

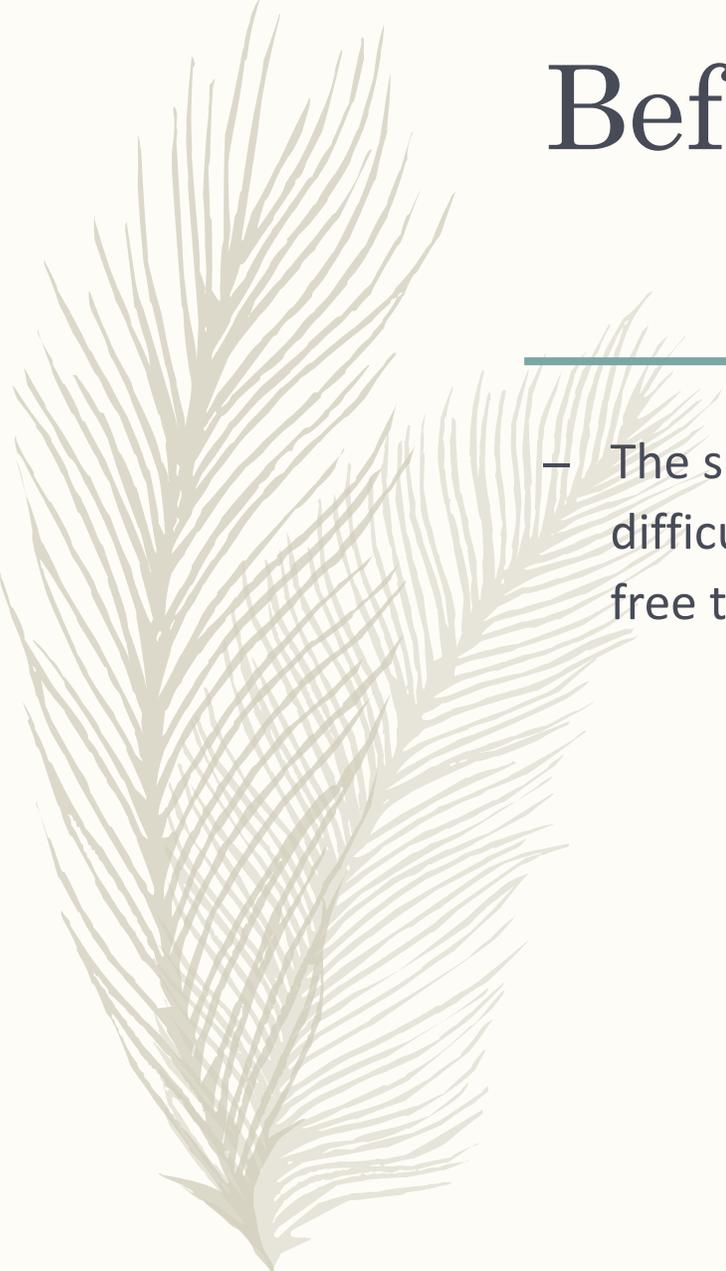


Creating Survivor- Focused and Inclusive Programs

Kelly Schweda

Prevention, Outreach and Education Department Director

Michigan State University



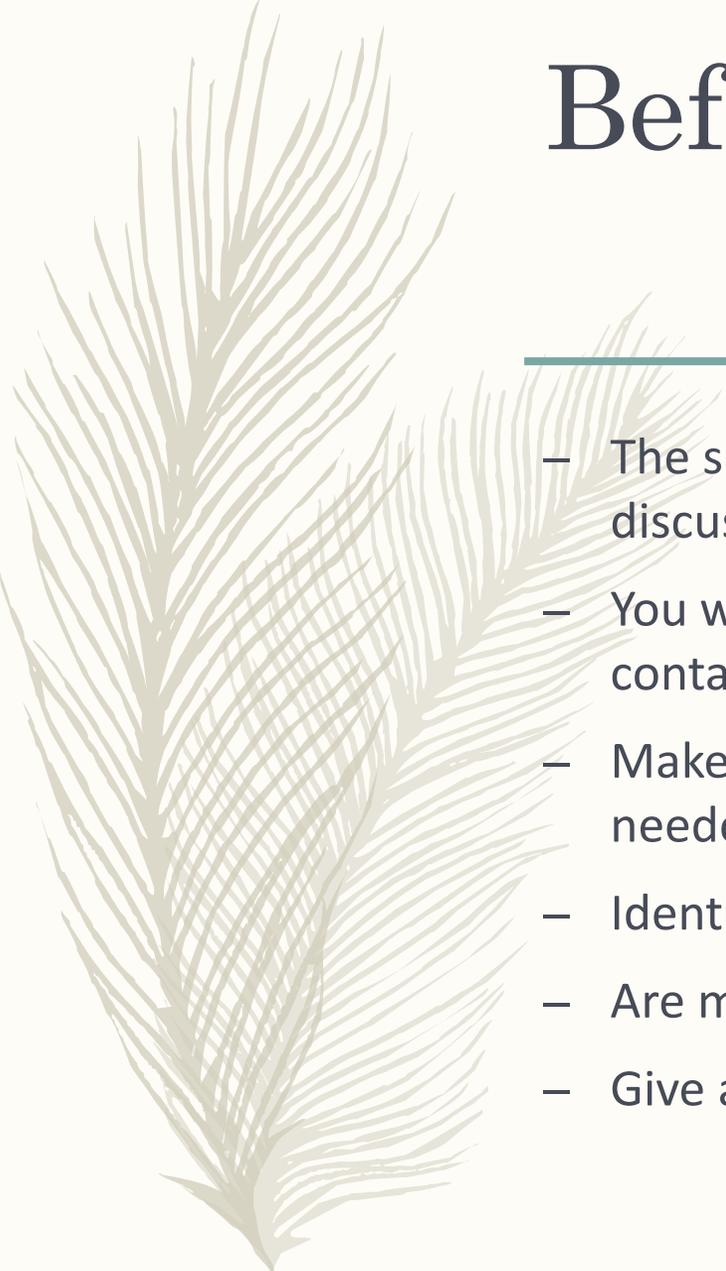
Before we start...

- The subject of sexual and relationship violence prevention can be stressful and difficult to discuss. Please take care of yourself during this presentation and feel free to step out of the room at any point.



Who am I?

- Experience working in domestic and sexual violence survivor support and prevention
- Hired in at MSU in 2008
- MSU RVSM Expert Advisory Workgroup
- Created Prevention, Outreach and Education Department in 2018



Before we start...

- The subject of sexual and relationship violence can be stressful and difficult to discuss.
- You will have survivors in the room most of the time- give them information to contact in advance of the training to ask questions
- Make sure people understand the content may be difficult- offer safe space if needed
- Identify if the space is confidential or not
- Are media present?
- Give accommodation information for disabilities in advance of the training

Where are we now?

- Beyond box programming
- Impact of social media/national movements
- Climate response
- Infusing knowledge into practice





Let's talk about language

- Survivor rather than victim
- Person-first language that describes behaviors or roles, rather than labels people, such as “person found to be responsible” rather than “rapist;”
- “alleged”
- Acknowledging that survivors come from all different backgrounds, identities, histories and do not have the same experiences
- Gender language



Do your homework

- Policies/procedures
- Who is your target audience?
- Learning outcomes?



Basic structure

- Introduction
- Basic education
- Resources and reporting
- Supporting a friend
- Consent
- Risk reduction
- Bystander Intervention
- Empowerment and activism

Introduction

- Why are we here? Use specific examples





A little something about statistics....

- National statistics
- Community specific statistics
- How much is just the right amount?



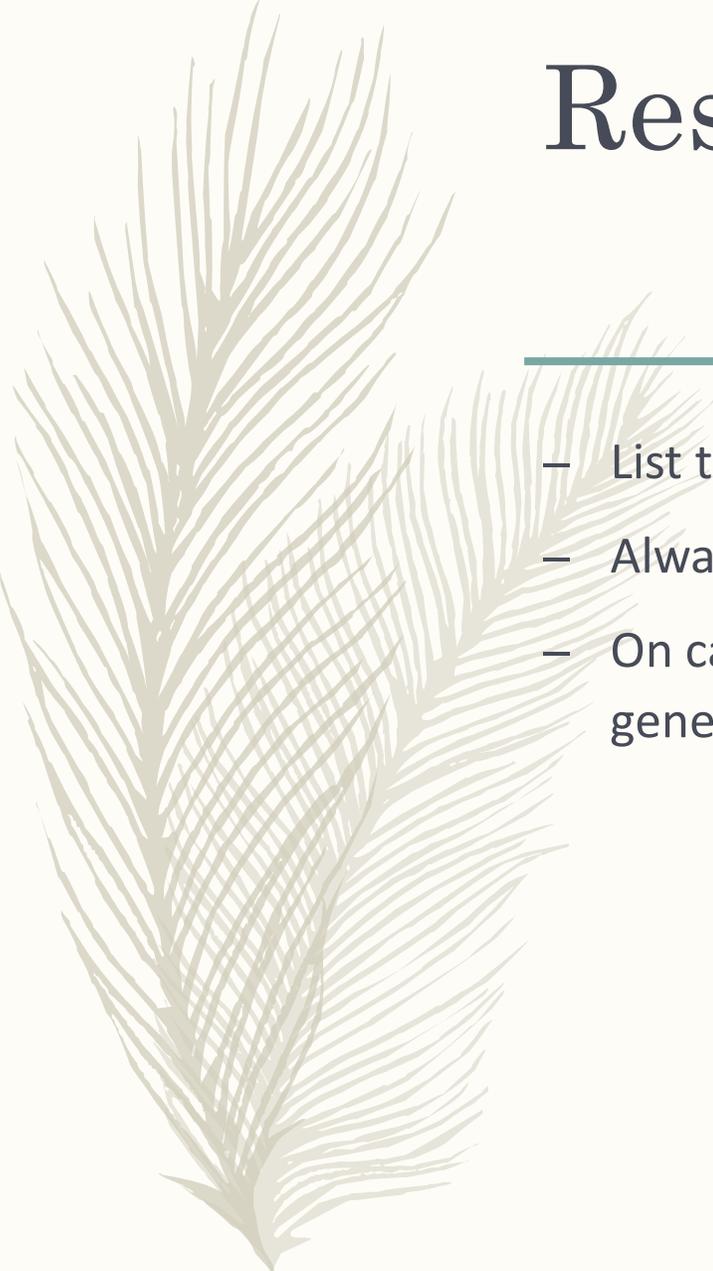
Basic Education- Sexual Misconduct

- Start with definitions- avoid legal/policy heavy wording
- Include examples of harassment, sexual assault and sexual contact
- Use non triggering examples
- Acknowledge gender-based violence, but include everyone
- Discuss additional barriers that communities may experience
- Include victim-blaming



Basic Education- Relationship Violence

- Start with definitions- avoid legal/policy heavy wording
- Some policies don't include all pieces of relationship violence
- Power/Control
- Include Healthy Relationship Dynamics
- Discuss additional barriers that communities may experience
- Include stalking and cyber stalking



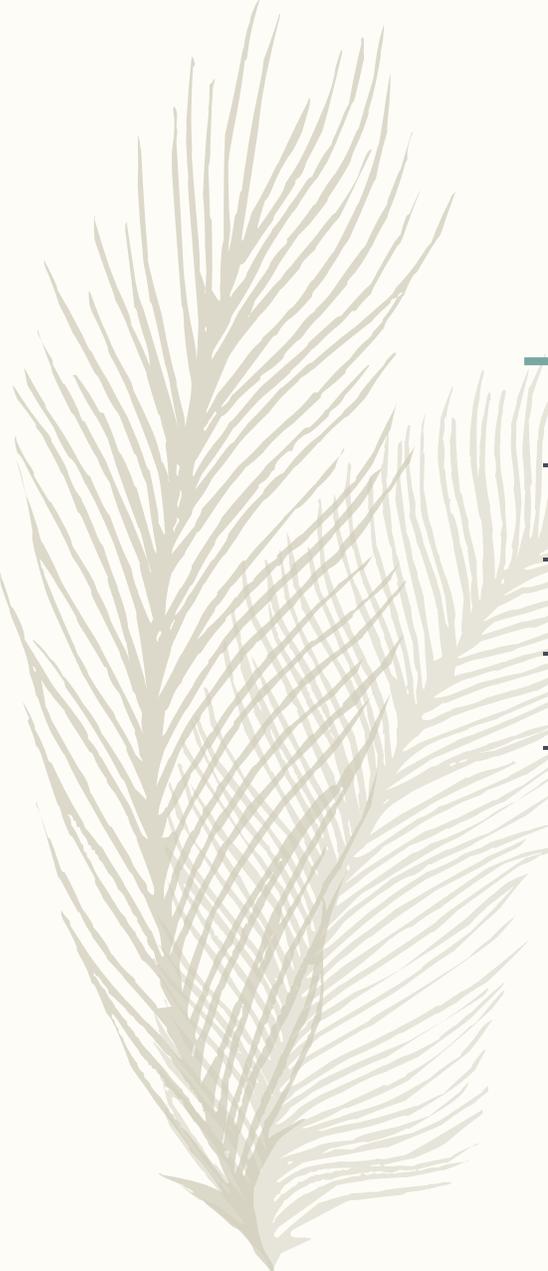
Resources and Reporting

- List the most relevant local resources (can't find any? Check your local coalition)
- Always give guidance for where to find a more comprehensive list
- On campuses, always identify which programs are confidential and what will generate a mandated report



Navigating Disclosures for staff trainings

- Include resources for staff
- Understanding their role as confidential/reporting is critical
- Include tips to help during disclosures
- I believe you. I support you
- Do NOT make people act out being a survivor if you role play disclosures



Supporting a friend

- People often feel unsure how to be supportive to survivors
- Include practical tips that are survivor friendly
- Know your resources
- Bystander intervention



Consent

- Start with definition
- Recognize some people may realize they did not give consent during your training
- Consent trainings should include a LOT of dialogue
- Remember sexual assault is about power/control, not misunderstandings
- Call out all victim blaming



Risk Reduction

- Some safety tips can be extremely helpful in protecting someone from an assault, they put all the responsibility on the potential victim to stay safe and protect themselves. Thus, society often puts the blame on a survivor for being assaulted, even if they followed all of the aforementioned tips and precautions. Blame for a crime should always fall on the perpetrator, not the survivor.
- Some tips, such as not walking alone at night, checking the back seat of your car, may help reduce your risk of a stranger assault, it does not help much against the more common types of violence. Remember most assaults happen with a person you already know and may trust.
- Fight Flight or Freeze (tonic immobility)



Bystander Intervention

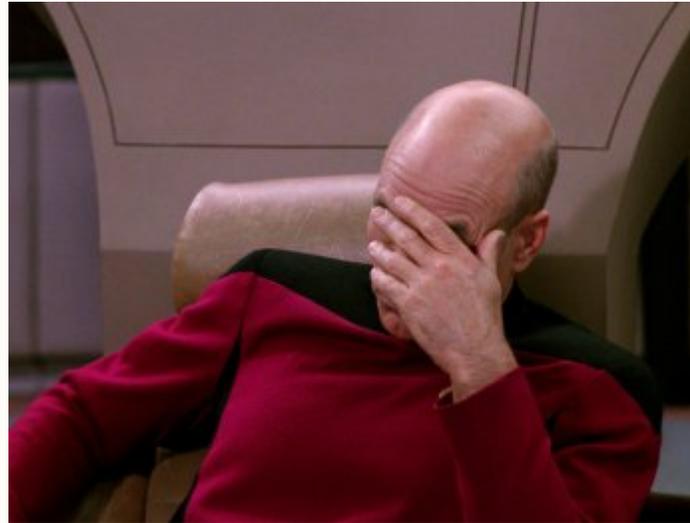
- Use community specific scenarios
- Use scenarios anyone may find themselves in
- Refer back to “How to be supportive”
- Give many different examples of intervening (we have many different personalities in the room)
- Expanding beyond physically intervening. It is about changing culture, attitudes and beliefs



Empowerment and Activism

- Use the “WHAT NOW?” feelings!
- Include simple and complex options
- “We encourage everyone to become involved in the movement against sexual assault and relationship violence, whether this involvement is small, such as not laughing when someone makes a joke about an assault, or larger, such as attending a rally or awareness raising event.”
- Use this time to recruit volunteers or Peer Educators

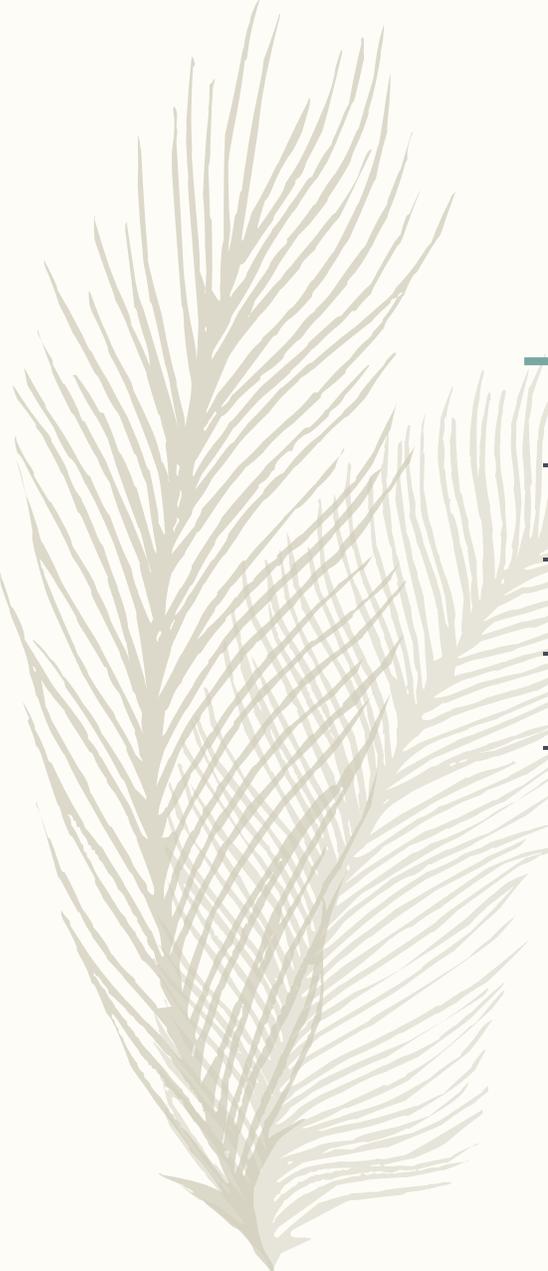
Don't forget about Compliance





Data collection

- Pre-post tests
- Also check for retention and utilization of learned skills
- Demographics- are we reaching everyone?



Evaluations

- Check effectiveness of trainings/workshops
- Helpful/least helpful
- Update at least yearly
- Written AND in-person



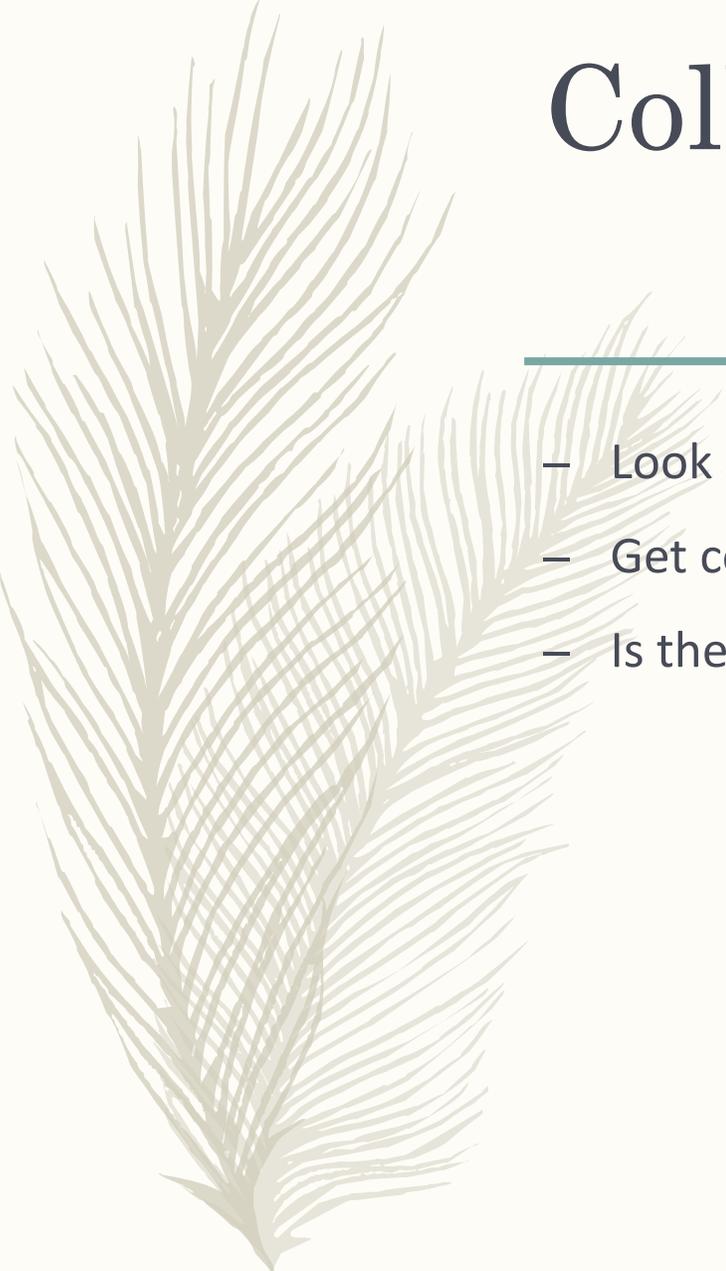
Modifying basic workshops to specific audiences

- Focus group read through
- Feedback sessions
- Tailor scripts
- Statistics
- Staff



Looking at needs

- Are we training staff all at the same level?
- Is our information trickling down?
- Are we training many levels of staff in the same room?
- Are they coming to us?
- Are we offering different ways to engage?
- Who is not at the table?



Collecting data?

- Look at national trends
- Get community specific data
- Is there a climate survey?

How are we listening?

- During presentations?
- Listening sessions?
- On-line
- Confidential?
- What are you doing with the information?



Questions?

