USER'S GUIDE

Introduction

Sexual Assault Service Training Academy (SASTA) courses offer agencies and individual students the flexibility to customize their education on sexual assault and related issues to their specific needs and circumstances. To improve victims' access to services, SASTA also provides an opportunity for agency-specific assessment and planning as well as collaboration among agencies.

Individual students and/or agency representatives can select courses and/or modules within courses to complete, depending on their interests. They can determine the pace which they will work through the material.

- **The majority of the SASTA courses are written for individual students**, whether they are assigned the course by their agency or are working independently. An agency may choose to supplement its face-to-face staff/volunteer training program with these online courses, having its students work alone or together to complete the courses. In many modules, there is at least one activity that could be completed either through in-person and/or online discussions. In instances that an agency wishes its students to interact to promote knowledge and skill acquisition, a moderator from their agency could be assigned to monitor and guide the dialogue towards the learning goals.
- **There are a few courses (as indicated in the course introduction) that are intended more for agency use than for individual students**. One example is *Tools to Increase Access to Services for Victims with Disabilities*. Each module in this course has online introductory information, as well as assessment and/or planning tools (mainly offline). Another example is *Collaboration: Getting Started.* It is meant to aid two or more agencies in developing collaborative partnerships to increase sexual assault victims' access to services. It includes a combination of online introductory information and preparation activities and offline meeting agendas.

See the SASTA website for a description of each course or the *SASTA factsheet*.

Each course has an introduction and then is divided into a number of distinct topics. Each distinct topic is referred to as a module.

Module Structure

There are standard features found in many of the modules. Many modules include one or more lessons that present **Core Knowledge** on the topic at hand.

- Some of these lessons end with **Quiz Questions** to assess what information the student acquired.

Many modules include **Activities** to allow students to practice or reinforce what they learned in a lesson. The types of activities can vary from one module to the next, but often include:

- *Consider this/these Scenario(s)*
- *Q & A* (Questions & Answers forums)

Some of these activities request that the student answer questions that can be viewed by other students or a course moderator to create a comment/discussion thread.

Many modules includes a **Resources or Tool** folder or section:

- One standard resource is a **Lifeline Handout** *or **Tool*** on the topic at hand that can be downloaded and printed out as a companion to an online lesson or activity.

Some modules offer additional resources, such as other documents or links to web sites.

Purple colored text indicates instructions for students. **Grey text** indicates links to additional online information.

In addition to the above features, a number of <u>icons</u> are used throughout the SASTA courses to help students learn—

- *Critical Points* related to a lesson
- *Notes* and *Tips* related to a course or lesson
- *Video Clips* related to a lesson
- *Core Knowledge Inquiry* indicating a question for students to consider within a lesson
- *Core Knowledge Key Points* summarizing a lesson

Many modules and courses are intertwined insofar as one module or course may suggest reviewing another to more fully understand a concept, law, procedure, issue, etc. Modules and courses have been cross-referenced as appropriate.

Navigation Instructions

On the left side of the screen, there are navigation links that allow students to move among courses and modules. All of the online courses and modules are listed. Students can select from among the courses, decide whether to complete all the modules in the course or just select one, &/or elect to complete the modules sequentially or choose their own order.

Students must proceed sequentially through the pages of a module for continuity of information. However, once they have completed a page, they can usually return to a prior page to review information (the bottom of the page will indicate if they can click "previous" and/or "next" page).

Some pages in a module may be viewed in full without the need to scroll down; others will require students to scroll down to view the full page.

Explanation of Terms

Explanations of terms can be found throughout these courses. 3 important initial explanations are:

- Although both males and females are victims of sexual violence, most reported and unreported cases involve female victims[1] & male offenders.[2] Thus, sexual violence victims are sometimes referred to in these courses as females and offenders as males. This use of terms is not intended to minimize the fact that male sexual victimization & same gender sexual violence do occur.
- The terms "sexual violence" and "sexual assault" are generally used in these courses to encompass sexual assault, sexual abuse & other forms of sexual violence, unless otherwise specified. One exception is when terms refer to legal definitions.
- Rape crisis centers often use the terms "victims" & "clients" to refer to persons who seek their assistance. Other service agencies often refer to those they serve as "clients" & "consumers." All of these terms are used in these courses.

If you are having difficulty accessing a document referenced in these courses through the links provided, another option is to locate the document by doing a web search for titles.

Referencing and Reproduction of Materials

The non-commercial use and adaptation of written materials from SASTA courses to increase knowledge about sexual violence &/or to use as a supplement or guide to training or professional development is permitted. Please credit material referenced, used or adapted from these courses to the West Virginia Foundation for Rape Information & Services (WVFRIS) (2012). However, note that *Lifeline Handouts* and *Tools* should be credited to the West Virginia Sexual Assault Free Environment (WV S.A.F.E.), a partnership of the West Virginia Foundation for Rape Information & Services--WVFRIS, the Northern West Virginia Center for Independent Living & the West Virginia Department of Health & Human Resources (2010).

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[1] C. Rennison (2002), *Rape and sexual assault: Reporting to police and medical attention, 1992-2000* (Washington, DC: U.S. Department of Justice, Bureau of Justice Statistics, 2002), 1, retrieved through http://bjs.ojp.usdoj.gov/; and P. Tjaden & N. Thoennes, *Prevalence, incidence and consequences of violence against women: Findings from the national violence against women survey* (Washington, DC: U.S. Department of Justice, National Institute of Justice, 1998), 2-4, retrieved through http://www.ncjrs.gov.
[2] L. Greenfeld, *Sex offenses and offenders: An analysis of data on rape and sexual assault* (Washington, DC: U.S. Department of Justice, Bureau of Justice Statistics, 1997), retrieved through http://bjs.ojp.usdoj.gov/.