

Module 3: Ethics in Victim Services

Time Required

1 hour, 45 minutes (including 30-minute optional lesson)

Purpose

This module introduces participants to the concept of ethics and the Ethical Standards for Victim Assistance Programs and Providers developed by the National Victim Assistance Standards Consortium (NVASC).

Lessons

1. Ethics and You (30 minutes)
2. National Victim Assistance Standards (75 minutes)
3. Ethical Organizations (30 minutes) **Do this lesson only as time allows.**

Learning Objectives

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

- Recognize when a person is acting in an ethically questionable way.
- State at least one of the NVASC's ethical standards for victim assistance programs and providers and how it is used in an organization other than one's own.
- State at least one way to make ethics and standards part of an organizational culture.

Equipment and Materials

No special equipment or materials are required.

Participant Worksheets

- Worksheet 3.1, Is It Ethical?
- Worksheet 3.2, Identify the Relevant NVASC Standards
- Worksheet 3.3, NVASC Standards for Victim Assistance Programs and Providers

Instructor Worksheet

- Worksheet 3.2, Identify the Relevant NVASC Standards (Instructor Only)


Preparation


- Review the five scenarios for the *Is It Ethical?* activity.
- Review the six scenarios and the discussions for the *Identify the Relevant NVASC Standard* activity.
- For the *Identify the Relevant NVASC Standard* activity, create one sheet of flip chart paper for each scenario with the name of the scenario (for example, Sue and Connie).

Introduce the Module

 Show **Visual 3-1** and present the objectives for the module.

1. Ethics and You (30 minutes)

 Show **Visual 3-2** and introduce the lesson.

 Show **Visual 3-3** and introduce the following activity.



Activity: Is it Ethical?


1. *Ask participants to turn to Worksheet 3.1, Is it Ethical?, in their Participant's Manual.*
2. *Form five groups of participants and assign one of the scenarios to each group.*
3. *Direct each group to read the assigned scenario and determine whether the victim assistance provider in the scenario is acting ethically. Why or why not?*

Allow 5 minutes for group discussion.

4. *Ask each group to report back to the entire group.*
 - *Was the victim assistance provider acting in an ethically questionable manner?*
 - *Why or why not?*

Allow each group 5 minutes to report.

5. *Write the scenario number, victim service provider name, answer, and rationale on the flip chart.*
6. *At the end of the activity tell participants that you will re-visit the scenarios after learning the NVASC standards.*

 Show **Visual 3-4** and present the following key points:

- Throughout history, philosophers and teachers have contemplated what behaviors are most valued and the distinction between right and wrong.
- Societies have developed systems of moral principles based on values.
- Values reflect how people should act towards each other.
- Moral principles are the foundation of ethics.
- Ethics are standards of right and wrong that guide human behavior.
- Ethics started with the ancient professions of medicine and law.
- Victim assistance started as a grassroots movement but is now evolving as an established profession.



Show Visual 3-5 and present the following key points:

A code of ethics for a profession serves the following purposes:

- Safeguards the reputation of the profession.
- Protects the public from exploitation.
- Furthers the competent and responsible practice of the profession.




Show Visual 3-6 and present the following key points:


The foundation for the victim assistance code of ethics includes:

- Values of client autonomy, privacy, and self-determination.
- Objectivity and abstention from abuse.
- Honesty and equity of service.
- Compassion and respect for individuals.
- Social responsibility and confidentiality.
- Working within one's range of competence.


2. National Victim Assistance Standards (75 minutes)

 **Show Visual 3-7** and introduce the lesson.


Tell participants that this lesson addresses the NVASC standards and how they can be useful to victim assistance providers and managers.

 **Show Visual 3-8** and present the following key points:


- The field of victim assistance has moved into a professional discipline from its grassroots beginnings.
- The field encompasses a wide diversity of individuals and organizations.
- Victim assistance services cover the entire range of the justice experience.


 **Show Visual 3-9** and present the following key points:

- With the growth of the field came a call for greater accountability by victim assistance providers.
- The field is seen to be credible, worthwhile, and providing much-needed services.
- To meet this demand, the National Victim Assistance Standards Consortium (NVASC) was formed to help develop professional standards for the field.

 **Show Visual 3-10** and present the following key points:

- NVASC was created in 2000 by the Office for Victims of Crime at the U. S. Department of Justice with the express purpose of developing model program, competency, and ethical standards of conduct for the field of victim assistance.
- NVASC researched existing standards in similar professions, polled the field of victim assistance, and utilized the expertise and experience of a representative and diverse core of victim assistance professionals.
- The result of this work is the NVASC *Standards for Victim Assistance Programs and Providers* published by The Center for Child and Family Studies, College of Social Work at the University of South Carolina.
- The book *Ethics in Victim Services* is based on the NVASC model of ethical standards. It is designed to help victim assistance professionals identify, analyze, and resolve the many ethical dilemmas they face in their daily work. This book was used to develop this training.

 Show Visuals 3-11 through 3-16 and discuss the NVASC standards.

 Show Visual 3-17 and introduce the following activity.




Activity: NVASC Standards in Your Organization

1. Ask participants to pair up with someone who does not work in their organization. Using *Worksheet 3.3, NVASC Standards for Victim Assistance Programs and Providers*, ask participants to read the *Ethical Standards 3.1 – 3.10*.
2. Ask each participant to choose one standard. Have the pair of participants:
 - Explain the standard chosen.
 - Explain how the standard applies to what they each do in their organizations.

Allow 5 – 10 minutes for this activity.

3. Ask for a few participants to share the standard they chose and explain how it applies to the work they do in their organization.

 Show Visual 3-18 and introduce the following activity.



Activity: Identify the Relevant NVASC Standards

1. Tell participants they will now read the *NVASC Ethical Standards* and have an opportunity to apply them to a specific scenario.
2. Direct participants to *Worksheet 3.2, Identify the Relevant NVASC Standards*, in the *Participant's Manual* where they will find the six scenarios. Tell them that the *NVASC Ethical Standards* are included on *Worksheet 3.3, NVASC Standards for Victim Assistance Programs and Providers*.
3. Form six groups of participants. Assign one scenario to each group.
4. Direct participants to read the *NVASC Ethical Standards* and then work in their groups to identify which standards are involved in their assigned scenario.

Allow 15 minutes for this activity.

5. *Ask groups to report on their assigned scenarios.*

- *For each scenario, have a group member read the scenario and list the relevant NVASC standards.*
- *Post relevant NVASC standards on the prepared flip chart page for the scenario.*
- *Ask participants if they would like to add any other standards.*
- *Ensure that the relevant standards on Trainer Worksheet 3.2, Identify the Relevant NVASC Standards Activity, are included if not identified by the group or other participants.*

Allow 30 minutes for this activity, 5 minutes per group.



Show Visual 3-19 and remind participants about the *Is it Ethical?* activity. Turn the flip chart to those pages where you recorded the scenario number, victim service provider name, answer, and rationale for those scenarios. Discuss each scenario using the points on **Visual 3-19**.

Tell participants that there often are “gray” areas in a situation and that the NVASC standards were created as guidelines.

In the discussions, ensure that the following points are made for each scenario.

Scenario 1 Betty

Betty should do her best to avoid dual relationships that could impair her objectivity and professional judgment.

Standard 3.8

Scenario 2 Marsha

Marsha needs to realize that Jean has a right to self-determination and that Marsha should not be giving advice regarding legal issues.

Standards 1.1 and 3.4

Scenario 3 Kevin

If a client is suicidal or if there is a duty to warn, for example, exceptions to confidentiality can be made. Kevin should have warned Heidi up front of exceptions to confidentiality.

Standard 3.5

Scenario 4 Rebecca

Rebecca needs to recognize her limitations and make appropriate outside referrals. Part of professional competence is staying within defined responsibilities. Rebecca should consider whether fear of being perceived as racially biased influenced her decision.

That would be a form of discrimination.

Standards 1.4 and 3.9

Scenario 5 Jeff

Confidentiality requires paperwork and any other information about a victim should be kept secure.

Standard 3.5

3. Ethical Organizations (30 minutes – optional if time allows)



Show Visual 3-20 and introduce the lesson.



Show Visual 3-21 and introduce the following activity.



Activity: Creating Ethical Organizations

1. *Form four groups of participants.*
2. *Ask participants (in their groups) to brainstorm ways to make ethics and the NVASC standards part of an organizational culture.*
Allow 10 minutes.
3. *Ask each group to present their brainstorming ideas. Post the ideas on the flip chart.*
Allow 20 minutes (5 minutes per group).
4. *Review ideas and add from the following list, if they have not been mentioned.*
 - Create a set of ethical standards specifically designed for your organization.
 - Conduct in-service training sessions.
 - Post the standards in the office.
 - Encourage peer consultation.

- Encourage supervisor consultation.
- Discuss articles or books in staff meetings to increase knowledge base of staff.
- Take the initiative to develop good, respectful, and knowledgeable relationships with partner agencies.
- Establish a library for tapes, books, and resources for staff.
- In staff meetings, present a case with an ethical dilemma and discuss it for a few minutes using the ethical standards.
- Create opportunities for staff professional development.

Conclude Module



Show Visual 3-22 and review the objectives for the module.

Worksheet 3.1

Is It Ethical?

Scenario 1

Jo, a woman who is trying to leave her violent husband, asks Betty, the victim assistance provider at a local domestic violence shelter, to help her find a place to stay for a while. The shelter has been filled to capacity the past 2 weeks. Betty's friend has a vacant garage apartment. After checking with her friend, Betty offers the apartment as a safe place for Jo and her two young children to stay until everything is settled.

Scenario 2

Marsha, who is a victim assistance provider, is working with Jean, a stalking victim who wants to sue the employer of the man who stalked her. The stalker accessed Jean's financial records through the database at his place of employment. Marsha advises Jean, "Getting involved in a stressful lawsuit isn't a good idea right now. You really need to focus on your recovery."

Scenario 3

Kevin, a victim assistance provider, has been working with Heidi for a couple months. She recently moved to a different town to get away from her abusive boyfriend, and she has asked Kevin not to share her new address and phone number with anyone. One day she calls Kevin; she is distraught and reluctantly discloses that she is thinking about suicide, but she begs him not to tell anyone. He explains that he is obligated to report someone who is suicidal and will give her contact information to law enforcement.

Scenario 4

Rebecca, a white victim assistance provider who majored in psychology in college, realizes that an African-American victim she is working with, Shauna, has a substance abuse problem. Shauna is just starting to open up to Rebecca after several weeks of silence. When Rebecca suggests that Shauna see a substance abuse counselor or check out a 12-step program, Shauna accuses Rebecca of trying to get rid of her because she is black. Rebecca denies the accusation and assures Shauna that she will continue working with her. Rebecca figures that she has had enough experience to help Shauna with her substance abuse problem.

Scenario 5

Jeff, who works long hours as a victim assistance provider at a law enforcement agency, regularly takes records home and finishes up his documentation at night. After he eats dinner with his wife and two adolescent daughters, Jeff spreads his work on the kitchen table and puts in a couple more hours.

Worksheet 3.2

Identify the Relevant NVASC Standards

Scenario: Sue and Connie

Sue, a rape crisis advocate, has been called to the emergency room to assist Connie, a rape victim. Connie is too embarrassed to describe, in the presence of a police officer, the intimate details of the rape. Eventually, the officer agrees to leave the room but asks Sue to report the details of Connie's story to him. According to her agency's policy, Sue should decline because doing what the officer requested would allow her to be subpoenaed if the case comes to trial.

Scenario: June and Abeir

June, the victim services coordinator for a large metropolitan police department, is particularly fond of Abeir, a young Sudanese immigrant who has filed a report on her boyfriend after he threatened to kill Abeir's young daughter. June soon realizes that Abeir has severe mental health problems exacerbated by dynamics within her family. June decides Abeir needs therapy to deal with her anger and understand the threat these issues pose for her daughter. Because June has 10 years' experience as a psychotherapist, she is considering counseling Abeir herself, despite having little knowledge of Abeir's culture.

Scenario: David and Emma

David, the chief district attorney popular for his get-tough policy on crime, is being honored at a political dinner for his public service work. After David's thank-you speech, Emma, a victim assistance provider at a domestic violence shelter, realizes she has an opportunity to ask that he publicly defend his "no-drop" policy, which prevents women from dropping charges against their batterers once they have made a report. A batterer has recently carried out his threat to murder his wife if she ever brought charges against him, even though the woman had desperately tried to drop the charges.

Scenario: Lee and Lisa

Lee Chan works at a nonprofit advocacy center where she provides support to victims of abuse and neglect. She is working with Lisa, a 19-year-old immigrant who lives with her father, sisters, and two aunts and uncles (none of whom have green cards) in a Southeast Asian neighborhood. They suffered greatly in their country of origin, and Lisa feels it is her duty to keep her family together in America. One of Lisa's uncles molests her, but she refuses to report him. She is terrified that an official report will trigger his deportation, and the whole family will turn against her.

Scenario: Carlotta and Inez

Carlotta, a victim assistance provider at the police department, often encounters young women in the Hispanic community who are at risk of violence when they break up with their gang-member boyfriends. Today, Inez was fired upon by someone she believes (but cannot prove) was her ex-boyfriend. Inez reluctantly agrees to stay out of sight while Carlotta looks for a safe place for her to stay. Later that afternoon, Carlotta receives a call saying that Inez has been hospitalized for a gunshot wound she received while standing in front of a popular gang hangout. Carlotta is so angry with Inez for not staying home that she does not want to see her.

Scenario: Sam and Little Saigon

Sam, a community-based crisis responder who speaks Vietnamese, is called out on a homicide in Little Saigon, a city neighborhood where Asian immigrants reside. Neighbors have witnessed the shooting of a teenaged boy, and the alleged killer has been arrested. The boy's parents arrive as the emergency medical team is preparing to remove his body. The parents insist that his body cannot be moved until the Buddhist monk, who is on the way, conducts a short ceremony to support their son's departing soul. A hostile crowd, shouting in Vietnamese, grows as the police officer in charge proceeds with the removal.

Instructor Worksheet 3.2

Identify the Relevant NVASC Standards

Below each scenario are examples of which NVASC standards might be relevant and the corresponding practical considerations that help explain how the standard could be applied to the scenario. If the group assigned the scenario does not include these items, add them to the list on the flip chart.

Scenario: Sue and Connie

Sue, a rape crisis advocate, has been called to the emergency room to assist Connie, a rape victim. Connie is too embarrassed to describe, in the presence of a police officer, the intimate details of the rape. Eventually, the officer agrees to leave the room but asks Sue to report the details of Connie's story to him. According to her agency's policy, Sue should decline because doing what the officer requested would allow her to be subpoenaed if the case comes to trial.

Ethical Standards

- 1.1 Understand service delivery setting
- 2.1 Colleagues and other professionals
- 3.2 Best interests of person served
- 3.5 Confidentiality

Practical Considerations

Agency policy/state laws/risk of subpoena
Clarification of roles
Connie's fragile emotional state
To help Connie, Sue needs to know what happened.

Scenario: June and Abeir

June, the victim services coordinator for a large metropolitan police department, is particularly fond of Abeir, a young Sudanese immigrant who has filed a report on her boyfriend after he threatened to kill Abeir's young daughter. June soon realizes that Abeir has severe mental health problems exacerbated by dynamics within her family. June decides Abeir needs therapy to deal with her anger and understand the threat these issues pose for her daughter. Because June has 10 years' experience as a psychotherapist, she is considering counseling Abeir herself, despite having little knowledge of Abeir's culture.

Ethical Standards

- 1.1 Understand legal responsibilities
- 1.4 Professional competence
- 3.2 Best interests of person served
- 3.8 Dual relationship

Practical Considerations

Safety concerns for Abeir's daughter
June's inexperience working with multicultural clients in a therapeutic context
June's affection for Abeir
Abeir's need to deal with her anger

Scenario: David and Emma

David, the Chief District Attorney popular for his get-tough policy on crime, is being honored at a political dinner for his public service work. After David's thank-you speech, Emma, a victim assistance provider at a domestic violence shelter, realizes she has an opportunity to ask that he publicly defend his "no-drop" policy, which prevents women from dropping charges against their batterers once they have made a report. A batterer has recently carried out his threat to murder his wife if she ever brought charges against him, even though the woman had desperately tried to drop the charges.

Ethical Standards

- 2.1 Respect for relationships with colleagues and other professionals
- 2.3 Improve systems that impact
- 3.2 Best interests of person served

Practical Considerations

- Potential embarrassment caused to David, the District Attorney's office, and the victim services agency
- Finding opportunities to be heard in a public venue
- The local no-drop policy can be bad for domestic violence victims.

Scenario: Lee and Lisa

Lee Chan works at a nonprofit advocacy center where she provides support to victims of abuse and neglect. She is working with Lisa, a 19-year-old immigrant who lives with her father, sisters, and two aunts and uncles (none of whom have green cards) in a Southeast Asian neighborhood. They suffered greatly in their country of origin, and Lisa feels it is her duty to keep her family together in America. One of Lisa's uncles molests her, but she refuses to report him. She is terrified that an official report will trigger his deportation, and the whole family will turn against her.

Ethical Standards

- 1.4 Professional competence
- 2.3 Serving public interest
- 3.2 Best interests of person served
- 3.4 Right to self-determination

Practical Considerations

- Southeast Asian family values in conflict with American attitudes about family violence
- Possibility that the uncle is molesting others or would in the future
- Lee's desire for justice and safety for Lisa
- Offering services despite nondisclosure of uncle's criminal behavior

Scenario: Carlotta and Inez

Carlotta, a victim assistance provider at the police department, often encounters young women in the Hispanic community who are at risk of violence when they break up with their gang-member boyfriends. Today, Inez was fired upon by someone she believes (but cannot prove) was her ex-boyfriend. Inez reluctantly agrees to stay out of sight while Carlotta looks for a safe place for her to stay. Later that afternoon, Carlotta receives a call saying that Inez has been hospitalized for a gunshot wound she received while standing in front of a popular gang hangout. Carlotta is so angry with Inez for not staying home that she does not want to see her.

Ethical Standards

- 1.3 Professional conduct
- 1.4 Professional competence
- 3.2 Best interests of person served
- 3.3 Refrain from victim blaming

Practical Considerations

- Professional capacity at all times
- Carlotta's anger and frustration
- Safety issues and fear
- Carlotta's reaction to Inez's poor judgment

Scenario: Sam and Little Saigon

Sam, a community-based crisis responder who speaks Vietnamese, is called out on a homicide in Little Saigon, a city neighborhood where Asian immigrants reside. Neighbors have witnessed the shooting of a teenaged boy, and the alleged killer has been arrested. The boy's parents arrive as the emergency medical team is preparing to remove his body. The parents insist that his body cannot be moved until the Buddhist monk, who is on the way, conducts a short ceremony to support their son's departing soul. A hostile crowd, shouting in Vietnamese, grows as the police officer in charge proceeds with the removal.

Ethical Standards

- 1.4 Professional competence
- 2.1 Respect for relationships with colleagues and other professionals
- 3.2 Best interests of person served

Practical Considerations

- Beliefs/rituals conflict with protocol
- Body is treated as evidence in the investigation
- Hostile crowd and police indifference further traumatize family

Worksheet 3.3

NVASC Standards for Victim Assistance Programs and Providers

Developed by the National Victim Assistance Standards Consortium (NVASC)

SECTION I: Scope of Services

ETHICAL STANDARD 1.1: The victim assistance provider understands his or her legal responsibilities, limitations, and the implications of his/her actions within the service delivery setting, and performs duties in accord with laws, regulations, policies, and legislated rights of persons served.

ETHICAL STANDARD 1.2: The victim assistance provider accurately represents his or her professional title, qualifications, and/or credentials in relationships with persons served and in public advertising.

ETHICAL STANDARD 1.3: The victim assistance provider maintains a high standard of professional conduct.

ETHICAL STANDARD 1.4: The victim assistance provider achieves and maintains a high level of professional competence.

ETHICAL STANDARD 1.5: The victim assistance provider who provides a service for a fee informs a person served about the fee at the initial session or meeting.

SECTION II: Coordinating within the Community

ETHICAL STANDARD 2.1: The victim assistance provider conducts relationships with colleagues and other professionals in such a way as to promote mutual respect, confidence, and improvement of services.

ETHICAL STANDARD 2.2: The victim assistance provider shares knowledge and encourages proficiency in victim assistance among colleagues and other professionals.

ETHICAL STANDARD 2.3: The victim assistance provider serves the public interest by contributing to the improvement of systems that impact victims of crime.

SECTION III: Direct Services

ETHICAL STANDARD 3.1: The victim assistance provider respects and attempts to protect the victim's civil rights.

ETHICAL STANDARD 3.2: The victim assistance provider recognizes the interests of the person served as a primary responsibility.

ETHICAL STANDARD 3.3: The victim assistance provider refrains from behaviors that communicate victim blame, suspicion regarding victim accounts of the crime, condemnation for past behavior, or other judgmental, anti-victim sentiments.

ETHICAL STANDARD 3.4: The victim assistance provider respects the victim's right to self-determination.

ETHICAL STANDARD 3.5: The victim assistance provider preserves the confidentiality of information provided by the person served or acquired from other sources before, during, and after the course of the professional relationship.

ETHICAL STANDARD 3.6: The victim assistance provider avoids conflicts of interest and discloses any possible conflict to the program or person served as well as to prospective programs or persons served.

ETHICAL STANDARD 3.7: The victim assistance provider terminates a professional relationship with a victim when the victim is not likely to benefit from continued services.

ETHICAL STANDARD 3.8: The victim assistance provider does not engage in personal relationships with persons served which exploit professional trust or could impair the victim assistance provider's objectivity and professional judgment.

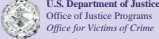

ETHICAL STANDARD 3.9: The victim assistance provider does not discriminate against a victim or another staff member on the basis of race/ethnicity, language, sex/gender, age, sexual orientation, (dis)ability, social class, economic status, education, marital status, religious affiliation, residency, or HIV status.

ETHICAL STANDARD 3.10: The victim assistance provider furnishes opportunities for colleague victim assistance providers to seek appropriate services when traumatized by a criminal event or client interaction.

SECTION IV: Administration and Evaluation

ETHICAL STANDARD 4.1: The victim assistance provider reports to appropriate authorities the conduct of any colleague or other professional (including self) that constitutes mistreatment of a person served or brings the profession into dishonor.

Module 3
Ethics in Victim Services

Learning Objectives

- ❖ Recognize when a person is acting in an ethically questionable way.
- ❖ State at least one NVASC ethical standard for victim service providers.
- ❖ State at least one way to make ethical standards a part of an organizational culture.

3-2

Ethics and You

3-3

Activity

Is It Ethical?

Worksheet 3.1

3-4

Ethics Background

- ❖ Ancient civilized societies developed systems of moral principles based on values.
- ❖ Early ethical codes of law and medicine were set in place.
- ❖ Victim assistance evolved into an established profession.



3-5

Code of Ethics Purposes

- ❖ Safeguards reputation of the profession
- ❖ Protects public from exploitation
- ❖ Furthers competent and responsible practice


3-6

Foundation for Code of Ethics

- ❖ Client autonomy, privacy and self-determination
- ❖ Objectivity and abstention from abuse
- ❖ Honesty and equity of service
- ❖ Compassion and respect for individuals
- ❖ Social responsibility and confidentiality
- ❖ Working within one's range of competence

3-7

National Victim Assistance Standards



3-8

Victim Assistance Field Background

- ❖ Moved from grassroots beginnings to a professional discipline
- ❖ Encompasses a wide diversity of individuals and organizations
- ❖ Provides services over the entire range of the justice experience

3-9

Victim Assistance Field Background

- ❖ Greater accountability by victim assistance providers was needed.
- ❖ Field is viewed as credible, worthwhile, and providing much-needed services.
- ❖ National Victim Assistance Standards Consortium (NVASC) was formed to develop professional standards for the field.

3-10

NVASC

National Victim Assistance Standards Consortium

- ❖ Created in 2000 by OVC
- ❖ Purpose: To create model program, competency, and ethical standards
- ❖ Result: *Standards for Victim Assistance Programs and Providers*
- ❖ *Ethics in Victim Services* – book based on the NVASC model

3-11

NVASC Ethical Standards

- ❖ **Scope of Services**
 - ◆ Professional activities
- ❖ **Coordinating within the Community**
 - ◆ Collaboration
- ❖ **Direct Services**
 - ◆ Relationships
- ❖ **Administration and Evaluation**
 - ◆ Monitors activities and relationships

3-12

Scope of Services

- ❖ Professional activities
 - Follow the law
 - Accurate representation
 - Professional conduct
 - Professional competence
 - Inform about costs

3-13

Coordinating within the Community

- ❖ Collaboration
 - ◆ Respect colleagues
 - ◆ Share knowledge
 - ◆ Improve systems

3-14

Direct Services

- ❖ Relationships
 - ◆ Respect civil rights
 - ◆ Protect victim interests
 - ◆ Nonjudgmental
 - ◆ Self-determination
 - ◆ Confidentiality

3-15

Direct Services

- ❖ Relationships
 - Terminate appropriately
 - Good boundaries
 - Non-discriminatory
 - Support colleagues
 - Avoid conflict of interest

3-16

Administration and Evaluation

- ❖ Monitors activities and relationships
 - ◆ Reports mistreatment
 - ◆ Reports misconduct

3-17

Activity

*Identify the Relevant
NVASC Standards*

Worksheet 3.2

3-18

Activity

*NVASC Standards
in Your Organization*

Worksheet 3.3

3-19

**Is it Ethical?
Revisited**

- ❖ Was the victim assistance provider acting in an ethically questionable manner?
- ❖ Any additional rationale?
- ❖ What NVASC standards might apply?

3-20

Ethical Organizations

3-21

Activity

Creating Ethical Organizations

3-22

Review of Module Learning Objectives

- ❖ Recognize when a person is acting in an ethically questionable way.
- ❖ State at least one NVASC ethical standard for victim service providers.
- ❖ State at least one way to make ethical standards a part of an organizational culture.

 U.S. Department of Justice
Office of Justice Programs
Office for Victims of Crime



3-23
