
Advocate Program Transition Guide



OREGON SATF
CAMPUS PROGRAM

WWW.OREGONSATF.ORG



About This Document



About the Guide & Helpful Materials

This resource was created to assist campus-based advocacy programs during periods of staffing and resource transition. This guide includes a very brief overview of ways that you can support survivors and advocacy programs as advocacy services transition, and is not comprehensive. SATF suggests that schools contact multi-disciplinary partners on campus and in the community to navigate any specific dynamics that may impact your students, staff, or faculty during an advocacy program transition.

We also suggest that practitioners using this guide first familiarize themselves with legal privilege held by advocates in Oregon, and federal laws pertaining to client (student) privacy and record storage. Below are some helpful resources to build this foundation:

A Legal Guide for Oregon Advocates

Legal Aid Services of Oregon & Oregon Law Center

https://justice.oregon.gov/crime-victims/pdf/2017_legal_advocate_manual.pdf

Certified Advocate-Victim Privilege

ORS 40.264 (2015)

<https://www.oregonlaws.org/ors/40.264>

NNEDV Confidentiality Toolkit

National Network to End Domestic Violence - Safety Net Project

<https://www.techsafety.org/confidentiality>

Legal Disclaimer

This resource is not intended as legal advice, nor should it be treated as such. The attached resource is meant to provide an overview of current best practices the purpose of transitioning campus-based advocacy programs. Please be advised that although we update materials on a continual basis, as research, professional guidelines, or case law changes, certain portions of content (including statistics) may become temporarily outdated. Copying and distribution permitted for agency use only. This document may not be replicated, shared, or augmented for commercial purposes without express written permission from Oregon SATF.

For more information about this guide, the SATF Campus Program, or assistance for campus-based advocacy programs, please contact Oregon SATF at:

taskforce@oregonsatf.org | 503.990.6541 | www.oregonsatf.org

Advocate Program Transfer Checklist

Items of Consideration During Periods of Transition for Qualified Victim Service (Advocacy) Programs on Campus

Before a Transition: Advocate Record Transfer Policies & Procedures

Communications (including written records) with advocates are [privileged in the state of Oregon](#). The survivor or victim holds the legal privilege of these records, and campus-based advocacy programs need written protocols regarding the transfer of these records even when there is no anticipated transition in services.

Below is some sample policy language that can be included in written, informed consent for Clients and advocacy agency policy manuals:

"In the event that an advocate is no longer employed by (INSERT ADVOCATE PROGRAM NAME HERE), said advocate shall take such steps as may be reasonable under the circumstances to give Clients actual notice of transfer of care and proposed transfer of Client's documents. If advocate is unable to meet with Clients (virtually or in person) to provide information regarding the transfer, advocate may provide written notice to Client of any materials (including release of information forms) that are subject to transfer, by certified mail, return receipt requested, to Client's last known address. In this instance, Client consent to the transfer of personal information to another advocate employed at (INSERT ADVOCATE PROGRAM NAME HERE), ROI and other documents to the replacement advocate will be presumed if no objection is received within forty-five (45) days after the date the notice was mailed".

Before a Transition: Identify Alternate Confidential Resources

In some instances (including long hiring processes, periods of budget restrictions that cause a delay in rehiring, or other unforeseen factors), a campus may have a period of time in which there is no campus-based advocate available to serve clients, or to receive transferred case loads of current clients. Schools can proactively identify alternative confidential resources for clients (both on campus and in the community).

- **Tip:** Try to match the confidential resources to those listed in your school's [SB 759 document](#) (document that details student rights, options and resources).
- **Tip:** Common alternate confidential options include community-based advocacy programs, campus counseling services, clergy/chaplains, and national hotlines.

Advocate Program Transfer Checklist

Items of Consideration During Periods of Transition for Qualified Victim Service (Advocacy) Programs on Campus

During Transition: Notice to Current Advocacy Clients

There are many institutional and societal barriers facing survivors when it comes to accessing support services. If your school is already supporting survivors and victims via advocacy services, it is imperative that they continue to receive appropriate, ongoing, confidential support services even during times of program transition when possible.

- **Current clients** should be notified via phone or in-person (including via virtual meetings) by the advocate they are currently working regarding plans for transfer of care. Advocate can schedule meetings to notify clients, answer questions clients may have about transfer of care/next steps, create safety plans for any period of time in which client may not be able to access advocacy services on campus, secure any necessary documentation (like an ROI) in the event that no advocacy services will be available in the immediate future, and coordinate any necessary referrals/provide client with referral information.
- **If an advocate is not available to transition clients**, the school can designate a confidential staff member to help the student decide appropriate next steps (working with another confidential resource on campus, connecting with a community advocacy program, etc.). Staff that are not [certified advocates](#) in the state of Oregon should not handle or access confidential and privileged advocacy records. For more about advocate records and compliance with federal laws regulating advocacy records (VOCA, VAWA, & FPSA) , [please consult the National Network to End Domestic Violence's Confidentiality Toolkit: <https://www.techsafety.org/confidentiality>](#)
- **Please see attached templates for sample scripts that providers can use to alert clients calling/visiting the office asking for a former advocate/staff member.**

Advocate Program Transfer Checklist

Items of Consideration During Periods of Transition for Qualified Victim Service (Advocacy) Programs on Campus

During Transition: Outreach to Campus Community

Many campuses in Oregon regularly and consistently promote their campus-based advocacy services to students, staff, faculty and surrounding communities in order to outreach to potential survivors and victims. Because of this, it is also important to review your school's current outreach efforts to make sure information available is accurate. The list below may not be comprehensive, as each campus utilizes different methods of communications. We encourage you to collaborate with campus partners to identify any populations that may need additional outreach.

- **Websites** : update any school webpages that advertise advocacy services to include accurate contact information, and whether (or not) advocacy appointments are available. If appointments will not be available, include information about alternate confidential supportive resources.
- **All Student/Staff emails:** notify all students, staff, and faculty (including adjunct faculty, access student programs, etc.) regarding transition in advocacy services.
- **Advocate email** : current advocates in the process of transitioning away from their role and that are utilizing school email accounts (for example: "advocatename@yourschool.edu", .not shared accounts that go to an entire advocacy agency) can:
 - include their last day at the school, and information about how clients or students seeking services can connect with resources in the footer of their email (email signature)
 - schools can support this email communication by working with IT departments prior to the advocate leaving the institution. Request that the email account remain "active" for 60 days past the date that the advocate leaves the institution, and that anyone who messages the account receive a response message (similar to a vacation responder) stating that the advocate no longer works at the institution.
 - Sample language: *"Thank you for contacting me. My last day at INSERT SCHOOL NAME HERE was INSERT DATE HERE. For confidential support, please contact: INSERT RESOURCE(S) HERE."*

Advocate Program Transfer Checklist

Items of Consideration During Periods of Transition for Qualified Victim Service (Advocacy) Programs on Campus

During Transition: Outreach to Campus Community

Many campuses in Oregon regularly and consistently promote their campus-based advocacy services to students, staff, faculty and surrounding communities in order to outreach to potential survivors and victims. Because of this, it is also important to review your school's current outreach efforts to make sure information available is accurate. The list below may not be comprehensive, as each campus utilizes different methods of communications. We encourage you to collaborate with campus partners to identify any populations that may need additional outreach.

- **Websites** : update any school webpages that advertise advocacy services to include accurate contact information, and whether (or not) advocacy appointments are available. If appointments will not be available, include information about alternate confidential supportive resources.
- **All Student/Staff emails:** notify all students, staff, and faculty (including adjunct faculty, access student programs, etc.) regarding transition in advocacy services.
- **Advocate email** : current advocates in the process of transitioning away from their role and that are utilizing school email accounts (for example: "advocatename@yourschool.edu", .not shared accounts that go to an entire advocacy agency) can:
 - include their last day at the school, and information about how clients or students seeking services can connect with resources in the footer of their email (email signature)
 - schools can support this email communication by working with IT departments prior to the advocate leaving the institution. Request that the email account remain "active" for 60 days past the date that the advocate leaves the institution, and that anyone who messages the account receive a response message (similar to a vacation responder) stating that the advocate no longer works at the institution.
 - Sample language: *"Thank you for contacting me. My last day at INSERT SCHOOL NAME HERE was INSERT DATE HERE. For confidential support, please contact: INSERT RESOURCE(S) HERE."*

Advocate Program Transfer Checklist

Items of Consideration During Periods of Transition for Qualified Victim Service (Advocacy) Programs on Campus

During Transition: Outreach to Campus Community (CONTINUED)

- **Social media** : utilize social media channels (including Facebook, Twitter, Instagram, etc.) to notify campus community of changes to advocacy services.
- **Signage**: identify any signs that publicize or include information about advocacy services that need to be removed/replaced/changed.
- **Referral materials**: check with referral partners on campus (including Title IX, Accessibility/Disability Services, Registrar, and conduct offices, identity-based resource centers, health and counseling services, faculty, etc.) and in the community (community-based advocacy centers, law enforcement, etc.) to ensure they have updated referral information and materials.
- **Emergency personnel**: all staff responsible for providing emergency response (including medical and counseling staff, housing staff, campus safety, CARE/Behavioral Intervention Teams, etc.) should receive information and training regarding changes to advocacy services on campus, updated referral procedures, and how best to support survivors and victims during periods of advocacy program transition.

Considerations for All Communications

- **Are updates made to materials that include languages other than English?** Do you need updates translated into languages commonly spoken on your campus, such as Spanish, Russian, Vietnamese, Arabic, Japanese, Mandarin, etc.?
- **Have you included population-specific confidential resources for historically underserved populations (such students that are Black, Indigenous, or people of color, students with disabilities, students for whom English is a second language, international students, students in access programs, etc.)?**
- **Are students involved in the communication process?** Are they able to provide feedback about the clarity of your outreach materials? Will they be involved in the hiring of new staff?