Acknowledgment

Thank you to Office on Violence Against Women (OVW), US Department of Justice for continued support of this work!

Grant Disclaimer

This project is supported by Grant No. 2018-TA-AX-K032 awarded by the Office on Violence Against Women, US Department of Justice. The opinions, findings, conclusions, and recommendations expressed are those of the author(s) and do not necessarily reflect the views of the Department of Justice, Office on Violence Against Women.
Learning Objectives

- Evaluate strategies for using and citing research in training presentations
- Consider specific ways to improve training materials and professional tools
- Implement effective training programs.

Is this workshop for me?
I'm not a national trainer (yet). Why should care about this stuff?

- We are all trainers
- It's all about credibility
- We want to be effective!
- But first, we have to get the job
Using and Citing Research
How do I know if research is good? How do I integrate it into my training?

- Don’t cite it unless you know it
- More is usually *not* better
- Make general statements
- Offer a range of statistics
- When in doubt, cite
- Cite the original source
**Definition of Plagiarism**

Using the ideas or work of another person as if they were one’s own without giving proper credit to the source. Such an act is not plagiarism if the ideas were arrived through independent reasoning or logic or where the thought or idea is common knowledge.

Acknowledgement of an original author or source must be made through appropriate references (e.g., quotation marks, footnotes, or commentary).

Examples include: failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; failure to use quotation marks when quoting directly from another; close and lengthy paraphrasing of another’s writing without credit or originality.

*Source: Adapted from California Polytechnic State University Policy, p. 4.*

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**How to Cite Research**

- **In written materials**
  - In-text citations (Lisak, Gardiner, Nicksa, & Cote, 2010), footnote, or link
  - Reference list: APA, MLA, Bluebook format, etc.


- **In training presentations? Some examples…**

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**False Reports Not a Myth**

- False reports are real (estimated 2%-8%)
- The myth is unwarranted skepticism
  - The notion that many if not most reports of sexual assault are false
  - Often a “knee-jerk” response

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The Kanin (1994) Study

- Decision based on victim recantation
- Used or threatened polygraph in all cases
  - No surprise that 41% of victims recanted
  - Practice violates guidelines of IACP and DOJ
- In an “addenda,” states that data from 2 universities found 50% false report rate


Research on False Reports

- The Boston Study (Lisak et al., 2010)
  - Police Dept. of major northeastern university
  - All 136 sexual assault cases from 1998-2007
  - 2 independent teams of 2 coders
  - Reviewed each case report
  - Interviewed investigators
  - 5.9% were classified as false reports


Conclusion: Approximately 2-8% reports of sexual assault are false.
Quote From Law Enforcement

“I mean, some victims lie, but most don’t. Because, if they’re lying, we’ll catch them at it eventually. I think it’s just hard for victims to talk about and we just need to have a little patience.”


Can you really get statistics to say anything?

Yes, but you can tell by evaluating the methods.

Is This Research Good?

- Consider the source: Is it reputable?
- Sample selection: Is it reasonable?
- Sample size: Is it big enough?
- Methods: Do they make sense?
- Item writing: Harder than it seems!
Practice: Which Survey Item is Best?

(a) “Henpecked” is a good word for describing some husbands.

(b) Just as veterans are guaranteed their civilian jobs, mothers who return to work after two or three years should be guaranteed their old jobs.

(c) A woman who plays hard to get deserves no more respect and consideration than a woman who is easy.

(d) Men are better leaders than women.

END VIOLENCE AGAINST WOMEN INTERNATIONAL — A PROFESSIONAL TRAINING ORGANIZATION

Practice: Which Survey Item is Best?

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Practice: Which Survey Item is Best?

(a) The husband should handle the money.

(b) A love for competing and winning is basically a male trait, even though some women possess it.

(c) A wife is entitled to an abortion for reasons of personal choice even if her husband disapproves.

(d) It is alright for a woman to work, but breadwinning remains primarily a male responsibility.

END VIOLENCE AGAINST WOMEN INTERNATIONAL — A PROFESSIONAL TRAINING ORGANIZATION
Practice: Which Survey Item is Best?

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Is This Research Good?

- Effect size: Is it meaningful?
- Correlation vs. causation: Is there a 3rd variable?
- Replication: Same finding in more than one study?
- Triangulation: Same finding with different methods?
- Strengths and limitations of the study?

EVAWI Sources for Research

- OLTI module on *Dynamics of Sexual Assault*
  - Reviews major national studies
  - Prevalence, incidence, and characteristics of sexual assault
  - Victim and suspect gender, age, relationship, alcohol and drug use, etc.
  - Physical force, weapons, and resistance
  - Percent reported to law enforcement
  - Repeated victimization, intimate partner violence
The National Violence Against Women Survey (NVAWS) was conducted in 1995-1996 and co-sponsored by the National Institute of Justice and the Centers for Disease Control (Tjaden & Thoennes, 2000). It was conducted using a telephone survey with random digit dialing of households in all 50 states and the District of Columbia. A total of 8,000 women and 8,000 men over age 18 were surveyed, with questions used to determine the incidence and prevalence of sexual assault, as well as its characteristics. Please see the appendix for sample questions.
Percentage of American Women Who are Sexually Assaulted (Source: NSV/CS, USDM, NWS)

- 53.97% Assaulted
- 37.39% Non-Assaulted

How many men are sexually assaulted?

Women are not the only ones who are victimized; there is also research regarding the incidence and prevalence of sexual violence experienced by men. The NSV/CS did not collect data on sexual assault among male veterans, because there was too low of a reporting rate in the CTS sample for the survey. However, the survey did find that 1 in 18 veterans (Black et al., 2012) and 1 in 10 veterans (USDM, NWS) reported being sexually assaulted at some point during their lives (U.S. D. Theom., 2012).

Percentage of American Men Who are Sexually Assaulted (Source: NSV/CS, NWS)

- 37.39% Non-Assaulted
- 1.2% Assaulted

Percentage of Sexual Assaults Reported to Law Enforcement

<table>
<thead>
<tr>
<th>Source</th>
<th>NWS</th>
<th>USDM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Report</td>
<td>34%</td>
<td>15%</td>
</tr>
<tr>
<td>No Report</td>
<td>66%</td>
<td>85%</td>
</tr>
</tbody>
</table>
OLTI module on *Victim Impact*
- Common victim responses
- Special populations (male victims, non-English speaking, LGBTQ, disabilities, elderly, etc.)

Others: Victim Interview, False Reports, Disabilities

Training Bulletins: Neurobiology of Trauma, etc.
Good titles and abstracts are critical. So how do I develop them?

1. To get the right people in the room
   - If it is vague or misleading, people will be disappointed
   - If it's boring, the seats will be empty
2. What you will be teaching and who should attend

Source: [https://www.brentozar.com/archive/2012/04/writing-better-conference-abstracts-presentations/](https://www.brentozar.com/archive/2012/04/writing-better-conference-abstracts-presentations/)

## Purpose of a Title and Abstract

- Awesome, straightforward title
  - Write for your target audience
  - People judge a book by its cover, and your title is the cover
- Hit hard with the first sentence
  - Start with something they know – provide a frame, context
  - Then drop hints about things they don't know yet – pique their interest
- Craft a story around the content

Source: [https://www.brentozar.com/archive/2012/04/writing-better-conference-abstracts-presentations/](https://www.brentozar.com/archive/2012/04/writing-better-conference-abstracts-presentations/)
Writing a Good Title and Abstract

- Use regular language
  - Simple, straightforward, concise, and engaging
  - No technical jargon or lingo
  - Use acronyms sparingly, and define them the first time
- Write the abstract, and then edit it down
  - Is it interesting? Does it tell a story? What can you cut?
- Make sure spelling and punctuation is perfect
  - Then have someone else check again

Source: https://www.brentozar.com/archive/2012/04/writing-better-conference-abstracts-presentations/

Examples of Good Titles

T. Christian Miller
An Unbelievable Story of Rape: An Examination of the Media's Role in Public Discussion of Sexual Assault

Ann Burdges and Scott Holcomb
Journey to Rape-Kit Reform Legislation: Georgia's Experience

Susan Lewis
Unspoken Crimes: Sexual Assault in Rural America

Examples of Good Titles

Claudia Bayliff
The Missing Piece of the Puzzle: The Judge's Role in a Sexual Assault Case

Jane Anderson
Introducing Expert Testimony on Victim Behavior in Sexual Violence Cases

Bonnie Brandl and Page Ulrey
Effective Strategies to Respond to Older Victims of Abuse
This workshop offers a comprehensive overview of sexual victimization in rural areas, based upon research and interviews with rural advocates. Why is rural sexual abuse an “unspoken crime”? What are the challenges of learning about and reaching rural victims? Does “rural” automatically mean a lack of victim confidentiality? After discussing the prevalence of sexual assault in rural versus urban areas, participants will explore barriers to reporting and services that victims often encounter in rural areas. The workshop will conclude by offering promising practices to increase understanding of rural victims and improve the responses of rural populations and institutions.
Learning Objectives
What are learning objectives? How do I write them?

- Design training with the end in mind
  - What do you want them to be able to do?
  - How will you know if they can?
  - Not about what *you* will say or do

- Write measurable objectives
  - Use action verbs
  - Bloom’s taxonomy

Creating
Evaluating
Analyzing
Applying
Understanding
Remembering

Higher Order Skills
- designing, constructing, inventing, devising...
- hypothesizing, judging, checking, critiquing...
- organizing, structuring, outlining, integrating...
- using, implementing...
- summarizing, inferring, interpreting, comparing...
- recognizing, listing, naming, identifying...
### Examples of Good Learning Objectives

**Pat Speck, Jack Ballantyne, Erin Hanson & Roasario Sanchez**

- Review the historical development and uses of DNA.
- Recognize collaborative practice elements.
- Paraphrase the aims of the study, design, methods, and their development.
- Implement the study findings into community multidisciplinary practices.

**Robin Bronen, Meg Garvin, Anne DePrince & Stacy Phillips**

- Explain the goals behind the creation of holistic, comprehensive legal services networks.
- Describe how to develop legal networks in their jurisdiction.
- Identify the sources of funding that may be available for sustaining these initiatives beyond the demonstration phase.

### Examples of Good Learning Objectives

**Catherine Johnson & Roger Canaff**

- Describe the basic characteristics of the military justice system.
- Explain the role of the commander in the military justice system.
- Identify support services that exist within the military.
- Discuss victim rights in the military justice system.

**Aurelia Sands Belle & Samuel Clayborn**

- Identify the elements that constitute historical trauma for the African American community.
- Recognize how collective trauma can act as a barrier to providing and receiving services.
- Examine how they think, feel, and believe about others, and how this may affect services or treatment.
- Develop more culturally sensitive client-centered services.

### Practice: Writing Learning Objectives

**Original:**
Understand the American criminal justice system.

**Revised:**
Describe the history of the American criminal justice system.

Source: https://teachonline.asu.edu/2012/07/writing-measurable-learning-objectives/
**Practice: Writing Learning Objectives**

**Original:**
Describe and create a social media plan for your organization.

**Revised:**
Create a social media plan for your organization.

Source: https://teachonline.asu.edu/2012/07/writing-measurable-learning-objectives/

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**Practice: Writing Learning Objectives**

**Original:**
Complete the quiz.

**Revised:**
Prioritize investigative strategies in sexual assault case studies.

Source: https://teachonline.asu.edu/2012/07/writing-measurable-learning-objectives/

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**Training Materials**

It doesn’t matter what you “covered.” What did they learn?
Creating Training Materials

- Start with the end in mind
  - What do you want them to learn or do? (learning objectives)
  - How are you going to achieve this?

- Tell a story and “chunk” information
  - Logic of building knowledge
  - Use slide sorter!
  - Think about reading slides out of context (handouts)

Creating Training Materials

- Like packing for a trip
  - Put in everything you want, then take most of it out
  - Notes page for more detail

- Prepare for multidisciplinary audience
  - Consider alternative perspectives
  - Avoid technical jargon or lingo
  - Carefully define terms and concepts
  - Have someone outside your field review

Increasing Accessibility

- Minimize text on each slide
  - Focus attention and provide roadmap
  - No more than 6-7 points per slide

- KEEP IT SIMPLE
  - Too much text / clutter is overwhelming
  - Offer handouts for more detailed information

- Images
  - Engaging or distracting?
  - To add information or make abstract point more concrete
Increasing Accessibility

- Use at least 24-point font
  - Arial or Tahoma recommended
  - Bigger is almost always better
- Choose a simple background
  - No images overlapping with text (watermark, etc.)
  - Sharp contrast
  - Very dark font if background is light – or vice versa

Increasing Accessibility

- Address color-blindness
  - Can manifest in different ways
  - Avoid using one color on top of another (red text on green background)
- Caption video or audio elements
  - Editing software programs and websites can create captions
INTRODUCTION

Motor Car, any self-propelled vehicle with more than two wheels and a passenger compartment, capable of being steered by the operator for use on roads. The term is used more specifically to denote any such vehicle designed to carry a maximum of seven people.

The primary components of a car are the power plant, the power transmission, the running gear, and the control system. These constitute the chassis, on which the body is mounted. The power plant includes the engine and its fuel, the carburetor, ignition, lubrication, and cooling systems, and the starter motor.
Why promote stronger Family/School partnerships?

Benefits for Students
- Higher grades and test scores
- Better placements in college and careers
- More positive relationships and better life outcomes
- Higher graduation rates

Benefits for Parents
- More confidence in school
- Teachers' have higher performance with better children, too
- Decrease in successful outcomes and in later ability to help their children in the future
- Create better relationships and reduce the learning curve in their children

Benefits for Schools and Communities
- Improved education levels
- Higher chance of success for students
- More support from families
- Improved school attendance
- Better regulations in the community

Font is too small and the wrong color.

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Biographical Sketches
Who are you? Why should they trust what you say?

- Short summary of your career, achievements, qualifications
  - Need a short version (250-500 characters maximum)
  - Might also have longer, alternative version

- Tell a story of who you are, and what you've done
  - How did you earn your expertise?

- Often their first impression of you
  - What does it say if it's poorly written, messy, or has grammatical errors

Source: http://www.wikihow.com/Write-a-Biographical-Sketch
Writing a Biographical Sketch

- Gather information about yourself
  - Employment, education, publications, presentations, recognition, etc.
  - Might be easier *after* your resumé or CV (curriculum vitae)
- Reflect on that information
  - What are you most proud of? What says the most about you?
  - What will convey the expertise or qualifications you need for this purpose?
- Select highlights and group information
  - Don't just list items
  - Don't tell everything you've ever done

Source: http://www.wikihow.com/Write-a-Biographical-Sketch

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Writing a Biographical Sketch

- Write in the third person - even though it's you!
- Tell a story - not necessarily chronological
  - Logical flow with transitions
  - Is it interesting? Would you read it?
  - Is it too long? What can you cut or summarize?
- Edit your writing
  - Trim down long and awkward sentences for better flow
  - Replace boring words with more descriptive ones
  - Delete anything that isn't interesting or off-topic

Source: http://www.wikihow.com/Write-a-Biographical-Sketch

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Writing a Biographical Sketch

- Proofread, edit, and proofread again
  - Read it out loud, to see how it sounds
  - Set it aside, then review it again – does it meet your goals and purpose?
  - Finally, have someone else proofread it

Source: http://www.wikihow.com/Write-a-Biographical-Sketch

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END VIOLENCE AGAINST WOMEN INTERNATIONAL — A PROFESSIONAL TRAINING ORGANIZATION
### Examples of Good Biographical Sketches

**Cynthia Amodeo** is a licensed mental health counselor who graduated from Teachers College, Columbia University with her Master of Education and Master of Arts in Counseling Psychology in 2006. Ms. Amodeo specializes in trauma with a particular focus on domestic violence and disabilities. Ms. Amodeo has been working at Barrier Free Living, Freedom House since 2008, where she started as the children's counselor and is now the Director of Social Services. Prior to Freedom House, she worked with children and families impacted by the World Trade Center attack and children infected with HIV and affected by HIV/AIDS.

### Examples of Good Biographical Sketches

**Jocelyn Roland** has been working in the field of police and public safety psychology for the last 23 years as a Police and Public Safety Psychologist and immediate past Chair of the Police Psychological Services Section of the International Chiefs of Police. She currently serves as the Secretary/Treasurer for the American Board of Police and Public Safety Psychology. Previously, she has worked for the LA Police Department, the LA Sheriff’s Department, and now provides services to over 50 Central California agencies. Her experience with vicarious trauma includes providing counseling services to public safety officers for 22 years, with special expertise in officer involved shooting debriefings and critical incident stress debriefings, of which she has conducted well over 1000 to date. She provides training on the topic for police, fire and animal services workers dealing with compassion fatigue.

### Examples of Good Biographical Sketches

**Judge Paul M. Herbert** is a lifelong resident of Columbus, Ohio and has been practicing law for 27 years. Judge Herbert is a graduate of The Ohio State University and Capital University Law School while working and attending school at night. After a brief time in private general practice, Judge Herbert joined the staff of the Franklin County Prosecutor's Office and served as a trial attorney. In 1993, he became the Chief of Staff for the Franklin County Municipal Court Clerk's Office. In 1996, he assumed the role of Clerk of Court where he spent the next seven years before being elected Judge in 2003. Judge Herbert was re-elected to that position in 2009.
While serving as a Judge, he proposed a specialized program focusing on Human Trafficking victims who have been charged with the misdemeanor offense of solicitation. Changing Actions to Change Habits (CATCH) was started in September 2009. The results have been nothing short of miraculous. Women now have a safe path to exit this vicious lifestyle, they are being reunited with their families, not committing new offenses, furthering their educations and giving back to the community in significant ways. In 2015, Judge Herbert was recognized by the United States Justice Department and received an award from Attorney General Eric Holder for his contributions in the fight against Human Trafficking.
Easy to Read and Digest

- Simple, logical structure
  - Section headings so readers immediately know what they are seeing
  - Critical items earlier, less important later
- Clean format
  - Bullets for 2nd level of information (not 1st level)
  - Not crowded (don’t crowd just to fit on page)
  - Selective emphasis (don’t overdo bold, italics, etc.)
- NO GRAMMATICAL ERRORS

Clear, Powerful Language

- Straightforward and concise
- Use regular language
- No technical jargon or lingo
- Use acronyms sparingly
- Action verbs and active voice
- Descriptive words

Practice: Clear, Powerful Language

Original:
Daily I worked hand in hand with the company’s most important clients assisting them with problem-solving and ensuring that they were happy and satisfied with our work.

Revised:
Worked daily with high profile clients to solve problems.

Source: http://theinterviewguys.com/how-to-make-a-resume-101/
Use a Professional Font

- Times New Roman, Arial, Calibri, etc.
- 12-point font size for body text
- Heading in at least 14 or 16-point font size
- No more than 2 fonts in document
- Solid black color
- Deactivate hyperlinks

Page Layout

- 1-inch margins
- Single spacing, with blank lines between sections
- Heading centered (if 2 addresses, in 2 columns)
- Body text aligned left
- Use white space to focus eye
- Consistent format for each section

Primary Heading

- Contact information
  - Name, address, email, phone number, website)
  - Larger font size (at least 14 or 16-point font)
  - Bold your name
  - Name and page number if more than 2 pages
  - Can use lines or other features if desired, but not needed
  - Don’t write “Resumé” or “Curriculum Vitae” at the top
Resumé Format

- **Chronological**
  - To show steady growth in a career
  - For people who stay in career path

- **Functional**
  - Focused on skills and experience, not history
  - For people with varying paths, or gaps in work history

- **Combination**
  - Often functional part first (skills, achievements, qualifications)
  - Then timeline of work experience

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Chronological Resumé

- Employment history
- Education history
- Special qualifications or skills
  - Fluent in more than one language?
  - Awards, commendations, or other recognition
  - Volunteer service, consulting
  - Any other special area of work or distinction
- References?
- Not salary history

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**Elliot T. Hart**

87 Atlantic Blvd - Old Town, NY 11798 • 631-555-5555 • elliott@email.com

Seeking an Entry-Level Position in Human Resources Management

Experience includes:
- Interviewing and Scheduling
- New Hire Orientations
- Employee Scheduling
- Training & Group Leadership

**EXPERIENCE**

Assistant Manager/ Bartender, NICOLE’S PLACE—Oceanside, NY 1998 – Present

- Responsible for managing a staff of 20
- Developed and implemented policies and procedures to improve operational efficiency
- Supervised all aspects of the business, including hiring and training staff
- Worked closely with the kitchen to ensure quality and consistency of food and beverage products

**REFERENCES**

- John Doe, HR Manager, ABC Company
- Jane Smith, Human Resources Analyst, XYZ Corporation

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Cheryl Illoom, R.N.
89 Pine Road, Westport, WA 98901 • (530) 620-0655
cilloomcomcast.com

Registered Nurse
- Strongly motivated graduate with experience in hospital sub-acute and other health care settings.
- Experience with discharge planning and discharge coordination.
- Able to relate to patients quickly and work effectively with physicians, nurses, and other health care professionals.
- Consistent, team-oriented, and eager to learn.

Education & Licensure
- B.S. in Nursing, 2002
- Cerritos College, Cerritos, CA
- Registered Nurse, New York State License, 2003
- Basic Life Support with Advanced External Defibrillator, American Heart Association
- CPR, American Heart Association
- Certified Nursing Assistant, New York Nursing Assistant Registry, 2000
- Additional health and sciences courses, New Community College, Amityville, NY

Alaska Jones
321 Woodland Rd
New York, NY 10001
albajenu@yahoo.com
(323) 555-5555

JOB OBJECTIVE
- Associate Market Research Analyst position where I can contribute my research, writing, and project management skills.

EMPLOYMENT EXPERIENCE
- Market Research, Long Island, NY, January 2014–Present
- Associate Market Research Analyst:
  - Gathered data, conducted research, and analyzed market research reports for corporate clients, including sales analysis, market analysis, and consumer groups.
  - Managed projects and actively reported on the status of market research assessments.
  - Participated in research presentations of research findings to internal departments and to clients.
  - Contributed to qualitative research projects through data analysis, using software programs such as Qualtrics, among others.
CV Sections: Employment History

- Reverse chronological order (most recent first)
- Employer name and location
- Dates of employment
- Your current title and previous assignments / positions
- Duties and responsibilities
- Major achievements or accomplishments

CV Sections: Education History

- Also in reverse chronological order
  - Most recent degree, trade school, apprenticeship first
  - List university/program name, location, and area of study
  - For degrees, list name of degree, year received
  - Not graduated, yet?
  - State years attended and expected graduation date

Other CV Sections

- Teaching / Training (you've provided, not taken)
- Publications (articles, papers, training bulletins ...)
- Presentations (if many, select most recent or relevant)
- Research projects (collaboration or supervision)
- Honors and awards
- Grants or fellowships
- Professional organizations, licenses, memberships, affiliations
- Peer review activities (grant proposals, training materials, etc.)
Other CV Sections

- Advisory boards (local, national)
- Consulting activities
- Volunteer service
- Other accomplishments, qualifications, skills
- Media interviews, quotes?
- Legal cases?
- References?

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**JESSICA SHAW**
Boston College School of Social Work
McDonough Hill, Room 306
140 Commonwealth Ave.
Boston, MA 02215

Phone: 877-952-2962
Email: jessica.shaw@bc.edu

**EDUCATION**

- 2014
  - Ph.D. in Ecological Community Psychology, Michigan State University
  - Specialization in Quantitative Methods and Evaluation Science (QMES)
  - Cognitive, Evolutionary, and Research Methods
  - Dissertation: "Assessing Injuries: How the Criminal Justice System Explains Its Response to Sexual Assault"

- 2012
  - M.A. in Ecological Community Psychology, Michigan State University
  - Thesis: "Predicting Sexual Assault Kit Submission Among Adolescent Rape Survivors: Testing in Forensic Stress Resilience Program"

- 2009
  - B.S. in Psychology, University of Illinois at Urbana-Champaign
  - Graduated with Highest Distinction
  - Senior Honors Thesis: "Early Parental Gender-Specific Exposure and Initial Developmental Behavior in Male"

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**PROFESSIONAL APPOINTMENTS**

- 2016-present Assistant Professor, Boston College School of Social Work
- 2015 Visiting Fellow, National Institute of Justice (NRI), U.S. Department of Justice (Grant No. 2014-DN-003)

**PEER-REVIEWED PUBLICATIONS**


CONFERENCE PRESENTATIONS AND INVITED TALKS


Shaw, J. (2015, November). Examining the translation, dissemination, and implementation efforts of the National Institutes of Justice. In G. Peña (Chair), NJ Highlights: Social science research on implementation, dissemination, and translation. Symposium presented at the American Society of Criminology Annual Meeting, Washington, D.C.

Shaw, J. (2015, November). Sustaining the intermezzino: One person, one year, one big federal evaluation. Round Table presented at American Evaluation Association, Chicago, IL.

TEACHING EXPERIENCE

Summer 2019 Instructor, Department of Psychology at Michigan State University
Summer 2018 Instructor, Department of Psychology at Michigan State University
Spring 2018 Instructor, Department of Psychology at Michigan State University
Summer 2017 Instructor, Department of Psychology at Michigan State University
Summer 2016 Instructor, Department of Psychology at Michigan State University
Fall 2015 Teaching Assistant, Department of Psychology at Michigan State University
Fall 2014 Instructor, Department of Psychology at Michigan State University
Fall 2013 Instructor, Department of Psychology at Michigan State University
Fall 2012 Instructor, Department of Psychology at Michigan State University
Spring 2012 Instructor, Department of Psychology at Michigan State University
Spring 2011 Instructor, Department of Psychology at Michigan State University
Fall 2010 Instructor, Department of Psychology at Michigan State University

CONSULTING & COMMUNITY SERVICE

2016-present SANE (Sexual Assault Nurse Examiner) Adolescent Taskforce Member, Massachusetts SANE Program
- Attended multidisciplinary state-wide community meetings to review and improve the coordinated community response to adolescent sexual assault.

2013 Evaluator, Wayne County Sexual Assault Forensic Examiner Program
- Conducted a formative, process evaluation on WCSAFE advocacy services

2010-2012 Crisis Counselor and Medical Advocate, Michigan State University Sexual Assault Program
- Provided medical advocacy and crisis intervention for sexual assault survivors and supporters.

2011 Evaluator, Michigan State University
- Haven House Evaluation Project: Partners in Progress (PIP) (PI: Rebecca Campbell)
- Co-lead and coded archival data; Assisted in preparing and presenting process evaluation findings.
HONORS AND AWARDS

2014  2014 Best Article Award Nominee by Editors & Editorial Review Board of Violence Against Women for “The impact of sexual assault nurse examiner (SANEX) programs on criminal justice case outcomes: A multi-site replication study”

2014  Michigan State University Department of Psychology Travel Award to present at 2014 American Evaluation Association Conference

2014  Michigan State University Graduate School Dissertation Completion Fellowship

2013  Michigan State University Department of Psychology Travel Award to present at 2013 American Evaluation Association Conference

2013  American Evaluation Association (AEA) Outstanding Evaluation Award for “Implementation of a Sexual Assault Nurse Examiner (SANEX) Practitioner Evaluation Toolkit” (PI: Rebecca Campbell)

Conferences

Webinars