



A. Are You Ready?

INTRODUCTION

This toolkit provides essential information for you, as an interpersonal violence prevention educator or trainer working on college campuses. Presenting information on interpersonal violence requires more than just being knowledgeable on the subject content. You need to be prepared to respond to the full range of reactions to doing training and prevention work, such as enthusiastic and critical responses to your presentations, complex discussions on the issues (victimization and perpetration) and disclosures of victimization (addressing what to do, where to go and how to help). Doing interpersonal violence prevention training and education on college campuses requires you to have *multiple layers of knowledge* about these types of violence and prevention programming, both in general and as they specifically relate to college students. The diversity of college audiences and the need for targeted interventions with specific populations require a dynamic yet flexible presentation style to quickly be able to recognize when group dynamics suggest the need for modifications.

College students generally range in age from adolescents, often minors, to young adults and non-traditional students who may be older adults at varying stages of life. You will need a solid understanding of different learning styles and to be certain that activities, resources, and interventions are age-appropriate and culturally sensitive – not “one size fits all.”

You are encouraged to review the toolkit in its entirety to build your knowledge base. You are also encouraged to think about how you can best utilize this toolkit to maximize the positive impact of your

training and prevention efforts with students, faculty and staff as well as with campus administrators.

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 as you prepare to present effective interpersonal violence trainings and prevention programs for college students. *This self-assessment tool is solely for your individual use.* It is designed to help you:

- Assess your readiness to do interpersonal violence training and prevention work with campus staff and students;
- Recognize and address areas of privilege, bias or discomfort related to your own experiences or beliefs;
- Identify any related gaps in knowledge you may have; 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 also 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 (such as the local rape crisis center). The West Virginia Foundation for Rape Information Services (WVFRIS) can also be a source of guidance and information.

It is likely that even those experienced in this work will identify areas in which knowledge could be expanded. Those with less experience may find a need to build knowledge on the majority of toolkit topics. The purpose of



the toolkit is not to overwhelm you but to provide a reference tool for you to learn what you need to know to

effectively do interpersonal violence training and prevention education. 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 toolkit sections at your own pace, building your knowledge base and considering how new information fits into your programming efforts.

SELF-ASSESSMENT TOOL: READINESS FOR PROMOTING PREVENTION PROGRAMS ON CAMPUS AND RESPONDING TO DISCLOSURES

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 present interpersonal violence training and prevention programs on campus. 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. (See B2. <i>Types of Interpersonal Violence</i>)	1 2 3 4 5
2. I can explain how gender bias and victim blaming reinforce society's tolerance for interpersonal (gender-based) violence. (See B3. <i>Gender Bias</i> & B4. <i>Victim Blaming</i>)	1 2 3 4 5
3. I can provide current information on the prevalence of interpersonal violence <i>in the general population</i> . (See B2. <i>Types of Interpersonal Violence</i>)	1 2 3 4 5
4. I can provide information on the risk factors for perpetration of interpersonal violence <i>in the general population and against college students</i> . (See D2. <i>Prevention Principles</i> & B2. <i>Types of Interpersonal Violence</i>)	1 2 3 4 5
5. I can clearly convey the role of a bystander in safely intervening to prevent interpersonal violence. (See D4. <i>Options for Responding & Safety First</i>)	1 2 3 4 5
6. I can provide information on the risk factors for victimization <i>among college students</i> . (See D2. <i>Prevention Principles</i>)	1 2 3 4 5
7. I can cite state laws related to interpersonal violence. (See B2. <i>Types of Interpersonal Violence</i>)	1 2 3 4 5
8. I can cite state laws regarding the victimization of adults who are incapacitated specifically due to the influence of a controlled or intoxicating substance. (See B2. <i>Types of Interpersonal Violence</i> & C2. <i>Policies Guiding Response to Disclosure</i>)	1 2 3 4 5
9. I know whether I am a mandated reporter of sexual violence against children as well as adults who are considered incapacitated under state law. (See C2. <i>Policies Guiding Response to Disclosures</i>)	1 2 3 4 5
10. I am knowledgeable of federal requirements regarding mandatory interpersonal violence prevention programs on campus. (See C2. <i>Key Federal Legislation Influencing Campus Response</i>)	1 2 3 4 5
11. I can provide detailed information on student conduct/judicial affairs policies and procedures regarding sexual violence <i>on my campus</i> . (See C2. <i>Policies Guiding Response to Disclosures</i> & the student conduct/judicial affairs policies for your campus)	1 2 3 4 5
12. I understand and can describe the potential impact of interpersonal violence on victims. (See C3. <i>Understanding Victims' Needs</i>)	1 2 3 4 5
13. I could provide crisis intervention if someone disclosed victimization before, during or after one of my presentations. (See C4. <i>Be Prepared to Intervene in a Crisis</i>)	1 2 3 4 5
14. I can explain the purpose and benefits of a forensic medical examination. (See C4. <i>Encourage Evidence Preservation in Sexual Assault Cases</i>)	1 2 3 4 5
15. I am knowledgeable about the specific resources available <i>on my campus and in my community</i> for victims of interpersonal violence. (See C4. <i>Be Ready to Provide Information and Referrals</i>)	1 2 3 4 5
16. I am knowledgeable about victimization specific to:	
16a. Students with disabilities. (See C5. <i>Victims with Disabilities</i>)	1 2 3 4 5
16b. International students. (See C5. <i>International Students</i>)	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.

16c. LGBTQ students. (See C5. LGBTQ Students)	1 2 3 4 5
17. I can explain reporting options for college students who are victims of interpersonal violence on my campus, specifically:	1 2 3 4 5
17a. On how a student can report a sexual assault to law enforcement and how a case typically proceeds in the criminal justice system. (See C4. Be Prepared to Explain Reporting Options & Criminal Justice Response vs. Civil Legal Remedies)	1 2 3 4 5
17b. Any procedures in place if a victim wishes to report anonymously or not report to law enforcement at all. (See C4. Be Prepared to Explain Reporting Options)	1 2 3 4 5
17c. How a student can report interpersonal violence as a violation of the code of conduct on my campus and what happens after a report is made. (See C4. Be Prepared to Explain Reporting Options)	1 2 3 4 5
18. I can describe civil legal options, including protective orders, available to victims of interpersonal violence on my campus and in the community. (See C4. Criminal Justice Response vs. Civil Legal Remedies & Protective Orders)	1 2 3 4 5
19. I can describe reporting procedures for students experiencing sexual harassment on my campus. (See C4. Inform Victims of Sexual Harassment of Their Options)	1 2 3 4 5

Interpersonal Violence Training and Prevention Programming	
20. I can explain the differences among primary, secondary and tertiary prevention programs. (See D2. Continuum of the Prevention of Violence)	1 2 3 4 5
21. I can explain how a primary prevention approach can be used to counteract the root causes of interpersonal violence. (See D2. Impact of Primary Prevention on Interpersonal Violence & D3. Socio-Ecological Approach to Violence Prevention)	1 2 3 4 5
22. I can identify characteristics of effective prevention programs. (See D3. Characteristics of Effective Prevention Programs)	1 2 3 4 5
23. I can identify key issues in planning to present interpersonal violence training and prevention programs. (See D3. Planning Your Programming Approach)	1 2 3 4 5
24. I can describe ways to create a comprehensive prevention program that are also culturally relevant. (See D3. A Comprehensive Program Approach & D3.Planning Your Programming Approach)	1 2 3 4 5
25. I can identify ways to involve men in interpersonal violence prevention work. (See D3. Types and Topics: Prevention Activities)	1 2 3 4 5
26. I can communicate how the development of healthy sexuality reduces the risk of violent and abusive behavior. (See D2. Promoting Protective Factors)	1 2 3 4 5
27. I can evaluate the effectiveness of interpersonal violence training and prevention programs. (See E. Evaluating Prevention Programs)	1 2 3 4 5
28. I can identify resources that could be useful in planning and implementing interpersonal violence training and prevention programs on my campus. (See F. Resources)	1 2 3 4 5
29. I can identify policies and procedures that could be adapted for use on my campus to help address and prevent interpersonal violence. (See G. Sample Policies and Procedures)	1 2 3 4 5

If you answered 1, 2 or 3 for any of the above statements, you are encouraged to review the 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 more assistance with general issues related to presenting sexual violence training and prevention education programs.