United States

1. **State** you are going to review the highlights of the first and second wave of the feminist movement in the U.S. from their reading assignment.
2. **Divide** the class into two groups (ask the participants to move their chairs in order to form the groups).
3. **Distribute** one piece of chart paper and a magic marker to each group.
4. **Assign Group One** the first wave of the feminist movement in the U.S.
5. **Assign Group Two** the second wave of the feminist movement in the U.S.
6. **Ask** groups to identify someone within their group to record their answers on the paper provided.
7. **Ask** both groups to list the highlights of their assigned stage of the feminist movement. *Allow five minutes for groups to complete this task.*
8.  **show visual 1.4**
9. **Ask group one** to take 1-2 minutes to share their responses with the rest of the class.
10.  **show visual 1.5**
11. **Ask group two** to take 1-2 minutes to share their responses with the rest of the class.

12. **Thank** everyone for their participation and ask them to return to their seats.



## Gaining Insight – Feminism and Feminists

### INTRODUCTION:

1. **Explain** to participants that they will be taking a few minutes to reflect on their views about feminism and feminists.

2.  **Show visual 1.6**

**Ask** participants to discuss the following questions within their table groups:

- *What were some of the stereotypes or beliefs you have about first and second wave feminists or “Women’s Libbers<sup>3</sup>”?*
- *How were these formed?*
- *Did the pre-training reading assignment alter their views and/or perceptions in any way?*

**Allow** table groups 2-3 minutes to share key components of their discussion with the class.

3. **Distribute** PCAR Feminist Philosophy handout.

4. **Explain** PCAR has developed its own feminist philosophy. As advocates working in Pennsylvania, it is important they are familiar with this document.

**Allow** participants a few moments to review the document.

---

<sup>3</sup> A slang term used to describe men and women involved with the women’s liberation movement.

5. **Thank** the groups.



**Social Change CAN Happen (15 minutes)**

1.  **Show visual 1.7**

**Read:**

*“It has been my belief that it is impossible to end a single oppression; to work to end one oppression requires us to work to end them all.” – Lydia Guy<sup>1</sup>*

2. **Explain** that you are going to play a short movie that looks at social change in the United States.

***Ask participants to list different social change movements identified in the movie.***

**Explain** that at the conclusion of the movie you will discuss how some of the social change movements they list intersect with their work as advocates for survivors of sexual assault.

3.  **PLAY DVD (6:11 minutes)**

4. **Ask** participants to list the social change movements mentioned in the movie.
5. **Write** their responses on a flip chart.

*Women's rights, peace, freedom, anti-war, wearing seat belts, drunk driving, civil rights, women's right to vote, HIV/AIDS, Independence (Americans with Disabilities Act), Recovery Anti-Violence, Black Women's Liberation, Campus safety, Take Back the Night.*

6. **Ask** participants which of these movements intersect with sexual violence advocacy and why?

*With the possible exceptions of the wearing seat belts, any of these other issues can intersect with the anti-rape movement. Sexual assault throughout history has been used as a tool to oppress marginalized populations. At the root of all social change movements is the belief that where oppression exists, we are **all** oppressed.*

## Module 2: Defining Advocacy

### Time:

50 minutes

### Learning Objectives:

At the conclusion of this module, participants will be able to:

- Define advocacy
- Identify and explain systems and individual case advocacy
- Compare and contrast advocacy and counseling skills
- Identify tools and tactics for advocacy
- Identify the steps of advocacy based on Praxis model

### Module Overview

<i>What is Advocacy?</i>
<i>Activity: Advocate vs. Counselor</i>
<i>Advocate's Role and Responsibility to Survivors</i>
<i>Steps to Advocacy</i>
<i>What's in it for Me?</i>

## **Equipment and Materials**

- Module Two PowerPoint Presentation
- Handout: Advocate vs. Counselor
- Handout: Activities of Advocacy Worksheet

## What is Advocacy?

1.  **Show visual 2.1**

i. *“Social action is necessary to bring about social change” (NCCASA, 2010)*

2. **State** as seen in the previous module, sexual assault advocacy intersects with other social justice movements. Social change work is an ongoing process and continually leads to new circumstances. Thus, the more we do and the better we get at doing it, the more work we create for ourselves!

1. **Explain** the ultimate goal of advocacy is for our jobs to become obsolete. For the moment however, we concentrate on changing the conditions that cause sexual violence and provide support and healing to survivors. We seek to improve the overall circumstances for survivors of sexual assaults — we seek justice.

2.  **Show visual 2.2**

**Explain** advocates often wear two hats: *counselor* and *advocate*. Because we understand that a comprehensive response to a survivor’s needs involves both counseling and good advocacy, we often see the two jobs combined under the title “Counselor/Advocate”.

**Explain** that while the role of a good counselor includes providing emotional support – a good advocate will also provide for the survivor’s practical needs

3. **State** some survivors may find it relatively easy to navigate the halls of justice to:

- Receive the compensation to which they are entitled

Core Competencies: The Unique Skills of Advocacy

- Have a voice in the criminal justice system
- Work with creditors to pay overdue bills in the aftermath of a sexual assault
- Work with employers to get time off to be a witness in a court case or to heal from trauma
- Find out where a courtroom is located

However, many see the process as having to “fight the system” (Young 1993).

## ADVOCACY AND ACTIVISM

1.  **Show Visual 2.3**
2. **Explain** participants that they have already seen how advocacy and activism often go hand-in-hand.
3.  **Show visual 2.4**

This partnership is based on three things:

- Often the “second assaults<sup>4</sup>” perpetrated as a result of family reactions, media coverage and the criminal justice system, to name of few, force survivors or their advocates to speak up and fight back.
- The search for meaning in the aftermath of a sexual assault leads some survivors to try to bring about change, so the tragedy perpetrated against them will not be repeated in the future.
- Activism is often an antidote for the helplessness and loss of power that can result from a sexual assault (Young, 1993).

## TYPES OF ADVOCACY

1.  **Show visual 2.5**

---

<sup>4</sup> Long-term stress or crisis reactions may be exacerbated by the actions of others. When such reactions are exacerbated, the actions of others are called the “second assaults” and the feelings are often described as “second injuries.” (Young, 1993).

**Explain** there are two types of sexual assault advocacy:

- Individual Case Advocacy
- System Advocacy

2.  **Show Visual 2.6**

**Explain** dealing with “second assaults” usually involves case advocacy. Some survivors may be perfectly capable of being their own advocates, while others may need assistance.

**Read:** *“Advocacy work usually involves direct, defined and tangible conflict with another individual or agency because of behaviors, attitudes, values, traditions, or laws - all of which may have been displayed in one mistaken decision – through specific actions that apply to this one specific case. The advocate’s role is to represent the survivor’s interests” (Young, 1993). The resulting act in case advocacy may be a decision that affects a single case, with no resulting effects for similar cases.*

**Ask** participants to provide examples of case advocacy. (For example, an advocate asks emergency room nurse for a private waiting area for the survivor. In this example, the nurse’s decision is unlikely to affect future sexual assault survivors in the same situation.)

3.  **Show visual 2.7**

**Read:** *Advocates who focus on seeking change in order to prevent something from happening in the future are system advocates. System advocates often work in groups of advocates and/or allied professionals with whom they share a common goal for change. System advocates work on behalf of a group or class or individuals. According to the PCAR Contract Manual, systems advocacy is defined as contacts made for the purpose of effecting policy and/or procedural change in order to improve a system's response to sexual assault clients as a whole.*

**Explain** that often change is pursued after an actual conflict occurs and prior to the repeat of a similar situation (Young, 1993).

**Ask** participants to provide examples. In the previous scenario, the rape survivor was given a private place to wait for her exam. (For example, Because of this case, the advocate teams with the emergency room nurse and the responding police officer to effect change in hospital policy, allowing future survivors of sexual assault to wait in a private area. This is an example of system advocacy.)



## Advocacy vs. Counseling

1.  **Show visual 2.8**
2. **Distribute** handout *Advocate vs. Counselor*.

**Reiterate** when working with survivors of sexual assault supportive counseling and advocacy often go hand-in-hand.

**Explain** many of the *traits and skills* that make an excellent counselor also make a terrific advocate. However, the advocate's role *differs significantly* from that of the counselor's.

3. **Review** instructions on the bottom of the handout:
  - In the center oval, list **traits and skills** counselors and advocates may share.
  - In the circle marked "Advocate" list the **role of an advocate** when working with a survivor of sexual assault.
  - In the circle marked "counselor" list the **role of a counselor** when working with a survivor of sexual assault.

**Allow** participants 5 minutes to complete the worksheet independently.

4. **Ask:** *What traits and skills did you identify as being common to both good advocates and counselors?*

5.  **Show visual 2.9**

In addition to participant's responses, **State** the following:

Advocates and counselors must:

- *Be able to assist survivors in formulating plans of action and predicting future obstacles.*
- *Seek to empower the survivor to establish and accomplish his or her own goals.*
- *Focus on the survivors' interests and not confuse those interests with their own (Young, 1993).*

6. **Ask:** *How does the advocate's role, differ from the counselor's role?*

7.  **Show visual 2.10**

In addition to participant's responses, **State** the following:

- *Where a counselor's role is to help a survivor learn to cope with their trauma through awareness, acceptance and understanding of their reactions, an advocate's role is to help bring about outcomes.*
- *An advocate ensures that the survivor is treated with sensitivity and respect, and aides necessary communication between the survivor and organizations/agencies. These may include hospitals, mental health professionals, county child protective services, law enforcement, district attorney's offices, courts, probation and parole and corrections.*

- *An advocate aides a survivor’s decision-making. Following an assault, the survivor is faced with a number of decisions that must be made. The advocate provides information necessary for those decisions to be made and then provides support while the survivor tries to put those decisions into place. (Young, 1993).*
- *An advocate helps a survivor stand up for their rights and to the extent possible, ensures that these rights are respected.*

**Tip:** Advocates should not make decisions for the survivor.

7. **Ask:** *Can you tell me some ways in which an advocate’s skills are different from counseling skills?*
8.  **Show visual 2.11 – 2.13**

In addition to participant’s responses, **State** the following:

- *The counselor seeks to provide a sense of safety and security for the survivor. The advocate takes risk on behalf of the survivor (with permission). Sometimes these actions put the survivor’s feelings of safety and at risk, in order to accomplish the larger goal.*
- *The counselor provides a non-judgmental environment for the survivor to examine their options. The advocate assists survivors in verbalizing their*

*needs and then assists them in their efforts to advocate on their own behalf.*

- *A counselor is supportive and unthreatening to survivors. An advocate can be challenging, assertive, and adversarial on the survivor's behalf, when necessary. (Young, 1993). However, a good advocate strategizes and will be able to determine when it is better to be kind and respectful rather than challenging and adversarial.*

## The Advocate's Role and Responsibilities to the Survivor

1. **Explain** sexual assault advocacy is unique from other forms of advocacy because our services are always responsive to the needs of each person with whom we work. We strive to respond to each situation, person-by-person.

2.  **Show visual 2.14**

**State** advocates share some core beliefs:

- The survivor's safety comes first
- All survivors deserve the opportunity to recover from the crime
- All survivors deserve assistance in rebuilding their lives
- Finally, and most importantly, we believe that ultimately our clients can make the best choices for their lives

3.  **Show visual 2.15**

**Explain** empowerment<sup>5</sup> is the key to all we do. Survivors are encouraged to advocate for themselves whenever possible, but when their voices are too weary, the victim advocate will speak on their behalf (Herman, 2000).

---

<sup>5</sup> Giving power back to the individual

## Steps to Advocacy

*The Core Activities of Advocacy (Connect, Understand, Analyze, Strategize, Implement and Adapt) Applied to Direct Advocacy, are adapted from the 24-month Advocacy Learning Center curriculum developed by Praxis International and Manavi in partnership with the Office on Violence Against Women, U.S. Department of Justice. It is reprinted [or adapted] with permission by Praxis International. Any reproduction or adapting of these materials may not occur without the express permission granted by Praxis International [advocacy@praxisinternational.org](mailto:advocacy@praxisinternational.org)).*

1. Ask participants to look at the **Activities of Advocacy** worksheet. Explain that through this step-by-step process, you will provide a way in which advocates can define, structure, and evaluate their advocacy efforts.

2.  **Show visual 2.16**

3. **Direct** participants to the definitions on the top of the **Activities of Advocacy** worksheet and ask them to read along.

Explain that the activities of advocacy for working with survivors of sexual assault are as follows:

### **Read:**

**Connect** - To begin and maintain a relationship with the survivor, significant other, or allied professionals in order to meet the needs and goal of the survivor.

**Understand** - To establish communication with the survivor or allied professionals to identify the problem; establish the survivor's short, and long term needs; and put into words the intended goal for advocacy.

**Analyze** - To examine the situation with the survivor or allied professionals and decide on a plan which will meet the survivor's short- and long-term needs.

**Strategize** - As a team, identify steps to take, people to include, and resources needed in order to carry out the plan and achieve the goal for advocacy.

**Apply and Adapt** - To carefully take the steps necessary to achieve the identified goal for advocacy.

## What's in it For Me?

1.  **Show visual 2.17**

**Explain** the art of advocacy is to bring others to your way of thinking in order to accomplish your goals. Your advocacy efforts are far more likely to be a success if you ensure your audience's interest from the beginning.

**Explain** What's in it For Me (WIIFM) to your audience. How will this help me do my job faster, easier or more effectively? What losses am I going to avoid? What benefits am I going to gain?

**Explain** as you begin to strategize, you will identify the people you must involve in order to accomplish your goal. It is important to take the time to answer the question, WIIFM, for each of these people.

**Explain** that it is important to recognize that what *you* want your audience to know, feel, and do - as a result of your discussions. It is important that you take the time to determine how each person will benefit from hearing what you want them to know, feeling what you want them to feel, and doing what you want them to do (Pike, 1994).



## Module Three: The Activities of Advocacy

### Time:

2 hours 45 minutes

### Learning Objectives:

At the conclusion of this module, participants will be able to:

- Apply the step-by-step process the Activities of Advocacy to a problem
- Construct and present a persuasive argument
- Anticipate possible roadblocks in accomplishing their advocacy goals and be able to overcome these roadblocks
- Determine the “what’s in it for me?” for key players and prepare for meetings
- Build credibility with allied professionals

### Module Overview

Activity: The Activities of Advocacy
<i>Activity: The Art of Persuasion</i>
<i>Activity: Yuri’s Story</i>

### Equipment and Materials:

- Module Three PowerPoint presentation

Core Competencies: The Unique Skills of Advocacy

- Handout: Scenarios (one per table)
- Handout: The Art of Persuasion
- Handout: Activities for Advocacy worksheet
- Handout: Yuri's Profile

**Note to Trainers:**

- For the *Art of Persuasion* activity, the time estimate of 1.25 hours assumes five table groups. For additional or fewer groups add or subtract 10 minutes per group.
- The instructor's answer key for the *Art of Persuasion* activity is in the Appendix of the Instructor's Manual.



## Activities of Advocacy

1. **Distribute** one “*Scenarios*” handout to each table group.
2. **Assign** one scenario per group (repeat scenarios if necessary).
3. **Distribute** one *Activities for Advocacy* worksheet to each participant.
4. **Instruct** participants to read their scenario and state the problem on their worksheet. *Note: Facilitators should circulate to ensure that each table can clearly determine and state the problem.*
5. Direct table groups to determine if their scenario requires individual case advocacy or systems advocacy and check the correct answer on their worksheet.

6.  **Show visual 3.1**

**Instruct** table groups to respond to numbers 1 and 2 on the worksheet.

**Ask:** *What are some of the steps that you listed for establishing a connection and building a connection?* (Allow 2-3 groups time to read their scenario and respond.)

7. I  **Show visual 3.2**

**Direct** table groups to respond to number 3 on the worksheet. Table groups, should brainstorm the advocacy goal for their scenario and write it out. (*Note: Facilitator should circulate during this time to assist participants in simplifying the problem and creating solutions.* **Allow** each table group an opportunity to:

- Read scenario and

- Share goal for advocacy.
8. **Direct** table groups to respond to numbers 4-6 on the worksheets.

**Ask:** *Who/What is being affected by your stated problem? How?*

**Ask:** *Who are some of the collaborative partners you identified?*



## The Art of Persuasion

1. **Tell** table groups to identify the (one) key player whom they must persuade in order to accomplish their stated advocacy goal. Tell them to write their response under number 7 on the worksheet.

**Ask:** *Whom did you select as your Key Player and why?*

2.  **Show visual 3.3**

Have table groups brainstorm the, “What’s in it for me?” for their key player and/or his or her program or agency. Tell them to write their responses under number 8 on their worksheets.

3.  **Show visual 3.4**

**Explain** each table group will have 15 minutes to complete numbers 9-11 on the worksheet. They will construct a 3-5 minute persuasive argument for their key player. Their persuasive argument should articulate the WIIFM for the key player. The goal of the persuasive argument is to persuade the key player to join in their advocacy efforts. Each group will have no more than 5 minutes to make their argument to the rest of the class.

**Provide** each table group 3-5 minutes to **present** their arguments to the large group. At the conclusion of each presentation, the facilitator should **propose one or two** barriers (see Instructor’s Answer Key) to the table group. Table groups will use their negotiation and critical thinking skills to overcome the facilitator’s proposed barriers. *(Note: If table*

Core Competencies: The Unique Skills of Advocacy

*group cannot propose a solution to a proposed roadblock, open the discussion to the large group.)*

 **Yuri's Story**

1. **Distribute** the *Yuri's Profile* handout to each participant.
2. **Allow** participants a few minutes to read the profile.
3.  **Show visual 3.5**

**Ask:** *What are some things you learned about Yuri that could help you connect with her and build rapport? (Yuri loves animals and being outside. She wants to be a pediatrician.)*

4.  **Show visual 3.6**

**Explain** to understand Yuri's experience or that of any survivor of sexual assault, we must explore the different aspects of her/his life. These elements include the nature and experience of the violence, the individual's coping mechanisms and ability to recover, the offender's relationship and access to her/him, and what the survivor wants to have happen in the aftermath of the sexual assault.

5. **Direct** participants to respond to number 12 on the worksheet.

**Ask:** *What are the four primary areas of need for Yuri?*

**Allow** participants to respond before showing visual 3.7.

 **Show visual 3.7**

- *Joe being on campus. Yuri is frightened and wonders if he will return and rape her again.*
- *The beginning of the criminal justice case. Forensic evidence has been collected and a police investigation has begun. Both Yuri and Joe have been interviewed by the police.*
- *Ongoing life on Campus. Yuri is concerned about her future. She is frightened that she could lose her scholarship, which could affect her*

*dreams for becoming a pediatrician. Yuri is concerned that Joe may be ruining her reputation.*

- *Friends and Family. Yuri's sister was supportive but warned her not to tell her parents. Because of the assault, Yuri is very concerned about how people see her. She does not want to look bad in anyone's eyes. )*

6. Direct participants to respond to number 13 on the worksheet.

**Provide** example:

- Need: Joe
- Problem: Yuri's fear
- Advocacy Goal: To assist Yuri in identifying ways in which she can feel safe despite Joe's presence.

7. **Instruct** participants to answer questions number 14-15, creating a step-by-step course of action to accomplish their goal and identifying with whom they would need to include and collaborate.

8. **Allow** table groups an opportunity to share their advocacy goal, their step-by-step plan, and their list of whom they would include in their work.

**Explain** that involving family and community members may help repair and build relationships the individuals who will become a part of the survivor's ongoing support system.

**Ask:** *What are the four primary needs that you identified in Yuri's profile?*

**Remember** *to involve the survivor whenever possible in your plan. Strengthen the survivor's voice; do not speak on their behalf when they can speak for themselves.*

**Remember** *that for some, empowerment comes from activism.*

9. **Instruct** participants to read the definitions for “Implement” and “Adapt.”

**Ask:** *What have you done today that mirror the definitions of implement and adapt?*

*(During the Art of Persuasion Activity, participants ‘implemented’ when they made their argument to their Key Player. When the facilitator proposed roadblocks to their arguments, they were making an ‘adaption’ to their plan.)*

10. **Thank** all the groups for their participation.

## Resources

Guy, L. (2006, fall). Re-visioning the sexual violence continuum. *Partners in social change*. Vol IX, Issue 1.

Johnson, J.H. (2002). Women's rights in ancient Egypt. Retrieved March 10, 2011 from <http://fathom.lib.uchicago.edu/1/777777190170/>

Miller, F. (1890). From a speech to the National Liberals Club. Retrieved March 10, 2011 from <http://www.hastingspress.co.uk/history/19/overview.htm>

Pike, R. (n.d.) Creative training techniques handbook. Second edition. Lakewood Oaks, Minneapolis, MN.

Praxis International and Manavi. (2009) The core activities of Advocacy Applied to Direct Advocacy. From Class A 5-day retreat. Funded under a grant from Office on Violence Against Women, Washington DC.

Shaw, J. (2010, March 16). *Shaw genealogy: women under English common law in America*. Retrieved February 24, 2011. from <http://shawgenealogy.blogspot.com/2010/03/women-under-english-common-law-in.html>

Wojtczak, Helena. (n.d.). Women's status in mid 19<sup>th</sup> century England: a brief overview.

Retrieved March 10, 2011 from

<http://www.hastingspress.co.uk/history/19/overview.htm>

How were women treated in ancient Rome?. (n.d.). Retrieved March 10, 2011, from

CliffsNotes: <http://www.cliffsnotes.com/Section/How-were-women-treated-in-Ancient-Rome-.id-305402,articleId-106563.html>

---

<sup>i</sup> Lydia Guy Ortiz is an independent consultant with an emphasis on sexual violence prevention and anti-oppression theory. Lydia has been active in the anti-rape movement for twenty years and is a board member of National Alliance to End Sexual Violence. She is committed to the creation of sexual violence prevention and intervention strategies that are relevant, culturally compelling, and innovative. From 1992 – 2007 Ms Guy worked in rape crisis centers in addition to the state sexual assault coalition in Washington State. Her primary responsibilities included training, technical assistance, and resource production for sexual assault service providers throughout the state as well as nationally. Her focus was the development and implementation of community mobilizing strategies specific to sexual violence.

# Pre-Training Reading Assignment

## Reading Assignment

The following materials were adapted with permission from: *Introduction to Sexual Assault Advocacy for Professional Advocates in North Carolina*, by Jane Harvey, North Carolina Coalition Against Domestic Violence, 2010, Raleigh, NC.

### **Feminism and the Rape Crisis Movement – An Overview**

By choosing to become an advocate for survivors of sexual violence and working in any established agency in Pennsylvania, you are becoming part of a movement with a fascinating and inspiring history.

The founders of this movement were feminists committed to and active in the “second wave” of the U.S. Women’s Liberation Movement in the 1960’s and 1970’s. These women uncovered the prevalence of the crime of rape; gave victims a voice and discovered their needs; designed and established victim-centered services to address the impact of rape on individuals; became advocates for victims in the criminal justice system and in communities; took collective action to change rape laws which would benefit victims and hold the criminals accountable; worked to improve law enforcement, medical, and court procedures; worked to change public perceptions of rape and its victims; researched rape’s history; conceived and developed rape theory which defines rape as a social problem, a weapon of patriarchy and an aspect of the oppression of all women; and made rape a political issue. And this was just the beginning!

Looking back on those years, Susan Brownmiller, whose book *Against Our Will* is a movement classic, declared: “That women should organize to combat rape was a women’s movement invention.” How so?

Women’s equality, women’s rights, Women’s Liberation Movement, the Movement, the feminist agenda, feminism: many names, a single philosophy: should not determine who has social, political, economic or any other rights,

## Reading Assignment

advantages, or privileges. The history of women's quest for equality is a long one, and it continues. It has always had and still has its critics, even enemies. After all, feminists will not settle for anything less than a new social order, a total restructuring of a society based on **patriarchy** in which males have authority, power, and privilege just because they are males. Those who benefit from this arrangement resist and undermine all efforts to change the status quo.

Feminists are visionaries. They are also agents of change. Among their contributions to women in American society is the right of access: access to educational and professional opportunities, access to safe health care and reproductive choice, and access to participation in legal and political processes. Once excluded, women are now included. Today, all this "feels right, feels normal." And, of course, it is. But these rights were not granted to women magnanimously by the Founding Fathers. These rights are the result of hard-won victories after many years of struggle and persistence on the part of feminists who had not just "contrary" opinions, but had deep convictions regarding a woman's right to equal access and opportunity.

Recent research indicates that although a substantial segment of the general public, including a significant percentage of young women, support the feminist goal of gender equality nevertheless view feminism and feminists negatively, equating the terms with "man hater" and "male bashing."

-Clair Renzetti

Chapter Two, *New Versions of Victims: Feminists Struggle with the Concept* (1999)

Deep convictions characterized the women who became active in the "first wave" of the Women's Rights Movement. (Some refer to the two great feminist movements in U. S. history as "waves" – perhaps because they were characterized by great surges of public visibility, energy, activity, and accomplishment. Then again, it might be because both movements brought "waves of change" into the lives of women.) Most of the founders were well-read and familiar with the first great feminist manifesto, *Vindication of the Rights of Women*, published in England by Mary Wollstonecraft in 1792. The author, a teacher of young girls, was especially passionate about improving the education provided to females. She also argued in *Vindication* that women are not naturally submissive but are, wrongly, taught to be so. The beautifully-crafted novels of Jane Austen were also beloved by intelligent women in America during the years just after their publication in England, beginning with the first in 1811. Recall that Austen's heroines and their sisters and female friends (and the anxious parents of daughters) all face the reality of their times: women had few options but to marry or be financially dependent on their parents or their brothers. To Austen, marriage was only tolerable if the couple felt mutual respect and affection. Her strong female characters echo her personal

## Reading Assignment

conviction: better to turn down a proposal and risk becoming an “old maid” than to compromise yourself and marry a cruel, dull or silly man.

During the 1830's and 40's, the anti-slavery (Abolitionist) campaign, conducted largely by Quakers, drew many women into its ranks. Among them were the Grimke sisters, Sara and Emily, and Lucretia Mott, all Quakers, as well as Elizabeth Cady Stanton. Other reform movements also had great momentum and visibility: the temperance movement (in which Susan B. Anthony was involved), the campaign for public schooling, and an organization of human rights advocates campaigning for better prisons and insane asylums and for more humane treatment of these populations.

Women working in the Abolitionist Movement faced bitter recriminations from others (males and females) who believed they should only work behind the scenes and not be “visible” activists. It was considered especially inappropriate for women to speak publicly. Angered by this, Sara Grimke published *Letters on the Equality of the Sexes and the Condition of Women* in 1838; her thesis was that God had created men and women equal but that man had “played God” by usurping His authority and establishing absolute authority over women. In 1840, female delegates sent from the U.S. to attend the World Anti-Slavery Convention in London were refused seats in the convention hall. One of the delegates, Elizabeth Cady Stanton, met another delegate's wife, Lucretia Mott. A great partnership was born. The two women discussed the possibility of holding a convention to address the conditions of women in the United States.

It took eight years, but the convention did, indeed, occur. Three hundred delegates, 32 of whom were men, met in Seneca Falls, New York to debate and discuss what it would take to attain civil, social, political, and religious rights for women. Elizabeth Cady Stanton drafted a document expressing not only the feelings (sentiments) of the delegates but also what they intended to do to gain women's God-given rights. By signing it, delegates pledged to become activists in the struggle for women's equality.

### **Seneca Falls Declaration of Sentiments and Resolutions**

Elizabeth Cady Stanton and Committee

July 19, 1948

#### **Declaration of Sentiments**

When, in the course of human events, it becomes necessary for one portion of the family of man to assume among the people of the earth a position different from that which they have hitherto occupied, but one to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes that impel them to such a course.

## Reading Assignment

We hold these truths to be self-evident: that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights governments are instituted, deriving their just powers from the consent of the governed. Whenever any form of government becomes destructive of these ends, it is the right of those who suffer from it to refuse allegiance to it, and to insist upon the institution of a new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness. Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and accordingly all experience hath shown that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same object, evinces a design to reduce them under absolute despotism, it is their duty to throw off such government, and to provide new guards for their future security. Such has been the patient sufferance of the women under this government, and such is now the necessity which constrains them to demand the equal station to which they are entitled.

The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

He has never permitted her to exercise her inalienable right to the elective franchise.

He has compelled her to submit to laws, in the formation of which she had no voice.

He has withheld from her rights which are given to the most ignorant and degraded men both natives and foreigners.

Having deprived her of this first right of a citizen, the elective franchise, thereby leaving her without representation in the halls of legislation, he has oppressed her on all sides.

He has made her, if married, in the eye of the law, civilly dead. He has taken from her all right in property, even to the wages she earns.

He has made her, morally, an irresponsible being, as she can commit many crimes with impunity, provided they be done in the presence of her husband. In the covenant of marriage, she is compelled to promise obedience to her

## Reading Assignment

husband, he becoming, to all intents and purposes, her master the law giving him power to deprive her of her liberty, and to administer chastisement.

He has so framed the laws of divorce, as to what shall be the proper causes, and in case of separation, to whom the guardianship of the children shall be given, as to be wholly regardless of the happiness of women the law, in all cases, going upon a false supposition of the supremacy of man, and giving all power into his hands.

After depriving her of all rights as a married woman, if single, and the owner of property, he has taxed her to support a government which recognizes her only when her property can be made profitable to it.

He has monopolized nearly all the profitable employments, and from those she is permitted to follow, she receives but a scanty remuneration. He closes against her all the avenues to wealth and distinction which he considers most honorable to himself. As a teacher of theology, medicine, or law, she is not known.

He has denied her the facilities for obtaining a thorough education, all colleges being closed against her.

He allows her in Church, as well as State, but a subordinate position, claiming Apostolic authority for her exclusion from the ministry, and, with some exceptions, from any public participation in the affairs of the Church.

He has created a false public sentiment by giving to the world a different code of morals for men and women, by which moral delinquencies which exclude women from society, are not only tolerated, but deemed of little account in man.

He has usurped the prerogative of Jehovah himself, claiming it as his right to assign for her a sphere of action, when that belongs to her conscience and to her God.

He has endeavored, in every way that he could, to destroy her confidence in her own powers, to lessen her self-respect and to make her willing to lead a dependent and abject life.

Now, in view of this entire disfranchisement of one-half the people of this country, their social and religious degradation in view of the unjust laws above mentioned, and because women do feel themselves aggrieved, oppressed, and fraudulently deprived of their most sacred rights, we insist that they have immediate admission to all the rights and privileges which belong to them as citizens of the United States.

## Reading Assignment

In entering upon the great work before us, we anticipate no small amount of misconception, misrepresentation, and ridicule; but we shall use every instrumentality within our power to effect our object. We shall employ agents, circulate tracts, petition the State and National legislatures, and endeavor to enlist the pulpit and the press in our behalf. We hope this Convention will be followed by a series of Conventions embracing every part of the country.

### **Resolutions**

WHEREAS, The great precept of nature is conceded to be, that ' man shall pursue his own true and substantial happiness." Blackstone in his Commentaries remarks, that this law of Nature being coeval with mankind, and dictated by God himself, is of course superior in obligation to any other. It is binding over all the globe, in all countries and at all times; no human laws are of any validity if contrary to this. and such of them as are valid, derive all their force. and all their validity, and all their authority, mediately and immediately, from this original; therefore,

Resolved, That such laws as conflict, in any way with the true and substantial happiness of woman, are contrary to the great precept of nature and of no validity, for this is "superior in obligation to any other."

Resolved, That all laws which prevent woman from occupying such a station in society as her conscience shall dictate, or which place her in a position inferior to that of man, are contrary to the great precept of nature, and therefore of no force or authority.

Resolved, That woman is man's equal was intended to be so by the Creator, and the highest good of the race demands that she should be recognized as such.

Resolved, That the women of this country ought to be enlightened in regard to the laws under which they live, that they may no longer publish their degradation by declaring themselves satisfied with their present position, nor their ignorance. by asserting that they have all the rights they want.

Resolved. That inasmuch as man, while claiming for himself intellectual superiority. does accord to woman moral superiority. it is pre-eminently his duty to encourage her to speak and teach. as she has an opportunity, in all religious assemblies.

Resolved, That the same amount of virtue, delicacy, and refinement of behavior that is required of woman in the social state, should also be required of man, and the same transgressions should be visited with equal severity on both man and woman.

## Reading Assignment

Resolved, That the objection of indelicacy and impropriety, which is so often brought against woman when she addresses a public audience, comes with a very ill-grace from those who encourage, by their attendance, her appearance on the stage, in the concert. Or in feats of the circus.

Resolved, That woman has too long rested satisfied in the circumscribed limits which corrupt customs and a perverted application of the Scriptures have marked out for her, and that it is time she should move in the enlarged sphere which her great Creator has assigned her.

Resolved, That it is the duty of the women of this country to secure to themselves their sacred right to the elective franchise.

Resolved, That the equality of human rights results necessarily from the fact of the identity of the race in capabilities and responsibilities.

Resolved, therefore. That. being invested by the creator with the same capabilities. and the same consciousness of responsibility for their exercise, it is demonstrably the right and duty of woman, equally with man, to promote every righteous cause by every righteous means; and especially in regard to the great subjects of morals and religion, it is self-evidently her right to participate with her brother in teaching them, both in private and in public, by writing and by speaking. by any instrumentalities proper to be used. and in any assemblies proper to be held; and this being a self evident truth growing out of the divinely implanted principles of human nature, any custom or authority adverse to it. whether modern or wearing the hoary sanction of antiquity, is to be regarded as a self- evident falsehood, and at war with mankind.

Resolved, That the speedy success of our cause depends upon the zealous and untiring efforts of both men and women, for the overthrow of the monopoly of the pulpit. and for the securing to women an equal participation with men in the various trades. professions. and commerce.

It is important that you read the Declaration of Sentiments in its entirety. It is truly a feminist manifesto in that it points out women's oppression and subjugation under the tyranny of men, accuses the government of fraudulently depriving women of their rights, and demands "a new government" which will include women, will guarantee them the rights to which they are entitled, and will safeguard those rights. Realists, the early feminists expected "misconception, misrepresentation, and ridicule." Regardless, they intended to use "every instrumentality" to achieve their objectives: publicity, the press, the pulpit, petitioning Congress, and conventions. Sound familiar? The Sentiments, presented as a list of grievances, describe the intolerable conditions in every

## Reading Assignment

sphere of women's lives and call attention to unjust laws and opportunities denied, including "the elective franchise." This demand and the subsequent efforts to secure the right to vote for women became the defining issue of the "first wave" of Women's Liberation. The Suffragist became the iconic image. For 74 years, women in America campaigned for the right to vote, and by the time they were victorious in 1922, only one woman who had attended the Seneca Falls Convention was alive to cast her ballot.

During those 74 years, women gained limited property rights and divorce rights. The most important gains realized were opportunities for education. Even though the domestic arts were stressed for girls, they were allowed to attend public schools. Many female academies and colleges were founded; many women entered the teaching profession. However, the fields of theology, medicine and law remained largely closed to women. Working women continued to receive "but scanty remuneration" and women's labor, especially the labor of immigrant women, was exploited in the notorious textile "sweatshops." Time passed; world wars were fought; but many of the injustices exposed and legal rights demanded in the Declaration of Sentiments were still issues of great concern for women when the so-called "second wave" of feminist activism began to swell in the 1960's.

There are interesting parallels between the two waves of feminist activity in U.S. history. In the 1960's and throughout the 1970's, America was the scene of many social movements whose proponents believed that collective action could effect change, as indeed it did. Organized and highly visible "armies" of young people crusaded for civil rights, farm workers' rights, gay rights, the end of the Viet Nam war, free speech on college campuses, and environmental causes. Sit-ins, petitions, marches, boycotts – the theatre of action was anywhere and everywhere in the United States.

Judith Herman, feminist author and activist, has noted that there is an intellectual tradition of activism. Colleges and universities are seedbeds of intellectual growth. Students grow aware of their society and their world and approach social injustices with optimism, energy, and conviction. Many of the women who became active in the Women's Liberation Movement and who joined the newly-formed National Organization for Women during this time had first connected as college students and activists in other causes. They recalled having been used by the male leaders of these movements to perform the less visible behind-the-scenes tasks like typing and running mimeograph machines. They shared controversial books, revived or newly published, such as de Beauvoir's *The Second Sex* and Friedan's *The Feminine Mystique*.

Some formed small, more radical "offshoots" of the larger movement and began meeting to identify and discuss issues of concern more controversial than the

## Reading Assignment

pay equity and employment issues on NOW's agenda. Groups of about 20 women met in one another's apartments to discuss a chosen topic: sexuality, femininity, oppression, sexual harassment, birth control, abortion. The safety provided by intimacy and confidentiality made it possible for women to speak freely about things they had previously considered unspeakable, shameful, and too private to share. This emphasis on personal disclosure has been referred to as "a style of confessional discourse." It resulted in women realizing that they shared common experiences and feelings – illegal abortions, sexual dissatisfaction, harassment from men on the streets, fondling and groping on the subway. Once the women became convinced that these "personal problems" had social causes, they had created the solidarity necessary for successful activism.

These small discussion groups became known as consciousness-raising groups. They were followed by public speak-outs, conferences, and campaigns. The first campaign to trace its germination to CR groups was the abortion rights campaign. Then feminists took action against the advertising industry and its demeaning images of women in ads. Next was a series of infamous public demonstrations which drew attention to the problem of sexual harassment on the streets and in places of work. And then, in 1971, rape became a topic of discussion at CR groups and touched such a nerve with so many women that it became an issue which galvanized the attention and dedication of many feminist activists. The Rape Crisis Movement gathered momentum like a tornado spinning off from a storm. and the decade of the 1970's issued in a whirlwind of activity.

To see what a whirlwind of activity took place during the decade of the 1970's, refer to the List of Publications and Events Important to the Rape Crisis Movement in the United States. This list is also a helpful reminder of the context in which the Rape Crisis Movement was begun and other pertinent issues being addressed by feminists at the time – like sexual harassment and pornography. You'll also see that the issues of child sexual abuse, incest, and the special needs of adults who were molested as children (adult survivors) were gradually included in the field of study which is now called sexual violence. The feminist movement increased the visibility of all forms of harassment, brutality, and violence against women and children.

Recalling those years in her book, *In Our Time: Memoir of a Revolution* (1999), Susan Brownmiller states, "Rape emerged as a prototype of the oppression of women." Research, theory, the wisdom garnered from the shared experiences of individual victims, and the public's concept of rape all supported this reality. In order to combat this oppression, founders of the first rape crisis centers created programs based on a very specific, deliberate construct or concept. This approach has served us so well over the years that programs all across the

## Reading Assignment

United States today are modeled on the concept known as the dualistic paradigm.

### **The Dualistic Paradigm: A Feminist Model for Rape Crisis Programs and Coalitions**

*“All survivors of sexual violence deserve full, compassionate responses and access to quality services. Societal attitudes, cultural beliefs and institutional practices that perpetuate sexual violence and other social injustices must be challenged and changed.”*-Statement of Beliefs on the website of the Arkansas Coalition Against Sexual Assault

*“By its very nature, the work to address sexual violence is an ethical endeavor to ease suffering and promote social justice.”* Advocate’s Manual, Missouri Coalition Against Sexual Assault

Reflected in the mission statements of local rape crisis programs and state coalitions nationwide is the dual concept, or construct, embraced by the founders of those first rape crisis centers established during that first decade of the Rape Crisis Movement. The movement, the centers it created, and the unique service approach it inspired were organized outside of the framework of the existing medical and mental health systems. During all the years the “received wisdom” of the experts prevailed, rape was considered a sexual act committed by deranged or mentally ill men. Freud thought we should pity these men. Facing ridicule from his professional colleagues, Freud suppressed the truth and denied the validity of disclosures from his female patients about their sexual abuse at the hands of adult males – fathers, grandfathers, uncles. He concluded that the women were fantasizing. For many years, Freudian therapists in training had been discouraged from asking their female patients about rape or sexual abuse or from pursuing the topic if women disclosed details during therapy.

It took the resurgence of the Women’s Liberation Movement to bring us a fuller account of women’s reality (including the tyranny of private life first mentioned in the Declaration of Sentiments) not found in the earlier male versions of history, psychology and other disciplines. The importance of the personal testimony given in the early consciousness-raising groups and speak-outs cannot be overestimated. Neither can the work of Burgess and Holstrom who interviewed many victims in the emergency room of Boston City Hospital before publishing works that stressed the “centrality of the victim’s experience.” The victim-centered approach was a big shift from the traditional “professional-knows-best” hierarchical model. Experts would no longer tell women how to

## Reading Assignment

view their victimization; long-silenced, women had found their voice. In *New Versions of Victims: Feminists Struggle with the Concept* (1999), editor Sharon Lamb reminds us of the long-standing tradition in feminist writing that values the qualitative research methods of interviewing, listening, and recording personal experiences as methods of finding knowledge. As we will see in this manual, victims have helped us create an amazing body of knowledge about the impacts of rape, sexual abuse and even sexual harassment.

So, one aspect of the dualistic construct upon which all rape crisis centers operate is that of service to the individual rape victim – service that is compassionate, accessible, appropriate, and victim-centered. We will expand upon this service approach in several sections of this manual with discussions of self-determination, informed choice, and empowerment models of counseling.

But recall that the Rape Movement began as a force directed at social and political change. Feminists identified and named rape as a social problem, not just a personal problem affecting the lives of certain rapists and their victims. All women struggle with trying to balance their personal safety with their basic right to freedom. How the threat of rape, the use of rape, and the fear of rape affect our culture and other cultures around the world, in history and in the present, must be understood if we are to be effective agents of change. The use of rape and the use of rape myths as tools to dominate, control, oppress, restrict, blame, and shame all women and all sexual violence victims of either gender will be examined in the next section of your manual. Understanding these dynamics is preliminary to making the connection between the personal and the political and to understanding the social action mission of all rape crisis programs. Advocacy requires a consciousness-raising!

Societal attitudes, cultural beliefs, institutional practices that perpetuate sexual violence ... challenging them and changing them are the other requirement of the dualistic paradigm. In that first decade of the 1970's, the movement's feminist founders accomplished so much in the social action arena that, today, we tend to be intimidated as much as we are impressed and grateful. They pointed out the need for improving and coordinating all parts of the various systems that touch the lives of rape victims, the criminal justice as well as medical, public health, and mental health systems. They pushed for and achieved changes in laws that broadened the definition of rape beyond male perpetrator-female victim, criminalized other sexual offenses no less damaging and humiliating than rape, reflected degrees of harm (first, second, attempted, use of weapons, multiple offenders, etc.), and increased penalties for incest and child sexual abuse. They helped eliminate the old, established trial requirement that a corroborating witness must be found to support a rape victim's claim. They invented and accomplished the adoption of rape shield statutes which prevent the use at trial of a rape victim's past or other

## Reading Assignment

sexual behaviors. And they began lobbying for making wife-rape a crime. That battle took more than 20 years before all states passed laws that made marital rape illegal.

There is still so much to be done that no sooner than we achieve a goal do we marshal forces to focus on another issue. Rape crisis centers identify local problems that demand attention, like a high rate of sexual offenses occurring in a certain county school or park. State coalitions identify the need for laws like sexual battery or internet solicitation and launch lobbying efforts in state legislatures. Advocacy strategies are used to make sure that one rape victim with whom we might be working at a given time receives adequate services and fair treatment from each and every part of the system intended to serve victims of crime. Advocacy strategies are also used to combat sexist attitudes that allow and support rape and damage all its victims. And advocacy strategies are used to combat the culture that fosters inequality, oppression, and violence.

Does anyone really need to convince us that we do not have to accept abuse as “just a part of life,” or “a woman’s lot in life?” Both aspects of the rape crisis mission and program operation, individual service and advocacy, will expose you to boys and girls, men and women who DO need to be convinced. Gaining the knowledge and skills presented in this advocate’s manual will help you straddle both sides of the dualistic paradigm. Actually, you’ll come to realize that the dual missions are one and the same, because the personal IS political.

*“One goal for the future is for rape crisis centers to hold on to the movement – to retain the unique voice and philosophy and passion that lit the fire in the first place.” -Polly Poskin, Executive Director, Illinois Coalition Against Sexual Assault*

## **A List of Publications and Events Important to the Rape Crisis Movement in the United States**

**1848** The “first wave” of the Women’s Liberation Movement is launched at the Seneca Falls Women’s Rights Convention where the Declaration of Sentiments declares that women are oppressed by the tyranny of men who deprive them of basic human rights, legal justice, educational and vocational equality, and the right to vote. The Women’s Suffrage Campaign begins.

**1920** (August 26, now celebrated as Women’s Equality Day) Seventy four years of campaigning results in U. S. Congress ratifying the 19th Amendment to the Constitution, giving women the right to vote. Only one woman who attended the Seneca Falls Convention is alive to cast a vote in elections in 1921.

**1949** Simone de Beauvoir publishes *Le Deuxieme Sexe* (The Second Sex) in which she identifies women’s oppression as a social construction which must be changed with a moral revolution. It is quickly translated into English and published in the U.S. where it is widely read and discussed.

**1962** Henry Kempe publishes an article, “The Battered Child,” in the Journal of the American Medical Association which inspires an increase of articles on child abuse in professional and popular magazines.

**1963-1967** In four years, all 50 states pass child abuse reporting laws.

**1963** Betty Friedan publishes *The Feminine Mystique*, credited with launching the “second wave” of the Women’s Liberation Movement in the U.S. Friedan becomes one of the chief architects of the movement.

**1964** Susan Brownmiller, Judith Herman, Florence Rush and others who were to become visionaries and activists for feminist causes are active in the Civil Rights Movement, spending the summer in Mississippi registering Black voters. Other women who would influence the Movement are active in public protests against the war in Vietnam, in the presidential campaign of anti-war candidate Senator Eugene McCarthy, and in the Berkeley Free Speech Movement.

**1966** National Organization for Women (NOW) is founded by Betty Friedan and others to “bring women into full participation in the mainstream of American society.”

**1967** March on Washington to End the War Now.

## Reading Assignment

**1968** New York Radical Women stage their Miss America Pageant protest, unfurling a banner in the convention hall that reads Women's Liberation. Some claim this is the event that kicked off Women's Lib; it certainly inspired the critics to begin using the term "libbers" and to dismiss the movement as "a lunatic fringe."

**1968** A new group, New York Radical Feminists, creates consciousness-raising groups which allow first-person testimony about illegal abortions and germinate interest in lobbying for access to safe, legal abortion procedures as a woman's right.

**1968** The state of Georgia legalizes abortion for victims of rape and incest.

**1969-1972** The struggle for reproductive freedom solidifies into a national campaign for abortion as a woman's constitutional right; NARAL is founded.

**1970** Hawaii is the first state to legalize abortion, followed by New York and Alaska.

**1970** Kate Millet publishes her doctoral dissertation under the title Sexual Politics and opens up a whole new field of feminist literary criticism. In it, she calls rape "a weapon of the patriarchy" and lists the rape myths we still use today for education and awareness programs.

**1970** Susan Brownmiller "explains" Women's Liberation in an article entitled "Sisterhood Is Powerful" published in New York Times Magazine.

**1970** Robin Morgan publishes her anthology of feminist essays on many issues, Sisterhood Is Powerful.

**1970** Shulamith Firestone publishes *The Dialectic of Sex: The Case for Feminist Revolution*, which stirs a storm of controversy in the press and leads to divisiveness among feminists. In it, Firestone posits that pregnancy, childbirth, and child-rearing are used by the patriarchy to justify women's inequality and suggests radical alternatives.

**1970** The Boston Women's Health Collective publishes *Our Bodies, Ourselves*.

**1970** Media Women organize and carry out a "This Ad Insults Women" sticker campaign in New York City.

**1970** First staged, open confrontation of sexual harassers on NYC streets when women turn the tables and ogle, leer, and wolf-whistle.

## Reading Assignment

**1971** January 24, to be exact, is the date that New York Radical Feminists organize the first “Speak-out on Rape” after months of consciousness-raising groups have brought the issue out of silence and secrecy. Thirty women volunteer to speak of their personal experiences.

**1971** On April 17, the first Conference on Rape is held in NYC, with workshops, speakers, and papers presented on the psychology of the rapist, psychology of the victim, rape and law, rape in marriage, rape and sexuality, rape and the cultural climate, rape during wartime, rape by therapists, and the sexual abuse of children.

**1971** W.A.R. (Women Against Rape) groups spring up in cities across the U.S.

**1971** Stop Rape, a 50 page handbook of theory and practical advice, is published and sold nationwide by Women’s Liberation of Michigan.

**1971** Susan Griffin, founder of Bay Area (California) Women Against Rape, publishes “Rape: The All-American Crime” in Ramparts, the first national publication to include a feature on rape.

**1971** Germaine Greer’s *The Female Eunuch*, which includes a scathing analysis of males’ hatred of females, is published in England. It becomes a controversial best-seller in the U.S. and Greer a controversial figure on the talk-shows.

Women’s Liberation Conference on Rape is held at George Washington University in Washington, D. C.

**1972** First support group for victims of rape begins in Washington, D.C.

**1972** Eight members of the support group establish the first 24 hour hotline (333-RAPE) for victims of rape with volunteers available to accompany callers to the hospital or to police. They name their service A RAPE CRISIS CENTER and write, mimeograph, and distribute a booklet entitled *How To Start A Rape Crisis Center*.

**1972** Rape Crisis Centers open in Berkeley and Oakland, CA, Ann Arbor, MI and Philadelphia, PA.

**1972** National Women’s Political Caucus is founded by Friedan, Steinem, Bella Abzug and Shirley Chisholm.

## Reading Assignment

**1972** Title IX of Education Amendments states that federal funds will be withdrawn from discriminatory programs.

**1972** Ms. Magazine is founded by Gloria Steinem.

**1972** Phyllis Chesler, a co-founder of the Association for Women in Psychology, publishes *Women and Madness* in which she exposes double standards for men and women in mental health treatment, with the more punitive diagnostic labels assigned to women.

**1973** *Roe vs. Wade* signed into law January 22 by U.S. Supreme Court.

**1973** Ann Burgess and Karen Holstrom's work at a Boston hospital with victims of rape results in their articles in nursing and medical journals in which they describe a pattern of psychological reactions they name "rape trauma syndrome."

**1973** Burgess and Holstrom publish the first of their landmark books, *Rape: Victims of Crisis*.

**1974** Burgess and Holstrom publish *Rape: Crisis and Recovery*.

**1974** Rape is added to NOW's national agenda.

**1974** National Black Feminist Organization and NY Radical Feminists hold a Joint Speak-out on Rape and Sexual Abuse in Harlem.

**1974** Michigan Women's Task Force on Rape successfully lobbies Michigan legislators for changes in 117- year- old sexual assault statutes on the books.

**1974** *Rape: The First Sourcebook for Women*, edited by Noreen Connell and Cassandra Wilson, is published.

**1974** NBC broadcasts the TV movie "A Case of Rape" starring Elizabeth Montgomery which receives the week's highest Nielsen ratings.

**1974** *Against Rape*, a self-defense manual by Andrea Medea and Kathleen Thompson, is published.

**1974** Diana Russell publishes *The Politics of Rape: A Victim's Perspective*.

**1975** Susan Brownmiller's classic *Against Our Will: Men, Women and Rape* is published and is widely acclaimed and promoted.

## Reading Assignment

**1975** Center for Research on Rape is created in the National Institute of Health; females are hired as surveyors and investigators.

**1975** Speak-out on sexual harassment in the workplace is held in NYC and given much publicity in the NY Times by reporter Enid Nemy, whose articles generate widespread coverage of the topic in popular magazines.

**1976** First International Tribunal on Crimes Against Women is held in Brussels; Diana Russell is a key organizer.

**1976** Betty Friedan publishes *It Changed My Life: Writings on the Women's Movement*.

**1976** SANE/SAFE nursing program is born in Memphis, TN. Nurses in Minnesota and Texas follow suit.

**1977** *Father/Daughter Incest* by Judith Herman is published; another classic.

**1977** Three pioneer legal cases confirm that it is a woman's right to sue an employer for sex discrimination in hiring, pay, and promotion practices under Title VII of the 1964 Civil Rights Act.

**1978** National Coalition Against Sexual Assault is founded to advocate for public policies and resources; NCASA sponsored annual conferences for 19 years:

**1978** *Sexual Shakedown: The Sexual Harassment of Women on the Job* is published by Lin Farley who is credited with clarifying just what sexual harassment looks like: leering and ogling; pinching and squeezing; persistent brushing against a woman's body; verbal sexual abuse; catching a woman alone and forcing sexual intimacies; outright sexual propositions backed by the threat of losing a job; forced sexual relations.

**1978** Take Back the Night candlelight march through the porn district of San Francisco follows the first national feminist anti-pornography conference.

**1979** Yale University Press publishes Catharine MacKinnon's *Sexual Harassment of Working Women*.

**1979** The organization Women Against Pornography is founded; stages a march on Times Square in NYC.

**1979** *Men Who Rape: The Psychology of the Offender* is published by Nicholas Groth and H. Jean Birnbaum and is still the primary source in the field for offender typologies and profiles.

## Reading Assignment

**1980** "Nine To Five," Jane Fonda's IPC film, becomes one of the most popular movies of that year and is still popular today.

**1980** The Best Kept Secret: The Sexual Abuse of Children, by Florence Rush, traces the toleration of child sexual abuse to the beginnings of history.

**1980** Take Back the Night: Women on Pornography, an anthology based on the 1978 San Francisco conference, is published by Laura Lederer.

**1981** Two landmark books on pornography are published: Susan Griffin's Pornography and Silence, and Andrea Dworkin's Pornography: Men Possessing Women.

**1982** Diana Russell publishes Rape In Marriage.

**1982** Susan Schechter publishes Women and Male Violence: The Visions and Struggles of the Battered Women's Movement.

**1982** Preventive Health and Health Services Block Grants provide the first federal funding to RC programs for services and prevention.

**1985** Victims of Crime Act (VOCA) federal legislation establishes funding for victim services.

**1994** VAWA (Violence Against Women Act) establishes Rape Prevention and Education grants through Centers for Disease Control and S.T.O.P. grants funding at the Department of Justice.

# Module 1

## PowerPoint and Handouts

## Feminist Philosophy

PCAR and the NSVRC (including all projects, staff, Board members, Advisory Councils, interns and volunteers) support, and operate within, basic feminist philosophy as defined by:

- A strong conviction that people should be treated equally in all respects. We strive to expose and eliminate gender-based discrimination in opportunities, access to information and power, wages, choices, resources, and responsibilities.
- A historical understanding of the nature of patriarchal systems that are pervasive in this country and much of the world and that, intentionally and unintentionally, contribute to the oppression of women.
- An acknowledgment that oppressions of all types (sexism, racism, classism, homophobia, ableism, and ageism) are inter-locking and serve to maintain the privileged status of the dominant group at the expense of others. A commitment to acknowledge, uncover, and eliminate all forms of oppression and discrimination within the scope of our work.
- A recognition of the fact that sexual violence is a tool of oppression; and that we cannot adequately address the phenomenon of sexual violence without working to eliminate oppression and discrimination in all forms.
- A basic belief in the unique value and equality of all people. This means a commitment to hear and understand different points of view; assumption of personal responsibility for stating opinions and asking questions of others; and promotion of equality in status as members of the Board, NSVRC Advisory Council, other Advisory Committees, and staff discussions regardless of status or position in other settings.
- A commitment to individual self-determination. We support each person's right to freely make all choices and decisions regarding reporting, treatment, follow-up, reproductive options, etc. *[Note: We recognize that the issue of individual choice and decisions is much more complicated with victims who are minors.]*
- **Commitment to Inclusive Participation:**  
We acknowledge that our work to eliminate sexual violence operates within the larger societal context that promotes and condones violence on many levels. We understand that sexual and other types of violence are fueled by power inequities and oppressions including, but not limited to, racism, sexism, homophobia, ableism, ageism, classism, status differentials, etc.

In keeping with our feminist, inclusive philosophy and our vision to make our world safer and more respectful for all, we are strongly committed to honoring diversity.

We strive to create a dynamic and diverse staff, Board of Directors, and National Advisory Council that operates from a place of mutual respect and understanding; where all members fully participate in meetings and committees, sharing their unique perspectives and wisdom; and where all voices are equally respected without privilege of any one over another.

We agree to hold ourselves accountable and support one another in achieving these principles; and thereby demonstrate that our vision is possible on a daily basis.

Endorsed by NSVRC Advisory Council – May 4, 2001  
Approved by PCAR Board – July 13, 2001  
Revised to include entire agency – March 2010  
Approved by PCAR Board - June 2010

## ***DIVERSITY SELF-ASSESSMENT GUIDE***

You have completed the previous operation to see if you have difficulty in working with specific clients at various levels. The purpose of this guide is to help you recognize areas of potential difficulty when working with various diverse groups. The individuals listed on the checklist can be divided into five categories or subgroups: ethnic or racial, lifestyle/social issues, religious, mental or physical disability, and political or social. Transfer your (X) marks to the Diversity Self-Assessment Guide.

You should be alert to any concentration of Xs under any of these categories or at specific levels, this may indicate a conflict or lack of knowledge either of which could hinder you from rendering effective professional victim service help.

## *The Diversity Self Assessment Guide*

<b>INDIVIDUAL</b>	<b>LEVEL OF RESPONSE</b>				
	<b>1 Greet</b>	<b>2 Accept</b>	<b>3 Help</b>	<b>4 Background</b>	<b>5 Advocate</b>
<b>ETHNIC/RACIAL:</b>					
1. Puerto Rican					
6. Mexican American					
11. Native American					
16. Vietnamese American					
21. African American					
26. East Indian					
<b>LIFESTYLE/SOCIAL ISSUES:</b>					
2. Child abuser					
7. Prostitute					
12. Homeless person					
17. Gay/lesbian					
22. Drug Dealer					
27. Substance abuser					
<b>RELIGIOUS:</b>					
3. Jew					
8. Jehovah's Witness					
13. Buddhist					
18. Atheist					
23. Extreme Christian Right					
28. Black Muslim					
<b>PHYSICAL/MENTAL DISABILITY:</b>					
4. Amputee					
9. Senile elderly person					
14. Cerebral palsied person					
19. Blind person					
24. Person with AIDS					
29. Person with extreme facial disfigurement					
<b>POLITICAL/SOCIAL:</b>					
5. Neo-Nazi					
10. Teamster Union member					
15. Abortion-rights activist					
20. Political correctness extremist					
25. Ku Klux Klansman					
30. Pro-life proponent					

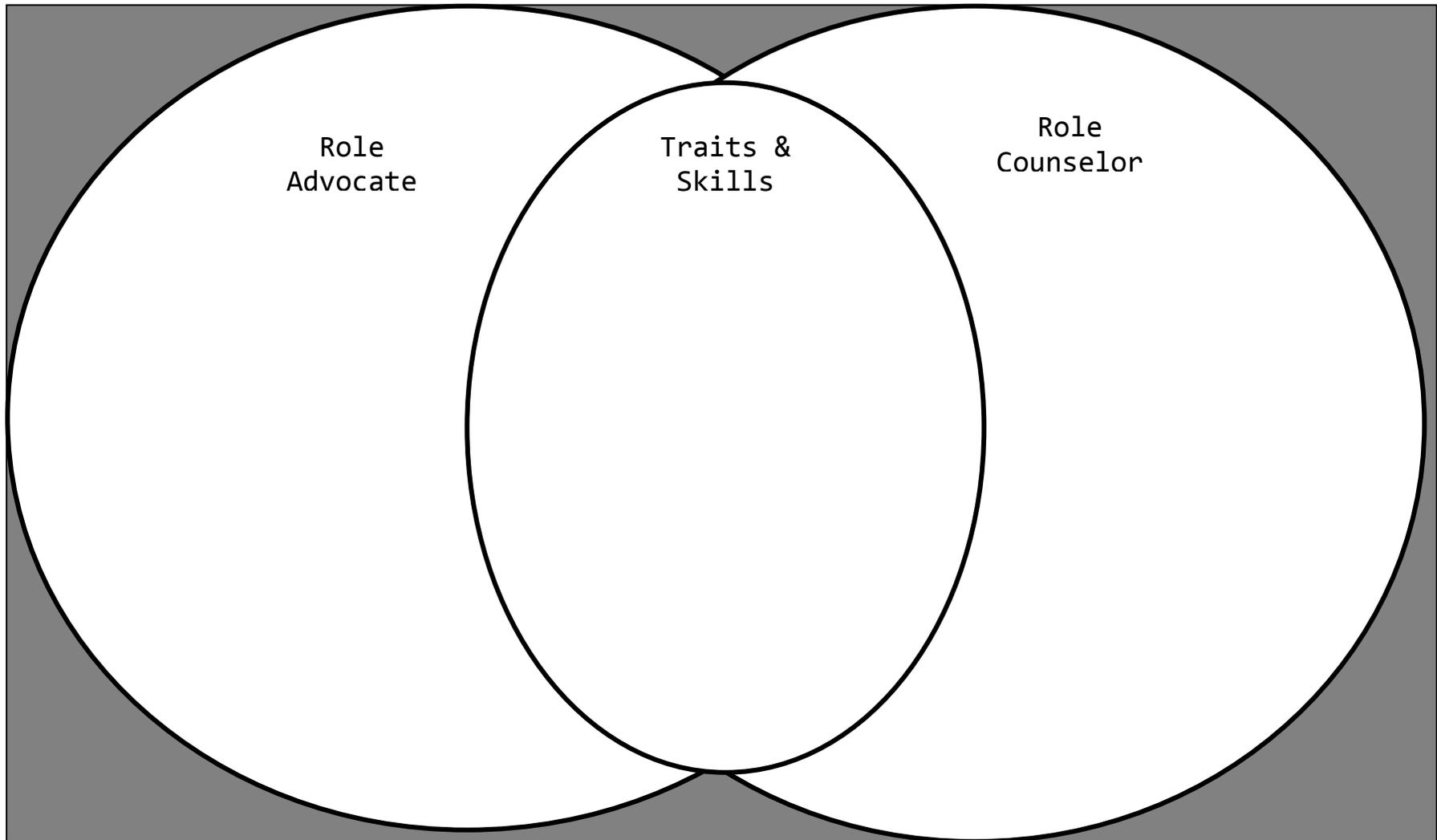


# Module 2

## PowerPoint and Handouts

## Core Competencies: The Unique Skills of Advocacy

### Advocates vs. Counselors



Many of the traits and skills that make an excellent counselor also make a terrific advocate. However, the role of an advocate *differs significantly* from that of a counselor.

1. In the circle marked "Advocate" list the **role of an advocate** when working with a survivor of sexual assault.
2. In the circle marked "Counselor" list the **role of a counselor** when working with a survivor of sexual assault.
3. In the center oval, list **traits and skills** counselors and advocates may share.

# Core Competencies: The Unique Skill of Advocacy

## Activities of Advocacy Worksheet

### CONNECT

**Definition:** *To begin and maintain a relationship with the survivor, significant other or allied professionals in order to meet the needs and goals of the survivor.*

### UNDERSTAND:

**Definition:** *To talk with the survivor, or allied professionals, to identify the problem; establish the survivor's short, and long term needs; and put into words the intended goals for advocacy.*

### ANALYZE

**Definition:** *To examine the situation with the survivor or allied professionals and decide on a plan which will meet the survivor's short and long term needs.*

### STRATEGIZE<sup>1</sup>

**Definition:** *As a team, identify steps to take, people to include, and resources to acquire in order to carry out the plan and achieve the goals for advocacy.*

### APPLY AND ADAPT

**Definition:** *To carefully take the steps necessary to achieve the identified goals for advocacy.*

*To change or revise the steps as needed in order to achieve the goals for advocacy.*

---

<sup>1</sup> To create a careful plan or method (Merriam Webster).

## Scenario

### Identify the Problem:

#### This Scenario Requires (check one):

- Individual Case Advocacy
- Systems Advocacy

1. List the people within your scenario with whom you must establish and maintain a connection?

2. What are some steps you could take to make a connection and build rapport?

3. Write a clear, concise, measurable advocacy goal for your scenario:



## Persuasive Argument<sup>i</sup>

9. Outline your persuasive argument:

10. Identify three possible roadblocks to your argument:

a) 1.

b) 2.

c) 3.

11. Propose a solution for each of the above roadblocks:

a) 1.

b) 2.

c) 3.

12. Identify Yuri's four primary areas of need:

a)

b)

c)

d)

13. Select one of the needs identified in #11. Work with your table group to identify the problem and write a goal for advocacy.

14. Develop a step-by-step course of action to accomplish the above goal and in doing so, meet Yuri's needs and improve her overall situation. Remember, if this were a real situation, you would involve Yuri in this process!

15. Whom must you include in your step-by-step course of action (family members, friends, allied professionals, resources, collaborative partners)?

---

<sup>i</sup> A persuasive argument is created to convince the listener(s), of the validity of the speaker's plan or ideas. This might result in influencing or changing the listener's opinion.

# Module 3

## PowerPoint and Handouts

## Core Competencies: The Unique Skills of Advocacy

### The Art of Persuasion Scenarios Instructor's Key:

#### MILITARY

**SCENARIO:** Through contacts at the local hospital, you become aware that military sexual assault victims stationed at your local military base are appearing at the hospital emergency room. Your program, which is the local rape crisis center, is not being called to offer services.

**GOAL:** Establish a partnership with the local military base in order to effectively respond to the needs of military sexual assault victims.

**KEY PLAYER:** Sexual Assault Response Coordinator (SART) on base.

**POSSIBLE COLLABORATIVE PARTNERS:** District Attorney, Survivor, SANE, Anyone you know on base who 1) can help you identify and contact SART, 2) is of high rank.

#### POSSIBLE BARRIERS:

- “We can handle it internally.”
- Not seeing the rape crisis center as being qualified or credible.

#### MEDICAL

**SCENARIO:** You are having an ongoing problem with a local hospital who is not calling your program, the local rape crisis center, to respond to victims of sexual assault who are appearing in the emergency room.

**GOAL:** You want the hospital to examine their policy for responding to sexual assault and communicate that policy to emergency room staff.

**KEY PLAYER:** A champion within the system; this could include a hospital administrator, emergency room nurse manager, doctor, forensic nurse examiner, among others.

**POSSIBLE COLLABORATIVE PARTNERS:** It is vital to have someone on the inside of the system. Any of the key players would also be effective collaborative partners. In addition, local police, district attorneys, child advocacy center workers, etc.

#### POSSIBLE BARRIERS:

- Lack of time
- Communication structure within the hospital – although the policy exists to call the rape crisis center, it is not being implemented in a consistent way across the emergency department.

## **POLICE**

**SCENARIO:** Your rape crisis center is having an ongoing problem with a local police department whose ‘interviews’ are more like ‘interrogations.’ The interviews make victims feel like they were offenders.

**GOAL:** To train police officers about appropriate interviewing techniques at roll call.

**KEY PLAYER:** Police chief

**POSSIBLE COLLABORATIVE PARTNERS:** District attorney, system-based victim/witness coordinator, detectives or officers inside police department.

### **POSSIBLE BARRIERS:**

- Attitude
- Perceived lack of credibility with rape crisis center
- “How do we know she’s telling the truth?”
- How is this training going to help us do our jobs?

## **DISTRICT ATTORNEY’S OFFICE**

**SCENARIO:** The Victim/Witness Coordinator in DA’s office is making it uncomfortable for the victim when he/she wishes to be accompanied to court by a rape crisis advocate. The Victim/Witness Coordinator sees this request as a duplication of services. Also, the sexual assault advocate is not being allowed to wait with the victim in the witness waiting room.

**GOAL:** To establish an agreement that would allow the sexual assault victim to choose who he/she would like to be accompanying her/him to court (Victim/Witness Coordinator, SA Advocate, neither, both).

**KEY PLAYER:** Director of victim services in the district attorney’s office. This could be the Victim/Witness Coordinator in smaller counties.

**POSSIBLE COLLABORATIVE PARTNERS:** District attorney, another victim/witness coordinator in office, rape crisis center director.

### **POSSIBLE BARRIERS:**

- Attitude
- Turf issues
- “This is MY victim.”
- Confidentiality structure

## **LEGISLATION**

**SCENARIO:** You would like to meet with your state representative to ask for his/her support on legislation requiring education on child sexual assault dynamics and indicators for day care workers.

**GOAL:** To have legislator sign on to bill (provide their support for the bill).

**KEY PLAYER:** State representative

**POSSIBLE COLLABORATIVE PARTNERS:** Rape crisis executive director, rape crisis prevention education person, state coalition, survivor

**POSSIBLE BARRIERS:**

- No money to support the trainings
- Financial burden to schools
- Other financial obligations are a bigger priority

## **CLIENT ADVOCACY**

**SCENARIO:** police have taken sexual assault victim's clothes as evidence. He/she has no one she can call to bring her clothes.

**GOAL:** Room Nurse allows victim to wear scrubs home.

**KEY PLAYER:** Emergency room administrator (doctor or chief nurse)

**POSSIBLE COLLABORATIVE PARTNERS:** Sexual assault advocate, emergency room nurse, emergency room nurse supervisor, survivor, police

**POSSIBLE BARRIERS:**

- Don't want to give away scrubs = cost
- Hospital offers hospital gown or paper underwear

## **PRISON**

**Scenario:** You would like to set-up psycho-educational groups for sexually abused women who are incarcerated.

**Goal:** For prison to provide you with time and space for group.

**Key Player:** Warden or Superintendent (warden in state prisons)

Possible Collaborative Partners: Prison training officer, rape crisis center director, prison chief of security, prison SART members, sexual assault advocate

## **Core Competencies: The Unique Skills of Advocacy**

### **The Art of Persuasion Scenarios**

#### **MILITARY**

**SCENARIO:** Through contacts at the local hospital, you become aware that military sexual assault victims stationed at your local military base are appearing at the hospital emergency room. Your program, the local rape crisis center, is not being called to offer assistance.

#### **MEDICAL**

**SCENARIO:** You are having an ongoing problem with a local hospital who is not calling your program, the local rape crisis center, to respond to victims of sexual assault who seek treatment in the emergency room.

#### **POLICE**

**SCENARIO:** Your rape crisis center is having an ongoing problem with the local police department whose police 'interviews' are more like 'interrogations' leaving victims feeling like they were treated like offenders.

#### **DISTRICT ATTORNEY'S OFFICE**

**SCENARIO:** Victim/Witness Coordinator in DA's office is making it uncomfortable for the victim when he/she wishes to be accompanied to court by a rape crisis advocate. The Victim/Witness Coordinator sees this as duplication of services. The Sexual assault advocate is not being allowed to wait with victim in the witness waiting room.

#### **LEGISLATION**

**SCENARIO:** You would like to meet with your state representative to ask for his/her support on legislation requiring day care workers to receive training on child sexual assault dynamics and indicators.

#### **CLIENT ADVOCACY**

**SCENARIO:** police have taken sexual assault victim's clothes as evidence. He/she has no one she can call to bring her clothes.

#### **PRISON**

**Scenario:** You would like to set-up psycho-educational groups for sexually abused women who are incarcerated.

## **Yuri's Profile**

Yuri is a 19-year-old Japanese-American woman who is a sophomore at the University of Minnesota (U of M). She was sexually assaulted by Joe—someone in her circle of friends—when a group of friends went to a bar after eating dinner together on a Saturday night. One of her roommates, Cindy, was at the bar and saw Yuri right after the sexual assault. When Cindy noticed injuries on Yuri, she called 911. Yuri did not want to go to the hospital but passed out while talking to Cindy. When the ambulance came, the EMTs transported Yuri to the hospital's emergency room (ER). In the ambulance, on the way to the ER, Yuri told Cindy that Joe had “jumped her and had sex” with her.

### **Immediate circumstances (housing, work, health, family)**

Yuri is originally from the small town of Fargo, North Dakota. Attending college was her first time away from home. She she says she had a “strict upbringing” and never dated before coming to college. Yuri states that she hated living in a small town where everyone knows your business. She likes to go home for only short visits. She plans to stay on campus this summer and either get a work-study job or take summer classes so she can avoid going home for any length of time.

Yuri shares an apartment with two other women who are also sophomores at the U of M. She lived in a dorm last year and her parents wanted her to live there again, but Yuri found an apartment instead. She describes her parents as old-fashioned and over-protective and said she found the dorm boring. She is on a partial merit scholarship, so she also works at McDonald's 15 hours a week to help toward her expenses. She shares that her grades first semester of her freshman year were terrible because she partied too much. She says she was almost placed on academic probation and her parents got very mad. Although she is more careful to balance her partying with studying now, she still likes to “let loose” when she parties because she studies so hard. This year she is a pre-med student with a 4.0 grade-point average. She wants to be a pediatric doctor. Her schooling and becoming a doctor are very important to her.

### **Identity, ability, age, community, culture, citizenship**

Yuri, 19, is a second-generation Japanese American. Her parents immigrated to the U.S. right after they were married. Her parents moved to Fargo and ran several different unsuccessful businesses before running a successful restaurant. She is the youngest of three siblings, with an older brother and older sister who are seven and nine years older than Yuri. She is not close to her siblings, but describes her family as “close knit” because they spend a lot of time together. She is particularly close to her maternal aunt who lives with them. Her parents have put a lot of pressure on her to do well academically and were very proud of her for receiving a partial scholarship. Her parents have saved all their lives to make sure their children could get college degrees. Her brother went to the local community college and her sister dropped out of the University of Minnesota to get married and have a baby. Yuri describes her family as practicing a lot of Japanese customs when she was growing up, but she has not joined the Asian Student Group on campus as she “doesn't go in for that kind of thing.”

## **Incident of sexual assault**

On 10-18-11, Yuri went out to dinner with friends, including Cindy and Joe. They then went to the Wave Bar. Yuri says that Joe was sitting next to her and bothering her during dinner so she tried to avoid him at the Wave Bar.

Yuri says that Joe has always made her nervous because he is a black belt in Karate and boasts that he could kill someone with one hand. She once saw him break four boards with one hand at a party. Yuri felt that Joe was mad that she would not talk to him once they reached the bar because he kept looking over at her while she was dancing or talking to her friends. Yuri went outside to smoke a cigarette, get some air, and cool off because she was feeling a little buzzed.

Joe followed her outside and came up to her saying he wanted to talk to her. Yuri was standing near the entrance of an alley, and Joe grabbed her arm and pulled her into the alley. Yuri told him that she did not want to talk to him and tried to pull away. Joe then twisted her arm behind her back as he pulled her so she was in pain and could not pull away.

When they got into the alley, Joe pushed her against the wall, put down the beer bottle he was carrying, and pushed his body against hers, then put his hands around her neck and began kissing her. Yuri tried to push him away and said "stop," but he applied more pressure to her neck so she stood still while he kissed her. Joe then said "you are so hot" and pulled at her shirt. Yuri pushed him and he fell down backward. Yuri stepped over Joe and tried to run, but Joe grabbed her ankle and pulled her down on the ground. Yuri fell forward and then Joe got on her back and pulled her shirt up over her head with one hand while he tried to pry her legs open with his other hand. At this point Yuri vomited and began coughing. She felt dizzy and disoriented. Joe then turned her body over, sat on top of her, then unzipped her pants and alternated calling her "bitch" and telling her she is "so hot," "you're such a doll," "don't be a tease, I know you want it." Joe then ripped her underpants and pulled them partly down her legs and forced his penis inside her. Yuri started to call out and Joe held his hand over her mouth. She panicked and bit him. He then hit her on the head and forced his beer bottle inside her. Afterwards, Joe lay on top of her and spoke to her but she could not hear the words as she was crying and had her head turned and felt like "things were spinning."

Joe stood up and threw Yuri's clothes over her and kissed her on the head before walking away. Yuri lay on the ground for a while and then stood up and walked toward the Wave Bar to look for Cindy. Yuri saw Cindy in the doorway of the bar and gestured for her to come outside. When Cindy came outside, Yuri asked Cindy to drive her home. Cindy asked Yuri what happened, but Yuri was crying so hard that she couldn't talk.

Cindy noticed that Yuri was bleeding and saw that her clothes were ripped. While she was again asking Yuri what happened, Yuri passed out. Cindy used her cell phone to call 911. In the ambulance on the way to the hospital, Yuri woke up and told Cindy that Joe had "jumped her" and made her have sex, so Cindy told the nurse at the hospital that Yuri had been raped. The SANE nurse asked Yuri if she wanted to talk to the police, but Yuri refused. The SANE nurse and Cindy both encouraged Yuri to talk to the police and, as she was being discharged, she agreed to talk to them before she left (at 6 a.m.). Yuri described being tired, feeling sick and nervous to talk to the police. She was crying so hard at times while talking to them that she felt she didn't

make any sense and at other times she felt so “out of it” that she couldn’t think clearly enough to answer their questions.

### **Impact of abuse and factors of resilience**

Yuri says she was ashamed and embarrassed about being sexually assaulted. She is particularly embarrassed that people at the bar may have either seen what happened and/or seen her with the paramedics. She regrets that she had been drinking that night and has stopped drinking alcohol. She is very afraid that Joe will find her on campus or at her apartment and sexually assault her again or hurt her in some other way. She is angry with Cindy for telling hospital personnel that she was sexually assaulted. She has lost weight since the assault and has had a very difficult time concentrating on her school work. She has not gone out socially and spends all her time in her apartment studying to make up for her lag in school work. She has not told her parents or aunt, but did call and talk to her sister about what happened. Her sister’s response was to “not tell mom and dad” and to get counseling. She has started exercising daily since the assault and only sleeps four or five hours a night now. She changed her cell phone number and has started walking a different way to classes while on campus. She has started wearing more “old fashioned” clothes and does not like to talk to anyone in her classes unless they are one of her roommates.

### **Institutional responses**

Yuri did not like the doctors who examined her at the hospital because she felt they did not know what they were doing. She describes the police as disinterested and says she has a hard time remembering them because she was so tired by the time she talked to them. Campus security called her after the incident because the police gave them a copy of the police report. She really does not like the campus security and refused to talk to them, in part because Joe’s friend’s brother is a security guard. She wants to get a note from the hospital to excuse her from the three days of classes that she missed, but is afraid that her professors will ask her to explain her injuries.

### **Economic circumstances**

Yuri’s parents are helping pay her college expenses. Her parents have had to pay for two grandparents going into care homes, so although the restaurant is doing well, money is tight. Yuri is expected to help out by keeping her grades high enough to keep her partial scholarship and by working part time. She hates working at McDonald’s and wants to find a more meaningful job. Her parents will not agree to her getting a car and only allowed her to get her own apartment when she was able to show that it was no more expensive than living in the dorm.

### **Values and beliefs**

Yuri cares deeply about her family and friends and values their respect. She is passionate about becoming a pediatrician. She does not want to be distracted by anything that might pull her away from school. She used to be lonely and really wanted a relationship, but now avoids social situations. She is very concerned about how people view her and does not want to look bad in

anyone's eyes. She is very concerned that Joe is ruining her reputation and wonders what he is saying to friends about her. She believes in helping people, especially children, and really values volunteering. She had been planning to volunteer at a pre-school but has changed her mind in recent weeks. She also loves animals and being outside.