

EVALUATING SEXUALIZED VIOLENCE TRAINING AND RESOURCES

A TOOLKIT FOR B.C. POST-SECONDARY INSTITUTIONS



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Evaluating Sexualized Violence Training and Resources

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A Toolkit for B.C. Post-Secondary Institution

SVM Training and Resources Working Group

BCcampus
Victoria, B.C.



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This statement was last updated on May 5, 2021.

Introduction

The purpose of this toolkit is to assist B.C. post-secondary institutions (PSIs) with evaluating and selecting resources to support their ongoing planning and delivery of training on sexualized violence (SV).¹

In the process of developing a comprehensive approach to SV, PSIs can be confronted with an overwhelming number of resources, research, options, and well-intentioned advice. This toolkit includes activities to guide PSIs selecting and/or adapting resources for SV education and training. It includes:

1. an overview of key principles that SV experts working in B.C. post-secondary institutions have identified as critical for delivering appropriate and effective SV training;
2. worksheets for reviewing and evaluating existing SV training and related resources;
3. a planning wheel that can be used to consider how to implement the key principles and adapt existing resources to local communities.

This resource is intended to be of use to staff, students, and faculty working in a range of contexts, including:

- campus sexual violence centres
- campus Indigenous groups
- accessibility services
- peer support workers
- wellness programs
- international students and staff/faculty who work with them
- student leaders
- student organizations

1. Since May 2017, all 25 of B.C.'s public post-secondary institutions have been required to have policies on sexualized violence. For more information about the Sexual Violence and Misconduct Policy Act and related initiatives, visit Safe Campuses BC (<https://www2.gov.bc.ca/gov/content/safe-campuses-bc>).

- LGBTQ+ student groups
- athletics and sports departments
- fraternities and sororities
- other groups that are working to prevent sexual violence and misconduct on campus

“Throughout this toolkit, you will find reflections on key concepts from staff, students, and faculty who are actively involved in initiatives to address sexualized violence at post-secondary institutions across B.C.

Getting Started

Most PSIs currently have a range of SV training, activities, and initiatives. It can be helpful to begin by reflecting on what already exists at your institution in order to identify strengths, needs, gaps, and available resources for implementing SV training.

Brainstorming can be an effective way of generating ideas within a group setting. Beginning with a question such as “What kind of SV training and resources do we need?” can help to highlight existing policies and practices, diverse perspectives, and opportunities to build on what has already been done successfully.

Below is an example of topics and issues that might emerge from brainstorming.

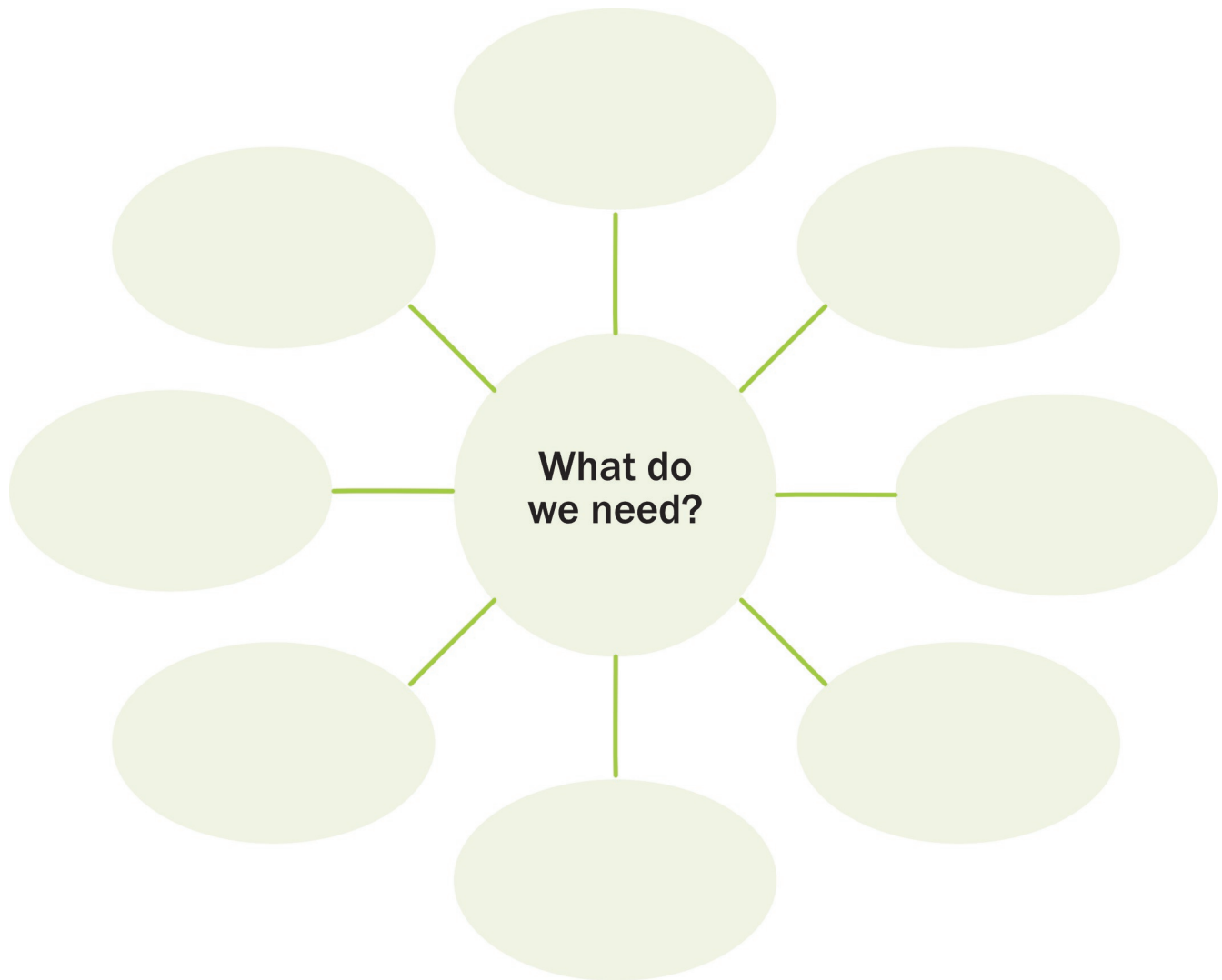


Image description: An example of a filled-out bubble chart with the question “What do we need?” written in the middle. The chart includes the following ideas:

- International students have indicated they need additional support on SV prevention.
- Something that can be easily adapted into multiple languages.
- Training that can be included in student/staff/faculty orientation.
- Students have said training on consent and healthy relationships is a priority.
- Opportunity for relationship building with Indigenous groups on and off campus.
- Students are not clear about available campus supports.
- Online bystander training was very successful last year — we need something that builds on this momentum.
- How do we support those who have caused harm?

End of image description.

Brainstorming Activity: What Do We Need?



During this activity, you may find it helpful to think about not only *what* the needs of your PSI are, but also *how* those needs are being identified. For example:

- Is there information available from evaluations or a needs assessment? Are there surveys or other research about the experiences of students, staff, and faculty?

- Have you received feedback from different campus groups on current SV training or resources?
- Have certain issues been identified as priorities by specific campus groups? Have issues at a legal or policy level been identified that will need to guide, direct, or inform your work?
- What opportunities have there been for members of the campus community to express their needs? How have you listened and acted in response?

Discussion Questions: Getting Started

The following discussion questions can be used as additional prompts for brainstorming. Alternatively, they can also be used as a starting point to begin planning related to SV training and resources.

1. What do you know about your institution's SV policy? Are there deliverables outlined in the policy around education and training? What are priorities for your institution at this time? Is there a timeline?
2. In general, what kind of SV training, resources, and support services are already in place at your PSI? What can you build on? You may want to think about training, resources, and support services in terms of Awareness, Prevention, and Response:

Awareness may include training on what SV is, how it impacts people, and what SV looks like on campus. It also includes increasing knowledge of SV policies, supports, and services on campus.

Prevention may include training that is working towards eliminating SV through building a culture of consent and accountability.

Response may include supporting people who have been impacted by SV, such as survivors, people who have caused harm, and bystanders.

3. In general, what are some of the successes, barriers, and issues you have experienced when delivering SV training and developing resources? What are some of the solutions? Who else may you need to consult before continuing with your planning and future work?

“Decolonization is an ongoing practice and should be rooted in a relational process of change. It means building relationships with Indigenous communities on and off campus and taking time and care to do this before even considering how this work can be done.

“An example of how you may enable access is asking learners ahead of time if they have any access issues. It’s also important to think about whether your staff have the resources to effectively address issues raised.

Evaluating Existing SV Training and Resources

Many PSIs are adapting existing SV training and resources to their own contexts. The activities in this section are intended to support PSIs in identifying key elements of effective SV training and resources. The activities can be used to evaluate a specific type of training or resource under consideration or to inform a comprehensive approach to the implementation of an institution's overall SV program.

Principles for SV Training and Resources

Eight Key Principles

These eight principles are described in the glossary at the end of this resource. If any of these principles are new to you, review the glossary before proceeding further.

1. **Accessibility**
2. **Culturally Located**
3. **Decolonial Approach**
4. **Evidence-Informed**
5. **Gender-Inclusive**
6. **Intersectionality**
7. **Survivor-Centred**
8. **Trauma-Informed**

Currently, PSIs are using a range of principles, philosophies, and approaches to guide their selection and use of resources to support their work in preventing and responding to SV on campus.

In December 2019, a working group of experts in the field of SV met to discuss the development of SV training and resources at PSIs in B.C. The group included staff, students, and faculty actively involved in SV activities at their respective PSIs. Following the meeting, the working group met through an online community of practice to identify key principles and essential considerations (see Eight Key Principles) that they believe are central to addressing issues of SV and providing effective training. The principles capture both the “how” and the “what” of effective training resources, i.e., “What are we doing and how are we doing it?”

Key Principles and Indicators

There are many ways each of these eight principles could be operationalized. There is no “right answer” to the question of how to provide effective training and develop resources based on these principles. Instead, each PSI must adapt existing resources or create their own to meet their context and unique needs.

This section provides examples of what each principle might look like in practice. (This is not meant to be a comprehensive list — just a starting place).

“These eight principles can be difficult concepts for new professionals. These real world examples have helped to set up our team’s discussion.

I. Accessibility

Examples of indicators:

- physically accessible learning spaces and materials (e.g., closed captioning or subtitles)
- gender-inclusive washrooms
- plain language
- course materials that align with the universal design for learning framework
- different learning platforms (e.g., in-person, online)

2. Culturally Located

Examples of indicators:

- inclusion of diverse individuals and groups in the development of training materials
- teaching methods that recognize the knowledge and experiences of learners
- language barriers
- different cultural understandings of the topic

3. Decolonial Approach

Examples of indicators:

- thoughtful and meaningful territorial acknowledgements
- appropriate integration of Indigenous knowledge, local histories, and teaching methods
- meaningful relationship building with Indigenous people and communities on and off campus

4. Evidence-Informed

Examples of indicators:

- diverse sources of evidence, including the experiences of student groups, academic and community-based research, and Indigenous knowledge
- ability to customize and adapt training for use with different groups and in different campus contexts
- incorporation of learning experiences of on-campus groups

5. Gender-Inclusive

Examples of indicators:

- consideration of how training needs or the impact of training may differ for people based on their gender identity or expression
- language that is inclusive of a full continuum of gender identities
- recognition of the importance of culture in gender inclusiveness and how gender and culture can intersect

6. Intersectionality

Examples of indicators:

- inclusion of the specific needs and interests of diverse groups (e.g., statistics, perspectives, images)
- an understanding of SV that recognizes how certain groups of people are more likely to be targets of SV due to intersecting systems of power and privilege

7. Survivor-Centred

Examples of indicators:

- resources that reinforce that SV is not the survivor's fault and show ways that that message can be communicated or expressed
- inclusion of the input and experiences of survivors in the development of training and resources
- inclusion of comprehensive information about available campus- and community-based supports and procedures that empower survivors to make their own decisions

8. Trauma-Informed

Examples of indicators:

- “spacemaking” activities, such as group guidelines and debriefing practices to increase participant safety
- application of trauma theory to resources
- inclusion of information about the impact of SV on survivors, people who have caused harm, and bystanders
- supports available for facilitators before, during, and after training

“A trauma-informed approach includes considering safety within a learning environment. This also means acknowledging that safety looks different within a learning space based on someone’s identity and lived experience.

Worksheet #1: Key Principles Assessment

What aspects of each principle are important to consider for SV training and resources at your institution? This worksheet is designed to help you consider what the eight key principles might look like in your particular context. For each principle, answer the following three questions:

1. What are you currently doing to operationalize this principle? What indicators (see examples in Key Principles and Indicators) are important to consider for the work you are doing related to SV?
2. What is going well?
3. What else could you be doing? What might be your next steps?

Key Principles Assessment

Accessibility	
Culturally Located	
Decolonial Approach	
Evidence-Informed	
Gender-Inclusive	

Intersectionality	
Survivor-Centred	
Trauma-Informed	

Discussion Questions: Key Principles

The following discussion questions can be used in tandem with Worksheet #1 or on their own to further discussion of the key principles for effective SV training and resources:

1. What principles and approaches are currently informing the development and delivery of SV training and resources at your institution? What strengths do they highlight? Are there other principles specific to your context that you might consider, e.g., harm reduction as a way of making links between gender-based violence and substance use?
2. Which principles already align with the principles, values, and stated goals of your PSI? E.g., does your institution have policies on access or diversity, equity, and inclusion? Indigenization or reconciliation? Gender-based analysis?
3. Are there gaps in knowledge in relation to these principles? Are there opportunities to support new and ongoing learning about these different approaches, either specific to SV or to other activities and issues?
4. Are there opportunities to identify key indicators in each area specific to your institution? Can these be incorporated into ongoing evaluations or revisited later to see if progress has been made?

“

Our Responding to Disclosures workshop for student leaders was initially developed and facilitated by an external group to the university. While the program was developed with a strong skeletal structure (meaning it was evidence-informed), it did not meet the cultural needs of our unique university community and was not presented in a gender-inclusive way. With these lessons learned, we gained capacity in our institution to develop and facilitate sexual violence prevention education internally with great success.

“

A learning experience I have had regarding the principle of “culturally located” is the recognition that consent looks different in different cultures. When it comes to education on consent, boundaries, and healthy relationships, educators and anti-violence workers on campuses can reduce barriers by connecting with their different populations and learning more about these topics within a cultural group. I would also suggest that tailored educational programming for specific cultures might be appropriate and that this could be developed and co-facilitated by people from that culture, either from within the PSI or with a community-based agency.

Key Elements of Training and Resources



Looking at each of the six elements of Audience; Content; Format & Design; Delivery & Implementation; Evaluation & Monitoring; and Other Considerations can help you to further explore and reflect on what each principle looks like in practice.

This planning wheel provides an overview of how the eight principles should inform all aspects of SV training.

There are three rings in the wheel:

1. The innermost ring refers to the eight key principles that should be considered in the development of training and resources. (You may also need to consider additional principles relevant to your context.)
2. The middle ring includes a list of six elements of SV training and resources: Audience; Content; Format & Design; Delivery & Implementation; Evaluation & Monitoring; and Other Considerations.
3. The outer ring describes the three areas of SV: Awareness, Prevention, and Response, which are detailed in Discussion Questions: Getting Started.

As a general rule, PSIs will want to ensure there is training occurring in each of the three areas. It can be helpful to think about how activities in each of these areas are connected and how they all must be informed by the key principles.

Discussion Questions: Principles to Practice

The following questions are intended to help you brainstorm and reflect on the six elements of SV training and resources while also considering how the eight key principles can be operationalized. (If you are working in a large group, it might be helpful to break into small groups to discuss each of the six areas, and then share your discussion as a larger group afterwards.)

Audience

1. Is the target audience students, staff, faculty, or all groups?
2. Should the training be for a general audience or tailored to specific campus groups, e.g., residence advisors, campus security, international students, accessibility resource centres?
3. Is there alignment of key messages in training for each audience?
4. Should the training be conducted on campus only or in collaboration with community partners?

Content

1. Has a clear goal for training been articulated, i.e., basic conceptual aim plus desired long-term outcome(s)?
2. What are the key messages?
3. Do written and online resources acknowledge the Traditional Territory they were created on?
4. Has the knowledge, background, and experiences of learners been considered in the development of the training or resource?

5. Are the specific interests and needs of diverse groups included?
6. Would content warnings be beneficial?

Format & Design

1. Is the training one-time only or ongoing?
2. Is it mandatory or voluntary?
3. Is it in-person or online or both?
4. Is it stand-alone or embedded (i.e., part of academic courses or continuing professional development)?
5. Do resources use language inclusive of a continuum of gender identities?
6. Is there compensation for individuals and groups who contribute their time and expertise, e.g., survivors, Indigenous organizations, LGBTQ+ people?

Delivery & Implementation

1. Are learning spaces physically accessible? Are online learning options available?
2. Is information about requesting accommodations included in promotional materials?
3. Have instructors been trained in trauma-informed practice?
4. Is there acknowledgement of the Traditional Territory where training is taking place?
5. Are “spacemaking” activities included?
6. Are resources available in multiple languages and formats?
7. Are plain language resources available?
8. Do facilitators use gender-inclusive language?
9. Are supports available for facilitators before, during, and after training?

Evaluation & Monitoring

1. Has evaluation been included in the initial planning stages?
2. Are developmental evaluation or process evaluation approaches being considered for new training initiatives to provide a feedback loop? Are there opportunities to make changes to future training?
3. Have you identified short- and long-term outcomes (e.g., knowledge, attitudes, behaviours)?
4. Are there opportunities for learners to provide feedback?
5. Is evaluation integrated into existing cyclical campus surveys and data collection?
6. Is evaluation connected to community, provincial, and territorial level initiatives (e.g., provincial or national climate survey)?

Other Considerations

1. Are your initiatives being developed in response to recent events?
2. Have you considered guidance from legal or law enforcement sources?
3. Does the training reflect needs identified by the community or various campus groups?
4. Should the initiative be on campus only or in collaboration with community partners?
5. What kind of accountability processes do you have?

“A trauma-informed approach needs to take into consideration that it's not only survivors in the room in a workshop, but that there are also people who have caused harm. Creating an accessible space for both can be challenging, but acknowledging this at the start of a session through a community agreement can be a good approach.

Worksheet #2: Reviewing and Evaluating Existing SV Training and Resources

You can use this worksheet to help assess existing resources and to determine whether they can be adapted by your PSI.

You may want to consider some of the following questions:

- **Principles:** What is the overall approach used in the training or resource? Some principles may be explicitly stated while others may be implicit.
- **Audience:** Is it applicable to students, faculty, staff, or all? Is there a target audience (e.g., age, women/men/gender diverse individuals)? Has the training been used on campus or only in the community?
- **Content:** What are the learning goals/outcomes of the training? Is it theory-driven? Comprehensive? Based on evidence?
- **Format & Design:** Does the learning take place online or in person? How long is the training? How was the training developed (e.g., consultation with specific groups, academic review)? How have the needs and learning styles of different groups of learners been considered?
- **Delivery & Implementation:** Is the training accessible (e.g., physical space, language, pedagogical approach)? How has the safety of learners been considered?
- **Evaluation & Monitoring:** Are there opportunities for learners to provide feedback? Can the training be adapted on-the-ground?
- **Other Considerations:** Is there strong evidence to support this type of training? Is it cost effective? Is there wide support for this approach from learners?
- **Strengths:** What factors would contribute to the success of this training in your context?
- **Limitations:** What factors would limit the success of this training in your context?

- **Overall Assessment:** Is this training suitable for your PSI? Is it feasible to deliver (e.g., resources are available)? Does it meet identified needs?

In the following table, you can see how an educator in a sexual violence response program at a PSI in Metro Vancouver used this worksheet.

“At our PSI, we wanted to update an existing resource on how to support a survivor of sexual assault in response to changes to our SV policy. It also was an opportunity to jointly produce the resource with our investigations office and to ensure alignment of key messages. I used this worksheet to review a short four-page guide for faculty and staff. Going through this activity with the worksheet allowed me to see where else we should be making improvements. Coming away from this, I felt like I had a sense of what to do to adapt the resource.

Example: Evaluation of an Existing Guide

Principles	Evidence informed, gender inclusive, intersectionality, trauma informed, trauma centred
Audience	Faculty and staff
Content	Responding to disclosures: Definition of SV, support services offered, contact info, trauma-informed messaging, 3-step process, consent-based practices, intersectionality named with some guidance given
Format	Resource (combined with in-person training or as standalone)
Delivery	Text-reliant, plain language (mostly)
Evaluation	No feedback/evaluation mechanism. In-person training could be adapted but resource in current state cannot easily be adapted (graphic PDF).
Other	The approach used was highly successful with similar programming at our PSI.
Strengths	Easy mechanism to provide basic info to many/broad scope audience. Clearly provides key info. Uses format and mechanism that is familiar and a past success.
Limitations	Feels sexual assault focused (not capturing whole scope). Doesn't include reporting information. Not culturally located. No territory acknowledgement. Only one format.
Overall	Needs improvement. Format appropriate for context, so content enhancement around cultural locatedness and decolonial approaches as well as development of formats that meet accessibility standards are needed.

Evaluation Worksheet

Principles	
Audience	
Content	
Format	
Delivery	
Evaluation	

Other	
Strengths	
Limitations	
Overall	

Next Steps

The information gathered in the previous activities should help you to identify which SV training or resources to adapt to your context.

You can use the following planning wheel to help determine what steps are needed next to adapt and develop this training or resource.

Inner ring: What principles are included in the SV training or resource you have identified? You can consider the eight principles described in this toolkit as well as other principles identified through your evaluation process. Which are relevant to your needs and context?

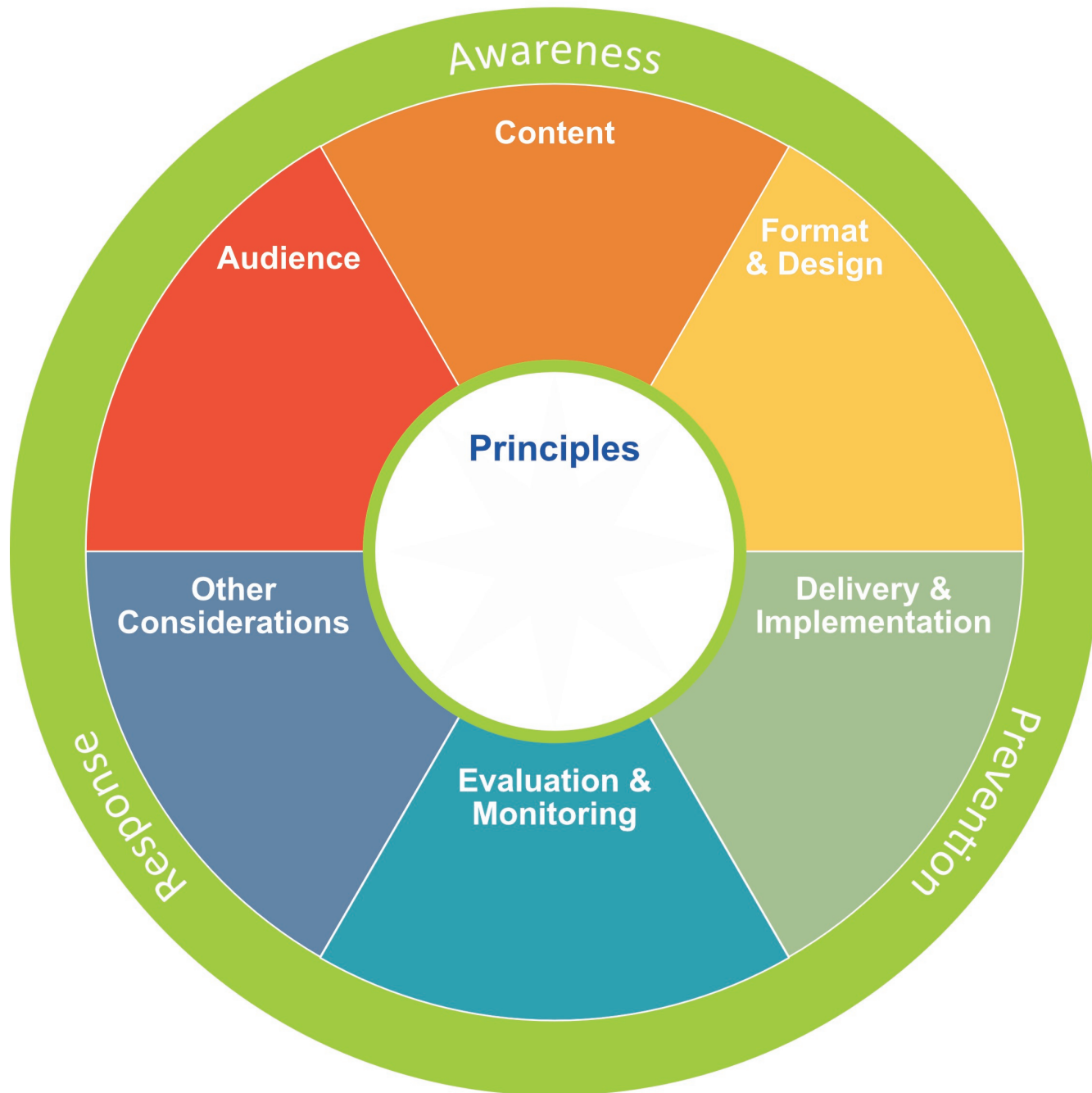
Middle ring: What needs to happen to adapt this training or resource to your context? What are the next steps? For each of the six elements, there is space to describe what is already in place, barriers to implementation, and suggestions for moving forward.

Outer ring: Does this training fall into the area of Awareness, Prevention or Response? Are there steps you need to take to ensure that this initiative “fits” with other SV activities and initiatives at your PSI?

“Speaking as someone who has been involved in developing and implementing materials on SV for two institutions, I’ve often felt overwhelmed at where to start. The planning wheel summarizes three huge concepts: proactive and reactive approaches, key principles, and learning design.

“A decolonial approach to planning also means understanding that being ‘evidence informed’ includes evidence which may be based on relationship-building, storytelling, Elder knowledge, and knowledge related to the specific territory and community.

Planning Wheel



Glossary: Key Principles

I. Accessibility

Accessibility typically refers to all the ways in which organizations work to accommodate the needs of people from a variety of backgrounds, abilities and learning styles.

Ideally, accessibility means having a place, environment, or event that is set up from the start to be accessible to all individuals. This may require considering strategies to address actual and potential barriers. Strategies can include ensuring spaces are physically accessible by those who use a wheelchair or other mobility aids; washrooms that are both physically accessible and designated as gender neutral; accommodations and programming initiatives for students with disabilities and ongoing medical conditions; offering learning materials in multiple formats and languages; using plain language; ensuring representation of diverse access needs in training materials; support for childcare; and providing honoraria and secondment options.

Examples

- Information about upcoming workshops and webinars on healthy relationships includes information about where learners can request accommodations, such as large font materials, image captions, childcare, or transportation support.
- A digital social marketing campaign is implemented in multiple languages to reach all members of the campus community.
- Curriculum for a bystander intervention workshop is developed using principles of Universal Design for Learning (UDL) to help accommodate learning and other access differences.
- An online course includes images of people with disabilities engaged in their communities.
- Workshop organizers provide childcare options so that parents and caregivers have

the opportunity to participate.

2. Culturally Located

Culture is the complex phenomenon that includes the ever-evolving worldviews, knowledge, values, traditions, beliefs, capabilities, and social and political relationships of a group of people that give meaning to and influence their life and actions. SV training resources need to work to recognize and incorporate diverse cultural identities and to value the knowledge and experience participants bring into the learning environment. To achieve being culturally located, nothing should be presented as culturally neutral; Western/European approaches, values, and worldviews should be identified and named as such, as well as those from other cultures. While an individual's culture should be recognized and valued, it's important to remember that everyone is a culturally located individual rather than solely a member of a homogeneous group.

Examples

- International students and staff and faculty who work with them are consulted in developing orientation materials about safety and well-being on campus.
- Training for facilitators of a healthy relationship workshop invites individuals who are members of a majority or dominant culture to examine and acknowledge the role of their own culture in influencing interactions or perceptions related to topics such as dating, boundaries, and communicating consent.
- Identifying binary approaches to gender as a manifestation of European practices of patriarchy as opposed to being universal.

3. Decolonial Approach

Decolonization involves valuing and revitalizing Indigenous knowledge and approaches and addressing the impact of past and ongoing colonization on Indigenous ways of being.

In PSIs, this work can include creating spaces that are inclusive and respectful and honour Indigenous knowledge, ways of knowing, and approaches. It may include integrating curriculum on topics such as land dispossession, historic and contemporary treaty relationships, and the role of colonization in perpetuating sexual violence. For non-Indigenous people, decolonization may include the process of examining colonial beliefs about Indigenous Nations and culture and working to dismantle them through learning about their relationships to the communities where they live and the people with whom they interact.

Decolonial approaches to SV can include acknowledging the impact of colonization in causing sexual violence in Indigenous communities, working to dispel stereotypes, and highlighting the resiliency and capacity of Indigenous peoples and communities to resist and overcome violence.

Examples

- Written and online resources include a recognition of the territory they were created on. In-person training recognizes the territory it takes place on.
- PSIs develop relationships with Indigenous peoples on and off campus to develop culturally grounded ways of integrating Indigenous knowledge, local histories and teaching methods in their curriculum.
- Curriculum discusses how Indigenous women, girls, and two spirit people have been and continue to be made vulnerable and disproportionately targeted by sexualized violence as a mechanism of colonization, e.g., the connection between gender-based violence and relationship with land and resource extraction, the intergenerational impact of residential schools, and past and ongoing colonization.
- A sexual violence prevention workshop that includes a section on healthy relationships makes connections between consent and colonization.

4. Evidence-Informed

Evidence-informed practice brings together lived experience and diverse expertise with the best available evidence from research. It means using evidence to identify the potential benefits, harms and costs of any intervention and also acknowledging that what works in one context may not be appropriate or feasible in another.

Evidence-informed practice acknowledges that evidence and research will change over time and, as a result, best practices cannot remain static.

Elements required for effective SV training resources include: comprehensiveness, community engagement, theory-driven programming, contextualized programming, and evaluation. Other practices can include recognizing the experience and knowledge of grassroots student groups, decolonizing approaches to SV, and reflection on moral/ethical issues related to initiatives and activities.

Examples

- Evidence from a range of sources is used to develop a training program, including expertise from a campus group that has run the program before, evaluation findings from a community organization that has run a similar program before, Indigenous perspectives, and a synthesis of academic research.
- Training that supports faculty and staff in responding to disclosures is based on best practices in the academic literature and delivered in a way that takes into account the capacity of the individual, on-campus organizations and the local community.

5. Gender-Inclusive

It is important to understand and acknowledge the gendered nature of SV and to bring a gender-based analysis to the development of training and resources. At the same time, SV training and resources must create capacity to understand experiences of SV across

the gender spectrum, recognizing that anyone can cause, experience, or mitigate harm related to SV.

This means recognizing how different aspects of gender, such as gender identity and gender expression, results in certain groups of people being more likely to perpetrate or be targets of SV. Gender also interacts with factors like race, ethnicity, age, and ability (see Intersectionality in the next section) to influence access to resources for recovery and healing.

SV training and resources benefit from being inclusive of and responsive to the varied needs of women, men, and gender diverse people.

Examples

- Services, training, and resources are available to everyone in the campus community, regardless of their gender.
- Resources on where to access supports on campus use language that is inclusive of a full continuum of gender identities.
- Establishing programming (in partnership with community centres, organizations, etc.) that considers the lived realities and impacts of SV on those who identify as LGBTQ2S+.

6. Intersectionality

Intersectionality promotes an understanding of people as shaped by the interactions of different social locations or categories — for example, race, ethnicity, Indigeneity, gender, class, sexuality, geography, age, ability, migration status, and religion.

When applied to SV training resources, intersectionality can help increase understanding of how certain populations face increased risks of perpetrating SV and others face increased risks of being targeted by it. It also highlights how different groups of people experience systemic barriers to disclosing and accessing support services. It can also

help ensure that responses to SV are attentive to and reflective of the diverse needs of campus communities.

Examples

- A small group, in-person workshop includes reflection activities that ask people to reflect on their own identity and their experiences of SV.
- Website provides statistics on SV and discusses how certain groups of people experience higher rates of perpetrating SV and others face higher rates of being targeted by SV and how this relates to discrimination they may face.
- Use of reflexivity or double loop learning (practice, reflection, adaptation, implementation, repeat).

7. Survivor-Centred

Survivor-centred approaches are grounded in the lived experiences of survivors of sexual violence and misconduct. Being survivor-centred means prioritizing the rights, needs, and wishes of survivors in all processes and responses to SV.

Ways that this might be reflected in training resources include: challenging victim-blaming attitudes; working to create a supportive learning environment that assumes that survivors are present; and ensuring that training initiatives and resources include the input and experiences of survivors.

Examples

- All training resources reinforce the message that SV is not the survivor's fault.
- Online and printed resources include comprehensive information to help individuals make their own decisions, e.g., reporting options, sharing information, and requesting accommodations.

- Training emphasizes survivor choice and control, self-determination, and empowerment after an incident of SV.

8. Trauma-Informed

Trauma-informed practice is about developing approaches to training resources that avoid re-traumatizing people and place priority on their safety, choice, and control. Trauma-informed practice also includes an understanding of the social, systemic, and structural roots of violence and trauma.

Trauma-informed practice works from the perspective of “universal precautions” or assuming any learners may have past or current experiences of trauma and violence and responding accordingly. Strategies can range from providing welcoming physical spaces to providing choices about how to engage with learning materials to opportunities for learning wellness skills.

Examples

- Training for individuals who respond to disclosures includes knowledge about burnout and vicarious trauma as well as strategies for self- and community care.
- Learners are provided with content warnings and clear explanations about procedures and policies to help build trust and safety.
- Sexual violence prevention workshops include a focus on skill-building to build resilience and empowerment.
- Train-the-trainer courses provide an overview of how to integrate trauma-informed practice principles into classroom settings, e.g., being able to identify an “in-the-moment” trauma response and strategies for responding.
- Resources used in training provides clear information about available supports and how to access them.

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Versioning History

This page provides a record of edits and changes made to this book since its initial publication. Whenever edits or updates are made in the text, we provide a record and description of those changes here. If the change is minor, the version number increases by 0.01. If the edits involve substantial updates, the version number increases to the next full number.

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Version	Date	Change	Details
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1.02	May 5, 2021	Updated theme, added additional front and back matter.	Changed theme from Jacobs to McLuhan, which will affect styles. Added an “Accessibility Statement” and “Versioning History.”