Trainings for Peer Educators: Framing and Sample Training Standards for Violence Prevention (Version 2.0)

ABOUT THIS RESOURCE

The attached document serves as a resource for supervisors, administrators, and advisors designing and organizing training programs for students. Whether you are creating a brand new training schedule for your students, or seeking to enhance your current training offerings, we hope that this resource provides you with the tools necessary to establish a solid theoretical and practical foundation for your students to be successful in their roles on campus.

While the information included in this document may be helpful for a variety of student organizations or roles, staff at SATF specifically considered the unique dynamics of the following roles when creating this resource:
- Peer health/wellness educators
- Peer violence prevention educators
- Peer advocates

ABOUT THE SATF CAMPUS PROGRAM + CONTINUING SUPPORT

Oregon SATF's Campus Program provides training and technical assistance to campus-based professionals who are engaged in sexual violence prevention, advocacy, and response. If you are a professional working on a campus in Oregon, you are eligible to receive confidential, non-emergent technical assistance from our multidisciplinary team, free of charge. To connect with a member of the Campus Program, contact our team at taskforce@oregonsatf.org, or visit our website at www.oregonsatf.org.

INCLUDED IN THIS RESOURCE

Why it is included: *Student educators who work to prevent or respond to violence are at unique risk of experiencing burnout, empathic strain, vicarious trauma, and other negative outcomes from their proximity to traumatic content and experiences.*

Why it is included: *We operate from the premise that professionals working with college students want to see the students they serve thrive, both personally and professionally. As such, we have included some trauma-informed principles to help you mitigate potential harm during your training.*

Why it is included: *One of the most requested resources from our campus partners is a list or work plan to support students in their campus roles. This section can serve as a "menu" for you to select from as you plan a comprehensive training for and with the students you serve.*

Why it is included: *More and more, organizations and communities are creating materials and content that can support you and your training needs. This section will share some resources that you can use for inspiration, receive free materials from, or contract with to Provide training for your students.*

Additional Recommend Reading:

For more information about incorporating students in sexual violence prevention, advocacy, and response work on campus, please visit our resource titled "Best Practices for Involving Students in Campus Violence Prevention & Response", created by the SATF Student Committee & informed by the Campus Committee of the Oregon Attorney General's Sexual Assault Task Force (2020).

Unique Dynamics of Student Roles that Intersect with Traumatic Content

In this document, we will refer to the term "violence" often as an umbrella term for multiple forms of gender-based violence. All forms of violence and abuse can and do intersect across the lifespan, and can be present in our college/university communities. For the purposes of this document, we are referring to the following forms of violence: intimate partner violence, trafficking, dating/domestic violence, child and elder abuse, sexual assault, rape, sexual harassment, and stalking.

Working with content about violence or abuse, or working directly with those who have been impacted by violence or abuse, can be difficult for anyone. For students, there are many factors that can increase their likelihood of experiencing:

- **Burnout:** the physical and emotional exhaustion that workers can experience when they have low job satisfaction and feel powerless and overwhelmed at work.

- **Empathic Strain:** often referred to as the "cost of caring" for others in emotional pain; empathic strain (also called "compassion fatigue") is characterized by the profound emotional and physical erosion that takes place when helpers are unable to refuel and regenerate.[1]

- **Vicarious Trauma:** the profound shift in worldview that occurs in helping professionals (including students) when they work with individuals who have experienced trauma; helpers notice that their fundamental beliefs about the world are altered and possibly damaged by being repeatedly exposed to traumatic material.[2] Sometimes, practitioners use the term "secondary trauma" interchangeably with this term.

In addition to their roles as student leaders/educators, students are often completing stressful education requirements, working at other jobs on and off campus, and/or supporting families. All of these factors contribute to their capacity to be in proximity to traumatic, disturbing or distressing content or material.

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[1] Charles Figley (1980); Carla Joinson (1992). For more about empathic strain visit www.tendacademy.org
[2] Pearlman & Saakvitne (1995)

Often, students experience the above dynamics when:

- **Burnout:** workload is unsustainable; they have little say or input in their duties, or how they operate within their role; they are not adequately compensated (financially) for their time and expertise; working conditions are inflexible; there is a lack of personalized and meaningful recognition from supervisors, advisors, or the institution, and/or there is a perceived lack of support from supervisors or advisors.

- **Empathic Strain and Vicarious Trauma:** there are at least five variables[3] that can contribute to a student's likelihood of experiencing empathic strain or secondary trauma, including:

  - Students with a role that has **proximity to traumatic, disturbing or distressing content or material** (such as working directly with survivors, reading material about the dynamics of violence in preparation for a presentation, etc.);
  - Students that have a role where they are in contact with traumatic, disturbing or distressing content **at a high rate of frequency**;
  - **Have a heavy workload** involving traumatic, disturbing, or distressing content;
  - **They or a loved one have experienced violence or abuse**;
  - And **aspects of the socio-cultural and campus environment** that impact their ability to detach from traumatic or disturbing content (such as personally experiencing systemic racism, gun violence being covered persistently in the media, campus dynamics that discourage support of student survivors, their campus role is a condition of their scholarship so they cannot detach, etc.)

Ways that you can support students (both in their role and during training) that can help mitigate the likelihood of experiencing burnout, empathic strain, or vicarious trauma:

- ☐ **Proactively identify areas where you can be flexible:** Student prevention and advocacy programs should adopt mechanisms that ensure students are able to step away from their proximity to traumatic content <u>before</u> they reach burnout or traumatic stress. Where can you be flexible with student schedules (including the

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[3] See "Real Tools: Responding to Multi-Abuse Trauma", Debi S. Edmund and Patricia J. Bland, Alaska Network on Domestic Violence and Sexual Assault (2011)

opportunity to step away from the role entirely for brief periods of time), provide opportunities for different job tasks that do not involve traumatic content, adjust work schedules, etc.?

☐ **Ask "Is this necessary?":** Students today have more access to traumatic content and information about sexual violence than any generation before them. When working with students, including in training spaces, ask yourself if the content you are about to share (perhaps a survivor vignette, graphic description of violence, etc.) is actually necessary for the student to learn the concept you are trying to convey. Start with the least graphic content possible, and only work your way to more graphic/traumatic content as absolutely necessary.

☐ **Lead by example:** One of the best ways supervisors can prevent student burnout, empathic strain and vicarious trauma is to follow the same protective measures you ask students to take. Use your vacation time. Do not answer your emails after work hours or when you say you are unavailable. Stay home when you are ill. Often, you will be your student's first example of how to establish professional boundaries, an essential skill set in violence prevention and response work.

☐ **Consider ways that you can create opportunities for students to be leaders of prevention programming and education,** or lead the work for their organization/club. If students are seeking opportunities to grow their skills, be autonomous, or a combination of both, working with them to identify roles and projects that they can manage themselves can be a wonderful way to ensure that your efforts are student centered, student led, and will assist students in preventing burnout by having more control of their work.

☐ **Prioritize group connectedness and healthy team dynamics:** Connectedness to peers, and by extension, their support, is a protective factor against experiencing negative dynamics associated with violence prevention and response work.

Developing a Trauma-Informed Approach to Student Training

Trauma-informed agencies (or supervisors!) adopt these common practices, often referred to as the "Four R's of Trauma-informed Practice":

1. **Realize** the widespread impact of trauma: *many of our students come to us having experienced trauma themselves, or having a close relationship with someone who has experienced trauma.*

2. **Recognize** the signs and symptoms of trauma.

3. **Respond** by fully integrating knowledge about trauma into policies, procedures, and practices: *This includes training! And is the impetus for including this section.*

4. **Resist** re-traumatization when working with individuals: *In our training of students, we can resist re-traumatizing (or worse, traumatizing) individuals and groups by being intentional with 1) the topics we train about, 2) the methods and strategies by which we train, and 3) the environmental and contextual factors we train within.*

For this section, we will focus on strategies you can practically implement to take a "do no harm" approach to training, and be in alignment with the model above.

To do this, we have included a (non-exhaustive) checklist to help you think about:

- Preparing students for training and identifying potential concerns;
- Identifying support resources for students during and after training;
- Setting up the environment;
- Evaluating your content.

Pre-Training Checklist: Strategies for Trauma-Informed Student Trainings

Student Participants

☐ Ensure students fully understand the scope of their role, and duties assigned to them prior to engaging with any training content. Providing a job description, copy of training schedule, etc. can be helpful.

☐ Meet with students individually before training, or have them fill out a pre-training "temperature check" questionnaire that allows them to identify:
   ☐ Readiness to engage with training content;
   ☐ Content they are concerned about;
   ☐ Accessibility needs (including translation) that they may have;
   ☐ Ways that you can support them as a supervisor during training.

☐ Share ways that students can prioritize their own comfort during training, and encourage them to do so. Consider sharing when and how students can:

   ☐ Bring snacks or meals, and water or other beverages/when food will be provided;
   ☐ Wear comfortable clothing;
   ☐ Bring items (knitting, fidgets, etc.) that can provide comfort or physical outlets.

Providing Support Resources

☐ Identify campus and community resources that can support students (i.e. counseling and health services, community advocacy agencies, etc.). Include name, contact information, confidentiality status/limits, hours and cost (when applicable).
   ○ *If your role is the primary support for advocacy or supporting survivors, explicitly tell students that they are allowed to access your services, regardless of their role. Identify an alternate resource if students are not comfortable seeking services from you as their supervisor.*

☐ Communicate the above resources to students, and encourage them to utilize the services available to them. Normalizing help-seeking behaviors:
   ○ Before training (via email or other means of communication)
   ○ During training
   ○ After training is completed

Setting Up the Environment

☐ Identify training spaces that are physically accessible to all participants and presenters. Contact translation and interpreter services prior to finalizing training dates to ensure

they will be available should a participant need them. Secure translation, interpreters, and other accommodations as needed.

☐ Identify training spaces that allow for ease of access to a private space where students can debrief or decompress if they need a mental break. If a private space is unavailable at your immediate training location, identify a secondary location outside of the training space.

☐ Get comfortable! Ensure there is adequate and comfortable seating for the number of participants, easy access to water fountains, bathrooms, and other necessities. Bonus if temperature can be controlled/adjusted.

☐ Ensure that students know:
    ☐ How to access the training space and when they are expected to attend;
    ☐ Who will be attending (presenters, their peers, you, etc.); and
    ☐ When breaks will be available during the training sessions.

Evaluating Your Training Content & Preparing Presenters

☐ **Vet your trainers. Do they:**

    ○ Work with diverse groups of students?

    ○ Use language, materials, and training strategies that are inclusive of diverse identities?

    ○ Use language, materials, and training strategies that are trauma-informed?

    ○ Use language, materials, and training strategies that use current best or promising practices?

    ○ Allow for breaks and flexibility from participants (i.e. can students stand and stretch? Use fidgets? etc.)

    ○ Understand dynamics of violence and abuse that are pertinent to college students?

    ○ Utilize training materials that are informed and created by those with lived experience as survivors and/or college students whenever possible.

☐ **Evaluate your training content and strategies. Ask yourself:**

    ○ "Is the content more graphic than necessary?"

        ■ *Tip: Can you use less graphic content? This includes images or descriptions of violence. How will folks be able to grant consent to view or "digest" graphic material. If graphic content must be used, what support will be offered to participants?*

- ■ *Tip: Include content warnings at the beginning of each session/training topic.*

○ "What power do I hold as the presenter in the room/virtual space? Where can I incorporate and model consent for students?"

○ "Is this accurate (ex. medically accurate)?"

○ "Is this inclusive of diverse identities (ie. genders, sexual orientations, races and ethnicities, etc.)

○ "Is this applicable to college students?"

○ "Is this relevant to folks with disabilities?"

○ "Is this inclusive of folks with diverse backgrounds and identities?"

○ "Does this training utilize training methodologies that support engagement from those with disabilities and diverse backgrounds?"

○ "Am I using a variety of training strategies?"

- ■ *Tip: Think about strategies that allow for small group discussion, solo work/individual work, activities that use a combination of auditory content and movement (inclusive of ability levels of participants), etc. For more information about strategies you can use, check out [Oregon SATF's Communities of Collaboration toolkit](), page 52.*

○ "Is this content consistent with other information presented to the students? If not, have I addressed inconsistencies?"

○ "Have I addressed common questions from participants?"

○ "Have I allowed space for unexpected responses from students?" - Students with trauma histories may have a wide range of reactions to content in this field. How will you prepare to make space for and support students in and beyond your training?

○ "Where can I promote relationship building within the context of training? When can students interact with each other? With me?"

Suggested Core Training Content Areas and Learning Objectives

How to use: The following are areas that we recommend incorporating into your core student training for any peer educator specializing in violence prevention. Training goals can and should be updated to reflect the needs of your specific community.

Topic	Rationale	Essential Questions to Cover, and Facilitation Items to Consider:
Student and Organizations Role in Sexual Violence Response and/or Prevention	Clarifying a student's role and responsibilities helps put content into context. Understanding the organization's role on campus helps student educators feel connected to the mission and better able to articulate that mission to others.	1. What is the purpose of the student group? What is their mission, or how do they serve the greater campus community? 2. What role do the student participants fulfill in the group? 3. Are there any requirements (ethics, rules for conduct, etc.) that are a part of this organization?
Ethics of the Profession / Role	The fields of advocacy and prevention (or wellness education) have standards and ethics associated with their roles that define competencies, practices, and ethics associated with their respective fields. There may also be ethics that your program or school have decided are an important part of peer educator's roles at your institution.	1. What are the standard ethics of their role? 2. Where do these ethics come from? 3. How does this look in their role as a student? 4. If applicable: cover any legal mandates that impact or govern the role of peer educators at your institution (for example: mandatory reporting of child abuse and Title IX requirements).
Boundaries	Identifying boundaries upfront helps students navigate their roles appropriately, seek help when necessary, and identify work that is beyond their scope. This helps mitigate empathic strain, vicarious trauma, and burnout AND helps ensure that we are not also causing harm/trauma in the ways we do our work.	1. What are students allowed to do in their role? 2. What are they not allowed to do? 3. Where is there discretion? 4. When should they seek help from a supervisor or outside resource? 5. What tools or strategies are available for navigating common boundary issues in their roles?

Teambuilding and Connectedness	Connectedness to their team is a protective factor against empathic strain, vicarious trauma, and burnout. By focusing on team building as a core value of their organization, advisors have an opportunity to model healthy platonic relationships, develop connection, and help teams be dynamic and productive. These teambuilding and connectedness objectives are both important for initial training as well as ongoing training within a team over time.	1. How does the team want to operate (commonly known as "ground rules")? 2. Build 1:1 relationships through a combination of fun and sharing activities 3. Help teams identify the strengths that individual members bring to the team, and strengths of the overall team 4. How can students productively navigate conflict as a team? 5. How to identify change, and the different stages of change that happen within groups (for example: Tuckman's Stages of Group Development model) 6. Establish (or re-evaluate) a group set of Values, as well as Mission and Vision Statements 7. Establish group expectations of the peer education group moving forward, manage expectations from your role as a staff member 8. Establish group expectations of you as a leader/advisor, describe your role and ask for feedback about ways you can support the group in their goals
Understanding Root Causes of Violence	Understanding how violence is able to flourish in our society requires examining its roots: what societal and personal conditions allow for violence to continue? Helping students understand the "30,000 foot view" of how and why sexual violence continues to be a societal problem is important for framing their approach to work (response or prevention) on campus. Consider helping your students examine the root causes of violence:	1. Identify that oppression (including sexism, racism, ableism, homophobia, etc.) is the root cause of violence 2. Articulate how oppression creates conditions where some people are valued more than others in society, making those deemed "less than" more likely to be targets of violence or abuse 3. Cover basic statistics about the prevalence of violence on college campuses, in your community/at your school, then contrast this with statistics about violence experienced by Black, Indigenous, POC, those with disabilities,

Understanding Root Causes of Violence (continued)	• Globally • In the U.S. • In Oregon • In your area • At your institution	LGBTQIIA+ communities. Connect how experiencing oppression = higher risk of experiencing violence (often by dominant groups) 4. Identify the specific barriers facing folks at highest risk of experiencing violence in your community. Some ideas include barriers to accessing higher education, transportation, economic opportunity, barriers in healthcare, etc. 5. Understanding our personal identities and how they impact our prevention work 6. Identify methods of inclusive programming and outreach efforts 7. Explore the concept of liberation, focusing on the connection between violence prevention work and creating communities where all are safe and free to live and learn in healthy environments

Frameworks for Prevention	Providing context for our work is important! By examining common public health strategies for change and prevention, students will be able to contextualize their work and outreach efforts.	1. Learn about different public health models for prevention, including:
		  a. The Socio Ecological Model
		  b. The Spectrum of Prevention
		  c. 9 Principles for Effective Prevention Efforts
		2. Identify ways that communities (particularly Black, Indigenous, and communities of color) have approached prevention work in our communities, including creating systems of community/collective care.

Sustainability and Self-care in Violence Prevention and Response Work	We want our students to be safe, healthy, and able to fully participate in their collegiate experience. To do this, it is important to help your group establish a form of "psychological PPE", and	1. Identify common effects of working on violence prevention or response work (i.e. burnout, empathic strain, etc.). 2. Identify warning signs of burnout, vicarious trauma, empathic strain, activist burnout 3. Learn about resources available to

Sustainability and Self-care in Violence Prevention and Response Work (continued)	normalize a sustainable, healthy approach to violence prevention and response work in a way that cares for the individual student.
	
	When we are sustained and a part of sustainable communities, environments, and movements we are enabling change and working towards a healthier and safer world for all people. This is prevention.
		support peer educators on campus and in the community (counseling, advocacy, etc.) and that they are encouraged to use these resources.
		4. Normalize help-seeking behavior, and why it is important to both violence prevention work and as a student.
		5. Use the SATF Sustainability Guide to walk students through the following:
		    a. Identifying their personal warning signs
		    b. Creating a sustainability plan that prioritizes their personal care and well-being
		    c. Identify opportunities to model sustainability within their prevention and response work

Dynamics of Violence, Power and Control	To effectively educate the campus community and their peers, peer educators need to have a solid foundation in: • The ways that people and systems that choose to harm others use power and control as tools to enact violence. • The different forms of violence that are used by people who harm (look to the Power and Control wheel for ideas!)	1. What is gender-based violence? What is included in this umbrella term, how does gender-based violence impact all people? 2. How do people and systems that harm use power and control to enact violence on an individual or communities? *For an example activity, check out Oregon SATF's Examining and Unpacking Oppression Packet* 3. What are the different types of abuse used (sexual, financial, etc.)? 4. Examine the College Student Power and Control wheel, and ways that abuse may show up differently for college students/in the context of a college or university campus.
Listening to Understand **Listening to**	Peer educators are able to discuss topics with their peers in ways that staff are not always able to. Helping peers build strong listening and discussion	1. Understand the role of peer educators, and the scenarios/situations in which peers may approach peer educators (with questions, concerns, for

Understand (continued)	skills helps prepare them to have meaningful discussions with peers about important topics, understand their peer's questions and concerns about health-related topics, and help generate solutions. Effective communication skills also lead to a more cohesive group/team environment!	advocacy, etc.). 2. Practice active-listening skills, including reflecting, summarizing, question asking, etc. 3. Practice skills necessary to responding thoughtfully, authentically, and accurately to questions from community members/students 4. Practice skills necessary to communicate when the student does not have an answer to a community member's question, and how they can seek support/additional resources. 5. How culture affects our style of communication. We recommend connecting with your school's identity-based and culturally-specific resources (including accessibility services) to customize this portion of training to reflect the many cultures and styles of communication present in your community! 6. Non-verbal communication skills, and ability to show engagement with our body/without words
Connecting Students to Resources **Connecting**	Anytime that students provide public outreach or education regarding violence, they may be faced with disclosures of violence experienced by community members and other students. Learning how to navigate these disclosures in ways that are: 1) trauma-informed, 2) student-centered, 3) in accordance with your school's policies and 4) tend to the sustainability of the peer educator are critically important to ensuring survivors get the care they need, and building trust in the peer	1. Learn about and practice empathetic responses (including empathetic interruptions) to disclosures of violence. If your school does not already have a model for doing this, consider assisting students to: a. Start from a place of believing the person disclosing to them b. Sharing that no one deserves to experience violence c. Sharing what the peer educator's role in reporting/referral is at your institution d. Providing power and control over the decision making process back to the survivor wherever possible e. Connecting the person doing the

Students to Resources (continued)	educator program.	disclosure to advocacy (school and community based options) or other support resources if desired f. Establishing boundaries and clarifying the peer educator's role (will they be providing care in the future for the person doing the disclosure?) and g. Steps the peer educator can take for support after receiving a disclosure (from the institution or you as their supervisor)
Programming and Outreach Skills	A huge benefit to utilizing peer educators is their ability to connect with other students via programming and outreach efforts. Helping students build these skills not only makes your outreach more effective for the campus community, but provides your students a skillset that they can use in any profession after college.	1. Review how your group prioritizes topics to outreach about, gathers information to inform the program, designs the program or outreach effort, evaluates the effort, etc. *If you don't have this process, reach out to SATF's Campus team! We are happy to give you some ideas of where to start* 2. Learn how to create learning objectives for a program/outreach effort 3. Practice presentation and public speaking skills. 4. Identify personal skills and areas of growth as a presenter or facilitator (including working at tables, handing out flyers, etc.!) and highlight opportunities to foster this growth. 5. What are the logistics (room reservations, etc.) for planning a program or outreach effort on your campus? 6. Identify effective and creative marketing techniques for connecting to students at your institution
Bystander Intervention for Peer Educators **Bystander**	Peer educators are often in situations where they can serve as effective bystanders, and have the opportunity to model safe, healthy ways to intervene.	1. Recognize common scenarios that may require bystander intervention as a peer educator 2. Identify personal and common barriers to intervening for peer

Intervention for Peer Educators (continued)		educators 3. Learn tools or strategies to intervene in a way that is safe for the student, their identities, and the situation, including seeking help from a third party like a staff member, or a campus/community resource 4. Practice skills needed to implement tools or strategies for bystander intervention
Health Promotion as Violence Prevention **Health Promotion**	It isn't enough to tell students what not to do, we want to help them build skills to empower their peers to engage in healthy, mutually fulfilling, relationships! Understanding how promoting healthy sexuality can be a framework for supporting violence prevention efforts is a critical first step towards normalizing behaviors that we want to see in support of healthier and safer campus communities.	1. Explain that while we can educate our community about what NOT to do (i.e. signs of unhealthy relationships, abuse, etc.), we also need to explain what we WANT people to do. This includes helping our communities understand what healthy relationships, consent, and boundaries look and feel like. 2. Focus on skill building 3. Consent (what it looks like, what it doesn't, how to encourage enthusiastic consent as a framework for engaging in any activity) 4. Describe how alcohol and other drug use can affect one's ability to perceive or provide consent* 5. "Green flags", or indicators of healthy relationships (including those within the LGBTQQIA+ community) 6. Learn about ways to treat yourself and others with dignity and respect, with regard to gender, gender identity, gender expression, and sexual orientation* 7. Explore how to set and respect boundaries for ourselves and with others 8. Demonstrate how to set and respect boundaries around social media and technology use in relationships* 9. Explore elements of healthy

as Violence Prevention (continued)		masculinity, explore how gender equity promotes safety and health for all people

*Items with an asterisk are utilized from the Oregon Health Standards and Indicators for high-school seniors

Have a learning outcome, topic, or question to consider that is missing from this document? Please reach out to our campus team! You can find our contact information on the [Oregon SATF staff page](.)

Supplemental Training Topic Ideas

Below are some ideas to help you craft ongoing training for your students. Similar to the core training standards above, this is not an exhaustive list, and should be tailored to meet the needs of your students and community.

☐ Exploring gender identity and expression

☐ Alcohol and Other Drugs

    ☐ What are barriers to care for survivors that use substances? How can those who harm use substances, someone's sobriety or substance use as a form of power and control? How can we support those who use alcohol or other drugs on our campus after experiencing violence? What are policies and strategies for reducing harm in our communities? What amnesty policies/laws exist at your school and in Oregon?

☐ Community Engagement

    ☐ What are strategies used in your community and nationally to promote health equity and violence prevention? What are the models, tools, or ideas used to engage communities?

☐ Reproductive and sexual health, justice, and ways that college students can support access to care in our communities

☐ Evaluating your prevention efforts

☐ Refresher on your school's Title IX resource and policies

☐ Healthy masculinity

☐ Engaging boys and men in prevention efforts

☐ How can your team use technology to provide virtual prevention education opportunities for your community?

☐ Supporting mental health as a strategy for violence prevention

☐ International violence prevention programs and models

☐ Violence prevention strategies to support transfer and commuter students

☐ Sexual violence prevention in faith-based communities

<u>Additional Resources to Support Your Training by Topic</u>

The following is a non-exhaustive list of resources that may be of assistance to you as you prepare for your training with students. For updated resources or referrals, please reach out to the Campus Program team. We would be happy to assist you! Staff emails are available on our website at https://oregonsatf.org/about/staff/ , or you are welcome to email taskforce@oregonsatf.org and your message will be forwarded to the appropriate staff person.

Note: *Oregon SATF and our partners have produced a series of toolkits and resource libraries that address many of the content areas below! Please visit our website at https://oregonsatf.org/resources/for-prevention/ to learn more about our:*

- Comprehensive Prevention Toolkit

- Exploring Prevention Audio Library (transcripts included) and

- Collaboration Toolkit

PDF copies of the toolkits and transcripts are available on our website, and physical copies are available for purchase if you would like to use them with your students!

Peer Health Educator Training:
- NASPA Peer Health Educator Online Training Program: https://www.naspa.org/project/certified-peer-educator-cpe-training
- ONE LOVE Online Resource/Peer Educator Training Library: https://www.joinonelove.org/educator/

Root Causes of Violence and Abuse:
- AORTA Training: https://aorta.coop/
- Oregon SATF's "Addressing the Root Causes of Violence and Abuse" online course: https://oregonsatf.org/training/addressing-the-root-causes-of-violence-and-abuse-online/
- Comprehensive Prevention Training with Oregon SATF: https://oregonsatf.org/training/2022-virtual-comprehensive-prevention-training/
- Oregon SATF's "Intersections of Oppression and Sexual Violence" position paper: http://oregonsatf.org/wp-content/uploads/2016/12/Intersections-of-Oppression-and-SV-Paper-FINAL-1.pdf
- Oregon Coalition Against Domestic and Sexual Violence (OCADSV)'s "Protocol for Culturally Responsive Organizations":

https://www.ocadsv.org/resources/protocol-for-culturally-responsive-organizations/

Health Promotion as Violence Prevention:
- Sex Ed Bootcamp: https://www.sexedbootcamp.com/
- Oregon Department of Education's "Sex Ed Made Simple" asynchronous webinar series: https://ode.instructure.com/courses/379
- Oregon SATF's " *Promoting Healthy Sexuality as Sexual Violence Prevention:*
- *Prevention & Education Subcommittee Position Paper*": http://oregonsatf.org/wp-content/uploads/2016/12/FINAL-Promoting-Healthy-Sexuality-as-Sexual-Violence-Prevention-1.pdf
- WEBINAR: "Teaching Good Sex: A Method for Violence Prevention on College and University Campuses" by Oregon SATF: https://oregonsatf.org/webinar/teaching-good-sex-a-method-for-violence-prevention-on-college-and-university-campuses/

Sustainability and Self-Care:
- Oregon SATF's Sustainability Plan: http://oregonsatf.org/wp-content/uploads/2022/03/Sustainability-Plan-Updated-3.22.22.pdf
- The Full Frame Initiative: https://www.fullframeinitiative.org/cat_resources/domestic-and-sexual-violence
- TEND Academy: https://www.tendacademy.ca/

Situating Prevention:
- Prevent Connect Online Training (includes webinars, podcasts, and more): https://www.preventconnect.org/
- Oregon SATF's Continuum Model for Prevention and Response: http://oregonsatf.org/wp-content/uploads/2021/06/SATF-Continuum-Model-for-Prevention-Response-2019.pdf
- Oregon SATF's "*Core Prevention Values of Child Abuse and Domestic/Sexual Violence Prevention in Oregon*": http://oregonsatf.org/wp-content/uploads/2020/06/CAP-DVSA-Core-Prevention-Values.pdf
- Oregon SATF's "*Primary Prevention of Sexual Violence Position Paper*": http://oregonsatf.org/wp-content/uploads/2016/12/Primary-Prevention-of-Sexual-Violence-FINAL-1.pdf

- Oregon SATF's *"Finding Your Role in Responding to and Preventing Violence and Abuse":* http://oregonsatf.org/wp-content/uploads/2020/01/Identifying-Your-Role-Handout-10.7.2019.pdf
- WEBINAR: "Aligning Prevention, Response, and Title IX Programs on Campus: Best Practices" by Oregon SATF (2019): https://oregonsatf.org/webinar/aligning-prevention-response-and-title-ix-programs-on-campus-best-practices/
- WEBINAR: "Preventing and Responding to Sexual Harassment with Graduate Students" by Oregon SATF (2019): https://oregonsatf.org/webinar/preventing-and-responding-to-sexual-harassment-with-graduate-students/

Trauma and Responding to Trauma
- Center for Institutional Courage: https://www.institutionalcourage.org/
- The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma (book) by Bessel van der Kolk M.D.
- Trauma and the Brain: Understanding abuse survivors responses (video) from NHS Lanarkshire: https://vimeo.com/126501517

Incorporating Traumatic Content in Trauma-Informed Training:
- Oregon SATF's "Recommended Guidelines for Sharing Details of Survivors' Experiences in Training or Educational Presentations": http://oregonsatf.org/wp-content/uploads/2016/12/Using-Survivors-Stories-FINAL-TF1.pdf
- Oregon SATF's "Recommended Guidelines for Using Details of Sexual Offense Specific Behavior and Abuse Experiences in Training, Media, and Legislative Hearings":http://oregonsatf.org/wp-content/uploads/2016/12/Using-Survivors-Stories-FINAL-TF1.pdf