



A. Are You Ready?

INTRODUCTION

This toolkit provides essential information for training student conduct administrators on responding to complaints of sexual violence, domestic and dating violence and stalking (hereafter collectively referred to as interpersonal violence). In order to properly train these individuals on campus, you will need to have multiple layers of knowledge about interpersonal violence, in general and as it specifically relates to college students.

Review the toolkit in its entirety to build your knowledge base. Consider how to best utilize this toolkit to enhance your training for campus hearing boards/officers, staff and administrators.

As a trainer/presenter, your knowledge and experience 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 student conduct administrators and for your individual use. It is meant to help:

- ✓ Assess a conduct administrator's readiness to handle interpersonal violence complaints on campus;
- ✓ Assess your readiness to provide interpersonal violence training;
- ✓ 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 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. The toolkit's purpose is to provide a reference tool for you to learn what you need to know to 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 TRAIN STUDENT CONDUCT ADMINISTRATORS AND RESPOND TO CONDUCT COMPLAINTS

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 and conduct training 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 and Federal Legislation 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 of college students. (See B1. Types of Interpersonal Violence)	1 2 3 4 5
3. I can identify behaviors that could be considered stalking. (See B1. Types of Interpersonal Violence)	1 2 3 4 5
4. I can provide information on the risk factors for perpetration of sexual and domestic violence in the general population. (See B5. Perpetrators of Interpersonal Violence)	1 2 3 4 5
5. I can identify ways that trauma (including rape trauma syndrome) can impact a victim's response. (See B6. Victims' Needs, Issues and Concerns)	1 2 3 4 5
6. I can describe reporting options available to victims and why they might delay reporting. (See B7. When Victims Disclose)	1 2 3 4 5
7. I can identify common risk factors for sexual victimization for persons with a disability. (See B8. Working with Specific Populations)	1 2 3 4 5
8. I can provide information on protections available to international students. (See B8. Working with Specific Populations)	1 2 3 4 5
9. I can identify community resources that can support victims in the judicial and healing process. (See B9. Community Resources)	1 2 3 4 5
10. I can cite the rights of victims of interpersonal violence outlined in the Clery Act (See C1. Federal Legislation)	1 2 3 4 5
11. I can provide information on the college's obligations under Title IX. (See C1. Federal Legislation)	1 2 3 4 5
12. I can explain how FERPA impacts the Clery Act and Title IX Guidelines. (See C1. Federal Legislation)	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.

Interpersonal Violence Training and Judicial Procedures	
13. I can identify key topics for training student conduct administrators on interpersonal violence. <i>(See D1. Training Overview)</i>	1 2 3 4 5
14. I can provide detailed information on student conduct/judicial affairs policies and procedures regarding interpersonal violence <i>on my campus. (Consult the student conduct/judicial affairs policies for your campus) (See F. Sample Policies and Procedures for additional information)</i>	1 2 3 4 5
15. I can clearly convey the role of a student conduct panel/board. <i>(See D3. Methods to Resolve Conduct Complaints)</i>	1 2 3 4 5
16. I can explain the importance of maintaining confidentiality, when possible, for victims of sexual assault on campus. <i>(See D4. Confidentiality)</i>	1 2 3 4 5
17. I can cite interim remedial measures that can be offered to victims prior to a hearing. <i>(See D4. Interim Remedial Measures)</i>	1 2 3 4 5
18. I can identify the rights of complainants and respondents. <i>(See D4. Sample Complainant Rights Statement & Rights of the Respondent/Accused)</i>	1 2 3 4 5
19. I can explain the key differences between a Title IX investigation into allegations of sexual violence and a criminal investigation. <i>(See D4. How does Criminal Reporting and Investigation Impact College Grievance Procedures?)</i>	1 2 3 4 5
20. I can explain the role of alcohol in incidents of sexual assault on campus. <i>(See D4. Basic Investigation)</i>	1 2 3 4 5
21. I am knowledgeable about interviewing techniques of both complainant and respondent. <i>(See D4. Formal Investigation)</i>	1 2 3 4 5
22. I can identify 5 promising practices for college campus adjudication procedures. <i>(See D4. Adjudication)</i>	1 2 3 4 5
23. I can identify recommendations for the complainant and broader campus population to remedy a hostile environment. <i>(See D4. Remedies for Complainants and Broader Student Population)</i>	1 2 3 4 5
24. I can identify resources that can assist in training and increasing knowledge about interpersonal violence perpetration and victimization. <i>(See E. Training and Education Resources)</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) or your local rape crisis/domestic violence center if you would like additional assistance with general issues related to presenting interpersonal violence training.