



A. Are You Ready to Respond?

INTRODUCTION

This toolkit provides essential information for training campus law enforcement or security officers on responding to, investigating and preventing sexual violence, domestic or dating violence and stalking (hereafter collectively referred to as interpersonal violence). As an important member of your campus' coordinated response team you will need to have multiple layers of knowledge about interpersonal violence, in general and as it specifically relates to college students. You may also need to be prepared to assist in training and prevention work with administration, students, faculty and staff. Finally, you may have a vital part in training other law enforcement and campus safety personnel.

Review the toolkit in its entirety to build your knowledge base. Consider how to best utilize this toolkit to enhance your responding skills and possibly for training and prevention efforts with other officers, students, faculty, staff and campus administrators.

As a potential trainer/presenter, your knowledge and experience as a trained investigator may be challenged during discussions of the issues of victimization and perpetration. This self-assessment tool is designed to help you identify your strengths as well as the areas in which you need to build your knowledge base. *This self-assessment tool can be used with officers and for your individual use.* It is meant to help:

- ✓ Assess officer's readiness to respond to interpersonal violence on campus;
- ✓ Assess your readiness to provide interpersonal violence training and prevention work;
- ✓ Identify any related gaps in knowledge; and
- ✓ Find the sections of the toolkit that provide information to fill those gaps.

If the assessment tool helps you identify specific areas where you require additional knowledge, you can focus on the sections of the toolkit that address those areas.

You are encouraged to seek guidance and information as needed from your supervisor and others doing this and similar work on your campus and in the local community. Local rape crisis centers and domestic violence shelters can provide a wealth of expertise and resources for intervention, prevention and training. The West Virginia Foundation for Rape Information and Services (www.fris.org) can also be a source of guidance and information.



It is likely that even those of you who are experienced in this work will identify areas in which you could expand your knowledge. Those with less experience may find a need to build your knowledge on the majority of toolkit topics. The toolkit's purpose is to provide a reference tool for you to learn what you need to know to respond effectively to victims and potentially conduct effective training and prevention education on these issues. Acquiring new knowledge and putting it into practice is a process—you are not expected to “know” the information all at once. Instead, work through the toolkit sections at your own pace, building your knowledge base and considering how new information fits into your work on campus.

SELF-ASSESSMENT TOOL: READINESS TO RESPOND TO INTERPERSONAL VIOLENCE AND CONDUCT TRAINING AND PREVENTION PROGRAMS ON CAMPUS

This self-assessment tool is designed to help you evaluate the depth of your knowledge and your comfort level with different issues as you prepare to respond to interpersonal violence on campus or conduct training and prevention programs. It is important that you answer each item honestly. Additional instructions on how to use this tool are provided at the end.

Consider your current level of knowledge, skill and readiness for each item, and then rate each statement according to the following scale. (Circle one for each.)

1-----2-----3-----4-----5
 This statement is not true. This statement is true.
 I have very little knowledge on this topic. I have a great deal of knowledge on this topic.

Interpersonal Violence Knowledge	
1. I can describe different forms of interpersonal violence (sexual assault, dating violence, domestic violence and stalking). (See B1. Types of Interpersonal Violence)	1 2 3 4 5
2. I can provide current information on the prevalence of interpersonal violence <i>in the general population</i> . (See B1. Types of Interpersonal Violence & C2. A Snapshot of Interpersonal Violence Against College Students.)	1 2 3 4 5
3. I can provide information on the risk factors for perpetration of sexual and domestic violence <i>in the general population</i> . (See C3. Factors Associated with Sexual and Domestic Violence Perpetration)	1 2 3 4 5
4. I can provide information on the prevalence of interpersonal violence <i>against college students</i> . (See C2. A Snapshot of Interpersonal Violence Against College Students)	1 2 3 4 5
5. I can cite state laws related to sexual violence, domestic violence and stalking. (See B1. Types of Interpersonal Violence)	1 2 3 4 5
6. I can cite state laws regarding the sexual victimization of adults who are incapacitated specifically due to the influence of a controlled or intoxicating substance. (See B1. Types of Interpersonal Violence)	1 2 3 4 5
7. I know whether I am a mandated reporter of abuse/sexual violence against children as well as adults who are considered incapacitated under state law. (See B3. Responding to Disclosures)	1 2 3 4 5
8. I can provide detailed information on student conduct/judicial affairs policies and procedures regarding interpersonal violence <i>on my campus</i> . (Consult the student conduct/judicial affairs policies for your campus)	1 2 3 4 5
9. I understand and can describe the potential impact of interpersonal violence on victims. (See B3. Responding to Disclosures & C2. A Snapshot of Interpersonal Violence Against College Students)	1 2 3 4 5
10. I could provide crisis intervention if someone disclosed victimization during or after one of my presentations. (See B3. Responding to Disclosures)	1 2 3 4 5
11. I can explain the purpose and benefits of a forensic medical examination. (See B3. Responding to Disclosures & C1. Explanation of Terms)	1 2 3 4 5
12. I am knowledgeable about the specific resources available <i>on my campus and in my community</i> for victims of interpersonal violence. (See C8. Resources for Victims on College Campuses)	1 2 3 4 5

1-----2-----3-----4-----5

This statement is not true.
I have very little knowledge on this topic.

This statement is true.
I have a lot of knowledge on this topic.

13. I can explain reporting options <i>for college students</i> who are victims of interpersonal violence <i>on my campus</i> , specifically:	1 2 3 4 5
13a. On how <i>a student</i> can report interpersonal violence to law enforcement and how a case typically proceeds in the criminal justice system. (See C6. <i>Reporting on College Campuses</i>)	1 2 3 4 5
13b. If there are procedures in place if a victim wishes to report anonymously or not report to law enforcement at all. (See C6. <i>Reporting on College Campuses</i>)	1 2 3 4 5
13c. On how a student can report interpersonal violence as a violation of the code of conduct <i>on my campus</i> and what happens after a report is made. (See C6. <i>Reporting on College Campuses</i>)	1 2 3 4 5
14. I can describe civil legal options available to interpersonal violence victims <i>on my campus</i> and <i>in the community</i> . (See C6. <i>Reporting on College Campuses</i>)	1 2 3 4 5
15. I can describe reporting procedures for students experiencing sexual harassment <i>on my campus</i> . (See C4. <i>Sexual Harassment on College Campuses</i>)	1 2 3 4 5

Interpersonal Violence Training and Prevention Programming	
16. I can explain the differences among primary, secondary and tertiary prevention programs. (See B5. <i>Promoting Prevention</i>)	1 2 3 4 5
17. I can explain how campus law enforcement and security departments can encourage a comprehensive response to and prevention of interpersonal violence <i>on college campuses</i> . (See B5. <i>Promoting Prevention</i> & C7. <i>Promoting Comprehensive Interventions on College Campuses</i>)	1 2 3 4 5
18. I can identify key issues I should be aware of as in presenting interpersonal violence training and prevention programs. (See B5. <i>Promoting Prevention</i>)	1 2 3 4 5
19. I can comfortably discuss healthy relationships and sexuality in front of a group. (See B5. <i>Promoting Prevention</i>)	1 2 3 4 5

If you answered 1, 2 or 3 for any of the above statements, you are encouraged to review the documents or specific sections of the toolkit indicated in parenthesis at the end of each item.

Contact the West Virginia Foundation for Rape Information and Services (www.fris.org) if you would like additional assistance with general issues related to presenting sexual violence training and prevention education programs.