ARE WE MAKING A DIFFERENCE?

Sexual Assault Response Teams Assessing Systems Change

A Resource for Multidisciplinary Team Leadership

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Sexual Violence Justice Institute @ MNCASA

ACKNOWLEDGEMENTS

This project was supported, in part, by grant number A-SMART-2014-MNCASA-00004 awarded by the Office of Justice Programs, Minnesota Department of Public Safety and by grant number 2013-TA-AX-K014 and 2007-TA-AX-K011 awarded by the Office on Violence Against Women, U.S. Department of Justice. The opinions, findings, conclusions, and recommendations expressed in this publication are those of the authors and do not necessarily reflect the views of the Department of Justice, Office on Violence Against Women, nor the Office of Justice Programs, Minnesota Department of Public Safety.

This resource compiles the work of many. We would like to acknowledge all those who played some role in the examples and tools presented on these pages, and we apologize for those whom we have missed. Many thanks to:

Gifty Amarteifio, *Research Assistant, College of Education/Human Development, University of MN*
Roberta Gibbons, *Metropolitan State University (Saint Paul, MN)*
Hennepin County Sexual Assault Multidisciplinary Action Team (SMART)
Isanti County Sexual Assault Interagency Council (Cambridge, MN)
Leah Lutz, *Sexual Violence Justice Institute, Minnesota Coalition Against Sexual Assault*
Megan McKinnon, *Minnesota Coalition Against Sexual Assault*
Brenda Skogman, *Isanti County Sexual Assault Interagency Council (Cambridge, MN)*
Jessica Van Iperen, *Sexual Violence Justice Institute, Minnesota Coalition Against Sexual Assault*

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Melia Garza
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This document is a product of the Sexual Violence Justice Institute (SVJI) at the Minnesota Coalition Against Sexual Assault. SVJI's mission is to promote justice for victims of sexual violence through multidisciplinary collaboration, leadership and resources. The Institute provides intensive technical support to multidisciplinary teams in Minnesota and other parts of the U.S. For more information, visit: www.svji.org.

Suggested citation

Goff, E., Haas, S., Jerney, J, and Pejsa, L. (2015). Sexual assault response teams assessing systems change: A resource for multidisciplinary team leadership. Saint Paul, MN: Sexual Violence Justice Institute, a project of the Minnesota Coalition Against Sexual Assault. Retrieved month/day/year, from mncasa.org.

SEXUAL VIOLENCE JUSTICE INSTITUTE @ MNCASA

New resource!

Are We Making a Difference? *Online*

resources.svji.org

An INTERACTIVE eResource on Evaluation for SARTs

ABOUT THESE RESOURCES

SARTs have a challenging and important role. That is why the Sexual Violence Justice Institute has made it our priority to provide both print and eLearning resources you and your team can utilize to assess and improve both the criminal justice system and victim experience. You can find the resource at resources.svji.org.

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Jessica Jerney, M.Ed. joined the Sexual Violence Justice Institute team of the Minnesota Coalition Against Sexual Assault in December 2014. As the Evaluation and Research Coordinator, Jessica supports multidisciplinary teams to evaluate and assess their response to sexual violence. She accomplishes this through training and technical assistance and works to align evaluation goals with team capacity and priorities. She is also interested in advancing the field by ensuring practice, policy and other decisions are based on the latest pertinent research. Prior to joining MNCASA, she worked in the fields of youth development and reproductive justice. Jessica holds a Masters of Education in youth development leadership and Graduate Certificate in program evaluation from the University of Minnesota.

Laura Pejsa, Ph.D. is a seasoned evaluator with a drive to improve the way we educate and serve our communities. An educator at heart, Laura started her career as a public school teacher. She holds a Ph.D. in Educational Policy and Administration-Evaluation Studies from the University of Minnesota, a degree that allows her to work both at systems levels and on the ground to improve our most important organizations and institutions. Her research and practice focuses on evaluation capacity building—teaching individuals and groups how to ask good questions and use the tools of evaluation to help answer them. Prior to founding Goff Pejsa and Associates, Laura was the Associate Director of the Minnesota Evaluation Studies Institute (MESI) at the University of Minnesota, the region's preeminent center for evaluation training; she remains a member of the Advisory Committee and continues to teach graduate courses in program evaluation. Though she maintains strong ties with higher education, Dr. Pejsa is most at home in schools and communities as a consultant, coach, and evaluation enthusiast.

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"Change does not take time—it takes commitment."

Thomas Crum

SECTION I: INTRODUCTION TO EVALUATION

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Evaluation at 10,000 feet

We are conducting evaluations in real time every day. Whether we are at the grocery store examining produce, comparing restaurants, or assessing your department's response to a victim/survivor of sexual assault, we make value judgments that determine what choice is better.

What is Evaluation?

Evaluation is the systematic analysis of the activities, impacts, and effectiveness of your team's work. It creates information your team can use to learn about and make future decisions about your policies, practices, and programs. When it is implemented as an ongoing process, it can reduce uncertainties and improve effectiveness. By designing a meaningful evaluation process, what you will likely discover is that you and your team will be able to learn important things about what you care about most. This workbook is designed to help you do just that.

What is your evaluation's origin story?

Evaluation starts with curiosity. What are you wondering about? This curiosity begins to take shape in a question (or several questions) when you ask, "What does my team want to learn?" Your team may consider taking a closer look at processes and procedures or the impact and effectiveness of the change it implemented. Your team may ask, "In what ways did implementing an anonymous reporting option change the experience for victims?" or "To what extent are advocates being utilized at all intersections of the system response?" Occasionally entire or multiple programs are considered, but more typically evaluations look at a specific part of a system intervention. Time and access to data keeps the scope of most team evaluations to a single component of a change in systems response. That being said, a large evaluation project does not necessarily create more useful information. The best evaluation is one that meets the needs of the team and completes the cycle of inquiry detailed below.

Evaluation is an on-going learning process

Evaluation can be seen as an opportunity to learn through an experience. Using the experiential learning cycle (Kolb, 1984) as our guide, we can understand the basic tasks of evaluation to fall into the following four stages:

As with any quality learning experience, we start by planning the evaluation, doing the assessment (implementing the plan or have the experience), reflect on the results to identify what we learned and analyze the results to make conclusions, which are then applied to improve team practices and policies. Then, the cycle starts over again. As you can see, each stage feeds into the next stage. No one stage is effective on its own. The cycle creates new knowledge that should be used to improve activities. This is framework of plan-do-reflect-apply can be used to create and understand the basic cycle of many learning activities.

Many things influence the work of your team, including: research findings, victim experience, practice wisdom, and evaluation findings. Evaluation is an important component because it offers a path to improvement. The goal of evaluation is action. It is a tool to improve action through information. Evaluation of our work is an ongoing cycle of design, implementation, monitoring and improvement. Equipping your team with an understanding of the process, along with the stories, methods, tools, and templates included in this resource, will help your team be effective and influence system change.

"Learning is the process whereby knowledge is created through the transformation of experience."

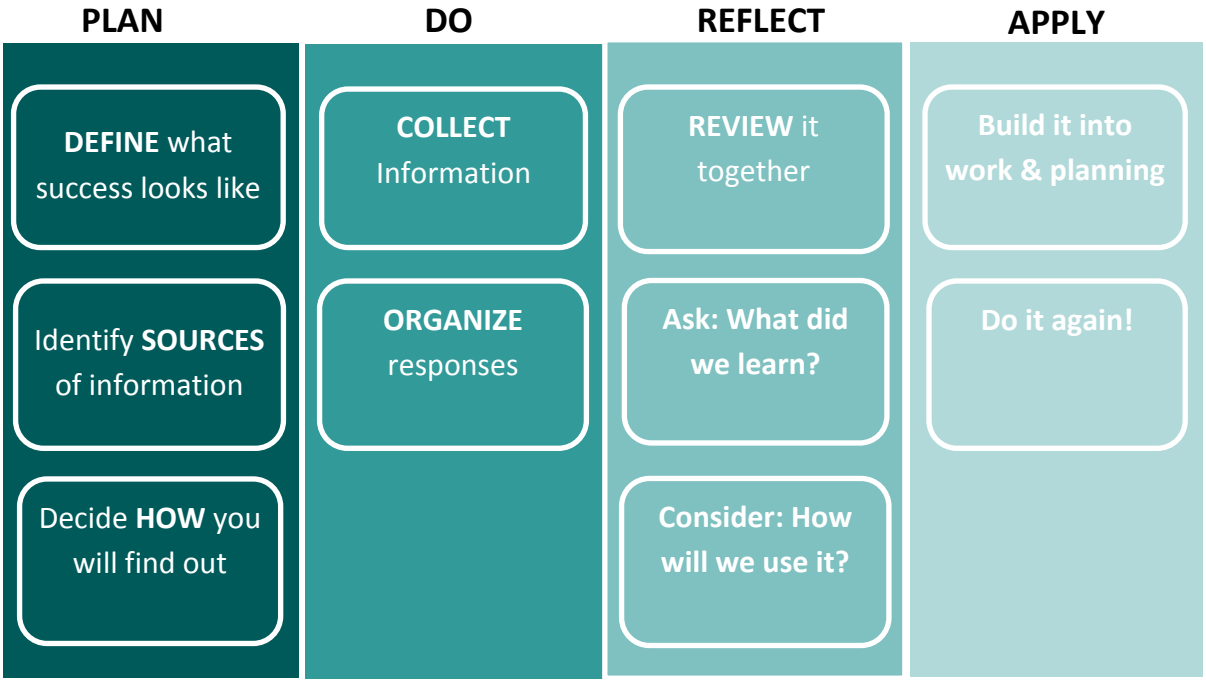
David Kolb, 1984

Evaluation Step-by-Step

Steps for a productive multi-disciplinary team
Evaluation and planning work hand-in-hand. When you plan a change in how your team responds to an act of sexual violence, you have an idea of what the benefits will be. Once you pin point the benefits, you can identify and assess the key questions. As Jonathan Bucki, the organizational planning guru of the Dendros Group often says, "Good evaluation is good planning. Good planning is good evaluation."

As you take the time to become more familiar with this process, you will discover that it is a straightforward and easy way to get at what is most important for any type of planning or assessing you do as a multi-disciplinary team.

For any evaluative process, consider this set of steps (Adapted from Gibbons and Hass, 2012):



As we mentioned in the introduction, evaluation is intuitive. These steps help make evaluation a systematic process that produces reliable results. We have included some details below to help explain the purpose behind these steps. For more hands-on practice with the evaluation process and methods, visit SVJI's interactive online resource on evaluation at: resources.svji.org.

DEFINE what success looks like

How do you **define success**? For anything you are evaluating –thing, person, process, organization – you can ask: What does it look like? How might a person, situation, organization, or process look if you are successful at reaching goals and completing tasks? For example, if you are successful, what will be true about victim/survivors? If you accomplish your goal, what will be true about investigations?
Then, given this goal, what do you want to know that will tell you about the level of success you've achieved? What is your question related to this goal? For example, to what extent do law enforcement officers use language of non-consensual sex in their documentation of a sexual assault case? How satisfied are victims with the experience of reporting a sexual assault?

Identify SOURCES of information

Next, think about **information sources**. Who or what can provide the information – or data – that applies to what you are evaluating? Who or what are reliable sources of information? Are there people who know about the person, process, or agency that you are evaluating? Do the opinions of a group of people matter here? Are there written records someplace that you can access? Ideally, you will want information sources that you can rely on year after year so that you can gauge the change that is happening over time.

Decide HOW you will find out

Third, think about **ways to find out** more about what you are evaluating. How can you best get information from the sources you've identified in the previous step? Will it help to review written documents? Do you need to conduct interviews? Will collecting data through a survey provide useful information about what you're trying to learn? Or is there a situation or interaction that you can observe? These ways to find out are the methods you will use to collect data and/or information about the subject of your evaluation. This is true whether you are looking at a person, process, organization, or situation.

Collect Information

Use the methods you have chosen to **collect information** for your evaluation. Use the tools and templates included in this resource, or create your own survey, spreadsheet, and interview questions. It is recommended that teams delegate data collection to members who feel comfortable with the method (or who are willing to receive training) and have access to people or other resources needed to complete the task.

Organize Responses

The next step is to **organize responses or input.** This simply means that you and your team try to make sense of the data or information that you've collected. What is it saying about your process? What picture does it paint of what you evaluated? Does it tell you to what extent you are successful? Language you will use frequently in evaluation is, "To what extent?" Rather than asking close ended questions such as, "Are we successful?" ask, "To what extent are we successful?" allows for a more comprehensive answer to and assessment of what is going on. It allows for degrees of success. After all, much of the time you will be "sort of" successful. A meaningful evaluation process allows you to be more detailed and systematic about what "sort of" means.

Review it together

After organizing the data/information, make plans to **take the information back** to the team. How can you best share the results with others on the team? Do you want to present the "raw data"? For example, if you conducted a survey, do you want to share all survey responses, or do you want to present a summary report? What will most benefit the team? What approach makes the best use of team members' time while accomplishing the task of determining what the collected information indicates?

What did we learn?

Your team can help you **determine what was learned** and how to best use what was learned to improve. If you skip this step, you might as well have not done the evaluation in the first place. When you take the time to figure out to what extent you are successful, you should take the time to think about how to improve on your success the next time around. What changes can be made based on what you learned?

Build it in & Do it again!

Finally, it is most helpful if you **do it again**, making evaluation part of your work and an aspect of something you do every year. If you build capacity for evaluation and an expectation for it, you can continue to assess and improve the hard work your team is doing every day.

A word about information gathering methods

There are many ways to gather information that might lead to answers to your team's evaluation questions. It is what you are trying to find that will determine what method is the best suited tool for your purposes. Will it help to review written documents? Do you need to conduct interviews? Will collecting data through a survey provide useful information about what you're trying to learn? Or is there a situation or interaction that you can observe? These ways to find out are the **methods** you will use to collect data – or information – about your question. See page 35 for more detailed information about information gathering methods.

"It always seems impossible until it's done."

Nelson Mandela

What have you learned and how will you use it?

There are many opportunities for a multidisciplinary team to reflect on, analyze, and, use the information they have collected to deepen team understanding about the response process, and to help a team to decide how and when to integrate a new approach to their system response. If your team asks victim/survivors about their experiences or responders about what they've learned during a presentation, it's important to reflect on how the team can use this information. Where within the information shared by victim/survivors, responders, community members, or other stakeholders has the team identified opportunities for improvement in the system response? This process is key because it not only ensures higher quality data, but it also establishes credibility for your recommendations. Informed by a systematic data collection and analysis process that is guided by specific questions, your team's decisions are more likely to be trusted. It was stated earlier, but it is worth repeating: if you skip this review and analysis step, you might as well have not gathered information about your process in the first place. When you take the time to figure out to what extent you are successful, you should take the time to think about how to improve on your success the next time around. What changes can be made based on what you learned?

Attending to privacy, confidentiality, and informed consent

One of the four program evaluation standards outlined by the Joint Committee on Standards for Educational Evaluation refers to **Propriety**. This concept attends to the ways in which an evaluation process needs to be "proper, fair, legal, right and just"(Yarbrough, Shulha, Hopson, and Caruthers, 2011). For any data gathering process in which your team is involved, you will want your design and process to be fair, ethical, transparent, and respectful of the people and communities that participate. Some considerations to abide by include:

Responsive and inclusive of participant context

For any evaluative process, you will want to take the needs, expectations, cultural context, and other participant traits and considerations into account in your evaluation design and execution. The propriety standards encourage "including groups that have been historically disenfranchised, for example, on the basis of gender, race, culture, ethnicities, sexual orientation, economic status, or disability" and "Get to know [victim/survivors] and the local settings, history, significant events, culture, and other factors affecting [the systems]" (Yarbrough, Shulha, Hopson, and Caruthers, 2011). This means, in part, designing an evaluation process to fit what is familiar to participants. For example: in communities that tend more towards an oral rather than written tradition, it is best not to gather information using a closed-ended written survey instrument. See the methods section for alternative ideas.

Privacy

The right to control information and decisions about oneself.

Confidentiality

A responsibility to protect the information that someone else has shared.

Privilege

Think of privilege as a possession. Who holds it?...The survivor owns or holds the privilege, not the professional...the survivor has the right to waive it or give it up.

A Primer on Privilege & Confidentiality © 2015 Alicia L. Aiken, J.D. & Confidentiality Institute, Inc.

Informed consent

Participants who are providing information by way of a survey or in-person interview need to know the benefits and risks of providing information. What might be gained from participating? How will the information be used by those collecting it? With whom it will be shared? What have they agreed to by providing information? This can be as simple as stating your purpose for gathering the information in the introduction of your survey. It may involve collecting a signed consent form.

Informing participants about how the information they share will be used is a minimum standard for conducting a respectful process. Having a formal written consent form is for the purpose of potential legal protection as well as doing due diligence. You may consider the following questions when deciding information to collect and consent to seek: How sensitive or of a highly personal nature is the information being gathered? How likely is it that a participant will be identified with their responses inadvertently and with negative consequence? In asking these questions, issues that may give you pause include: medical privacy, child custody or other legal issues, race, gender identity, or immigration status.

Sharing findings with participants

Reporting your findings to victim/survivors; agency employees; community members; team members; and others who shared their experiences, views, and insights is an important part of conducting a respectful data gathering process. When interviewing or surveying individuals or groups of people, if possible, provide a contact number where they can inquire about your agency's findings. Better yet, send a final report or summary of findings to all who provided data to your evaluation effort. This not only serves to potentially increase interest and investment in your work, but it also conveys to participants the importance of the contribution they made to your inquiry.

Some policies and practices that team member agencies employ may create at least minor hurdles for sharing evaluation findings with victim/survivors, but these hurdles are not insurmountable. Victims can give their consent to be contacted at various stages of the process. It's important to recognize that while many agency policies and practices that create these hurdles are in place to respect victims, respect for victims is also the intent of communicating team findings to victims who have shared their experiences with teams.

FAQ of multidisciplinary teams

Our work is complex! How do we do meaningful evaluation when there are so many different agencies involved?

Certainly the context of working in a multidisciplinary setting has its share of complexity. But your team will not be looking at every aspect of the team's response to sexual assault at once. This issue of complexity underscores the importance of being clear about what you want to learn and being targeted about where you seek information about what you are trying to learn as a team.

We are worried about re-victimizing people if we include them in the evaluation process

This concern should guide us in conducting the evaluation in a careful and considerate manner, honoring a victim/survivor's experience and healing. It should not prevent us from actively including victims in the evaluation process. In fact, victims often want to be part of the improvement process. If the inquiry is done carefully, it can be a powerful for the victim/survivor to be part of system change. Research on why victim/survivors participate in studies revealed that "…altruism was a primary motivating factor for many survivors. By participating in this research, survivors felt that they were letting other women know that they were not alone and were also helping to improve community services….[it] would also be helpful to their own healing process." (Campbell and Adams, 2009) If you are concerned about "triggering" a victim/survivor, you may want to offer to connect them to the local advocacy program. Chapter three of "Outcome Evaluation Strategies for Domestic violence Service Programs receiving FVPSA Funding" also includes many important considerations and strategies. (Lyon and Sullivan, 2007)

As a rule, when you are making a decision about a particular group, you should always include that group (to the greatest extent possible) in it. Beyond achieving the goal of making participation in evaluation accessible, including the voices of victim/survivors in your assessment establishes credibility for your recommendations and helps to validate findings. Victim/survivors have unique experiences of the system, and because of this have a critical perspective to take into account.

"Creating a coordinated response to intimate partner violence is a remarkably complex systems change task."

(Allen, *et. al*, 2010)

We would evaluate the work of our multidisciplinary team, but none of us has the kind of expertise this would require.

You may have more expertise on your team than you realize! As you read through this workbook, think about the data you might already have available, and the talents and strengths that lend themselves to evaluative work. An advocate with a gift for making people feel safe and heard is an excellent person to run a focus group or interview victim/survivors about their experience. An investigator with an eye for patterns may be able to help the group find the themes among a group of cases. Also, take care not to discount the importance experience and knowledge of team members. Practice wisdom has value and a place throughout the evaluation process.

Evaluation can take time. Be sure to break up the tasks within an evaluation process and assign roles. There is no need for entire team to be involved in each piece. Some teams find it useful to establish an on-going evaluation committee to ensure this important step is not lost in or isolated from the every-day work of teams. Remember, evaluation is part of the process of systems improvement, not an end goal in itself.

Another option is to seek out ally sources to contribute their evaluation expertise (as detailed in a previous item). Develop relationships with research departments that may have an interest in learning more about the same concern about which you are trying to learn more.

Some of our teammates are worried that the evaluation will show negative results. What should we do?

While you and your team might not embrace unfavorable results as wholeheartedly as Thomas Edison, the benefits of knowing what isn't achieving your desired results cannot be denied. You and your team are working together in an effort to learn how best to integrate an effective system response to sexual assault. Everything learned along the way about what improves outcomes and what does not is equally valuable. Most of us are aware when something isn't working, when we aren't achieving what we want, as fast as we want it. Evaluation can help you focus on where exactly the system is less than optimal, and help you determine the best way to address the issue.

Many funding sources will look more favorably on a strong evaluation process that yields less than positive results than upon a weak evaluation process that provides no useful information to the field.

We want to evaluate our team's work, but how do we do it without funds?

It is often true that either there is not the option of allocating funds from your grant to cover evaluation expenses, or the portion is too small to cover the external support for evaluation that would be ideal. While evaluation can often be treated as an afterthought when preparing a request for funding, it would be ideal to request at least 5% and up to 10% to assess the impact of the efforts that your proposal is working to accomplish. Whenever possible, take opportunities to convey the importance of evaluation, and work with funders to integrate evaluation support into the funding you receive.

In the meantime, without funding support designated for evaluation, you can address the need by seeking out agencies and individuals who are allies of your mission and who have expertise or access to resources for evaluation. Examples are college and university social work, sociology, women's studies, criminal justice, public health, nursing, and other departments. Another source might be research, technology, forensic evidence data departments, or specialists within team member agencies.

What are the benefits of evaluating?

Get reliable information about ways to improve how you serve survivors of sexual assault	By engaging in meaningful evaluative processes, you and your team can learn what aspects of your efforts have beneficial results for sexual assault survivors, for investigations, and for prosecutions. You can also learn what aspects of your work are not having the results you intend. This information can equip you and/or your team to make the necessary changes in the way you plan and carry out your system's response to cases.
Understand if you are moving in the direction of achieving the results you are after	Most of you are in your position as advocates, officers, prosecutors, and healthcare providers because you want to make a positive difference, to solve a problem, to help people. You want to engage in service that improves the lives of others. Evaluation can provide information that gives you a progress report or an affirmation that you are moving in the right direction. Your approach is resulting in progress!
Generate useful information for team planning	The information you gather can inform your team about capacity needs, successful approaches, and other useful data that can inform your team's long-range plan regarding direction, priorities, support, and resources needed.
Strengthen team member engagement and motivation	When what you are trying to learn through evaluation is relevant to the team, members may be more likely to engage and express interest in findings from evaluation efforts. This can be true even when those results reflect a less than favorable outcome. Team members want to know useful information about whether and how their efforts are on target or off the mark.
Cultivate buy-in from key stakeholders, responder agencies, and funders to generate new support	Being able to demonstrate, in clear and tangible ways, results of your work provides your team with a tool for generating community interest and support for the work of the multidisciplinary team.
Hear directly from survivors about their experience with your team's response	Victim/survivors are key stakeholders for the services that a multidisciplinary team provides. Developing mechanisms where survivors can be heard from, and then making use of what the team learns, communicates respect and interest in the quality, value, and effectiveness of the services that the team and team agencies provide.
Generate data that helps you to communicate with victim/survivors about why they should seek help from the system	Evaluation provides a potential way to demonstrate to victim/survivors how seeking help from the system can be beneficial to them if they have been sexually assaulted. It also challenges teams to consider and effectively articulate what benefits result when a victim engages the system following a sexual assault.

"Negative results are just what I want. They're just as valuable to me as positive results. I can never find the thing that does the job best until I find the ones that don't."

Thomas A. Edison

SECTION II: EVALUATION STORIES

SECTION II: EVALUATION STORIES

Evaluation stories from teams

This section contains brief snapshots of a team's experience using a particular evaluation method. It includes some of the initial results and learning that the team realized from the experience. It also provides more details and tools about the processes described at the beginning of each story. You can hear the participants tell their stories (and go more in-depth on the evaluation process and methods) online at: resources.svji.org

1. Story #1: What do our sexual assault case demographics and dispositions look like, and how are they changing? (p. 14)
   Method: Review of documents and existing data (p. 41)

2. Story #2: How can we improve our sexual assault investigation process and documentation? (p. 21)
   Method: Observation and "Shadowing" (p. 47)

3. Story #3: What are some of the things that stand in the way of getting the results we want when investigating and prosecuting sexual assaults? (p.25)
   Method: Group Interviews (p.37)

4. Story #4: What are victims' experiences to our system's response to sexual assault? (p. 28)
   Method: Group Interviews (p.37)

5. Story #5: How well-equipped are responders to effectively address the range and variation of types of sexual assaults that occur in the community? (p.32)
   Method: Written survey (p. 85)

STORY #1: What do our sexual assault case demographics and dispositions look like, and how are they changing?

Method: Reviewing for documents and existing data (p. 41)

What did the team want to know?

A SART team that had been meeting together for over a decade felt that much of the work they were doing together was useful for improving their response to individual sexual assault cases and addressing the needs of victims. The team was interested not only in the very important goal of better treatment of victims, however. Members were also interested in being able to demonstrate in concrete and meaningful ways that their work as a team was resulting in better criminal justice outcomes. Leadership also wanted to learn what types of cases they were seeing as a whole, what was happening with those cases, and how types of cases and the team's ability to adjudicate those cases might be changing—maybe improving—over time. In other words, what did the annual data on cases as a whole tell the team that looking at cases one by one could not?

What did the team do to find out?

One thing that stood in the way of being able to review annual sexual assault case data as a whole is that data on sexual assault cases from start to finish is rarely captured or documented in this way. Due to the multidisciplinary nature of how sexual assault cases are documented—separately by discipline—reviewing cases as a group (in the aggregate) from law enforcement report to outcome requires combining multiple sources of data.

To remedy this, team leadership, working with outside team support (from here on out this 2-person group will be referred to as the "Data Duo") began discussing what information would be meaningful and potentially instructive in some way to the team, and what data would be realistically accessible. (This type of support might come from a state coalition, a technical assistance support person, an outside advisor from a college, or other support beyond the team.)

To think about what might be useful to collect and how to define or describe types of assaults and other fields, the Data Duo reviewed End Violence Against Women International's (EVAWI) questions and definitions (http://www.evawintl.org/mad.aspx?subpage=6). Other sources for questions and definitions were the FBI's Uniform Crime Report language and definitions as well as definitions for information that the team reports to funding sources, like the Office on Violence Against Women.

After reviewing all these sources, the first draft of a Team Data Collection Guide (p.51) was created. It was important to identify in the Guide which sexual assaults that happened within the year were included in the data reported through this process. The Data Duo decided to start with only those sexual assaults that were reported to law enforcement. Their reasoning was that, for reported cases, there was enough information to determine that a case was not being counted more than once in the total number.

Once the Data Collection Guide was reviewed and revised enough to make all adjustments needed, the team leader started compiling the team data for sexual assault cases from previous years using the Guide. This was possible because, as a victim services coordinator in the County Attorney's Office, the team coordinator had access to law enforcement and prosecution case demographics and dispositions. In other words, the team coordinator could access databases that documented how many sexual assault cases were reported in a given year; characteristics of those cases, such as age of victim, circumstances of the assault, and relationship between offender and victim; and the outcomes of the criminal case.

As the team leader started to compile this information—approximately 30 questions for each sexual assault case—the Data Duo went through a back and forth process of figuring out which questions didn't actually capture the information they were looking for, as well as any questions that weren't possible to answer in every case. The back and forth process happened over monthly 1-2 hour face-to-face meetings of the Data Duo.

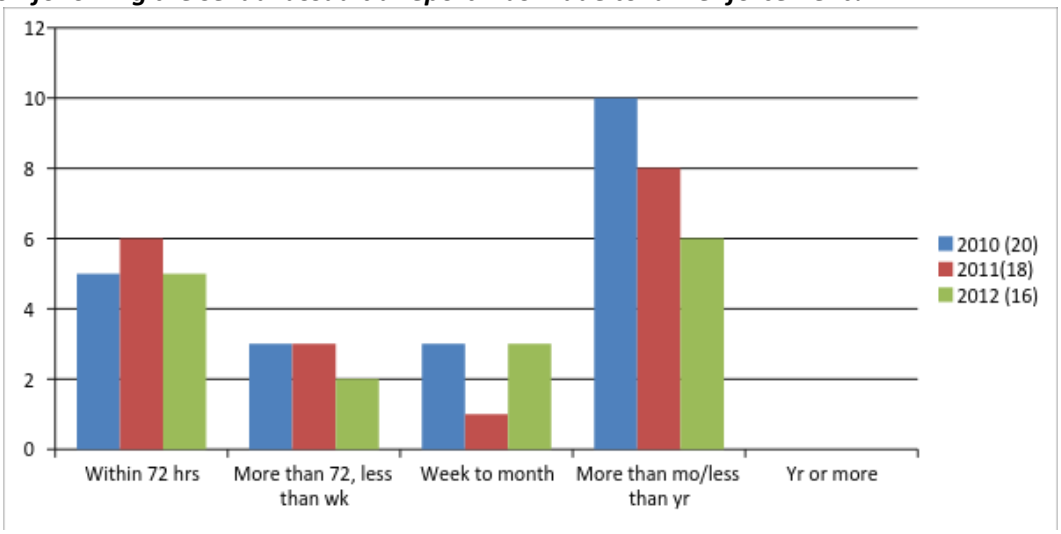
It's worth noting at this point that for the most part, what's entered into this makeshift database does not reveal personal information about specific people. It looks like this:

Q#	Case #1	Case #2	Case #3	Case #4	Case #5	Case #6	Case #7	Case #8	Case #9
1	A	B	A	A	C	F	B	A	C
2	B	B	N/A	C	E	C	C	N/A	A

There is a copy of this form in the Templates Section of this Evaluation Story (p. 56).

The way that the data gets reported to the team is by taking that Word document table (above) and transferring it to Word Charts to report specific information covered by each question. For example, the chart below illustrates:

How soon following the sexual assault a report was made to law enforcement?



In 2010: Total of 52 cases	In 2011: Total of 56 cases	In 2012: Total of 42 cases
37% - less than 24 hours	18% - less than 24 hours	36% - less than 24 hours
21% - 24 hours to 1 week	28% - 24 hours to 1 week	5% - 24 hours to 1 week
4% - more than 1 week, but less than 1 month	9% - more than 1 week, but less than 1 month	12% - more than 1 week, less than 1 month
6% - 1 month to 6 months	7% - 1 month to 6 months	14% - 1 month to 6 months
8% - more than 6 months, less than 1 yr	11% - more than 6 months, but less than 1 yr	0% - more than 6 months, but less than 1 yr
11% - 1 year or more	11% - 1 year or more	19% - 1 year or more
13% - unknown	16% - unknown	14% - unknown

Extensive information about cases' demographics and dispositions has been compiled by this team coordinator for three previous years now, and the system is in place to capture this information in future years. Ideally this information would be stored in a database, but so far it is kept and tallied by hand in Word documents.

What happened as a result?

Once three years of data had been compiled, this sexual assault case data was presented to the team in the form of a 15-page document of graphs and charts. Team members were given 15 minutes during their monthly team meeting to review the data and then to engage in a facilitated conversation See Tips and sample questions for facilitating the review of team data on page 70. Someone was assigned to take notes about what the team wanted to know more about from the data. Then the Data Duo went back to strategize about how to present information that would address or inform the questions that were raised.

One example is that team members wanted to know more about the cases that were presented to the prosecutor's office and declined for charging. Were there certain commonalities with that group of cases? How did they differ from the cases that were charged as far as age of victim or suspect, circumstances, relationship between victim and offender? This has led the team to learn more about the process of how cases are coded by law enforcement and referred to the county attorney's office.

Having the information about numbers of cases and what happened to them made a team review process very concrete. The data steered the team in specific directions regarding how to make decisions and prioritize. An example of this is when the team discussed developing a "Restricted Kit" policy for storing and retrieving kits that were reported to law enforcement at a different time than when the sexual assault kit evidence was collected. As the team grappled with the decision about what their policy should be for kit storage duration, one team member pointed out: "If we look at the data report, it tells us generally the time span between when the assault occurred and when it was reported to law enforcement for the past three years, at least."

After this exchange, the Data Duo reviewed this information and was able to determine more specifically the time span between an assault and a report to law enforcement for most cases. A working group from the SART team will use this information to inform the team's "Restricted Kit protocol" as that is established.

"The team has done lots of good work over the years, but this is the first time we've had a way to demonstrate what is happening with sexual assault cases in our county. It's also been a great learning tool for the team."

Team Coordinator

More about steps involved

When this team first set out to compile team data, the coordinator's interest was to have something to report back to the community about the team's work. As the coordinator and team got further into the process of reviewing the data, it became clear that the best use for the compiled demographic and disposition data was to be a monitoring, evaluating, and learning tool for the multidisciplinary team itself. Just as conducting an individual case review is informative to a team about where improvements could be implemented, looking at annual statistics for sexual assault cases can help a team to see patterns— where a team can look more closely and institute changes.

To begin, it was necessary to identify someone who had ongoing access to law enforcement and prosecution case data, and who was also connected to the SART team. In this case, that person was the team coordinator who worked in the prosecutor's office as a victim services advocate. This coordinator did a search of sexual assault cases in the databases by year, starting three years back. The case did not necessarily end in that year, but each case where a report was made to law enforcement in that year was documented for that year. Each case was numbered: #1, #2, #3, #4; and the data described in the Data Collection Guide were added to the grid (See Sample Data Recording Sheet on page 56).

This effort captures information about all cases reported in a year (aggregate information). Therefore there are no specifics or details about individual cases. (See Sample sexual assault data on page 58.) Once the data in the first year was compiled, the coordinator consulted with her technical assistance support person, who could also be an outside advisor familiar with databases and sexual assault data in particular. The purpose of this consultation was to determine whether the data field descriptions "worked" in every instance and also whether they captured what they were intended to capture.

Coding cases

The first question in the data guide asks for a code that identifies a specific case using the DAY that the report was made to law enforcement, the DAY of birth of the victim, and the last initial followed by the first initial of the victim survivor. So, for example, if a report was made to law enforcement on February 19, 2010 by victim/survivor Pamela Jones, whose date of birth is April 12, 1965, the code for this case would be 19-12-JP. This code allows a team to track multiple contacts made by victim/survivors within

the system, though with this particular code, only when a law enforcement report is made.

For coding cases whether a law enforcement report is made or not, a possible code could be DAY of assault, DAY of birth of victim, and last and first initial.

For the three years and approximately 150 cases documented, it was possible to use this code without duplication. This may not be as useful for larger jurisdictions.

In addition to this example, other data collection guide questions were tested for validity and reliability. Simply put, did the questions tell the team what they were trying to find out in a reliable and consistent manner? Another aspect that was weighed about each question: was the information the question provided useful for the team's work? A few questions were eliminated and others were adjusted.

Once the questions were tested and adjusted, the data was compiled for additional years. That data was then illustrated, question by question, in Word tables and charts for the team to review (See Sample sexual assault data on page 58). Ideally a team would use a simple database for tracking these statistics over time, but it can be done using the documents mentioned.

To date, the team's coordinator has compiled this data for 2010, 2011, and 2012; and they will add 2013 data soon. The team has held three conversations reviewing the data, and they have identified a number of areas to explore further. Some of those are described below.

1) Take the current data that documents time between assault and report, and make it more precise. The team will then use this information to determine their policy and timeframe for storing restricted kits.
2) Do a case review of those cases that are referred to, but not charged by the county attorney's office, to look for patterns and potential changes in practice that would help make these cases more prosecutable.
3) Look more in-depth into reasons for non-charging to see whether there are issues that could be addressed by changes in protocol or practice.
4) Capture whether there is some previous history of related crimes in each defendant's past.

Other approaches and points to consider

Compiling accurate team data that captures sexual assault characteristics and dispositions across disciplines is a challenge for all multidisciplinary teams. An alternative to trying to look at case statistics across multiple systems is to focus on a single discipline's case statistics. Some teams or jurisdictions have done this with law enforcement reported cases, looking at how they are coded. Other teams have looked at cases where medical/forensic exams have been sought. The change in the Uniform Crime Report definition of rape may present an opportunity to look more closely at cases reported to law enforcement, and how they are investigated and coded (See http://www.fbi.gov/about-us/cjis/ucr/uc r for the Uniform Crime Report change of definition).

Numbers about cases and outcomes are important for a team only to the extent that they are accurately defined, recorded, and compiled; AND to the extent that they tell a team or responder important things about what is happening with cases.

Templates and methods associated with this story

There are a wide variety of tools available to teams that wish to pursue the approaches or techniques outlined in this story. Here are links to some tools and resources that could be used to facilitate your work:

- Template: Sample Data Collection Guide (p.51)
- Template: Sample Data Recording Collection Sheet (p.56)
- Template: Sample Sexual Assault Data Description (p.57)
- Template: Sample Discussion Questions For Reviewing Team Data (p.70)
- Sample: Sample Sexual Assault Data (p.58)
- Toolkit: Step-by-Step Practitioner Toolkit for Evaluating the Work of Sexual Assault Nurse Examiner (SANE) Programs in the Criminal Justice System (see below)

Related research and articles

Greeson, M. R., Campbell, R., and Kobes, S. K. E. (2008). Step-by-Step Practitioner Toolkit for Evaluating the Work of Sexual Assault Nurse Examiner (SANE) Programs in the Criminal Justice System. U.S. Department of Justice Award Number 2005-WG-BX-0003. This Toolkit provides a practical way for SANE programs and SARTs to evaluate how the work of their team or program affects the reporting, investigation, and prosecution of sexual assault cases in their jurisdiction. It is organized into four parts: (1) an overview about conducting evaluation in the context of a SANE program or SART; (2) a look at the ways a SANE / SART program might make change in the community and related to sexual assault cases; (3) a step-by-step explanation of this evaluation process, and (4) an illustration of how findings might translate to community action.

Lonsway, K.A., and Archambault, J. (2012). The "Justice Gap" for Sexual Assault Cases: Future Directions for Research and Reform. Violence Against Women. Vol 18:2. (Pg. 145-168).Media coverage often reports "good" news about the criminal justice system's ability to effectively respond to sexual assault, concluding that the past two decades have seen an increase in rape reporting, prosecution, and conviction. The objective of this article is to examine the validity of such conclusions by critically reviewing the strengths and weaknesses of various data sources, and comparing the statistics they produce. These statistics include estimates for sexual assault reporting rates and case outcomes in the criminal justice system. We conclude that such pronouncements are not currently supported by statistical evidence, and we outline some directions for future research and reform efforts to make the "good news" a reality in the United States.

Sexual Assault Report, Volume 15, Number 4 (March/April 2012). Civic Research Institute: Kingston, NJ. Pages 49-64.

This issue of the Sexual Assault Report contains a number of articles related to the importance and impact of a jurisdiction taking a closer look at their case characteristics and outcomes. Included in this issue are articles about the UCR definition change, police clearance rates and practices, and findings from a research study of a large urban police department.

Wolitzky-Taylor, K.B., Resnick, H.S., McCauley, J.L., Amastadter, A.B., Kilpatrick, D.G., Ruggiero, K.J. (2011). Is Reporting of Rape on The Rise? A Comparison of Women with Reported Versus Unreported Rape Experiences in the National Women's Study-Replication. *Journal of Interpersonal Violence*. Vol 26:4. (Pg 807-832). Rape affects one in seven women nationwide. Historically, most rape victims do not report rape to law enforcement. Research is needed to identify barriers to reporting and correlates of reporting to guide policy recommendations that address such barriers. This study investigated the prevalence of reporting rape using the National Women's Study 2006 data. It also looked at predictors of reporting as well as barriers to reporting, concerns about reporting, and women's experiences with the reporting process. Results indicate that the overall prevalence of reporting (15.8%) has not significantly increased since the 1990s. Differences were found between rape types, with rapes involving drug or alcohol incapacitation or facilitation being less likely to be reported than forcible rapes. Several predictors of reporting emerged in multi-variable analyses. Implications for public health and public policy are discussed.

Tasca, M., Rodriguez, N., Spohn, C., and Koss, M. P. (2013). Police decision-making in sexual assault cases: Predictors of suspect identification and arrest. *Journal of Interpersonal Violence, 28(6),* 1157 – 1177. This article documents findings from a research project of a large urban police department. It demonstrates the value of delving into the detail of how sexual assault cases are coded and the aggregate totals of cases on an annual basis. It is a high-level example of the results of an existing document review process.

STORY #2: How can we improve our sexual assault investigation process and documentation?

Method: Observation and Shadowing (p.47)

What did the team want to know?

A police department in a town of about 40,000 residents was interested in how it could improve sexual assault investigations department-wide. They were prepared to explore the issue broadly in terms of how the department was organized; the tools, documentation, and questions they used; how investigations were conducted and other areas. To conduct this exploration, the department raised some funds to carry out the project, and worked with their statewide coalition. The method that is described below could certainly be carried out coordinating with SART team members, if the time and resources were dedicated to this effort.

What did the team do to find out?

One of the methods they used for exploring this question was to conduct police "Ride Alongs," which involved observation and informal individual interviewing. The project coordinator, who had an advocacy background, accompanied officers in their squad car during their shift. For this particular project, eight accompanied, 4-5 hour shifts happened over the course of a month. The shifts were organized by department staff using the criteria that officers who had a range of experience from relatively new to very experienced officers participate. Another way the process captured a range of experiences was that the eight shifts occurred at various times – from morning to late evening shifts on weekdays, including Friday nights.

The project coordinator, whom we'll refer to as an "observer," began with a list of questions she intended to use in a systematic manner. This plan was quickly abandoned as the observer got a feel for the rhythm of carrying out these conversations while officers were being called to respond to emergencies during the shift. The observer kept these questions in mind during the conversations, but they were used mostly as an outline of possible topics to cover. The series of questions addressed issues such as the process of how reports come in, what guides an officer's process, evidence gathering, interviewing, and report writing.

What happened as a result?

Over the course of these Ride Alongs, the observer found the exchanges to be extremely valuable in a number of ways, including:

- **Providing an opportunity to learn directly from officers** about their perspectives, understanding, concerns, ideas, and apprehensions about addressing sexual assault calls, in ways that a formal interview could not have. The informal aspect of the ride along combined with the observer's open, nonjudgmental listening approach created the conditions for some valuable open and candid interaction.

- **Deepening the observer's understanding about the context** in which officers receive a sexual assault call. The experience gave the observer a concrete sense of what portion of a given day or night's workload is typically dedicated to addressing sexual assault-related calls. This is invaluable for team members who might be tasked with designing data-gathering instruments or developing protocols for law enforcement investigations. In this case, it provided multiple exposures to the context in which officers respond to a sexual assault report. Officers often

learn from experience to question the veracity of what they're told by people in the course of a day. When they bring this skepticism into their interactions with victims of sexual assault, the results can not only be harmful to survivors, but counterproductive to the goals of a good investigation. This type of shadowing experience and exchange can shed light on and bring insight to issues for all parties involved.

Another outcome this series of exchanges had was to deepen the observer's appreciation for the breadth of knowledge and skills a law enforcement officer is required to master. In this instance, it also gave the observer the chance to see firsthand how many of the skills and approaches an officer needs to engage in the course of his/her shift are ones that can often work at cross purposes when responding to and interviewing a sexual assault victim.

- **Building trust and rapport, and sparking conversations about sexual assault cases** throughout the department. This process involved a broad cross section of the department directly. Officers in a range of positions participated in some way with these Ride Alongs. Their involvement could include scheduling the Ride Alongs, hearing about them, or directly participating in a Ride Along. The topic might come up in morning roll call. At one point following a Ride Along, one officer commented, "I'm going to go up and ask the officers (coming out of a meeting) about this right now, and tell them what we talked about." Sometimes a topic was raised in a meeting of officers and the Ride Along became an opportunity for an officer to discuss the issue in greater depth.

  Discussions touched on practice-changing topics:
  - Some officers expressed frustration about sexual assault cases that they knew from their experience would go nowhere in a court case. They were bringing this awareness to the way they interacted with a victim in crisis during their first encounter. The Ride Along provided an opportunity to talk about the value of being present with a victim and treating that victim in a way that did not deny that person the opportunity to talk about their experience and feelings fully and to be treated with compassion and listening, no matter what the likely outcome might be.

  - There were heart to heart discussions about such questions as "is it good practice or bad practice to ask the victim what they'd like to have happen as a result of reporting to law enforcement."

This Ride Along process with eight shifts happened in squad cars with a broad range of law enforcement officers and a project coordinator whose expertise was sexual assault advocacy. It's reasonable to believe that if done in the same open and thoughtful manner, however, this type of observation/shadowing could have similar benefits and generate the same rich practice-changing kinds of conversations if done between other discipline combinations of team members.

The information and awareness gleaned from this "shadowing" and conversation process is already in use in this department. There is evidence that, in some instances, the exchange itself led to new thinking and practice on the part of individuals. The information from these exchanges will also be compiled, and reflected on in the planning and creation of investigation documents, and other department protocols related to the handling of sexual assault cases.

More about steps involved

For this inquiry, the goal of the Ride Alongs was to connect with members of the department, and discuss current and ideal responses to sexual assault cases including the general processes involved in day-to-day police work. The person who participated in these Ride Alongs was a project coordinator involved in a more extensive exploration with department, so the Ride Alongs were one of several information-gathering methods used. Each Ride Along was 4 to 5 hours in length, and they occurred on both daytime and evening shifts. There was also an attempt to include a cross section of different officers in the Ride Alongs. The total amount of time spent was 34 hours over the course of a month.

The purpose for engaging in a Ride Along sets the tone for the experience. A Ride Along is not best suited for an interviewer/observer who is in "investigation mode." The value of a Ride Along is that it is an exchange. The person who is shadowing (Ride Along) should prepare to be on the learning end of the exchange, as opposed to a fact-finding mission. If there is a lack of trust between parties, this will limit the amount of meaningful dialogue that can happen in the exchange. In this instance, the coordinator developed a set of questions that she intended to cover over the course of the ride. It quickly became clear that the conversations were going to be of a more informal nature, but no less valuable.

The project coordinator is someone who is known to the department. Having some relationship or connection between the person interested in "shadowing" and the department or department personnel is an important element. For instance, this is a valuable experience for members of a SART team to have. While learning more about an officer's concerns, questions, and familiarity with sexual assault protocol, the person shadowing has the opportunity for an "on the ground" experience of the context and challenges an officer faces when addressing a sexual assault case.

Other approaches and points to consider

Another way to shadow a colleague or responder from a different discipline than one's own is to use a "Think Aloud" approach. This is not something you would want to use in fast-paced situations such as a ride along where an officer is responding to calls or when shadowing a 911 operator. The "Think Aloud" approach could be used when shadowing an officer who is back at the station writing a report, or with a forensic nurse who is compiling documentation after attending to a sexual assault victim, however.

The "Think Aloud" process involves asking the person to state out loud what they are thinking as they are going through a process. It's useful for helping the other team member to get familiar with another discipline's procedures, what documentation is required of them, understand how priorities are set, and learn about other pertinent information.

Just as with a Ride Along, trust and rapport are important. This is a mutual learning process and not a process where the person being shadowed is being judged or tested. Conducting a "Think Aloud" can be as simple as the person asking, "What are you thinking now?" "How do you decide what to include in the report?" "What format will you use?" "How do you determine the most important next step?" This could be a helpful process to engage in prior to writing team protocols or after protocols have been in place for some period of time.

As far as the Ride Along "shadowing" approach itself, consider assigning different team members to a 4-hour shift in their team colleagues' agencies. This will not only deepen the understanding of each colleague for one another's work and context, but will strengthen the relationships across sectors. It's useful to hear from team members who shadowed a colleague. See below for a set of debrief questions.

Templates and methods associated with this story

There are a wide variety of tools available to teams that wish to pursue the approaches or techniques outlined in this story and module. Here are links to templates that can be used to facilitate your work:

- Tool: Tips for a Police Ride Along (p.71)
- Tool: Orientation to a Think Aloud Observation Session (p.72)
- Tool: Questions for Debriefing a Ride Along or Think Aloud Session (p. 73)

Related research and articles

Huisman, K., Martinez, J., and Wilson, C. (2005). Training police officers on domestic violence and racism: Challenges and strategies. *Violence Against Women*, 11(6), 792 – 821. This article relays an experience with providing a law enforcement training that led to several insights about approaches to take with law enforcement. Although the document's focus is domestic violence and racism, the discussion is quite pertinent to sexual assault issues and law enforcement's handling of cases. While law enforcement training is the starting point for this article, the discussion and recommendations cover areas of trust building, and the value and impact of others working on sexual assault issues becoming more familiar with the context of policing and our own biases about it – for which Ride Alongs are a good vehicle.

STORY #3: What stands in the way of getting the results we want when investigating and prosecuting sexual assault cases?

Method: Group Interview (p.37)

What did the team want to know?

A large urban team was interested in learning more from different responders in the system about those professionals' perspectives and experiences with sexual assault cases as part of a community needs assessment focused on this issue. A question they came with was "What are some of the things that stand in the way of getting the results we want when investigating and prosecuting sexual assaults?"

What did the team do to find out?

Following some group discussion, the team determined that it would be especially useful to hear from a group of law enforcement officers and prosecutors who have regular involvement with sexual assault cases. They thought it would be helpful to hear from law enforcement officers by role (between patrol officers and investigators). While they would have liked to hear from both groups, time and scheduling constraints presented limitations. In the end, the team interviewed a group of patrol officers and a group of prosecutors.

The team compared notes with members about who could be available for each of the 1.5 hour interviews. They were interested in having two members from the team involved in the interview process so that one could conduct the interview, and one could capture the shared information in a format that could be easily analyzed and organized into themes.

For the interview instrument, the team made minor customizations to an interview guide developed by the Sexual Violence Justice Institute (SVJI) for interviewing law enforcement officers and prosecutors. The team law enforcement and prosecution representative consulted schedules, and identified a time when a group of officers and a group of prosecutors could meet with SART team interviewers. Interviewer candidates from the team were provided some orientation to conducting the interviews from their technical assistance providers (SVJI) at their regular team meeting.

What happened as a result?

Once the interviews were conducted, responses were compiled from notes and recorded transcripts. The team coordinator, in consultation with their technical assistance provider, informally identified themes in the comments shared.

These notes were distributed to the team at a subsequent meeting and, through a facilitated conversation, team members took in the information. Along with the practical and concrete barriers to success that colleagues shared through these interviews, team members took in and commented on what was new information to them:

- "I didn't realize that some officers felt apprehensive talking with victim/survivors about these matters. In my work, talking about sex and sexuality, and violent things that happen to community members is pretty commonplace."

- "It's so encouraging to me to hear the concern and commitment that these officers and prosecutors bring to this work. They are as frustrated with less-than-satisfying results as I am."

This data-gathering effort not only provided team members with some new insights about their colleagues' experiences and views of sexual assault, but solidified the relationship-building process that the team had begun with the different disciplines represented on the team. One of the ideas that emerged was that the team consider how to intentionally build mechanisms into the team's process to hear from and connect with colleagues deep into each member agency, rather than to just trust that this would happen.

Another suggestion that surfaced from the discussion was to consider ways that community agencies and the SART team might partner to ensure that all disciplines could strengthen their competencies for working with all of the communities that make up the population they serve.

This was one of a handful of methods used to conduct an initial needs assessment of the community.

More about steps involved

For this effort, a large urban team was in the process of conducting a community needs assessment. One component of this inquiry was to hear from community members. In addition, they wanted to learn more about the experiences and context for each of the disciplines represented on the team. To do this, they scheduled group interviews with law enforcement patrol officers and a group of prosecutors within their county.

This group worked with a local technical assistance provider to develop and plan the interviews. Other options available to teams who do not have access to technical assistance for this purpose include:

- establishing a relationship between the team and an academic institution in the community, or inquiring about one-time support for designing an interview instrument (Possible avenues: sociology department, evaluation studies, women's studies, criminal justice, nursing department, or public health)
- using the sample group interview guide and questions in this section, and customizing them for your team's interests and needs

Other steps in this process are described in the section above.

Other methods and points to consider

Conducting this type of interview serves multiple purposes. Besides gathering information about the experience of other disciplines represented on your multidisciplinary team, this method also provides an opportunity to establish rapport and build a relationship between personnel of the disciplines that participate. In addition, this experience can establish or strengthen the connection between your interview participants and the multidisciplinary team itself.

If this is not the best method for your team's circumstances, however, another approach that could shed light on this core question is the shadowing method. Maybe it's not possible to bring together a group of 4-6 representatives from a discipline, but there is an opportunity for a team member to participate in a Ride Along or shadow someone within the system during a shift. (See Story 2 on page 21 for more information.)

Related tools and resources

- Designing and Conducting Group Interviews (p. 74)
- Documenting Group Interviews (Response grid for capturing input from participants during a group interview) (p.79)
- Documenting Group Interviews (Sample) (p.80)
- Sample Group Interview – Community Member Interview (p.81)
- Sample Community Service Provider Group Interview (p. 83)
- Sample Group Interview – General Responder Interview (p.85)
- Sample Group Interview – Law Enforcement Leadership / Investigators (p.87)
- Sample Group Interview – Multidisciplinary Team Member Group (p.89)

STORY #4: What are victims' experiences with our system's response to sexual assault?

Method: Group Interview (p. 37)

What did the team want to know?

A team in a large urban community was interested in learning about the experiences of victim/survivors who came into contact with some part of the system that addresses sexual assault cases. Each responder who comes into contact with a victim/survivor during some part of the process views the series of events from their own vantage point. The team was interested in hearing about the experience from the vantage point of victims themselves.

What did the team do to find out?

In order to more fully understand the experience from the vantage point of those who approached the system following a sexual assault, this team relied on a team member who worked for an advocacy agency at the university. This agency provides support groups for victims of sexual violence, and staff members were able to ask individuals directly about their interest in sharing their experiences with the system. A group of five women responded, and the team scheduled a time when this group could be interviewed.

Two team members agreed to serve as interviewers–one in the role of asking questions and facilitating the conversation, and the other capturing the conversation in organized notes.

Once the interview took place, notes from the conversation were compiled and organized into themes by the interviewers in conversation with team leadership. The group also turned to their technical assistance providers for input to this process.

What happened as a result?

At the next team meeting, the group reviewed the notes. More importantly, those who interviewed the group of survivors shared their experience with having the opportunity to hear directly from survivors, and the impact it had on these responders and how they view their work. The interviewers–a prosecutor and the team coordinator–also brought this experience into their work on sexual assault cases.

Comment from an interviewer: "This experience–hearing directly from sexual assault victims–provided valuable insight that I think helped me as a prosecutor, more fully understand the impact of sexual assault, and may help all of us be more effective in holding perpetrators of sexual violence accountable."

Where can you find out more about this method?

This method of hearing from victim/survivors was one of multiple methods this team used. There is more information below about this approach and the materials used.

More about steps involved

For this example, a group interview was conducted with 6 victim/survivors of sexual assault. To recruit participants, the team inquired with the campus sexual assault program, which was represented on the team. That program agreed to notify participants in one of their support groups of the opportunity to share information about experiences with the criminal justice system for the purpose of informing and improving the area SARTs response to victim/survivors. Six survivors agreed to participate.

This group used materials developed by a technical assistance provider and customized a few of the questions (see Tools and Templates on page 49). The interviewers prepared by going over the questions and discussing them. These interviewers were preparing to ask survivors about their experiences with the system's response and not about survivors' experiences with a sexual assault. Even so, it is important for the interviewers to prepare a conversation that conveys a tone of understanding and openness and not one that hints of judgment or doubt.

Some of the points that victims highlighted in Campbell, Adams, Wasco, Ahrens and Sefl (2009) about what they wanted interviewers to know may be instructive for this situation. Survivors in this study wanted interviewers to understand that:

- Rape happens to all kinds of women – there is not a profile. It's not about something you do to provoke an assault.
- That survivors show emotions about the experience of sexual assault in different ways. Interviewers should hold no assumptions about how survivors *should* act.
- That rape has a devastating impact and that any survivor is in some stage of the healing process – recovery is long-term. It's important for interviewers to know how far, widely, and deeply affected survivors have been by an experience of sexual assault.
- Interviewers should be cautioned against using such statements as, "I understand," "I know how you feel," even if they have a personal experience that makes either of these statements true.
- An interviewer's reactions matter – an interviewer needs to be in a frame of mind where they can listen and not try to block out what they don't want to deal with or don't want to hear anymore because they can't handle it (Campbell, Adams, Wasco, Ahrens, and Sefl, 2009)

The purpose and value of hearing from victim/survivors

Input from victim/survivors is useful to team members for a variety of reasons. It's important that the kind of information the team is seeking is well-paired with the method used for collecting it:

- **Client satisfaction information:** This is important information for various entry points serving sexual assault survivors to know. It can be used as a general assessment of service quality and to inform training for team members and agencies. This type of information can most easily be gathered through a short survey instrument that is distributed at the hospital or during a subsequent advocacy visit. (See Sample group interviews – Victim/survivor on page 91).

- **Descriptive information about an experience with the system and what's important for system responders to understand:** This type of information is more conducive to an individual or group interview. When a team's interest is in a fuller understanding about survivors' experiences and perceptions about ways the system was helpful and ways the response was not suited to a victim's circumstances or needs, the better tool for this kind of information gathering is a series of questions that are open-ended and allow for some follow up questions. (See Sample group interviews – Victim/survivor on page 91 and Law enforcement survey on page 87.)

- **Recruitment:** The method of recruitment that was used for the group interview described is one way of talking directly to victim/survivors about their experiences with the system. Because sexual violence is somewhat prevalent within the general population, however, announcing opportunities to share one's experience in various community settings has been met with success for finding interviewees by some agencies.

  In Campbell and Adams (2009), referred to below, the authors report on a study where victim/survivors came forward to participate in a face-to-face interview based on a flyer that they saw in a hair salon, laundromat, or other community establishment where there was a community message board.

  The four themes in survivors' reflections about why they decided to participate in an in-person interview from one particular study (from Campbell and Adams 2009):

  - To help other survivors (38%)
  - To help themselves (34%)
  - To support research on rape / sexual assault (25%)
  - To receive the $30 compensation offered (14%)

  "Having an opportunity to talk through the assault was fundamentally important to so many survivors in this study. Several women noted that there are so few situations in their lives where they can talk openly about the assault and just have someone *listen.* With family, friends, and even professionals such as the police or a therapist, listening is often tangled up with other roles and agendas: to fix, to give advice, to ask questions, to evaluate truthfulness, to manage what happens next, or to soothe their own distress. Interviewers must also ask questions, but how they listen may be somewhat unique–and particularly valued by survivors. Interviewers listen to document someone's story, and if this can be with engagement and empathy, then survivors might receive something very important from the experience." (Campbell, Adams, Wasco, Ahrens, and Sefl, 2009, p. 607).

Related tools and resources

- Designing and Conducting Group Interviews (p.74)
- Documenting Group Interviews Grid (p. 79)
- Victim Survivor Interview Sample (p. 91)
- Victim Survivor Survey Sample (p. 99)

Related research and articles

Ahrens, C. E., Cabral, G., and Abeling, S. (2009). Healing or hurtful: Sexual assault survivors' interpretations of social reactions from support providers. Psychology of Women Quarterly (33), Wiley Periodicals Incorporated, 81 – 94.

Ahrens, C. E., Campbell, R., Ternier-Thames, N. K., Wasco, S. M., and Sefl, T. (2007). Deciding whom to tell: Expectations and outcomes of rape survivors' first disclosures. Psychology of Women Quarterly (31), Blackwell Publishing Incorporated, 38 – 49.

Campbell, R. (1998). The community response to rape: Victims' experiences with the legal, medical and mental health systems. American Journal of Community Psychology, 26(3), 355 – 379.

Campbell, R. (2005). What really happened? A validation study of rape survivors' help-seeking experiences with the legal and medical systems. Violence and Victims, 20(1), 55 – 68.

Campbell, R., and Adams, A. E. (2009). Why do rape survivors volunteer for face-to-face interviews?: A Meta-study of victims' reasons for and concerns about research participation. Journal of Interpersonal Violence, 24(3), 395 – 405.

Campbell, R. and Raja, S. (2005). The sexual assault and secondary victimization of female veterans: Help-seeking experiences with military and civilian social systems. Psychology of Women Quarterly, 29, Blackwell Publishing, 97 – 106.

Campbell, R., Sefl, T., Barnes, H. E., Ahrens, C., E., Wasco, S. M., and Zaragoza-Diesfeld, Y. (1999). Community services for rape survivors: Enhancing psychological well-being or increasing trauma? Journal of Consulting and Clinical Psychology, 67(6), American Psychological Association, 847 – 858.

Ellsberg, M., and Heise, L. (2005). Researching violence against women: A practical guide for researchers and activists. World Health Organization: Washington, DC, and PATH, 1 – 257.

Ellsberg, M. and Heise, L. (2005) Chapter 5: Ethical considerations for researching violence against women. In Researching Violence Against Women: A Practical Guide for Researchers and Activists. World Health Organization: Washington, DC, and PATH, 35-46.

Maier, S. L. (2008). "I have heard horrible stories…": Rape victim advocates' perceptions of the revictimization of rape victims by the police and medical system. Violence Against Women 14(7), Sage Publications, 786 – 808.

STORY #5: How well-equipped are responders to effectively address the range and variation of types of sexual assaults that occur in the community?

Method: Responder survey (p.35)

What did the team agency want to know?

A police department in a community of about 20,000 on the outskirts of an urban region was considering ways to strengthen its policies and practices. To start, the department wanted to learn more about its officers' experiences and perspectives in relationship to sexual assault cases. How do officers, including patrol officers, investigators, and other police personnel view sexual assault cases; and how well equipped are they to thoroughly and effectively process and investigate such cases?

What did the team agency do to find out?

To learn more about their question, the department worked with a technical assistance provider to design a process for hearing from officers throughout the department. They used a variety of the methods, but the one that will be described in this section is the online survey they used to look at attitudes, perceptions, and priorities related to sexual assault cases for all personnel in the department.

The survey was developed with support from a technical assistance provider. Using the overall project goals, some key questions about what the department wanted to learn from the survey were identified.

All department staff received an email from department leadership briefly describing the purpose of the survey and encouraging their participation. Once survey results were in, the project coordinator and other technical assistance colleagues identified themes and interpretations from the qualitative data (open-ended questions), and conducted facilitated conversations to draw out some insights from what the data revealed. These insights were compiled into a summary report.

What happened as a result?

Preliminary recommendations from the findings were compiled in a report that was distributed to all department personnel. These recommendations, along with other findings from this exploration, will be used to inform a reorganization of how this department addresses sexual assault cases.

Where can you find out more about this method?

See below for more information about this method and the instruments used in this particular case.

More about steps involved

In this particular example, the police department worked with a technical assistance provider to develop a survey instrument to distribute to the department. Another possible approach is for the team to be in contact with a local college or university department. This may be especially helpful for developing the survey instrument itself, in consultation with law enforcement leadership. Other steps in the process are outlined above.

Other methods and points to consider

In this example, the department was interested in gathering information from officers about attitudes and perspectives that could be ranked or quantified. Therefore, a survey was a good tool for the job. There is a link to a version of the survey tool that was used (below).

If a team is more interested in collecting information that provides a deeper understanding about ideas, perspectives, context, or other issues, however, that team may want to consider conducting a group interview (see Story #3 on page 25).

There are a number of ways to gather information from law enforcement officers and other responders. It's important to consider what kind of information most interests your team.

Related tools and resources

- Sample Law Enforcement Survey (p. 87)
- Assessing Your Protocol's Progress and Impact / Sample Conversation (p. 100)

Related research and articles

Alderden, M. A. and Ullman, S. E. (2012). Creating a more complete and current picture: Examining police and prosecutor decision-making when processing sexual assault cases. *Violence Against Women*, 18(5), 525 – 551. This research journal article sought to identify factors that predicted outcomes for sexual assault cases involving female victims across several decision-making points and compare these findings to prior studies. Results indicate that there continues to be a high attrition rate in the handling of sexual assault cases. In regards to processing decisions, most of the factors that predicted whether cases were founded, resulted in arrest, presented to prosecution, or resulted in felony charges were extralegal factors. One factor appeared to influence several decision-making points: whether officers noted discrepancies in victim statements. Findings from the study have implications for protocol development and officer preparation for addressing sexual assault cases.

SECTION III: METHODS

SECTION III: METHODS

A word about information gathering methods

In Sections I and II, there was a brief mention of **Methods** for gathering information about what you and your team want to learn. Methods is section three for a reason: It is a common misstep to choose the information-gathering instrument before deciding what you want to know. This section will provide a brief description of different methods available to a team.

Questionnaires and written surveys

Maybe one of the most familiar information-gathering tools is the written survey. This approach to collecting data has many advantages, but it is not always the optimal tool for everything your team wants to learn. Surveys are best when you:

- need the same information from a lot of people
- most of your questions can be answered by having respondents choose between options, rank, or quantify
- want a general idea of attitudes, knowledge, or skills
- are not looking for a deeper understanding of people's responses
- want to report numbers, general themes, and relationships between items

Pros and cons of this method

Pros	***Cons***
• Standardized (everyone gets the same questions and delivery) • Can be completely anonymous and confidential • Can be administered and analyzed easily online using free or inexpensive survey software • Easy to do with a large group • Can be easy to tabulate and analyze • Possible to analyze responses of smaller subgroups • Can be inexpensive • Can provide an opportunity for many people to be involved in the decision-making process • Can be used to record behaviors as well as opinions, attitudes, beliefs, and attributes • Its usefulness increases when combined with other methods, i.e., interviews or case study	• Prone to error • Can be viewed as impersonal • Can be difficult to get people's attention and response • No opportunity to clarify meaning or delve deeper into answers • Paper surveys require a separate data-entry step • Can be more expensive, depending on how they are administered • Samples must be carefully selected if you are seeking statistical meaning • Subject to misinterpretation, depending on how questions are designed and asked • Time-consuming compared with less formal methods • Not possible to change or adjust as you go (once the survey is out, it's out) • Survey fatigue (people get a LOT of surveys!)

Top 5 tips for using this method

- Provide a clear title and introduction to the survey explaining your organization, the survey's purpose, and what you will do with the information you collect.
- Make sure every question is necessary and will be used. If you aren't going to use the results, do not ask the question.
- Write your questions in the clearest, simplest language possible.
- Make sure each item asks ONE question ("double-barreled" questions ask participants to answer more than one question in the same item. These can be confusing for respondents, make questions unanswerable, and confound results).
- Take the time to pilot your survey, or do "think-alouds" with them before sending them out to your whole sample. This step will help you to find and fix problems early.

Templates and examples

- Victim Survivor Survey (p. 99)
- Law Enforcement Survey (p.93)

Learn more: free online resources

- Are We Making a Difference? Online: SVJI @ MNCASA's interactive learning resources on evaluation http://resources.svji.org/
- Developing Written Questionnaires http://oerl.sri.com/module/modules.html Four modules from the professional development series by NSF
- Developing a Survey http://www.innonet.org/resources/files/data_collection_tips_survey.pdf A brief tip sheet for developing an effective survey using examples
- Essentials of Survey Research and Analysis http://www.innonet.org/resources/files/Guidelines_on_Essentials_of_Survey_Research.pdf A handbook for developing and using surveys
- Survey Response Options: sets of response options for survey questions http://www.cvsd.org/horizon/classes/specialists/library/documents/From%20Data%20Guru.pdf
- Questionnaire Design: Asking Questions with a Purpose http://learningstore.uwex.edu/Assets/pdfs/G3658-01.pdf From University of WI Extension
- Collecting Evaluation Data: Surveys http://learningstore.uwex.edu/Assets/pdfs/G3658-10.pdf

Individual and group interviews

The versatility of interviewing either individuals or groups is one of the reasons that it is a widely used tool. It is important that the person or people conducting the interviews are skilled and prepared. Interviews are best when you:

- want a deeper understanding of people's attitudes, knowledge, or perspectives
- have access to people who will give you time: victim/survivors, experts, key informants, exceptional cases
- have people on your team who are comfortable with and willing to interview
- want to report words–themes, quotes, and/or stories–rather than numbers

Pros and Cons of this method

Pros	***Cons***
• Low-cost and easy interpretation compared to other methods • Allows for clarification • Provides an opportunity to build rapport with individuals or groups that can be hard to reach • Can allow for a personalized approach to each question • Allows for candid, in-depth responses • Provides the opportunity for careful selection of participants	• Respondents who prefer anonymity may be inhibited by personal approach • Requires strong interviewing skills • Slowest method of data collection and analysis • Does not provide quantitative data that is often requested by outside agencies or stakeholders • Difficult to analyze and quantify results • Can produce inconsistent results across multiple interviewers • Interviewer can bias responses through their reactions–or anticipated reactions–to responses

Top 5 tips for using this method

- Prepare a clear statement that explains the purpose of your interview and how you will use it.
- Inform interviewees of their rights: they can stop the interview at any time, they don't have to answer any question they don't want to answer, and their responses will be confidential (if appropriate).
- Make sure every question you ask is necessary and will be used. If you aren't going to use the results, do not ask the question.
- Take the time to practice your interview with a trusted colleague or friend who will give you honest feedback. This step will help you find and fix problems with your questions and delivery before the real interview(s).
- Don't be afraid of silence during an interview. Stop and wait. Give interviewees time and space to respond.

Templates and examples

- Designing and Conducting Group Interviews Guide (p. 74)
- Documenting Group Interviews Grid (p.79)
- Community Member Interview Sample (p. 81)
- Community Service Provider Interview Sample (p.83)
- General Responder Interview Sample (p.85)
- Law Enforcement Interview Sample (p. 87)
- Team Member Interview Sample (89)

Learn more: free online resources

- Are We Making a Difference? Online: SVJI @ MNCASA's interactive learning resources on evaluation http://resources.svji.org/
- The Use of Qualitative Interviews in Evaluation
  http://ag.arizona.edu/sfcs/cyfernet/cyfar/Intervu5.htm
  A guide in qualitative interviewing from Meg Sewell at the University of Arizona, Tucson and Children, Youth and Families Education Research Network (CYFERnet). Includes bibliography.
- Developing Interviews http://oerl.sri.com/module/modules.html Two modules from the professional development series by NSF.
- Qualitative Researching with Text, Images, and Sound has a chapter on individual and group interviewing http://srmo.sagepub.com/view/qualitative-researching-with-text-image-and-sound/n3.xml that provides guidelines for selecting participants and preparing for interviews.

Focus groups

Focus groups are highly structured group interviews that use the power of group conversation to gain a deeper understanding of people's opinions and perspectives. Focus groups are different from group interviews in that they are repeated again and again (at least 3 times, but often more) with groups in a particular population until you reach saturation (hearing the same themes again and again). Focus groups are best when you:

- want a deeper understanding of the attitudes, knowledge, or perspectives in a particular group
- have the ability and opportunity to bring several (at least 3) groups of 6-8 people together
- believe findings will be richer if participants can hear, respond to, and interact with each other
- have the significant time and funding resources needed to recruit participants, hold several events, and analyze a large quantity of qualitative data
- have a team member with the comfort and skill to facilitate a focus group, or the resources to hire or recruit help (from a college or university, for example)

Pros and cons of this method

Pros	***Cons***
• It provides an opportunity to collect data from group interactions • Allows for clarification • You get valuable knowledge about "the reasons behind the reasons", providing insights about difficult issues • Focus groups can provide a deep understanding of complicated issues • The results of the focus groups can be available relatively quickly • It can provide a relatively large sample size for a qualitative study • Engaging stakeholders in the early stages of exploration around a topic can build ownership	• It takes prior practice and experience with focus group research to facilitate • Assembling a focus group requires a great deal of coordination • The small numbers in focus groups can be hard to defend to audiences more accustomed to the large sample size of quantitative research • Engaging stakeholders may increase their expectations for change • Lack of confidentiality between participants • It requires qualitative analysis, which could be time consuming and requires its own set of skills and knowledge.

Top 5 tips for using this method

- Make the focus group time, location, and logistics as easy and convenient as possible for participants. If you can, take advantage of events and/or places where people already gather.
- Providing food, transportation, childcare, and/or incentives can help make it worthwhile for people to participate, and it shows you value their time and input.
- Prepare an introduction to the focus group that clearly explains its purpose, schedule, what's expected of attendees, and how the information will be used.
- Take the time to practice your focus group questions with a trusted colleague or friend who will give you honest feedback. This step will help you find and fix problems with your questions and delivery before you hold the focus groups.
- If possible, have at least two people run a focus group–one person to concentrate on facilitating, and the other to assist and take notes.

Learn more: free online resources

- Focus Group Interviewing http://www.tc.umn.edu/~rkrueger/focus.html an online guide by Drs. Richard Krueger and Mary Anne Casey.
- Conducting Focus Groups http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/conduct-focus-groups/main Part of the Community Tool Box, a service of the Work Group for Community Health and Development www.communityhealth.ku.edu at the University of Kansas.

Review of documents and existing data

Often, the information we need doesn't need to be gathered; it already exists! Each time you think of a question you would like to have answered or a piece of information you would like to know, think of all the places it might already be written down. Websites, directories of community services, previous reports, meeting minutes, newspaper articles, and written records (police reports and case files) can all be mined, combined, and discussed with your team. Review of documents and existing data is best when you:

- can gain as much from reviewing documents as you can from using other, more time consuming or obtrusive methods
- have the knowledge to interpret the documents/data, or access to people who can help you understand
- either trust the source or know enough about the source to ask the right questions of the data

Pros and Cons of this method

Pros	***Cons***
• Information contained in existing documents is usually independently verifiable • It can provide access to high-quality and relevant data without the resources needed to conduct rigorous research • The document review process can be done independently, without the need for input from other sources • Document review is typically less expensive than independent research • Can provide important context for further research • It is an unobtrusive data collection method	• Information in the documents might not be completely relevant to your specific situation • Obtaining, compiling, and analyzing necessary documents can be time consuming • You are not able to control the quality of data being collected, and must rely on the information provided in the document to assess quality and usability of the sources • There is not an opportunity for clarification from participants or the opportunity to ask specific questions • Documents could be biased • Information in documents may be incomplete or inaccurate

Top 5 tips for using this method

- Work as a group to brainstorm a list of all the documents, records, and databases you have or could get access to; and identify the ones that are likely to give you the information most useful to your team.
- Forge and maintain strong relationships with the departments and people who hold, own, manage, and/or understand the data and documents you need, and learn to speak their language.
- Organizing and tracking the documents that have been reviewed is key to making the best use of your time and resources.
- Make time to discuss and ask questions of data and documents as a group. Identify what you have learned from documents along with any missing information.
- Use a review of documents to identify the questions that you have after the review and the best method to answer your questions.

Templates and examples

- Sample Data Collection Guide (p.51)
- Sample Data Collection Recording Sheet (p.56)
- Sample Sexual Assault Data Description (p.57)
- Sample Discussion Questions For Reviewing Team Data (p.70)
- Sample Sexual Assault Data (p.58)

Learn more: free online resources

- Are We Making a Difference? Online: SVJI @ MNCASA's interactive learning resources on evaluation http://resources.svji.org/
- The Center for Disease Control Evaluation Brief has information about using existing documents to collect evaluation data. www.cdc.gov/healthyyouth/evaluation/pdf/brief18.pdf
- The World Bank has an information sheet including examples of community based document reviews along with general procedures for document reviews. http://siteresources.worldbank.org/WBI/Resources/213798-1194538727144/11Final-Document_Review.pdf

Case File Review: A Systematic Analysis

There are many ways teams and system professionals learn from case files and outcomes. Case file review can be an exceptionally valuable strategy to identify ways to improve system response and agency practice to sexual assault. The Sexual Violence Justice Institute at MNCASA has learned that case file review requires intentional and deliberate planning because of many potential pitfalls. Some of these pitfalls are a focus on individual performance, oversharing of information, breaches in victim confidentiality and blurring the lines of victim self-agency and determination. It also requires critical analysis and assessment of your team's development, mission and effectiveness. In our experience, this type of systematic analysis works best when a team has established norms, understands the role of the team, understands the unique role and perspective of each discipline and has a history of collaboration. We provide unique resources and technical assistance to help guide teams through the process. Please contact us for assistance at svji@mncasa.org.

Case file review is a specific type of document review that is particularly useful and widely used in the sexual assault field. It is often, although not always, done in conjunction with other information gathering (e.g interviews, data collection). The questions of the team should drive the methods used to gather information. This section provides a glimpse at what case file review looks like with a SART team, and how it could address the questions you have in your community. It should be noted that this is a review of specific case files and not a case conversation which is another way for teams to learn and grow.

In a case file review, the team focuses on the system improvement, not an acute response to a particular incidence of sexual violence. Focusing on acute responses can lead to unproductive behavior, including "gotcha moments" when team member may have made a mistake during a case, victim-blaming, and over-sharing concerns about the people involved in the case. There is a time and a place for professionals to share concerns; case file review is not it. If case file review is not done well, it can do damage to systems professionals and how we should view victims.

There is a lot at stake in case file review, but it can also be a very productive activity for SARTs in pin pointing changes in systems. In it, teams decide what types of cases (e.g. alcohol-facilitated, non-stranger, etc.) they want to review and develops a systematic approach for the review, considering only the information and details that are relevant to the team's questions. In looking critically at the files of real cases with an eye for common themes, we can learn much about how sexual assault is playing out in our system's context.

Top 5 tips for using this method

- Discuss as a team the questions you have about what's in the case files before you do your review. It will be very important to include someone who is familiar with what the files contain to be part of this discussion.
- Be aware of what will be/is missing from the written record.
- Clearly identify what you will look for in your "first pass" through the files. This will help you focus.
- Create a checklist that you will use with each file to efficiently record the data you seek. Having a space for "other things to study later" or "parking lot" will help you record the things that pop up as interesting without derailing your systematic process.
- Use your team process to discuss and ask questions of the data you collect, what's missing, and what you should study further.

Considerations for leaders prior to engaging a team in case file review

- Team dynamics: Is our team ready to have this conversation? Respectful relationships and the ability to create a safe space to have serious conversations are key elements to establishing an environment for a productive case file review. Is everyone on board for reviewing case files? Is everyone committed to learning from the discussion? Can the group focus on improving the system-level response?
- Confidentiality: How will you protect the privacy of the individuals involved in cases? Are there funding restrictions around confidentiality?
- Redaction: If you choose to redact identifying information, who will do this time-intensive work?
- Team input: How will the team decide which type of case file to review (law enforcement, medical, prosecution)? Is there a specific type of case that is common in your community?

Templates and examples

- Case File Review Template (p.50)
- Sample Data Collection Guide (p. 51)
- Sample Data Collection Recording Sheet (p.56)

Additional resources

- **What Do Sexual Assault Cases Look Like in Our Community? A SART Coordinator's Guidebook for Case File Review (May 2017).** This toolkit is a step-by-step guide that leads SART Coordinators through the SVJI process of reviewing law enforcement case files. In this toolkit, you will find an effective process for identifying areas where your SART is successful in its response to victims and areas where your SART can improve. Each of the core agencies (Law Enforcement, Medical, Prosecution, Advocacy, and Probation) will learn specific information about their response that can be further developed or sustained for an optimum response to victims.

- **What Can We Talk About? A guidebook for how sexual assault response teams discuss sexual assault cases** (2012) Sexual Violence Justice Institute at the Minnesota Coalition Against Sexual Assault.

Contact svji@mncasa.org to access this and other resources on case file review and case conversations.

- **Praxis Institutional Analysis** at http://www.praxisinternational.org/iata

Review of the literature

Published research studies conducted by academic institutions or other organizations can sometimes provide insight into the issues under investigation. Research that has been reviewed by other experts before publication is called "peer-reviewed" research and provides assurances that the literature that you are reviewing has been vetted and meets minimum standards for rigor and validity. Identifying relevant literature can be daunting, and it is important to take note of the limitations of previous studies when looking at your own needs. A review of the literature is best when you:

- want to discover how other researchers have answered similar questions
- need to cite previously published research on your topic for external funders
- would like to learn what others have learned regarding your issues or topics
- compare your findings to others'

Pros and Cons of this method:

Pros	***Cons***
• Peer-reviewed literature has been vetted by other experts • It can provide access to high-quality and relevant data without the resources needed to conduct rigorous research • A literature review can be done independently, without the need for input from other sources • A literature review is typically less expensive than independent research • It is an unobtrusive data collection method • Can provide a basis for comparing the results of your research	• Information in the documents might not be completely relevant to your specific situation • Some sources for published research are difficult and expensive to access outside of academic settings • There is not an opportunity for clarification from participants or the opportunity to ask specific questions • Published literature could be biased, and you must rely on the peer review process to ensure quality • Research studies represented in the literature might be irrelevant or too specific for use • Research articles can be lengthy and difficult to decipher

Top 5 tips for using this method

- Identify accessible databases, such as "Google Scholar" that will provide access to high-quality relevant research.
- Keep track of search terms that you use, and the process and databases that lead you to the most relevant results.
- Make use of the "References" section of articles to lead you to related literature.
- Read the article's abstract first for a quick overview.
- Note how previous researchers have conducted similar studies for a roadmap of how to conduct your own.

Templates and examples

- Models of intervention for women who have been sexually assaulted in Europe: A review of the literature (http://www.cosai.eu/fileadmin/user_upload/Pdf/Cosai_Literature_Review_Typeset.pdf)

Learn more: free online resources

- The University of Minnesota put together a short video that explains how to read and comprehend scientific research articles. http://mediamill.cla.umn.edu/mediamill/display/196050
- Zotero www.zotero.org is a free online citation manager that can help to keep track of and organize the literature that you are reviewing. This short YouTube video provides an overview of the service http://www.youtube.com/watch?v=vNfrv9lD_TM

Observation

Sometimes the best way to understand a situation, dig deeper into an issue, and/or answer a question is to see it. Observation includes not just watching a person, group, process, etc., but recording and analyzing what you see in a systematic way. Observation is best when you:

- have a "how" or "what"-type question
- don't know a lot about the behavior of people in a particular setting
- feel it is important to study a person, process, or activity in its natural setting
- believe self-report data (asking people what they do) is likely to be different from actual behavior (what people actually do)

Pros and cons of this method

Pros	***Cons***
• One can see how people and processes fit into their natural context/environment • Can be unobtrusive • Evaluator may actively participate or observe passively • Can generate both quantitative and qualitative data, depending on the nature of the observation • Can counteract unreliable "self-report" or "on the record" data • Most useful for studying a small unit, specific event, targeted protocol, or procedure	• Requires skilled, prepared observer(s) • Hawthorne effect—if group is aware that they are being observed, resulting behavior may be affected • Accurate recording can be difficult, particularly if events are moving rapidly • Observers can be easily overwhelmed if the group, activity, or time period is too large • Observations cannot be generalized to an entire population unless a plan for representativeness is developed • Some audiences may find this method to be too subjective

Top 5 tips for using this method

- Have a clear focus. What questions do you hope to answer with your observations, and what must you observe to get this information?
- Think through the people who may need to give permission and/or support for your observation to take place. Contact them early, and get them on board with your study before you proceed.
- Clear, easy-to-use checklists and/or observation forms can help you record data efficiently and remind you of what you're looking for in the field.
- Review field notes, debrief, and reflect on observations as soon as possible, while your mind is fresh.
- Be as unobtrusive as possible when you are observing to increase the likelihood that you are seeing what naturally happens in the setting.

Templates and examples

- Tips for a Police Ride Along (p. 71)
- Orientation to a Think Aloud Observation Session (p.72)
- Questions for Debriefing a Ride Along or Think Aloud Session (p.73)

Learn more: free online resources

- Are We Making a Difference? Online: SVJI @ MNCASA's interactive learning resources on evaluation http://resources.svji.org/
- Selecting an Observation Approach http://oerl.sri.com/module/modules.html One module from the professional development series by NSF
- Collecting Evaluation Data: Direct Observations http://learningstore.uwex.edu/Assets/pdfs/G3658-05.pdf From University of WI Extension

SECTION IV: TOOLS AND TEMPLATES

SECTION IV: TOOLS AND TEMPLATES

Are We Making a Difference? ONLINE (resources.svji.org) is a great interactive resource for a deeper understanding the evaluation process and gaining tips and tools for your team's evaluation efforts.

Case file review template

This tool is intended to provide a consistent set of criteria for review of existing case files.

Elements of the Investigation		
	Yes/No	Comments
Were all witnesses interviewed that had been identified?		
Were the interviews conducted in a proper manner, i.e., not questioning truth of victim statements, interrogating, blaming, or threatening victim?		
If there was a recantation, was it coerced? Were there circumstances that suggested the recantation resulted from fear of reprisal from the perpetrator and not because the assault did not occur?		
Were photos taken and the scene processed?		
Was the evidence collection thorough?		
Was physical evidence tested and the results returned to the investigator?		
Outcomes of the Investigation		
Was the case properly coded as a crime?		
Was the case coded correctly?		
If the investigation supported an arrest, was it made?		
If a case was unfounded, was it proper to do so? Did the investigation find that no crime had occurred?		
Did a supervisor review and approve each decision to unfound a case?		
If a case was exceptionally cleared was the exceptional clearance proper? In other words, was an arrest warranted by the evidence and the perpetrator identified and at a known location but some reason outside of law enforcement prevented the arrest from being made?		

Adapted from text provided by Women's Law Policy Brief *February, 2013* *www.womenslawproject.com*.

Sample data collection guide

This guide is designed to collect data for sexual assault cases that were initiated sometime within a specific calendar year – for that year. The data for each year represents new sexual assault-related cases that were reported to law enforcement within that stated year, though they might not be resolved with that year. Cases include all sexual assault cases (describe range).

1. **Case number**: DAY of report – DAY of birth of victim – LAST initial and FIRST initial ONLY

2. **Victim gender** (F / M)

3. **Age of victim on the date of the assault (using date, but not time) (use range of years if specific date unknown)**

4. **Age of victim at the time of the report to law enforcement (using date, but not time)**

5. **Date of sexual assault report**

6. **Date case concluded**
    a. Pending
    b. Concluded (Date:)

7. **Time between the assault and when the assault was reported to law enforcement**
    a. Less than 24 hours
    b. 24 hours to one week
    c. More than one week, but less than one month
    d.
    e. One month to six months
    f. More than six months, but less than one year
    g. One year or more
    h. Unknown

8. **Victim drug or alcohol used at the time of the assault (Indicate on each whether Juvenile = J, or Adult = A. A juvenile is under 13 years old; an adult is 13 years or older)**
    a. No drug or alcohol ingestion by victim
    b. Voluntary ingestion of alcohol by victim
    c. Voluntary ingestion of drug(s) by victim
    d. Involuntary ingestion of alcohol by victim (administered covertly, without victim knowledge / consent)
    e. Involuntary ingestion of drug(s) by victim (administered covertly, without victim knowledge/ consent)
    f. Unspecified

9. **Victim physical injury**
    a. No known physical injury (other than the sexual assault itself)
    b. Minor physical injury (such as bruises, minor cuts, scrapes, or abrasions)
    c. Serious physical injury (typically requiring medical care)

Some definitions in this document are taken or adapted from End Violence Against Women International's Making a Difference (MAD) project research materials.

10. **Did the victim have a medical forensic exam (sexual assault kit)?**
    a. Yes, medical forensic exam conducted
    b. No, victim refused medical forensic exam
    c. No exam conducted because of timelines
    d. No exam conducted because of the nature of the assault (history did not indicate need for exam)
    e. No exam conducted for other reasons, please specify:
    f. Unknown

11. **Victim relationship to the suspect**
    a. Stranger (never met before the assault)
    b. Family member (not spouse/partner)
    c. Current or former intimate partner (includes current or former spouse, boyfriend, girlfriend, romantic partner, or domestic partner)
    d. Brief encounter (met and assaulted within 24 hours)
    e. Non-stranger (known for more than 24 hours and not in any other category)
    f. Professional relationship / position of authority

12. **Number of suspects (1,2,3..) (if more than one, use 10(a), 10(b), etc., in your numbering.)**

13. **Suspect gender** (F/M)

14. **Suspect age at the time of the assault (using date, but not time)(use range of 5 years or less, if needed)**

15. **Suspect age at the time of the report to law enforcement (using date, but not time) (use range if specifics unknown)**

16. **Suspect previous record**
    a. No previous record apparent
    b. Yes, previous record apparent (can include record of arrest or charge for any interpersonal violence-related crime.)

17. **Suspect and victim met on the Internet**
    a. Yes
    b. No
    c. Unknown

18. **Suspect drug/alcohol use at the time of the assault**
    a. No known drug / alcohol use by suspect (as indicated by suspect or from observation)
    b. Suspect believed to be under the influence of alcohol/drugs
    c. Unspecified (not known one way or the other)

19. Sexual acts involved (adjust to correspond with your criminal statutes, if needed)

a. None; sexual assault was attempted, but not completed
b. Penetration of vagina by penis
c. Penetration of anus by penis
d. Penetration of vagina or anus by anything other than a penis (e.g., finger, foreign object)
e. Oral copulation; contact between the genitals and mouth
f. Sexual touching
g. Non-touch, sexual
h. Other, please specify:

20. Type of assault (adjust to correspond with your criminal statutes, if needed)

a. Perpetrated using force, threat, or fear (coercion)
b. Incapacitated victim (victim could not give consent because of incapacitation due to drugs, alcohol, or other reasons)
c. Unconscious victim (victim could not consent because of unconsciousness due to drugs, alcohol, or other reasons, including sleeping)
d. Victim unable to consent due to disability (victim unable to legally give consent based on disability)
e. Victim unable to consent based on age
f. Victim unable to consent based on institutionalization (ward, arrestee, prisoner, resident of a care facility)
g. Victim unable to consent due to professional relationship with suspect as defined by the penal code (suspect is a public official, medical professional, counselor, clergy, etc.)

21. Tactic used

a. Weapon used or threatened
b. Physical force or restraint
c. Verbal threat or warning
d. Chemical restraint (victim rendered helpless by drugs or alcohol)
e. Caused fear / coercion in some other way. (Describe:)
f. No fear/coercion required due to age, relationship, institutionalization, disability, or professional relationship

22. Suspect exam

a. Yes, conducted
b. No, pursued, but not conducted for the following reason:
c. No, not pursued, not conducted

23. **Law Enforcement determination (this pertains to all cases that were reported in a particular year, but this information should be reviewed/revised at the end of that year before data is compiled for reporting)**
    a. **Open** (date included?)
    b. **Cleared by arrest**: someone is arrested for completing or attempting a sexual assault-related crime, AND that person is charged with the commission of the offense, AND the case is turned over to the court for prosecution **(If "b," go to question 20)**
    c. **Exceptionally cleared:** an element beyond the control of law enforcement prevents issuing a formal charge against the offender. This includes: the death of the offender, the victim's unwillingness to participate after the offender has been charged, or the offender's arrest or prosecution in a different jurisdiction. Cases can only be cleared by exception when the offender is identified AND there is enough evidence to support an arrest AND the offender's location is known.
    d. **Unfounded (false):** Evidence from the investigation establishes that the crime was not committed or attempted
    e. **Unfounded (baseless) :** those that do not meet the elements of the offense or that were improperly coded
    f. **Suspended / inactivated:** an investigation has been conducted; a victim is unable to participate in the investigation at that time
    g. **Closed:** No charges, no arrest

24. **If arrested, time between when the offense was reported and when the suspect was arrested:**
    a. Within 72 hours
    b. More than 72 hours, but less than one week.
    c. One week to one month
    d. More than one month, but less than one year
    e. One year or more

25. **Prosecution: Date case received in the prosecutor's office** (by date, not time)

26. **Case declined or charged**
    a. Charged
    b. Declined for charging – ended
    c. Declined – conflict of interest – referred to another jurisdiction
    d. Case pending for charging

27. **Prosecution: Date charged or declined**

28. **Court**
    a. Juvenile Court
    b. Adult Court

29. Case disposition

a. **Case dismissed** (after charges filed – at victim's request)
b. **Case dismissed** (for other reasons) – please explain:
c. **Case dismissed** (continuance for dismissal in juvenile court)
d. **Guilty plea as charged** (criminal sexual conduct-related charge)
e. **Guilty plea to a lesser sexual misconduct charge**
f. **Guilty plea** (on at least one non-criminal sexual conduct charge)
g. **Guilty verdict** (at trial, on at least one criminal sexual conduct charge)
h. **Guilty verdict** (at trial, on at least one non-criminal sexual conduct charge
i. Prior mistrial
j. **Not guilty** (acquittal at trial)
k. **Not guilty** (hung jury with no retrial)
l. **Pending, charged but not resolved** (Indicate date recorded)

30. Type of trial (if applicable)

a. Court trial
b. Jury trial
c. Not applicable

31. Sentencing

a. Not resolved – Pending
b. Resolved – Sentence pending
c. Non-custodial / conditional sentence (fine, probation, discharge)
d. Jail with probationary sentence (one year or less)
e. Prison (less than 3 years)
f. Prison (3 years or more)

Sample data collection recording sheet

Team Data 2012 / version 1/14/14 (initials)

QUESTION	Case #1	Case #2	Case #3	Case #4	Case #5	Case #6	Case #7	Case #8	Case #9	Case #10
1	14-02-GA	12-09-JM	06-19-RM	26-21-TJ	12-16-NC	05-06-TS	17-24-AM	02-16-BF	31-29-JD	03-19-RC
2	F	F	F	F	M	F	F	F	F	F
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Sample sexual assault data description

This Sample Sexual Assault Data was developed using an outline from data compiled and definitions used by an actual SART team. The data in this tool is fictitious. The tool was developed to be used by a work group that has implemented a protocol in order to give participants a hands-on experience with:

- analyzing team data and discerning what the data reveals;
- targeting key areas where changes in policy or practice might lead to improvements in system response;
- developing a plan for instituting changes to policy and practice; and
- making the connection between team data and its direct relevance to the work and goals of the SART team.

Data captured in the sample include:

- **Case / investigation information**
  - Time between assault and report to law enforcement
  - Injury severity
  - Medical forensic exam conducted
  - Suspect exam conducted
  - Acts involved in assault
  - Type of assault
  - Tactics used
  - Law enforcement determination
  - Time between offense and arrest – if suspect arrested
  - Case disposition
  - Sentencing

- **Suspect information**
  - Relationship to victim
  - Number of suspects
  - Suspect gender
  - Suspect age at time of assault and report
  - Suspect drug / alcohol use
  - Previous record of interpersonal violence

- **Victim information**
  - Victim gender
  - Age of victim at time of assault and report
  - Victim drug or alcohol use at time of assault

Sample sexual assault data

Below is a sample of fictitious sexual assault outcomes and demographic data to demonstrate the kinds of information a multi-disciplinary team might collect to inform their progress and possible ways to report it. The first page lists sexual assault case outcomes for two years, using definitions from the Uniform Crime Report (UCR). The pages that follow depict fictitious data on sexual assault reports from 2010, 2011 and 2012.

Outcomes of Reported Cases

Sexual Assault Cases Reported to Law Enforcement	2010	2011	2012
Number of sexual assaults reported to law enforcement	104	108	97
Open	0	0	0
Cleared by arrest	44	42	40
Exceptionally cleared	12	2	0
Unfounded (false)	0	6	0
Unfounded (baseless)	0	4	0
Suspended / inactivated	0	0	0
Closed (no charges, no arrest)	48	54	57

Sexual Assault Cases Reported to Law Enforcement	2010	2011	2012
Referred to the County Attorney's Office	76	68	62
Charged by prosecution	29	31	24
Case declined for charging by prosecution	42	29	31
Case pending for charging	0	1	5
Case dismissed (after charges filed – at victim's request)	0	0	2
Case dismissed (for other reasons)	11	16	6
Case dismissed (continuance for dismissal in juvenile court)	0	4	1
Guilty plea as charged (criminal sexual conduct charge)	14	11	8
Guilty plea to a lesser sexual misconduct charge	15	16	14
Conflict of interest – transferred	2	2	1

This report includes only sexual assault cases that were reported to law enforcement within each given year named on the chart. For the information that follows below, the total number of cases represented is:

2010: 104 total cases	2011: 108 total cases	2012: 97 total cases

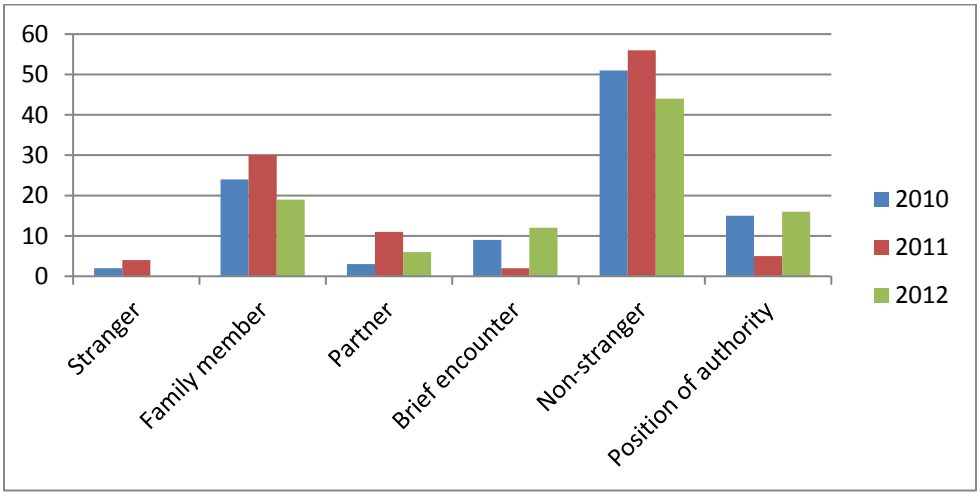
Definitions used in this section are as follows (from the Uniform Crime Report):
Cleared by arrest – Someone is arrested for completing or attempting a sexual assault-related crime, AND that person is charged with the commission of the offense, AND the case is turned over to the court for prosecution.
Exceptionally cleared – An element beyond the control of law enforcement prevents issuing a formal charge against the offender. This includes: death of the offender, the victim's unwillingness to participate after the offender has been charged, or the offender's arrest or prosecution in a different jurisdiction.
Unfounded (false) – Evidence from the investigation establishes the crime was not committed or attempted.
Unfounded (baseless) – Cases that do not meet elements of the offense or that were improperly coded initially.
Suspended / inactivated – Investigation has been conducted; victim unable to assist investigation at this time.
Closed – No charges, no arrest (not from the Uniform Crime Report).

Some definitions in this document are taken or adapted from End Violence Against Women International's Making a Difference (MAD) project research materials.

Suspect characteristics and demographics

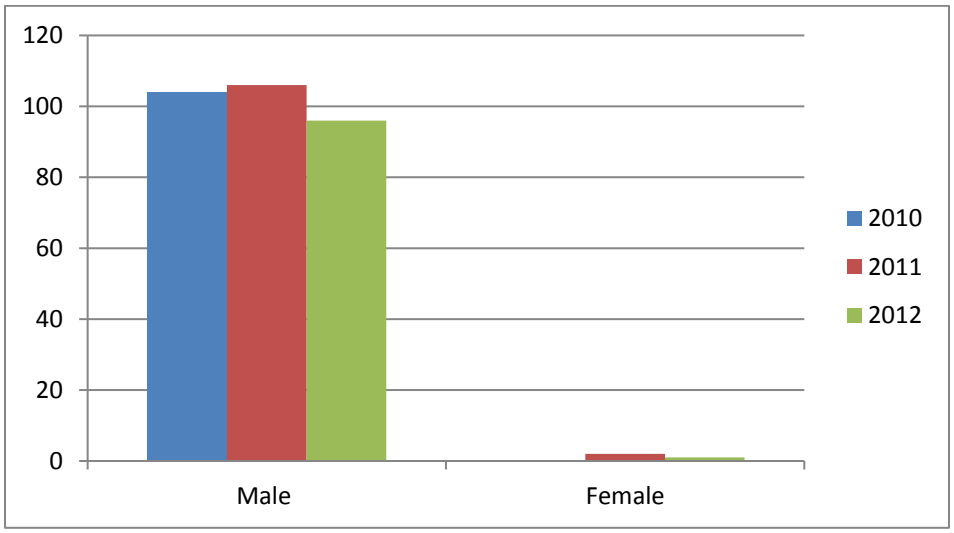
Suspect Relationship to Victim

In 2010: Of a total of 104 cases	In 2011: Of a total of 108 cases	In 2012: Of a total of 97 cases
2% - stranger	4% - stranger	0% - stranger
23% - family member	28% - family member	20% - family member
3% - partner / spouse	10% - partner / spouse	6% - partner / spouse
9% - brief encounter	2% - brief encounter	12% - brief encounter
49% - non-stranger	52% - non-stranger	45% - non-stranger
14% - position of authority	4% - position of authority	17% - position of authority

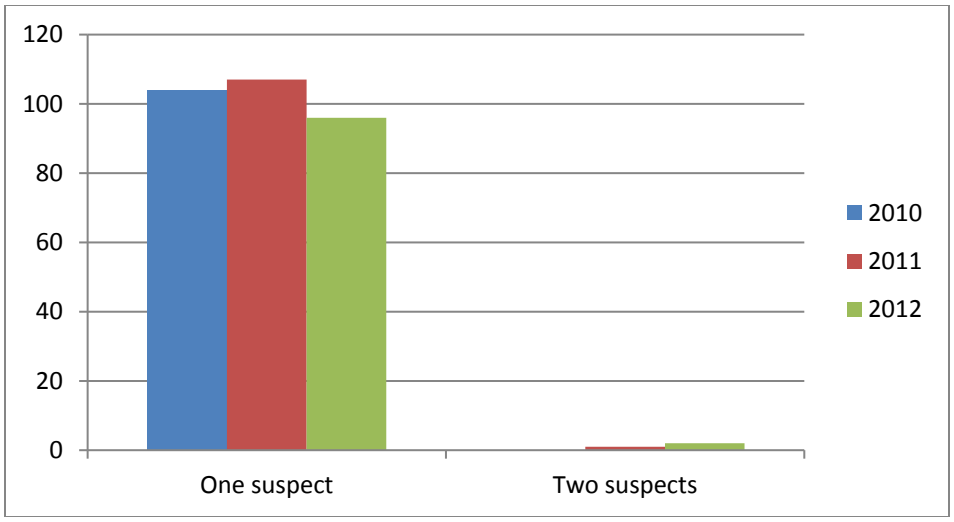


The definitions for each of the category are as follows:
Stranger – Never met before the assault
Family member – Any member of the family who is not a current or former partner or spouse
Partner – Current or former intimate partner, including current or former spouse, boyfriend, girlfriend, romantic partners or domestic partners
Brief encounter – Met within 24 hours of the assault
Non-stranger – Known for more than 24 hours, and not in any other category
Position of authority – In a position of authority in relationship to victim (teacher, etc.)

Gender of suspect

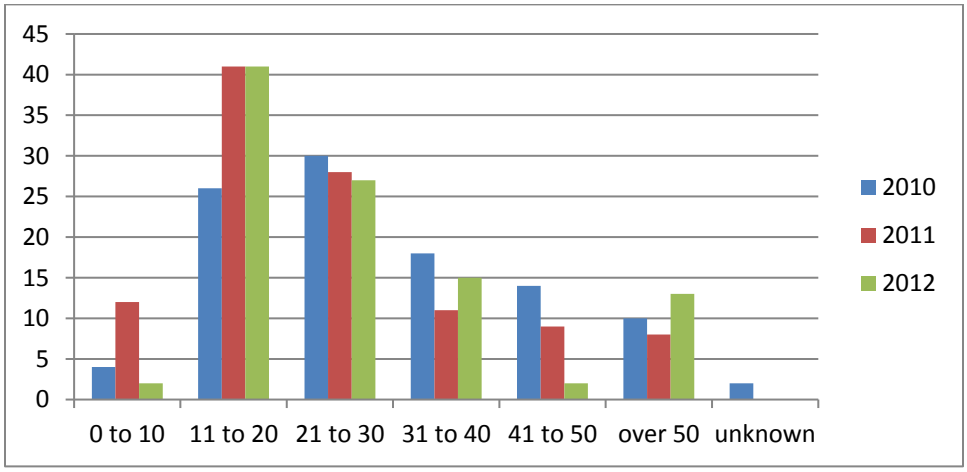


Number of suspects in a single assault



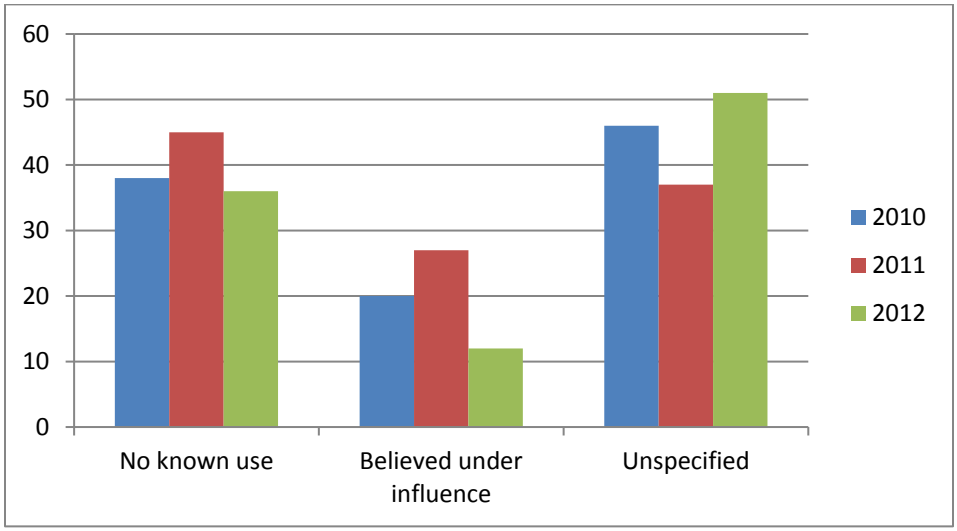
Suspect / Offender age at the time of the assault

In 2010: Total of 104 cases/104 defendants	In 2011: Total of 108 cases / 109 defendants	In 2012: Total of 97 cases / 99 defendants
4% - 0-10 years old	11% - 0-10 years old	2% - 0-10 years old
25% - 11 to 20 years old	38% - 11 to 20 years old	41% - 11 to 20 years old
29% - 21 to 30 year old	26% - 21 to 30 year old	27% - 21 to 30 year old
17% - 31 to 40 years old	10% - 31 to 40 years old	14% - 31 to 40 years old
13% - 41 to 50 years old	8% - 41 to 50 years old	2% - 41 to 50 years old
10% - over 50 years old	7% - over 50 years old	14% - over 50 years old
2% - unknown	0% - unknown	0% - unknown



Suspect drug or alcohol use at the time of the assault

In 2010: Of a total of 104 cases	In 2011: Total of 108 cases / 109 defendants	In 2012: Total of 97 cases / 99 defendants
37% - no known use 19% - believed under the influence 44% - unspecified	41% - no known use 25% - believed under the influence 34% - unspecified	36% - no known use 12% - believed under the influence 52% - unspecified

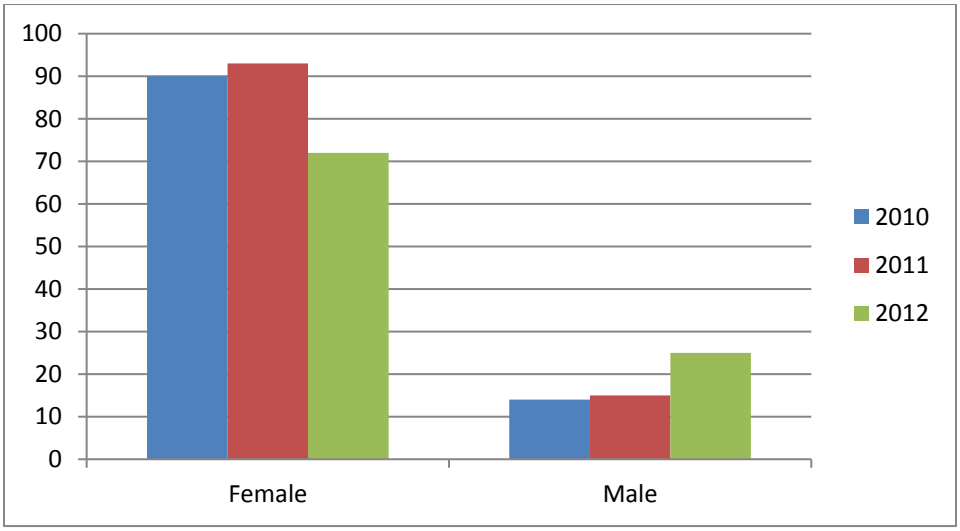


The definitions for each of these categories are as follows:
No known use: No known drug or alcohol use by suspect at the time of the assault (as indicated by suspect or from observation)
Believed under the influence: Suspect believed to be under the influence of drugs or alcohol (as indicated by suspect or from observation)
Unspecified: Not know one way or the other from documents

Characteristics and demographics for victims involved

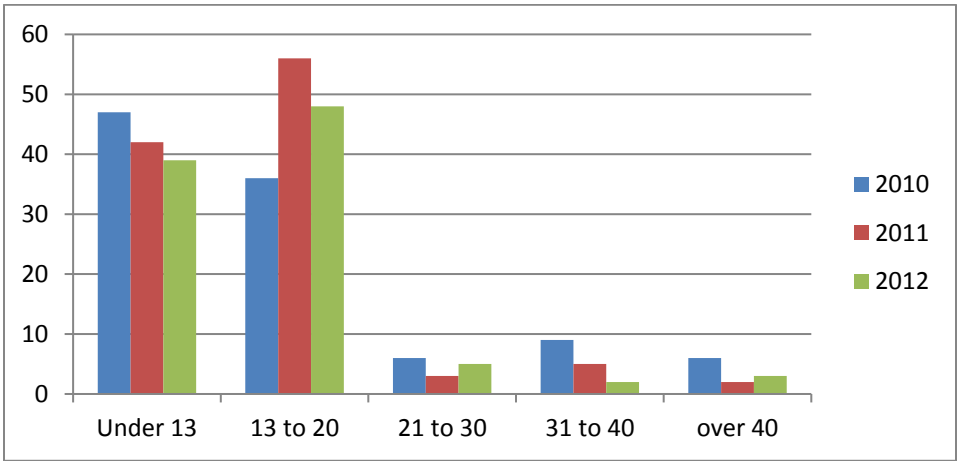
Victim gender

In 2010: Total of 104 cases	In 2011: Total of 108 cases	In 2012: Total of 97 cases
87% of victims female	86% of victims female	74% of victims female
13% of victims male	14% of victims male	26% of victims male



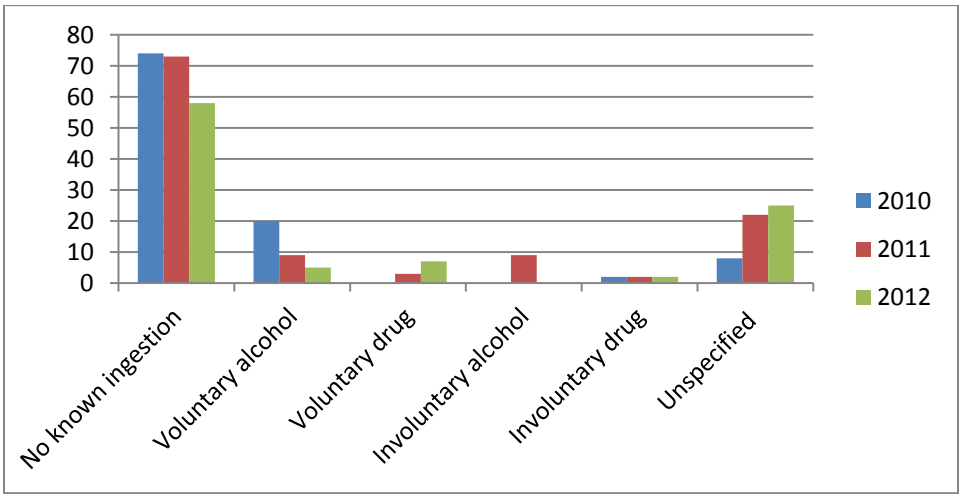
Age of victim at time of assault

In 2010: Total of 104 cases	In 2011: Total of 108 cases	In 2012: Total of 97 cases
44% of victims under age 13	39% of victims under age 13	41% of victims under age 13
35% of victims 13 to 20 years old	52% of victims 13 to 20 years old	49% of victims 13 to 20 years old
6% of victims 21 to 30 years old	3% of victims 21 to 30 years old	5% of victims 21 to 30 years old
9% of victims 31 to 40 years old	4% of victims 31 to 40 years old	2% of victims 31 to 40 years old
6% of victims over 40 years old	2% of victims over 40 years old	3% of victims over 40 years old



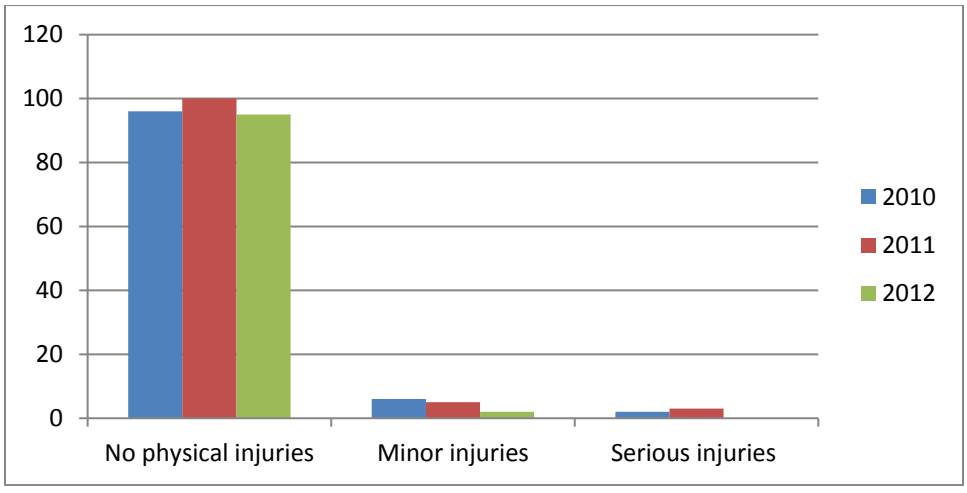
Victim drug or alcohol use at the time of the assault

In 2010: Total of 104 cases	In 2011: Total of 108 cases	In 2012: Total of 97 cases
71% - no known ingestion	68% - no known ingestion	60% - no known ingestion
19% - voluntary alcohol	7% - voluntary alcohol	5% - voluntary alcohol
0% - voluntary drug	3% - voluntary drug	7% - voluntary drug
0% - involuntary alcohol	0% - involuntary alcohol	0% - involuntary alcohol
2% - involuntary drug	2% - involuntary drug	2% - involuntary drug
8% - unspecified	20% - unspecified	26% - unspecified



Physical injuries

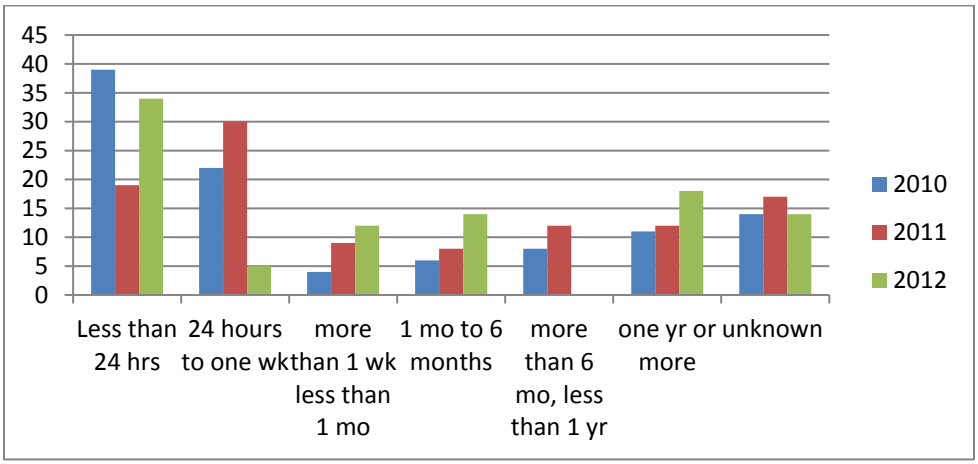
In 2010: Total of 104 cases	In 2011: Total of 108 cases	In 2012: Total of 97 cases
92% - no physical injuries	93% - no physical injuries	98% - no physical injuries
6% - minor injuries	5% - minor injuries	2% - minor injuries
2% - serious injuries	2% - serious injuries	0% - serious injuries



Definitions used in this section are as follows:
No physical injury **–** No known physical injury (other than the sexual assault itself)
Minor injuries **–** Bruises, cuts, scrapes or abrasions
Serious injuries **–** Typically requiring medical care

How soon following assault report made to law enforcement

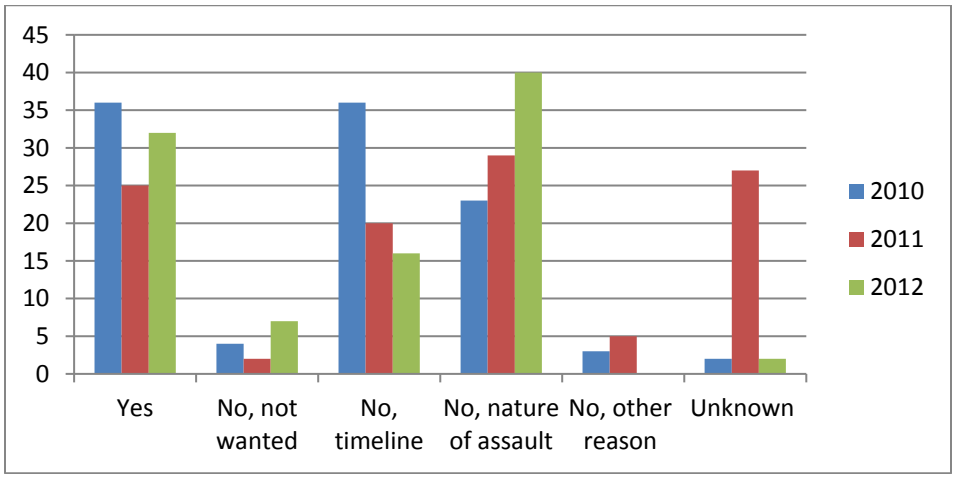
In 2010: Total of 104 cases	In 2011: Total of 108 cases	In 2012: Total of 97 cases
37% - less than 24 hours 21% - 24 hours to one week 4% - more than 1 week but less than month 6% - 1 month to 6 months 8% - more than 6 months, less than one yr 11% - one year or more 13% - unknown	18% - less than 24 hours 28% - 24 hours to one week 9% - more than 1 week but less than month 7% - one month to 6 months 11% - more than 6 months, less than one yr 11% - one year or more 16% - unknown	36% - less than 24 hours 5% - 24 hours to one week 12% - more than 1 week, less than month 14% - one month to 6 months 0% - more than 6 months, less than one yr 19% - one year or more 14% - unknown



Investigation and Evidence Information

Did victim have medical forensic exam?

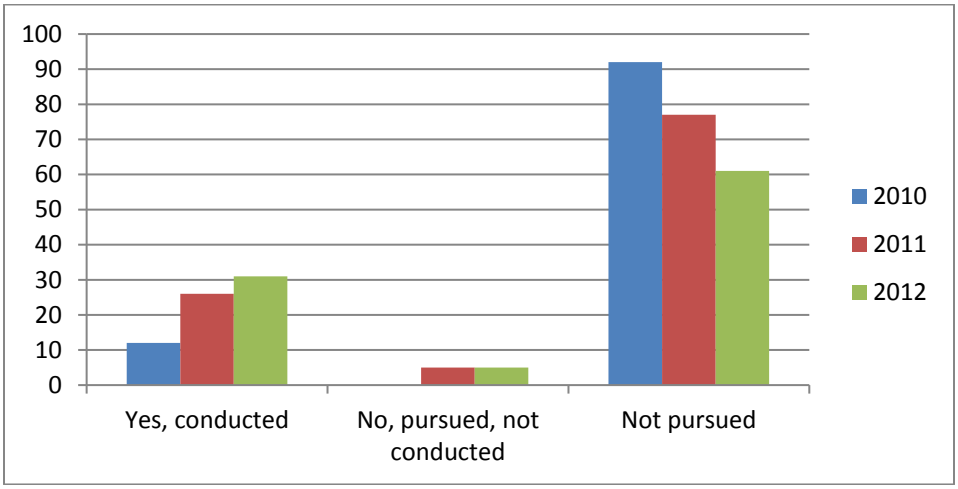
In 2010: Total of 104 cases	In 2011: Total of 108 cases	In 2012: Total of 97 cases
35% - Yes	23% - Yes	33 % - Yes
4% - No, not wanted	2% - No, not wanted	7% - No, not wanted
35% - No, beyond timeframe	18% - No, beyond timeframe	17% - No, beyond timeframe
21% - No, nature of assault didn't warrant	27% - No, nature of assault didn't warrant	41% - No, nature of assault didn't warrant
3% - No, other reasons	5% - No, other reasons	0% - No, other reasons
2% - Unknown	25% - Unknown	2% - Unknown



Definitions used in this section are as follows:
Yes – A medical forensic exam was conducted
No, not wanted – The victim did not want to have a medical forensic exam
No, timeline – No medical forensic exam conducted because the assault took place longer ago than 120 hours
No, nature of assault – No exam conducted because what was described did not indicate need for a medical forensic exam
No, other reason – No exam conducted for a reason other than those stated above
Unknown – It is not known whether a medical forensic exam was conducted from the report documents

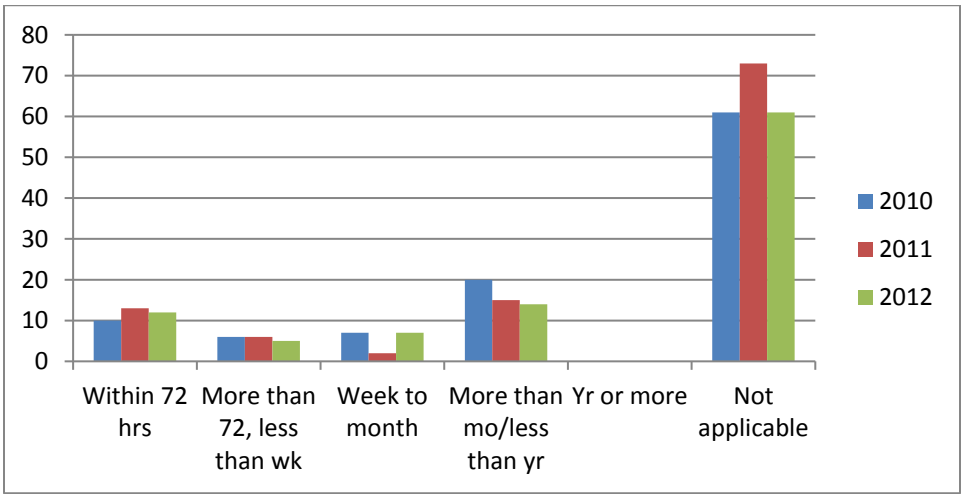
Suspect exam conducted?

In 2010: Total of 104 cases / 104 suspects	In 2011: Total of 108 cases / 109 suspects	In 2012: Total of 97 cases / 99 suspects
12% - Yes, conducted	24% - Yes, conducted	32% - Yes, conducted
0% - No, pursued, but not conducted	5% - No, pursued, but not conducted	5% - No, pursued, but not conducted
88% - No, not pursued	71% - No, not pursued	63% - No, not pursued



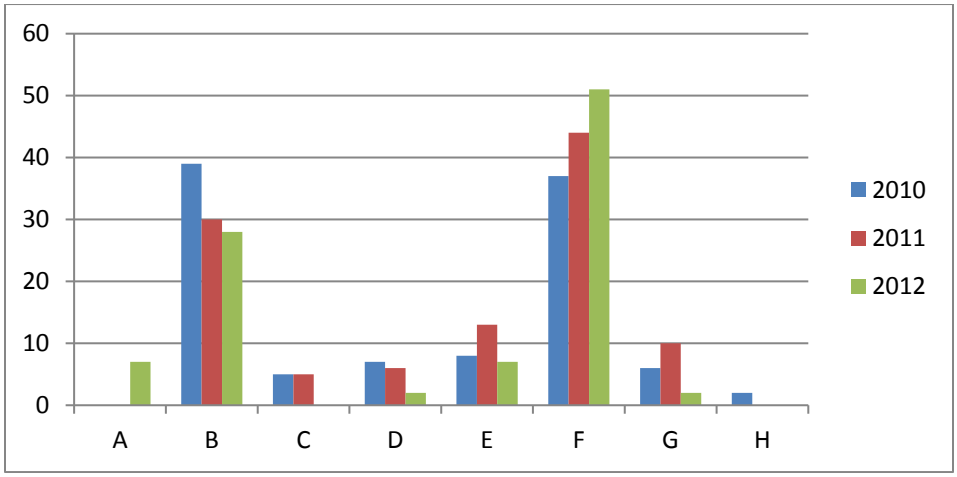
Time between report and arrest

In 2010: Total of 104 cases / 104 suspects	In 2011: Total of 108 cases / 109 suspects	In 2012: Total of 97 cases / 99 suspects
10% - Within 72 hours	12 % - Within 72 hours	12% - Within 72 hours
6% - More than 72 hrs, less than a week	5% - More than 72 hrs, less than a week	5% - More than 72 hrs, less than a week
6% - A week to a month	2% - A week to a month	7% - A week to a month
19% - More than a month, less than a year	14% - More than a month, less than a year	14% - More than a month, less than a year
0% - A year or more	0% - A year or more	0% - A year or more
59% - N/A	67% - N/A	62% - N/A



Criminal Acts involved

In 2010: Total of 104 cases		In 2011: Total of 108 cases		In 2012: Total of 97 cases	
0 % - A	8% - E	0% - A	12% - E	7% - A	7% - E
37% - B	35% - F	28% - B	41% - F	29% - B	53% - F
5% - C	6% - G	5% - C	9% - G	0% - C	2% - G
7% - D	2% - H	5% - D	0% - H	2% - D	0% - H

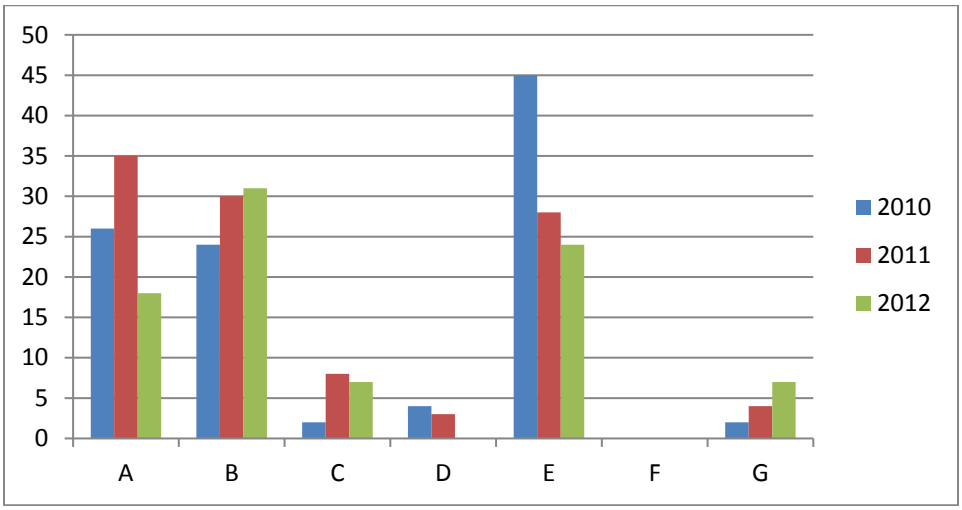


Definitions used in this section are as follows:

A – None; sexual assault was attempted, but not completed
B – Penetration of vagina by penis
C – Penetration of anus by penis
D – Penetration of vagina or anus by anything other than penis (e.g., finger, object)
E – Oral penetration; contact between genitals and mouth
F – Sexual touching
G – Non-touch, sexual
H – Something other than the categories described above

Type of Assault

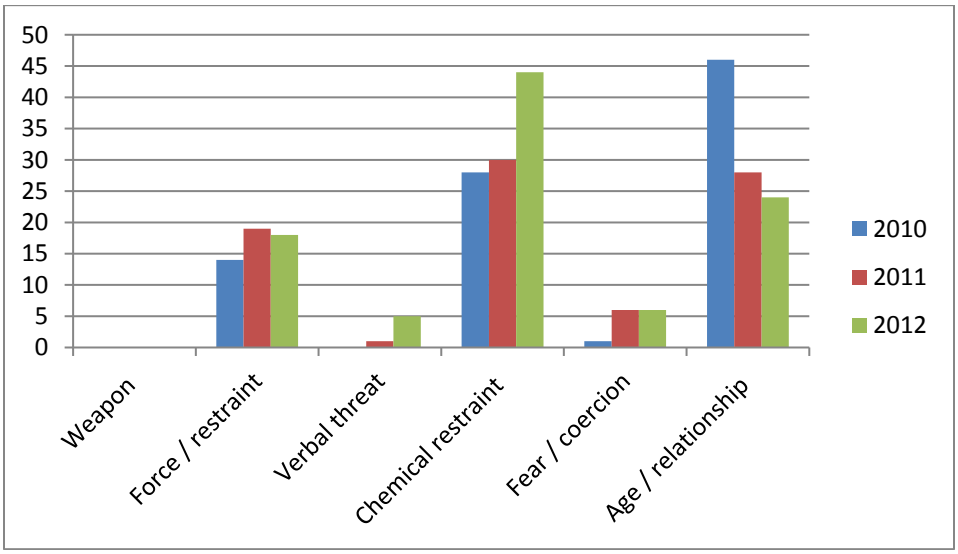
In 2010: Total of 104 cases	In 2011: Total of 108 cases	In 2012: Total of 97 cases
25% - force, threat, fear	32% - force, threat, fear	19% - force, threat, fear
23% - incapacitated victim	28% - incapacitated victim	32% - incapacitated victim
2% - unconscious victim	7% - unconscious victim	7% - unconscious victim
4% - unable to consent, disability	3% - unable to consent, disability	0% - unable to consent, disability
44%- unable to consent, age	26% - unable to consent, age	25% - unable to consent, age
0% - unable to consent, institutionalization	0% - unable to consent, institutionalization	0% - unable to consent, institutionalization
2% - unable to consent, position of authority	4% - unable to consent, position of authority	7% - unable to consent, position of authority



Definitions used in this section are as follows:
A **–** Perpetrated using force, threat or fear (coercion)
B **–** Incapacitated victim (victim could not give consent because of incapacitation due to drugs, alcohol, or other reasons)
C **–** Unconscious victim (victim could not consent because of unconsciousness due to drugs, alcohol, or victim was asleep)
D **–** Victim unable to consent due to disability (unable to legally consent based on disability)
E **–** Victim unable to consent based on age of victim
F **–** Victim unable to consent based on institutionalization (ward, arrestee, prisoner, resident of a care facility)
G **–** Victim unable to consent due to position of authority of suspect to victim (suspect is a public official, medical professional, counselor, clergy, etc.)

Tactics Used

In 2010: Total of 104 cases	In 2011: Total of 108 cases	In 2012: Total of 97 cases
0% - Weapon	0% - Weapon	0% - Weapon
27% - Force / restraint	34% - Force / restraint	19% - Force / restraint
0% - Verbal threat	2% - Verbal threat	5% - Verbal threat
27% - Chemical restraint	28% - Chemical restraint	45% - Chemical restraint
2% - Fear / coercion	10% - Fear / coercion	6% - Fear / coercion
44% - Age / relationship	26% - Age / relationship	25% - Age / relationship



Definitions used in this section are as follows:
Weapon – Weapon used or threatened
Force / restraint – Physical force or restraint
Verbal threat – Verbal threat or warning
Chemical restraint – Victim rendered helpless by drugs or alcohol
Fear / coercion – Suspect caused fear or coercion in some other way
Age / relationship – No fear or coercion required due to age of victim, relationship of suspect to victim, institutionalization, disability, or professional relationship

Tips and sample questions for facilitating a review of team data

It can be challenging to facilitate a discussion about the data collected. Participants need direction and assistance in organizing the information. Facilitators may find the following outline and questions useful in guiding team conversations.

- Many thanks to your team leadership (and others) involved in reviewing and compiling this sexual assault case data. Thanks, too, for establishing a way for compiling this data annually for the team's periodic review!
- Before we leave here, it's important that the team comes to some agreement about how we intend to use this particular document. What you have before you is marked "Do not distribute." The information was initially compiled as a way for the team to monitor and assess different parts of the team's practices and outcomes. Let's talk more about this once we've had a chance to review it.
- The intention in sharing this information is not to point any fingers or lay blame for less-than-favorable outcomes of cases. It is intended to be a learning tool for the team about where to look further in order to deepen our understanding and secure better outcomes for those who approach the system for help.
- Having access to this data and using it as intended is an awesome responsibility. Fortunately we've been successful at creating a trusting environment with our team.

What we're going to do now is engage in a "data analysis process." All that means is that you, as the experts in these cases, are going to:

  - look over the data;
  - share your thoughts and insights;
  - ask questions;
  - consider what's most useful for the team to know; and
  - determine, as a team, what we have to learn from this data and what we want to know more about.

- Give a summary overview of the data using the Sample Sexual Assault Data Description on page 55.
- The first page uses definitions from the Uniform Crime Report.
- The data represents all sexual assault cases reported to law enforcement for the years.
- Take 10 minutes or so to look over these pages and jot down notes about question you have, things that stand out for you, things that concern you. Once everyone's had a chance to do this, we'll have a conversation.

  - Thinking about the data overall, what most got your attention?
  - What surprises you?
  - What concerns you?
  - What appear to be key issues or problem areas?
  - What are the numbers that you want to know more about? What, specifically, do you want to know?
  - What would you like to see here that is missing?
  - How, specifically, is this information helpful to our team?
  - What implications does it have for our work, our protocols, our practices?
  - What might be possible next steps?

- Before we go, let's talk about how we want to use this data and how we don't want it to be used. (Get commitments from team members about not sharing it inappropriately.)

Tips:

- Ensure that everyone gets the chance to make a comment or share their thoughts.
- Use flip charts or note paper, but be sure that detailed notes are taken for follow up purposes.

Tips for a Police Ride Along

Police Ride

Each police department will likely have its own rules and procedures for participating in a Ride Along with an officer. Be sure to request that information when initially contacting a department about accompanying an officer during a shift. A department will have some restrictions related to age and other criteria for who is eligible to participate in a Ride Along.

Visiting a department's website may provide you with some of this information, or at least with contact information for inquiring about a Ride Along. Below are some general points to consider, but be sure to inquire with the department you contact about whether they have a set of guidelines.

Logistics

- Inquire about and complete the required paperwork, which usually includes signing a release of responsibility and provides the department with information they need from you to determine eligibility for a Ride Along. Also included will be rules and/or requirements for participating in the Ride Along.
- When participating in a Ride Along, you will be perceived as representing the department even though you will not be in uniform. Be neat in appearance, and consider wearing business casual clothing with comfortable footwear in which you can move quickly and easily. You may find that officers keep their squad cars on the cool side, so plan accordingly with an extra layer that you can shed if it gets warm.
- It's important not only to follow each officer's lead, but also to follow their instructions about whether and when to leave the squad car, handling equipment, and any other directives. You are an observer and are the responsibility of the officers whom you are accompanying.
- Ride Along shifts are generally four hours. Inquire ahead of time about the duration, and prepare accordingly in regards to food, sleep, and other considerations.

Preparation for the exchange

- A Ride Along is not best suited for an interviewer/observer who is in "investigation mode." The value of a Ride Along is that it is an exchange. Prepare to be in listening mode, as opposed to being on a fact-finding mission.
- If there is a lack of trust between parties, the amount of meaningful dialogue that can happen in the exchange will be limited. Establishing rapport early will go a long way towards having meaningful interaction over the course of the shift.
- A Ride Along is an opportunity to experience firsthand what makes up an officer's day during a shift in a squad car. Follow the officer's lead, and use the opportunity to take in and learn about the experience.

Adapted from information from Police Link: The Nation's Enforcement Community. 10 Tips for Ride Alongs.

Orientation to a Think Aloud observation session

A "Think Aloud" process is often used to get quick and immediate feedback from someone about a tool or instrument, such as a survey. The process described in this document is for the purpose of gathering information about the protocol, process, and set of procedures used during a sexual assault case by various responders. Some of the potential benefits of using this method during shadowing or observation with a SART colleague:

- It can provide feedback regarding sexual assault protocols or other steps or guidelines developed by the SART.
- It provides an opportunity for a SART team member to hear directly from a colleague in a different role how they think about sexual assault cases while in the process of responding.
- It will likely take the observer deeper into the details of the response process than a structured interview might.
- It is a highly flexible process that allows the observer to take the conversation in different useful directions, though the observer should be cautious not to shift the conversation away from the task at hand.
- It provides the chance for meaningful dialogue and exchange related to the SART protocols and work between colleagues that can lead to valuable insights.

Tips for making the process useful

- It's important that the observer clarify that s/he is trying to learn about the process, what it looks like, and how to improve the system response. The colleague's handling of a sexual assault case is not under scrutiny.
- The colleague being shadowed should be encouraged at all times to comment on his/her actions, intentions, and thoughts.
- It's important that the colleague is relaxed, at ease, and not feeling judged or tested.
- The observer should be jotting quick notes about things s/he wants to remember or come back to.

Question prompts

- Can you tell me what you are thinking now?
- What led you to do that?
- What is that used for?
- How do you decide what to include in the report?
- What goes into the decision about what format to use?
- What tells you what is the most important next step?

Adapted by S. Haas from "Think-Aloud Protocol Guidelines for Use Evaluations of Surveys" developed by Roberta Gibbons, Metropolitan State University, and "Methods for successful 'Thinking-Out-Loud' procedures" developed by Judy Ramey, University of Washington.

Questions for debriefing a Ride Along or Think Aloud session

Ideally you will have some notes from your session that capture answers to the questions below. Whether you do or not, make sure to take some time within 24 hours of the Ride Along or Think Aloud Session to answer these questions specifically before some of the information is lost to time.

1. What things do you especially remember about the exchange? Think of specifics.
2. What words or exchanges are still ringing in your ears?
3. What information was new to you or surprised you in some way?
4. What key insights related to the protocols or system response to sexual assault did you have during the exchange?
5. What other more general key insights emerged from the conversation?
6. What specific follow up steps need to happen as a result of this exchange?

Designing and conducting group interviews

Participants

- Interview groups of 5 to 10 people, but the preferred size for a group interview is 6 to 8
- Choose similar types of people for each interview (youth, seniors, etc.)

Moderator characteristics

- Someone who can direct the group, in an open and unobtrusive manner
- Your moderator should have some familiarity with sexual assault issues
- Best to have a moderator who appears like participants
- You want a moderator who can be present and free of distractions
- Good listening skills
- Familiar with the questions and different routes they might take

Assistant moderator

- Handles logistics
- Takes careful notes
- Monitors recording equipment if you choose to record conversations

Environment

- Create a warm and friendly environment
- Arrange seating in a circle
- Set a welcoming and open tone for conversation
- Informal but directed

Considerations for the conversation

- Begin with a snappy introduction that gets attention and establishes tone of openness
- Use 5 second pauses to provide space for responses
- Ask prompting questions such as “Tell me more about that” or “Can you give an example?”
- Keep reactions to responses short and as neutral as possible. Avoid head nodding, “great point,” and “excellent”
- Ask questions that yield powerful information
- Use open-ended questions
- Avoid survey language like “How satisfied were you?” or “To what extent…?”
- Avoid yes or no questions
- Instead of using “Why?” questions, ask attributes or influences – “What prompted you to take that route?” “What influenced your decision to…?”
- Use “think back” questions – take people back to an experience
- Use reflection, examples, choices, rating scales, that get participants involved
- Sequence your questions so that they go from the general to the specific

Adapted from Krueger, R.A., Designing and conducting focus group interviews, University of MN, October, 2002.

Tips for note taking

Clarity and consistency
Others will be reviewing these notes at a later date, so they need to capture clearly, completely, and accurately what was shared in the conversation.

Field notes contain different types of information than general notes
What's in the notes needs to be easy to identify and organized into categories and themes.

Quotes
Listen for notable quotes and well-said statement that captures an important point of view. Write down sentences and phrases that eloquently express a particular perspective. Place speaker's name or initials after quotes. Capture as much of the quote as you can, with attention to key phrases. Use three periods (…)to indicate that you've missed sections.

Key points and themes for each question
Usually participants will talk about several key points in response to a question. These points are often made by several participants. Sometimes they're said only once, but in a manner that deserves attention. At the end of the conversation, the assistant moderator will read themes to participants and confirm with participants that they're the right ones.

Follow up questions
If an important point needs clarification, the assistant moderator might want to ask a follow up question to establish greater clarity about a particular or confusing point.

Big ideas and hunches from the recorder
Sometimes the recorder will discover a new concept, and a light will go off about a new way of thinking about something. Capture these insights to use in the analysis process.

Other factors
Be sure to include notes about passionate comments, body language, or other non-verbal communication from the group. Watch for head nods, physical excitement, eye contact, disagreement, and other physical cues.

Consider using a standardized recording form (such as the Sample group interview – General responder.)

How to conduct a systematic analysis process

Start while still in the group

- Listen for inconsistent comments, and probe for greater understanding
- Listen for vague comments, and ask clarifying questions
- Consider asking each participant a final preference question – go around the circle
- Present the summary of points, and ask for confirmation "do I have it?"

Immediately after the group interview

- Draw a diagram of seating arrangement for debrief
- Debrief between moderator and assistant moderator
- Note themes, hunches, interpretations, and ideas
- Compare and contrast with other group interviews
- Label and files notes and other materials from this group interview

Within hours of the group interview

- Review notes and prepare a report of this group interview in a question by question format
- Share report between moderator and assistant moderator and any other leadership present

Within days of the interview

- Compare and contrast results by categories between group interviews
- Look for emerging themes by question, and then overall
- Diagram the analysis into themes
- Describe findings, and use quotes to illustrate

Final report

- Consider a narrative style instead of a "bullet-point" format
- Be sure to include quotes
- The sequence could be question by question, or by theme
- Have a researcher review the report, if possible
- Revise, following input, and finalize

A sample group interview

Welcome
We appreciate you taking the time to meet with us. I'm (facilitator)…. and this is (assistant facilitator conversation documenter) …

Our topic is
We are conducting this interview on behalf of the (your team). We're interested to hear more about your experiences with some of the agencies connected to the team and this work. Our purpose for the interview is to learn from what you share and ultimately to better serve all members of the community.

We'll add what we've learned in these interviews to other information we've collected, and put everything together in a report of our findings and recommendations of things we can improve.

You have been selected because you've been referred by one of the agencies working with our team or because you've received services from a connected agency. This is one of (how many?) group interviews that we'll be doing.

Guidelines
Before we start, we want to establish some guidelines for our time together. It's important that you know that there are no right or wrong answers. This is about your opinions and your experiences.

We'll be tape recording, or taking notes, so in order to capture all responses, only one person should be speaking at a time.

We mentioned a report earlier, so we want you to know that whatever is shared in that report will not identify you. Related to this, we'd ask that whatever is shared here stays within the group and is not discussed with others. Is there anyone who cannot abide by this? Unless there is any objection, we'll refer to one another by first names and that includes the two of us moderators (you have name tags to help you out.)

There's no expectation that you'll agree with what others share, but there is the expectation that everyone gets to share their ideas and be listened to and respected by other participants.

Rules for cell phones if applicable: (Either turn all cell phones off or, if you must respond to a call, please do so quietly and rejoin the group quickly.)

My role as the moderator will be to guide the discussion. (Assistant facilitator's) role is to document the conversation, to summarize what you've said, and possibly to raise some questions at the end.

Please direct your comments to one another and not just to me. We'd like this to be a conversation.

Opening question and key questions

- What is your relationship to (organization)?
- Thinking back over your experience with this agency / organization, what is something that comes to mind that was especially helpful to you? (Tell us about a positive experience you had.)
- Who or what influenced you to seek the help that you looked for (such as connecting with this agency)? What influenced your decision?
- If you haven't had that experience, but found yourself needing to seek assistance, what would influence your decision about where to go? What to do? (Alternatively: Jot down three things that would be most important to you.)
- For those of you who have had an experience with (agency name), what do you wish might have been different about that experience?
- If you were talking with a friend about your experience, what would you share? (OR If you wanted to encourage a friend to seek support, what would you tell them?)
- Suppose you were in charge and you could make a change in the way things currently operate, what would you change?
- What can each one of us do to make this work better?

Concluding questions

- Reflect on the entire discussion, and share their positions or opinions about central questions of the conversation. An example: "Of all the things we discussed, what is the most important to you?"
- Summarize with confirmation – "Is this an adequate summary of what we talked about?"
- Review purpose, and ask if anything has been missed.
- Express thanks and dismiss

Documenting group interviews

Name/Description of Group:		Location	Date	Facilitators:
# of Participants	Demographics /other	Demographics / other	Demographics / other	Demographics / other

Question: (Insert Questions)	Evidence/Synthesis	Key Themes	Supportive Quotes	Additional Comments (concur with prior focus groups)
(Specific interview question)	(Responses to the question) (You can jot initials of participants after responses, if necessary to insure clarity, continuity. Be sure to remove them in reports / other public documents.)	(Themes that emerged from the multiple responses)	(Specific quotes that capture different themes.)	

Please insert or attach your seating chart with names and note any special arrangements.

Name/Description of Group: SVJI Community Interview	**Location** Main Street community center	**Date** Jan 26, 2014	**Facilitators:** Jan Jones (Law Enforcement background) and Abby Adams (Advocacy)	
# of Participants 9 participants	**Gender:** 2 males / 7 females	**Length of Resident in the Community:** Range from 1-12 years.	**How Recruited:** Invited to forum on topic of sexual violence	**Other?**

Question: (Insert Questions)	**Evidence/Synthesis**	**Key Themes**	**Supportive Quotes**	**Additional Comments (Concur with prior Focus Groups)**
What are your perceptions about sexual assault and the circumstances in which it happens in your community?	Sexual assault generally happens to people who put themselves in risky situations. I think sexual assault can happen to anyone; you just have to be in the wrong place at the wrong time. It usually happens to women who aren't careful, or who hang out with people they can't trust. I hear about it a lot in the news, but nothing like that would happen here. This just isn't the kind of place stuff like that happens. I don't really think it happens as much as they make it seem like it does, but I think it happens when people are out late alone. There isn't any reason cause to sexual assault, not something someone asks for. If a woman doesn't want to get sexually assaulted, then she shouldn't drink too much when she is out, she shouldn't dress inappropriately, or hang out with guys she doesn't know well.	• Placing responsibility on victim actions • Separating themselves from victims – sexual assault happens to them, not me. • Sexual assault happens to people who make bad choices • Not something their community has to worry about.	• "I don't really think it happens as much as they make it seem like it does," • "There isn't any reason cause to sexual assault, not something someone asks for." • "she shouldn't dress inappropriately, or hang out with guys she doesn't know well" • "I think sexual assault can happen to anyone." • "It usually only happens to women who aren't careful."	• Many of the responses are consistent with common misconceptions that place responsibility for sexual assault squarely with the victim and her/his actions rather than with the actions of the offender. • There were a few responses that stood out among the others as recognizing that sexual assault could happen to a range of people.

Sample group interview – Community member

PURPOSE: When might you conduct a group interview with community members?

- This is an interview that you may use in the process of conducting a community needs assessment to assess the community's perspective about sexual violence, its causes, what prevents it, and perspectives about services and supports available.
- This interview might be used to deepen the team's understanding about a particular service or issue related to sexual assault.

GOALS: What do you want to learn from the survey?

- What are community members' perceptions about sexual assault?
- How familiar are they with services available regarding sexual assault?
- How widespread or important an issue do they perceive it to be for the community?
- How well is it being addressed by the agencies involved, and where do they perceive there to be gaps in services?

PREPARATION STEPS:

- **Interview Set Up –** Identify a potential participant group for the interview, and engage key community or agency leadership in recruiting and encouraging participation.
- **Test Your Questions** – Run through questions a final time (with another person, if possible) to ensure they will elicit relevant responses, are in the proper order (general to specific), and make logical sense.
- **Send Reminders** – Send an email/phone call to remind participants about the day/time/location of interview.
- **Do You Have Everything?** – One quick check to make sure everything (name tags, poster paper, markers, recorder, etc.) is packed and ready to go.
- **Arrive Early** – Give yourself enough time to set up the room, food, or anything that needs to be taken care of before participants arrive.
- **Be Inviting** – Create a warm and friendly environment. You will not only make participants feel welcomed, but you will also put them at ease.

INTERVIEW SCRIPT OUTLINE:

- Welcome, make introductions, and thank participants
- Review the purpose of the focus group interview
- Review the ground rules
- Conversation
- Debrief

THE OPENING:

Welcome! I'm (Insert name here), and I'm going to be facilitating our conversation today. Our Assistant Facilitator (insert name here) will be documenting our conversation. I want to begin by thanking you all for taking the time to join us today. We want you to know how much we appreciate your participation and that the information you share will be put to good use.

As you know, we are here to learn more about your perceptions of sexual violence in the community and services available to address it. We are here representing the SART, which is made up of agencies involved in responding to sexual assault cases, including advocacy, prosecution, law enforcement, healthcare providers, and other community agencies.

Our hope is to deepen our understanding of how the community perceives sexual violence and the services available to address it. We're interested in your perceptions about what is working well, and what kinds of support and assistance might foster beneficial changes to addressing sexual violence.

As I mentioned before, (Insert AF Name) will be documenting our conversation, and diligently capturing the thoughts and opinions expressed today. We do this to aid our memory as we later try to recall and organize what you've shared with us. We want to accurately capture what you've said.

We want you to know that the information collected here will remain anonymous, and you will not be associated with any individual answer or comment. The more honest and candid your responses, the more useful it will be towards informing our multi-disciplinary team's process and outcomes. Responses will only be shared in summary form.

Does anyone have any questions before I go on?

Before we get started, let's talk about some guidelines for our time together. First of all, we will be asking about your opinions, ideas, and experiences, so there are no right or wrong answers. As I mentioned, (Insert AF Name) is going to be documenting the conversation, so it's important that only one person is speaking at a time, so that s/he can capture what's said. Your participation in this interview and the views you express will have no impact, positive or negative, on community services you are eligible for or with the agencies represented by the SART. Again, please share your views candidly.

We ask that everyone respect one another's privacy about what is said here by not sharing or discussing it outside of this conversation. There's no expectation that you'll agree with what others share, but it's important that everyone listen to all ideas shared, and that each person gets a chance to share their thoughts and ideas and be listened to. During the conversation, I'd ask that you direct your comments to one another, and not just to me. We'd like this to be a conversation with the full group.

At this time, I would ask that you each power off or silence your cell phones. If you must respond to a call, please separate from the group quietly and rejoin us as quickly as you're able.

Any final questions before we get started?

THE INTERVIEW / CONVERSATION:

- First, let's get started by asking what comes to your mind when you hear the words 'sexual violence'?
- What are some of the themes that you hear in the responses that have been shared?
- Do you think this is a pretty accurate depiction of what sexual violence generally looks like?
- Who do you think are perpetrators of sexual violence? What descriptors would you use?
- Who are victims? What descriptors would you use?
- Given all that we've talked about here, what do you think are some of the steps, services or something else that would be helpful in working to prevent sexual violence?
- What services are you aware of – where might you turn or direct someone you knew who had been sexually assaulted? What do you think might be missing? Are there gaps in services that you're aware of?
- If you could change anything, what do you think would be some effective ways to address the issue?
- How widespread a problem do you think sexual violence is in this community?
- Thank you so much for sharing your thoughts and ideas with us. We will be preparing a report summarizing all of the information we've gathered throughout this process, and you can contact (agency) to inquire about a copy. Thank you for your participation in this effort.

INTERVIEW TIPS

- **Draw out all responses –** Allow ample time as well as silences, in order to hear all relevant thoughts and opinions. Don't rush through the questions, but be mindful of time.
- **Exercise flexibility** - Capitalize on unanticipated comments and useful directions the discussion may take. Explore and move flexibly into unplanned aspects of the topic, but be careful about unnecessary or irrelevant divergences.
- **Who isn't speaking –** After 1-3 questions, make note of quiet participants and ask if they have anything they'd like to share without putting them on the spot. This gives them an opening to join the conversation.
- **Summarize responses:** After the discussion from each question, summarize the response and check for validation of your summary. "So what I'm hearing is…" "Would it be safe to say…" "My understanding is…"

DEBRIEF WITH CO-FACILITATORS

- See the "How to Conduct a Systematic Analysis Process" (p.76) section of Group Interview Guide.

Sample group interview - Community service provider

PURPOSE: When might you use this interview?

- This is an interview that may be used during the process of conducting a community needs assessment, to assess current status of each responder's role and perceptions regarding sexual assault cases.
- This interview might also be used following training, with questions designed to capture particular points from the training.
- It could also be used for monitoring purposes to determine how familiar different responder groups are with the SART and with team protocols.

GOALS: What do you want to learn from the survey?

- How do community service providers address requests for support from those who have experienced sexual violence and where strengths and challenges lie?
- How familiar are different service providers are with the criminal justice system's response to sexual assault?
- What are the responders' perspectives, and what do they perceive as obstacles and ways to improve?
- What are service providers' experiences with victims/survivors, and what they are hearing/learning?
- What can we provide to support and improve the system's response to sexual assault?

PREPARATION STEPS

- **Interview Set Up –** Identify a potential participant group for the interview, and engage key community or agency leadership in recruiting and encouraging participation.
- **Test Your Questions** – Run through questions a final time (with another person, if possible) to ensure they will elicit relevant responses, are in the proper order (general to specific), and make logical sense.
- **Send Reminders** – Send an email/phone call to remind participants about the day/time/location of interview.
- **Do You Have Everything?** – One quick check to make sure everything (name tags, poster paper, markers, recorder, etc.) is packed and ready to go.
- **Arrive Early** – Give yourself enough time to set up the room, food, or anything that needs to be taken care of before participants arrive.
- **Be Inviting** – Create a warm and friendly environment. You will not only make participants feel welcomed, but you will also put them at ease.

INTERVIEW SCRIPT OUTLINE

- Welcome, make introductions, and thank participants
- Review the purpose of the focus group interview
- Review the ground rules
- Conversation
- Debrief

THE OPENING

Welcome! I'm (Insert name here), and I'm going to be facilitating our conversation today. Our Assistant Facilitator (insert name here) will be documenting our conversation. I want to begin by thanking you all for taking the time to join us today. We want you to know how much we appreciate your participation and that the information you share will be put to good use.

We are here to learn more about your perceptions of sexual violence in the community and services available to address it. We are here representing the SART, which is made up of agencies involved in responding to sexual assault cases, including advocacy, prosecution, law enforcement, healthcare providers, and other community agencies.

Our hope is to deepen our understanding of how the community perceives sexual violence and the services available to address it. We're interested in your perceptions about what is working well, and what kinds of support and assistance might foster beneficial changes to addressing sexual violence.

As I mentioned before, (Insert AF Name) will be documenting our conversation, and diligently capturing the thoughts and opinions expressed today. We do this to aid our memory as we later try to recall and organize what you've shared with us. We want to accurately capture what you've said.

We want you to know that the information collected here will remain anonymous, and you will not be associated with any individual answer or comment. The more honest and candid your responses, the more useful it will be towards informing our multi-disciplinary team's process and outcomes. Responses will only be shared in summary form.

Does anyone have any questions before I go on?

Before we get started, let's talk about some guidelines for our time together. First of all, we will be asking about your opinions, ideas, and experiences, so there are no right or wrong answers. As I mentioned, (Insert AF Name) is going to be documenting the conversation, so it's important that only one person is speaking at a time, so that s/he can capture what's said. Your participation in this interview and the views you express will have no impact, positive or negative, on community services you are eligible for or with the agencies represented by the SART. Again, share your views candidly.

We ask that everyone respect one another's privacy about what is said here by not sharing or discussing it outside of this conversation. There's no expectation that you'll agree with what others share, but it's important that everyone listen to all ideas shared, and that each person gets a chance to share their thoughts and ideas and be listened to. During the conversation, I'd ask that you direct your comments to one another, and not just to me. We'd like this to be a conversation with the full group.

At this time, I would ask that you each power off or silence your cell phones. If you must respond to a call, please separate from the group quietly and rejoin us as quickly as you're able.

Any final questions before we get started?

INTERVIEW / CONVERSATION

- Let's get started by having you share a bit about your role with providing support to community members who may be victims of sexual violence. How do community members get referred to you, or come to you or your agency's attention? What happens from the time you are contacted?
- What are some of your initial thoughts and actions when you are providing this type of support?
- From your experience, what do you think is one of the biggest challenges that sexual violence survivors face?
- What is the most difficult part of your job when addressing this type of request for support?
- In this past year (2013), what changes did you see related to providing support to victims of sexual violence? (for example: greater frequency of certain types of situations, or trends in those coming to you for support)
- What gaps have you seen between services needed by victims of sexual violence and services that are available for victims of sexual violence?
- How familiar are you with the criminal justice system's response to sexual assault cases?
- If you could change anything about how this issue is addressed to make it more effective, what change would you make?
- Think of a sexual assault case that didn't end with the best possible outcome, for whatever reason. What change, if any, might have impacted that outcome in a beneficial way?
- How well prepared do you feel you are for addressing this type of request for support (training, preparation, resources, materials, etc.)?
- We are in the process of developing system-wide protocols for addressing sexual assault cases. What, if anything, occurs to you might be helpful to include in such protocols?
- Can you list 1-2 things the response team could work on to make your job/role easier or more efficient?
- Thank you so much for sharing your time and experiences with us.

INTERVIEW TIPS

- **Draw out all responses –** Allow ample time as well as silences, in order to hear all relevant thoughts and opinions. Don't rush through the questions, but be mindful of time.
- **Exercise flexibility** - Capitalize on unanticipated comments and useful directions the discussion may take. Explore and move into unplanned aspects of the topic, but avoid unnecessary or irrelevant divergences.
- **Who isn't speaking –** After 1-3 questions, make note of quiet participants and ask if they have anything they'd like to share without putting them on the spot. This gives them an opening to join the conversation.
- **Summarize responses:** After the discussion from each question, summarize the response and check for validation of your summary. "So what I'm hearing is…" "Would it be safe to say…" "My understanding is…"

WRAP / DEBRIEF WITH CO-FACILITATORS

- See the "How to Conduct a Systematic Analysis Process" (p.76) section of Group Interview Guide.

Sample group interview – General responder

PURPOSE: When might you use this interview?

- This is an interview that may be used during the process of conducting a community needs assessment, to assess current status of each responder's role and perceptions regarding sexual assault cases.
- This interview might also be used following training, with questions shaped to capture particular points from the training.
- It could also be used for monitoring purposes to determine how familiar different responder groups are with the SART and with team protocols.

GOALS: What do you want to learn from the survey?

- How does each responder group address sexual assault cases, and where do strengths and challenges lie?
- How familiar are different responders with the team and with team protocols?
- What is the responders' perspective, and what do they perceive as obstacles and ways to improve?
- How do responders interact with victims/survivors in their initial response?
- What can we provide to different responder groups to support and improve the system's response to sexual assault?

PREPARATION STEPS:

- **Interview Set Up –** Identify a potential participant group for the interview, and engage key community or agency leadership in recruiting and encouraging participation.
- **Test Your Questions** – Run through questions a final time (with another person, if possible) to ensure they will elicit relevant responses, are in the proper order (general to specific), and make logical sense.
- **Send Reminders** – Send an email/phone call to remind participants about the day/time/location of interview.
- **Do You Have Everything?** – One quick check to make sure everything (name tags, poster paper, markers, recorder, etc.) is packed and ready to go.
- **Arrive Early** – Give yourself enough time to set up the room, food, or anything that needs to be taken care of before participants arrive.
- **Be Inviting** – Create a warm and friendly environment. You will not only make participants feel welcomed, but you will also put them at ease.

INTERVIEW SCRIPT OUTLINE

- Welcome, make introductions, and thank participants
- Review the purpose of the focus group interview
- Review the ground rules
- Conversation
- Debrief

THE OPENING:

Welcome! I'm (Insert name here), and I'm going to be facilitating our conversation today. Our Assistant Facilitator (insert name here) will be documenting our conversation. I want to begin by thanking you all for taking the time to join us today. We want you to know how much we appreciate your participation and that the information you share will be put to good use.

As you know, we are here to learn more about your perceptions of sexual violence in the community and services available to address it. We are here representing the SART, which is made up of agencies involved in responding to sexual assault cases, including advocacy, prosecution, law enforcement, healthcare providers, and other community agencies.

Our hope is to deepen our understanding of how the community perceives sexual violence and the services available to address it. We're interested in your perceptions about what is working well, and what kinds of support and assistance might foster beneficial changes to addressing sexual violence.

As I mentioned before, (Insert AF Name) will be documenting our conversation, and diligently capturing the thoughts and opinions expressed today. We do this to aid our memory as we later try to recall and organize what you've shared with us. We want to accurately capture what you've said.

We want you to know that the information collected here will remain anonymous, and you will not be associated with any individual answer or comment. The more honest and candid your responses, the more useful it will be towards informing our multi-disciplinary team's process and outcomes. Responses will only be shared in summary form.

Does anyone have any questions before I go on?

Before we get started, let's talk about some guidelines for our time together. First of all, we will be asking about your opinions, ideas, and experiences, so there are no right or wrong answers. As I mentioned, (Insert AF Name) is going to be documenting the conversation, so it's important that only one person is speaking at a time, so that she can capture what's said. Your participation in this interview and the views you express will have no impact, positive or negative, on community services you are eligible for or with the agencies represented by the SART. Again, please share your views candidly.

We ask that everyone respect one another's privacy about what is said here by not sharing or discussing it outside of this conversation. There's no expectation that you'll agree with what others share, but it's important that everyone listen to all ideas shared, and that each person gets a chance to share their thoughts and ideas and be listened to. During the conversation, I'd ask that you direct your comments to one another, and not just to me. We'd like this to be a conversation with the full group.

At this time I would ask that you each power off or silence your cell phones. If you must respond to a call, please separate from the group quietly and rejoin us as quickly as you're able.

Any final questions before we get started?

INTERVIEW / CONVERSATION

- Let's get started by having you share a bit about the process of how a sexual assault case is handled. Just briefly, how do sexual assault cases typically come to you/ your agency, and what's the general process? What happens from when you are contacted?
- What are some of your initial thoughts and actions when you are responding to a sexual assault case?
- What is the most difficult part of your job when dealing with a sexual assault case?
- Think of a sexual assault case that didn't end with the best possible outcome, for whatever reason. What change, if any, might have impacted that outcome in a beneficial way?
- How well prepared do you feel you are for addressing a sexual assault case (training, preparation, resources, materials, etc.)?
- How familiar are you with the protocols that the SART developed? How familiar do you think your colleagues are? How are the protocols used in your office?
- What has been most useful to you about the protocols? What have you found to be not as helpful regarding the protocols? What would you like to see in the protocols that is not currently included or addressed?
- Can you list 1-2 things the response team could work on to make your job/role easier or more efficient?
- Thank you so much for sharing your time and experiences with us.

INTERVIEW TIPS

- **Draw out all responses –** Allow ample time as well as silences, in order to hear all relevant thoughts and opinions. Don't rush through the questions, but be mindful of time.
- **Exercise flexibility** - Capitalize on unanticipated comments and useful directions the discussion may take. Explore and move flexibly into unplanned aspects of the topic, but be careful about unnecessary or irrelevant divergences.
- **Who isn't speaking –** After 1-3 questions, make note of quiet participants and ask if they have anything they'd like to share without putting them on the spot. This gives them an opening to join the conversation.
- **Summarize responses:** After the discussion from each question, summarize the response and check for validation of your summary. "So what I'm hearing is…" "Would it be safe to say…" "My understanding is…"

WRAP / DEBRIEF WITH CO-FACILITATORS

- See the "How to Conduct a Systematic Analysis Process" (p.76) section of Group Interview Guide.

Sample group interview – Law enforcement leadership / investigators interview

PURPOSE: When might you conduct a group interview with law enforcement leadership / investigators?

- This is an interview that may be used during the process of conducting a community needs assessment to assess current status of how the department is working to cultivate a positive sexual assault process within the department.
- This interview might also be used before or following an investigator's training, with questions shaped to capture particular points from a recently presented training or one you're about to present.

GOALS: What do you want to learn from the survey?

- How does the department address sexual assault cases, and where do strengths and challenges lie?
- What are leadership's perceptions about good investigation practices for sexual assault cases?
- What does law enforcement leadership see as obstacles to sexual assault cases, and what changes would bring better results?

PREPARATION STEPS

- **Interview Set Up –** Identify a potential participant group for the interview, and engage key community or agency leadership in recruiting and encouraging participation.
- **Test Your Questions** – Run through questions a final time (with another person, if possible) to ensure they will elicit relevant responses, are in the proper order (general to specific), and make logical sense.
- **Send Reminders** – Send an email/phone call to remind participants about the day/time/location of interview.
- **Do You Have Everything?** – One quick check to make sure everything (name tags, poster paper, markers, recorder, etc.) is packed and ready to go.
- **Arrive Early** – Give yourself enough time to set up the room, food, or anything that needs to be taken care of before participants arrive.
- **Be Inviting** – Create a warm and friendly environment. You will not only make participants feel welcomed, but you will also put them at ease.

INTERVIEW SCRIPT OUTLINE

- Welcome, make introductions, and thank participants
- Review the purpose of the focus group interview
- Review the ground rules
- Conversation
- Debrief

THE OPENING

Welcome! I'm (Insert name here), and I'm going to be facilitating our conversation today. Our Assistant Facilitator (insert name here) will be documenting our conversation. I want to begin by thanking you all for taking the time to join us today. We want you to know how much we appreciate your participation and that the information you share will be put to good use.

As you know, we are here to learn more about your perceptions of sexual violence in the community and services available to address it. We are here representing the SART, which is made up of agencies involved in responding to sexual assault cases, including advocacy, prosecution, law enforcement, healthcare providers, and other community agencies.

Our hope is to deepen our understanding of how the community perceives sexual violence and the services available to address it. We're interested in your perceptions about what is working well, and what kinds of support and assistance might foster beneficial changes to addressing sexual violence.

As I mentioned before, (Insert AF Name) will be documenting our conversation, and diligently capturing the thoughts and opinions expressed today. We do this to aid our memory as we later try to recall and organize what you've shared with us. We want to accurately capture what you've said.

We want you to know that the information collected here will remain anonymous, and you will not be associated with any individual answer or comment. The more honest and candid your responses, the more useful it will be towards informing our multi-disciplinary team's process and outcomes. Responses will only be shared in summary form.

Does anyone have any questions before I go on?

Before we get started, let's talk about some guidelines for our time together. First of all, we will be asking about your opinions, ideas, and experiences, so there are no right or wrong answers. As I mentioned, (Insert AF Name) is going to be documenting the conversation, so it's important that only one person is speaking at a time, so that s/he can capture what's said. Your participation in this interview and the views you express will have no impact, positive or negative, on community services you are eligible for or with the agencies represented by the SART. Again, please share your views candidly.

We ask that everyone respect one another's privacy about what is said here by not sharing or discussing it outside of this conversation. There's no expectation that you'll agree with what others share, but it's important that everyone listen to all ideas shared, and that each person gets a chance to share their thoughts and ideas and be listened to. During the conversation, I'd ask that you direct your comments to one another, and not just to me. We'd like this to be a conversation with the full group.

At this time, I would ask that you each power off or silence your cell phones. If you must respond to a call, please separate from the group quietly and rejoin us as quickly as you're able.

Any final questions before we get started?

THE INTERVIEW / CONVERSATION

- Let's get started by having you share a bit about the process of how a sexual assault case is handled in your department. Briefly, how do sexual assault cases typically come into the department, and what's the general process?
- In thinking about those who handle sexual assault cases in your department, without mentioning names, are there certain individuals who stand out as particularly effective when responding to sexual assault cases? Tell us about what makes them stand out? (Attitude, personal characteristics, skill, etc.)
- As an investigator, what are some of the key things you look for when you receive documentation from a patrol? How do these key things make a difference for possible outcomes of the case?
- How would you describe the department's perspective about sexual assault cases? Has that changed at all in the past year? If so, how has it changed and what's brought about the changes?
- Are there things that concern you about your department's current response to sexual assault cases and their outcomes? Please say more.
- Are you familiar with the protocols developed by the SART? How are they introduced and used within the department?
- What change, if implemented, would make the difference for improving how sexual assault cases are addressed in the department?
- What are 1 or 2 things the SART team could work on or implement that would make your job/role easier or more efficient?
- Thank you so much for sharing your time and experiences with us.

INTERVIEW TIPS

- **Draw out all responses –** Allow ample time as well as silences, in order to hear all relevant thoughts and opinions. Don't rush through the questions, but be mindful of time.
- **Exercise flexibility** - Capitalize on unanticipated comments and useful directions the discussion may take. Explore and move flexibly into unplanned aspects of the topic, but be careful about unnecessary or irrelevant divergences.
- **Who isn't speaking –** After 1-3 questions, make note of quiet participants and ask if they have anything they'd like to share without putting them on the spot. This gives them an opening to join the conversation.
- **Summarize responses:** After the discussion from each question, summarize the response and check for validation of your summary. "So what I'm hearing is…" "Would it be safe to say…" "My understanding is…"

DEBRIEF WITH CO-FACILITATORS

- See the "How to Conduct a Systematic Analysis Process" section of Group Interview Guide.

Sample group interview – Multi-disciplinary team member

PURPOSE: When might you conduct a group interview with law enforcement leadership / investigators?

- This interview might be used when a team is moving to a different stage of the work, to assess current dynamics and perceptions about the team's status and progress.
- It may also be used when team momentum or participation has slowed down, to assess what changes might revitalize member participation.
- This interview can also be used as an annual or bi-annual check in to help team leadership keep team morale and involvement high and anticipate needed adjustments.

GOALS: What do you want to learn from the survey?

- What are team members' perceptions of team purpose and progress?
- What are team members' suggestions for possible changes?
- What is working well? Do team members have suggestions about ways to improve process or progress, or to increase member participation?
- What issues get in the way of the team realizing its potential as a successful collaboration?

PREPARATION STEPS

- **Interview Set Up –** Identify a potential participant group for the interview, and engage key community or agency leadership in recruiting and encouraging participation.
- **Test Your Questions** – Run through questions a final time (with another person, if possible) to ensure they will elicit relevant responses, are in the proper order (general to specific), and make logical sense.
- **Send Reminders** – Send an email/phone call to remind participants about the day/time/location of interview.
- **Do You Have Everything?** – One quick check to make sure everything (name tags, poster paper, markers, recorder, etc.) is packed and ready to go.
- **Arrive Early** – Give yourself enough time to set up the room, food, or anything that needs to be taken care of before participants arrive.
- **Be Inviting** – Create a warm and friendly environment. You will not only make participants feel welcomed, but you will also put them at ease.

INTERVIEW SCRIPT OUTLINE

- Welcome, make introductions, and thank participants
- Review the purpose of the focus group interview
- Review the ground rules.
- Conversation
- Debrief

THE OPENING

Welcome! I'm (Insert name here), and I'm going to be facilitating our conversation today. Our Assistant Facilitator (insert name here) will be documenting our conversation. I want to begin by thanking you all for taking the time to join us today. We want you to know how much we appreciate your participation and that the information you share will be put to good use.

As you know, we are here to learn more about your perceptions of sexual violence in the community and services available to address it. We are here representing the SART, which is made up of agencies involved in responding to sexual assault cases, including advocacy, prosecution, law enforcement, healthcare providers, and other community agencies.

Our hope is to deepen our understanding of how the community perceives sexual violence and the services available to address it. We're interested in your perceptions about what is working well, and what kinds of support and assistance might foster beneficial changes to addressing sexual violence.

As I mentioned before, (Insert AF Name) will be documenting our conversation, and diligently capturing the thoughts and opinions expressed today. We do this to aid our memory as we later try to recall and organize what you've shared with us. We want to accurately capture what you've said.

We want you to know that the information collected here will remain anonymous, and you will not be associated with any individual answer or comment. The more honest and candid your responses, the more useful it will be towards informing our multi-disciplinary team's process and outcomes. Responses will only be shared in summary form.

Does anyone have any questions before I go on?

Before we get started, let's talk about some guidelines for our time together. First of all, we will be asking about your opinions, ideas, and experiences, so there are no right or wrong answers. As I mentioned, (Insert AF Name) is going to be documenting the conversation, so it's important that only one person is speaking at a time, so that she can capture what's said. Your participation in this interview and the views you express will have no impact, positive or negative, on community services you are eligible for or with the agencies represented by the SART. Again, please share your views candidly.

We ask that everyone respect one another's privacy about what is said here by not sharing or discussing it outside of this conversation. There's no expectation that you'll agree with what others share, but it's important that everyone listen to all ideas shared, and that each person gets a chance to share their thoughts and ideas and be listened to. During the conversation, I'd ask that you direct your comments to one another, and not just to me. We'd like this to be a conversation with the full group.

At this time I would ask that you each power off or silence your cell phones. If you must respond to a call, please separate from the group quietly and rejoin us as quickly as you're able.

Any final questions before we get started?

THE INTERVIEW / CONVERSATION

- How would you describe this team's work?
- How important do you think this team's work is to the broader community? How do you think the community perceives the team's work?
- What is your agency's view of this team's work? How does it see the team's role?
- All teams have their own dynamics and personalities. How would you describe the dynamics between the team members in this group?
- How would you describe the comfort level within the team about sharing or raising issues with which all team members might not agree?
- How well do team members understand their role and purpose in the group?
- How clear is the role and purpose of the team to you as members?
- Are meetings generally a good use of your time? What changes would you suggest to make them more useful?
- How effective do you think the SART team is at reaching its goals? Please give some examples.
- What do you think have been the team's most important accomplishments?
- What else do you think is important to share about your experience with this team?

INTERVIEW TIPS

- **Draw out all responses –** Allow ample time as well as silences, in order to hear all relevant thoughts and opinions. Don't rush through the questions, but be mindful of time.
- **Exercise flexibility** - Capitalize on unanticipated comments and useful directions the discussion may take. Explore and move flexibly into unplanned aspects of the topic, but be careful about unnecessary or irrelevant divergences.
- **Who isn't speaking –** After 1-3 questions, make note of quiet participants and ask if they have anything they'd like to share without putting them on the spot. This gives them an opening to join the conversation.
- **Summarize responses:** After the discussion from each question, summarize the response and check for validation of your summary. "So what I'm hearing is…" "Would it be safe to say…" "My understanding is…"

DEBRIEF WITH CO-FACILITATORS

- See the "How to Conduct a Systematic Analysis Process" (p.76) section of Group Interview Guide.

Sample group interview – Victim/survivor

PURPOSE: When might you use this interview?

- This interview might be used during the team's Community Needs Assessment to determine a baseline about victim's experiences with the system's response.
- The interview could also be used when a team is considering making changes to its protocols.
- This is an interview that could be conducted on an annual or periodic basis to determine whether there are indications of beneficial improvements happening for victim/survivors over time.

GOALS: What do you want to learn from the survey?

- What are victims' experiences with the system's response to a sexual assault?
- What could have been done differently that would have made the experience easier for them?
- What things helped them during the experience?
- What factors went into their decision to report the sexual assault?

PREPARATION STEPS

- **Interview Set Up –** Identify a potential participant group for the interview, and engage key community or agency leadership in recruiting and encouraging participation.
- **Test Your Questions** – Run through questions a final time (with another person, if possible) to ensure they will elicit relevant responses, are in the proper order (general to specific), and make logical sense.
- **Send Reminders** – Send an email/phone call to remind participants about the day/time/location of interview.
- **Do You Have Everything?** – One quick check to make sure everything (name tags, poster paper, markers, recorder, etc.) is packed and ready to go.
- **Arrive Early** – Give yourself enough time to set up the room, food, or anything that needs to be taken care of before participants arrive.
- **Be Inviting** – Create a warm and friendly environment. You will not only make participants feel welcomed, but you will also put them at ease.

INTERVIEW SCRIPT OUTLINE

- Welcome, make introductions, and thank participants
- Review the purpose of the focus group interview
- Review the ground rules
- Conversation
- Debrief

THE OPENING

Welcome! I'm (Insert name here), and I'm going to be facilitating our conversation today. Our Assistant Facilitator (insert name here) will be documenting our conversation. I want to begin by thanking you all for taking the time to join us today. We want you to know how much we appreciate your participation and that the information you share will be put to good use.

As you know, we are here to learn more about your perceptions of sexual violence in the community and services available to address it. We are here representing the SART, which is made up of agencies involved in responding to sexual assault cases, including advocacy, prosecution, law enforcement, healthcare providers, and other community agencies.

Our hope is to deepen our understanding of how the community perceives sexual violence and the services available to address it. We're interested in your perceptions about what is working well, and what kinds of support and assistance might foster beneficial changes to addressing sexual violence.

As I mentioned before, (Insert AF Name) will be documenting our conversation, and diligently capturing the thoughts and opinions expressed today. We do this to aid our memory as we later try to recall and organize what you've shared with us. We want to accurately capture what you've said.

We want you to know that the information collected here will remain anonymous, and you will not be associated with any individual answer or comment. The more honest and candid your responses, the more useful it will be towards informing our multi-disciplinary team's process and outcomes. Responses will only be shared in summary form.

Does anyone have any questions before I go on?

Before we get started, let's talk about some guidelines for our time together. First of all, we will be asking about your opinions, ideas, and experiences, so there are no right or wrong answers. As I mentioned, (Insert AF Name) is going to be documenting the conversation, so it's important that only one person is speaking at a time, so that s/he can capture what's said. Your participation in this interview and the views you express will have no impact, positive or negative, on community services you are eligible for or with the agencies represented by the SART. Again, please share your views candidly.

We ask that everyone respect one another's privacy about what is said here by not sharing or discussing it outside of this conversation. There's no expectation that you'll agree with what others share, but it's important that everyone listen to all ideas shared, and that each person gets a chance to share their thoughts and ideas and be listened to. During the conversation, I'd ask that you direct your comments to one another, and not just to me. We'd like this to be a conversation with the full group.

At this time, I would ask that you each power off or silence your cell phones. If you must respond to a call, please separate from the group quietly and rejoin us as quickly as you're able.

Any final questions before we get started?

THE INTERVIEW / CONVERSATION

- If you wanted to encourage a friend to seek support in response to a sexual assault, what would you tell them?
- We'd like to ask you now about some of the different agencies within the system and your experiences with them. For those of you who have had an experience with law enforcement, how was that experience? What do you wish might have been different about it? What was helpful?
- For those of you who have had an experience with a sexual assault nurse examiner, what was that experience like? What do you wish might have been different about the experience? What was helpful?
- For those of you who have had an experience with advocacy services, how was that experience? What do you wish might have been different about the experience? What was helpful to you?
- Let's talk a bit now about reporting the sexual assault. There are many good reasons why someone wouldn't report a sexual assault to law enforcement. What are some of the reasons why you think victims do not report or that you did not report?
- For those of you who made the decision to report a sexual assault, what are some of the factors that went into that decision? What ultimately made you decide to report the assault?
- Suppose you were in charge and could a change in the way things currently operate, what would you change?
- Based on your experience, what do you wish the community understood about sexual assault?

INTERVIEW TIPS

- **Draw out all responses –** Allow ample time as well as silences, in order to hear all relevant thoughts and opinions. Don't rush through the questions, but be mindful of time.
- **Exercise flexibility** - Capitalize on unanticipated comments and useful directions the discussion may take. Explore and move flexibly into unplanned aspects of the topic, but be careful about unnecessary or irrelevant divergences.
- **Who isn't speaking –** After 1-3 questions, make note of quiet participants and ask if they have anything they'd like to share without putting them on the spot. This gives them an opening to join the conversation.
- **Summarize responses:** After the discussion from each question, summarize the response and check for validation of your summary. "So what I'm hearing is…" "Would it be safe to say…" "My understanding is…"

WRAP / DEBRIEF WITH CO-FACILITATORS

- See the "How to Conduct a Systematic Analysis Process" (p.76) section of Group Interview Guide.

Law enforcement survey

Law Enforcement Survey

You are receiving this survey as a sworn member of [Police Department]. The purpose of this survey is not to assess individual knowledge or performance, but to evaluate and inform policy and procedure development efforts around sexual assault case response for the department. Your candid responses are both requested and appreciated. All responses are confidential and will help to inform the development of policy and educational resources. Only staff from the Minnesota Coalition Against Sexual Assault will have access to survey monkey to view the responses.

*****For all questions in this survey, please consider cases where the victim was OVER the age of 13 (not child sexual abuse).*****

About You

1. How long have you been with the [Police Department]?

- Less than 3 years
- More than 3 years but less than 5 years
- More than 5 years but less than 7 years
- More than 7 years but less than 10 years
- More than 10 years

2. How long have you worked in the field of law enforcement?

- Less than 3 years
- More than 3 years but less than 6 years
- More than 6 but less than 10 years
- More than 10 but less than 15 years
- More than 15 years but less than 20 years
- More than 20 years

3. What is your current role within the department?

- Patrol
- Patrol Supervisor
- Sergeant
- Command
- Investigations

Other (please specify)

Your Experience

Law Enforcement Survey

4. Aside from pre-service (skills) courses, how much specialized training have you received in handling sexual assault investigations?

- No training
- Very little training
- A moderate amount of training
- A large amount of training

5. In the training you have received, how much of it focused on documentation/report writing for sexual assault cases?

- N/A- I have not received training
- None
- Very little
- A moderate amount
- A large amount

6. How would you rate your comfort level in responding to sexual assault cases?

- Very uncomfortable
- Somewhat uncomfortable
- Somewhat comfortable
- Very comfortable
- I have never responded to a sexual assault case

7. How familiar are you with the department protocol for responding to sexual assault cases?

- Very familiar
- Somewhat familiar
- Somewhat unfamiliar
- Very unfamiliar

Your Experience (continued)

Law Enforcement Survey

8. Considering your role, what sources do you generally turn to for evidence when gathering information about a sexual assault case? (check all that apply)

- [ ] Victim
- [ ] Suspect
- [ ] Witnesses
- [ ] Chain of disclosure witnesses
- [ ] Other (please specify)

9. Which of the following do you regularly include in your written report/documentation of a sexual assault? (check all that apply)

- [ ] The actual language of the victim
- [ ] The actual language of the suspect
- [ ] The actual language of other witnesses
- [ ] A description of what the victim was thinking or feeling
- [ ] A summary of all the evidence from the investigation
- [ ] None of the above
- [ ] Other (please specify)

10. Which statement best describes the way you think of sexual assault report writing and documentation? There may be more than one, but choose the single statement that is the best fit.

- ( ) It's a necessary task that fulfills an administrative requirement
- ( ) It is a tedious task that I get done in time, but just barely
- ( ) It's probably one of the most important parts of my investigation of a sexual assault case
- ( ) The most important part about it is that every part of the case is in there somewhere for the prosecutor to piece together
- ( ) The most important part is that something gets to the prosecutor's office in a timely manner
- ( ) Report writing is less important than most tasks in a sexual assault investigation

Your Experience (continued)

Law Enforcement Survey

11. In your opinion, what are the TWO most important considerations for law enforcement to know when responding to a sexual assault case?

12. People who report a sexual assault sometimes disengage from the process and stop working with law enforcement. What do you think are the main reasons this happens?

13. If given a choice between responding to a forced entry burglary that results in considerable property loss or a sexual assault, which case would you prefer to be dispatched?

- Forced entry burglary with considerable property loss
- Sexual assault

Why?

14. In your opinion, what is the most challenging part of responding to a sexual assault case?

Your Experience (continued)

15. If you were to speak candidly with a group of girls that just graduated from high school and were about to attend college away from home, what THREE pieces of advice would you offer to keep them from becoming sexual assault victims?

Law Enforcement Survey

16. Of the reported sexual assault cases that YOU have worked with in your time as law enforcement, what portion of those cases do you feel were fabricated?

- 10% or less
- 11-25%
- 26-40%
- 41-60%
- 61-80%
- More than 80%
- I have never responded to a sexual assault case

17. What factors lead you to believe that a sexual assault report is not true?

Department Response

18. Thinking about ALL sexual assault cases handled by your police department, what portion of the those cases do you believe are fabricated?

- 10% or less
- 11-25%
- 26-40%
- 41-60%
- 61-80%
- More than 80%

19. Overall, how would you rate your police department's handling of sexual assault cases?

- Excellent
- Good
- Fair
- Poor
- Uncertain

Areas for Improvement

Law Enforcement Survey

20. Please indicate your level of agreement or disagreement with the following statement: Training would improve our response to sexual assault cases.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

21. What type of training would you like to see related to responding to sexual assault cases?

22. What else could be done to improve your police department's handling of sexual assault cases?

23. Is there anything else that you'd like to add that was not addressed in the survey?

Thank you for completing this survey. Your responses are valuable in informing the development of policy and resources related to sexual assault case response.

Survey to collect feedback from victim/survivors following initial contact

Thank you for taking the time to share some feedback about your experience with us today. The questions below relate directly to the service that you received here today. What you share will be used to help us improve our services. Your identity will remain anonymous and will not be directly associated with these responses.

	Strongly Agree	Agree	Disagree	Strongly Diagree
1. My needs were taken seriously during this visit / service.				
2. I was able to get my questions answered.				
3. The information I received was clear and easy to understand.				
4. I felt listened to.				
5. I experienced care and compassion during this visit / service.				
6. I was talked to in a place that felt safe.				
7. It was conveyed to me that the assault was not my fault.				
8. I would recommend this service to a friend.				

What was most helpful?

What, if anything, did you need during this visit that was not provided?

Many people find it helpful to speak with an advocate. Is it alright for an advocate to make a follow up contact within the next two weeks to address any questions or concerns? ❒ Yes ❒ No, thank you.

If yes, please provide your contact information below:

Name: _____

Best way to reach you: ❒ Phone ❒ Email

Phone number(s):_____

Email address:_____

Can be included on the back of this survey and completed before handing to survey responder. This is a way to track this record in a confidential manner:

Case Code _____

Type of visit:

❒ Medical / forensic

❒ Advocacy / in office

Assessing your protocol's progress and impact / Conversation outline

SCENARIO: You have been implementing new protocols for about a year now and want to figure out if they are having the results you intended.

1. **What does success look like? What change did we want to see? What do we want to be different?**
   - When we first put this protocol in place last year, what are some of the things that we expected to change as a result of these new protocols? Examples include:
     - More involvement from advocacy, sooner – involvement with higher percentage
     - Certain changes in the way law enforcement addresses a sexual assault investigation
     - Increased contact with victim / keeping victim informed
     - Different timeframe for providing a medical forensic exam
     - More responders are familiar with sexual assault case procedures
     - Victims do not feel blamed / judged by criminal justice system responders
   - Do we know if all responders for sexual assault cases are aware of the new protocols?
   - How are new responders introduced to the new protocols?

2. **Identify information sources**
   (You'll want to determine the answers to those last two questions (above), so the team knows where to focus first. For example, if the team isn't certain that all responders know about the protocols, this would be something to determine before assessing whether the protocols are having the desired impact on responder practice.)
   - What different information sources are going to tell us whether these changes are happening?
     - The hospital keeps records of each sexual assault case. Is there a way to obtain certain (non-sensitive) data about sexual assault cases from the hospital to see whether timeframe / other factors we're looking for have changed? ("Non-sensitive" data could include number of sexual assaults, time between assault and exam, whether an exam was conducted; information that does not identify people or specifics of cases.)
     - Do we have records that tell us for how many cases involved advocacy and how soon in the process? If not, what is a way, at what points, and by whom, should that be documented?
     - Will a review of police reports/files, tell us if our desired changes are happening in investigations, or are the changes we're seeking not something that would be documented in a police report?

3. **Select how you will find out**
   - With the previous question, we've identified some of the ways that we'll get the information we're looking for, but not all. So, let's consider others.
     - We talked about document and data review in the previous question. Whatever information we're looking for that is already captured in existing documents and data we've collected, let's make use of it!
     - It might also be helpful to conduct brief interviews with leadership for each of the disciplines to get a sense of how familiar they are with the work of the teams, and to get some ideas about ways to deepen responders' familiarity and understanding of the work of the team within each discipline.
     - Is it possible to conduct a brief interview with victims following their experience with the criminal justice system?
     - Be sure that any interview tool you use/develop ties back to the questions the team is trying to answer.

4. **Collect and organize information collected**

- Whether you modify a tool included in this resource book or develop your own, be sure to delegate data collection to individuals who feel comfortable with the method and have access to the people or resources needed to complete the task.
- It's the role of team leadership to pull together information gathered, and to organize it in such a way that it is feasible for team members to review it and consider themes and patterns. (Interview information can be color-coded to draw out certain themes across interviews.) Organize data collected under the evaluation questions to which they relate.
- If team members are involved in the front end steps of this process (above), there's a greater likelihood for engagement and some understanding about these next steps.
- Give team members a few weeks to sit with and review the data collected. Let them know that a conversation about the data will be the focus of the team meeting in a few weeks.
- Prepare a discussion outline ahead of the meeting and prepare to engage all team members in the conversation.

5. Ask: "What did we learn?" / Look at it together as a team / How will we use it?

- Conduct a team conversation regarding the data collected.
    - Introduce the data, where it came from, any unique aspects about it, how it was gathered, what's in place to continue its collection, etc.
    - As you looked through the information we gathered through interviews, data reports and surveys, what especially catches your attention about what you read?
    - What, if anything, in the information surprised you?
    - Where do you see information that indicates progress on our part?
    - Where do you see that we're falling short?
    - What appear to be some of our problem areas that need attending?
    - What questions do you have from reviewing this data?
    - What changes do our findings suggest? (the Pathways to Problem Solving Worksheet could be a useful tool here)

6. Ask: "How will we use it?" / Use it

- Establish a plan that includes roles and timing for what changes you will make in light of what your team has learned, as well as a way to check out whether you are seeing progress as a result of implementing this plan.

7. Do it again!

- Part of the "do it again" is building in a way to see whether there has been progress as a result of implementing your plan.
- Another part of doing it again is to use this process for assessing the impact of protocol training, assessing how the team is progressing on longer-term goals, and other questions that the team wants to address.
- The "Plan" referred to in points 6 and 7 can be as simple as making a change in the protocols, incorporating some new information into protocol training, meeting with leadership about a particular point, or something else. How elaborate the plan is depends on what the information you've gathered tells you.
- A caution: be sure to look at data in the aggregate and cautious not to zero in on one specific comment that doesn't reflect the data overall.

SECTION V: ADDITIONAL RESOURCES

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