

**Transcript for Supporting Survivors Workshop**  
**BCcampus event held on March 23, 2022**  
**Facilitator: Matty Hillman**

MATTY HILLMAN:

Welcome, everyone. Welcome to the Supporting Survivors Facilitators Workshop. My name is Matty Hillman. I see some familiar names in the boxes. Feel free to turn your camera on or not totally up to you, but yeah. I recognize some names out there. Really glad that you're here. I've been looking forward to delivering this for quite some time. This is about how to facilitate supporting survivors or suggestions, ways. A bit of my experiences as a facilitator of this training. This is the fourth I believe, in the facilitator's workshop. So the final one of these four trainings. So we're going to run about an hour and a half, lots of time for questions, a little bit of activity. We're not going to do the breakout room stuff. But really just here to answer as much and any questions I can about delivering this training. As you saw already, we are being recorded and the standard BCcampus sort of code of conduct was up there earlier so that's all just to remind you about that. But with that out of the way, let's get into some of our first slides here.

So next slide, please. OK. So, folks, I am coming to you from Selkirk College. Selkirk College is located on the traditional territory of the Sinixt people, first and foremost. However, several groups have been stewards of this land since time immemorial including the Syilx, the Secwepemc and the Ktunaxa. Now... It's incredibly important, in my opinion, to link the topic, the teaching topic to the territorial acknowledgment. This training does a really good job around some language and examples where we explicitly identify the colonization is a metaphor or and a direct cause of sexual violence, right? The theft of land, resources, the devaluing of genders, that directly leads to and is a source root cause of sexual violence. You'll see that this training has a lot of thought put into it in terms of the root causes of sort of this violence, the violence in the world that we experience. So I always tend to link the territorial acknowledgment to the content at hand. We'll also explore how certain groups are more at risk of being victimized due to their social location. And that's, of course, based on a colonial hierarchy of social value rights. I invite you to drop a chat into the chat your territory that you're tuning in from and we'll look at this section of the Facilitators Guide in a bit, too. I also really like to identify that... I think that's good for now. Let's move on to the next slide, please.

OK. So what today's going to look like? Do some introductions. I'll just talk a bit about my background in the project, the project as a whole. And then, of course, I'll hear a little bit from you, too. I want to hear just a bit about your hopes for the morning. And of course, we'll get into the resource and we're going to look at the Facilitation Guide, which is an incredibly helpful, rich, informative document. We'll kind of skim through that, I'm going to point and highlight some sections in there that are really valuable. I can't stress the importance of being familiar with that if you're newer to trainings like this. We'll also look at the actual PowerPoint pointing out some highlights there, including the content, there are some handouts and the key activities.

We'll practice the key activities a bit and then I really just want to have some time to sort of look at the bigger picture of anti-violence, anti-sexual violence work on post-Secondary. I have some thoughts on everything from recruitment to marketing, any kind of questions you have thinking about how are you going to adapt this to your institution, stuff like that. So that's what we're going to do. I'm really open to just questions at any time. Pop them in and chat, interrupt me even if you want. This is really is for you as much as possible.

So next slide please, Pat. OK. So just a little bit about myself, as I already mentioned, I'm an instructor at Selkirk College. I teach Child and Youth Care Program. My background is in Child and youth care. And I've been an educator here for going on six years, I'm incredibly grateful for my job. I love it. I love mentoring students and I love the content I teach. I feel that human service work is becoming more and more relevant and sort of just more talked about. Social justice is so important and it's becoming more mainstream. And I love the work I do. Complementary to teaching human service work, I've been delivering trainings in post-secondary for really as long as I've been an instructor starting with bystander training. I did my master's thesis on sexual violence prevention in post-secondary. So that was back in 2016 and we were working with the new legislation and creating trainings and I've been delivering them since then. And I've been working with BCcampus for the last year and a half now. I was the lead developer for this Supporting Survivors training. And we've also created some mental health trainings more recently which I deliver. And I really love that component also.

I think of this as sort of community, mental health community anti-violence work, right? This is the trainings for everybody across the institution, within the communities. To me, this is like culture change, how it works with educational materials like this, short, digestible, pragmatic trainings, right? There's a little glimpse of my daughter, Scarlett. She was just in here today. She's obviously huge in my life. And a little picture of us at Halloween. She was Curious George. And hopefully, you can tell I was the man with the yellow hat. And so that's a bit about me. I see a few of you have dropped some chat in there from where you're coming from. Maybe as we flip to the next slide, I'm just interested in how you're doing right now.

I usually start most of my classes, thanks, Pat, with a little check-in. So this beautiful image here is part of the training. This very holistic wellness wheel represents the various domains of wellness. So I just kind of invite you to check in with yourself right now. Feel free to drop in the chat, perhaps a gratitude. I usually ask my students to start their day with a gratitude. Think about what areas they're feeling good, maybe what areas are in need of some support. And just take a minute there with that. If anyone wants to... Turn on the mic and share, you are very welcome. If not, that's OK too. I'll share a little bit. Physically, I'm feeling pretty good. I'm just getting over a little head cold. You can probably hear a little bit of congestion. But all things considered, I'm really well. I was just with my family on our way in to the college. My partner teaches here as well and my daughter goes to daycare here. So we're a little collegial family. And yeah. Intellectually and academically this is like this is my wheelhouse. So I was really looking forward to this. So I hope all of you are doing fairly well. I'll just add that, of course, this is content that is difficult. It's grounded in violence and trauma. And we'll be discussing that. And I just encourage you to be aware of how you're feeling, know who your supports are. I've put my contact in there. I'm super available after the training or in the future if you have questions. But of course, please just take care of yourself in all the ways you know how.

Now just a little more information about who's here. I'm going to ask Pat to open up a couple of polls. I just want to get an idea of your experiences here. So this first one, have you taken this training, the Supporting Survivors Workshop as a participant? Everybody there, I guess. Says six out of seven. So we have... Oh, there we go, 100%. So two people have taken it but four people have not taken the training as a participant. OK. OK, interesting. So let's head to the next poll, please. So have you or do you plan to deliver the Supporting Survivors Workshop as a facilitator? (LAUGHS) A maybe option? Sure, yeah. Maybe we should run this poll at the end and see how good a job I did in instilling confidence. Yeah. OK. So... Alright. So about 50-50. We got two out of five say yes. They do you plan on being a facilitator. Three are in the middle, but perhaps there's some maybe in there as well. So let's open that up just a little more. Can a few people just drop in the chat or turn on your

mic and let me know what are you hoping for out of our next sort of hour and 15 minutes. What do you want to get out of something like this? Can I hear from just a couple of people? Is there any big questions or concerns that you think? Oh, how would I do this? What if nobody comes? Nothing? Nobody? Appropriate level to follow up support. OK. Excellent. Yeah. That makes sense. That's definitely part of the training, talking about our boundaries, our capabilities as supports. I think that's a really important one for sure. Awesome. Anyone else? OK. So Lisa, what have been some of the common participant responses to workshop offerings? OK. So interesting. So you're thinking about feedback. What strategies have you found best in making the offerings welcoming and successful? Awesome. Great questions, Lisa. Great. Great questions. So I'll do my best to provide suggestions in terms of the welcoming and successfulness piece as we go. And just let me know when we get to the end does that give you some tools in terms of how to sort of make this an attractive offering?

First of all, I just want to start by saying that the strength is in the training. It really is, as we'll see in just a second. The strength is in the content and the way that the work that's been put into it, it really is. It's incredibly progressive and comprehensive training. And Claire asks, looking to understand another way to do things/potentially integrate into our existing peer-led support workshop. Excellent. Yeah, that's something I'm interested in talking about, too. There's a lot of adaptability in this in these trainings. And there's a lot of questions and options for institutions in terms of how to deliver, how to combine with other trainings, who to engage with for participants, who to sort of look for, for facilitators. And I'd love to cover as much of that as we can. So I hope I can offer a lot of information here. So let's keep going and really get into it then. Thank you for those who Participated. So let's move to the next slide, please.

OK. So a bit about the project background. So this was based on a very specifically identified need for trainings in the post-secondary, in the post-secondary environment.

Back in 2016 BC, the provincial government legislated specific policy was required for sexual violence prevention for all post-secondary institutions. From that, there was research and focus groups down and one gap that was determined was trainings, trainings on prevention and support and things like that. So individual institutions have created trainings. Certainly, the bystander training precedes this. But then BCcampus as a provincial organization can work to create this open education resource, which is, in fact, four trainings. And create just really this sort of foundational work for all provincial institutions to use. And I think that's just been a great thing because for example, for us here at Selkirk, before that, we've had our bystander. We tweak it a bit. We've created supporting survivors as well. But then to have this just really comprehensive, just high-level training is I think is just really, really powerful. So this was created with a really diverse, knowledgeable, skilled working group based with community members, members of either BC and academics with specialized knowledge in the field, trainers like myself, people like that. So I came on board a little bit later and obviously got to work on this project with others. Y All four trainings, there's a consent training, a bystander training, the Supporting Survivors training, and then an accountability training for perpetrators. All four trainings were created in a similar way based on the following principles highlighted here. So it's evidence-based. You'll see statistics which are, you know, they're staggering, they're hard statistics, but they really show the need, the necessity for this type of knowledge and training. So it's evidence-based. It's very trauma-informed. We know that there are survivors in the room, always in every classroom. So we sculpt our language and our training and our activities around that. This is a feminist intersectional lens, to this work, you know. We understand that certain groups are more at risk for violence and oppression, and marginalization because of their social location. So, it's gender inclusive, you'll see in the imagery as well as the language, the names are very gender neutral. It's

from a decolonized perspective, we explicitly identify colonialism as the root cause of much violence. It uses traditional Indigenous lenses to wellness, like the wellness wheel. It's as accessible as possible with all text and other technical features for accessibility. Culturally located understanding that, you know, post secondary environments continue to become more and more diverse. And culture is a big piece of the student experience. And it's survivors centered, you know, the students, survivors, many, many different groups with lived experience were included in the creation of this training. Of all the trainings, sorry, right? So, this is the background for the whole suite of trainings.

And Paula dropped the the link there in the chat, so you can go to them. And we'll look at that in a minute. So, next slide, please.

So, in terms of this specific training, let's look at the learning outcomes. Every course has learning outcomes. So, I think the strength here is this is a very pragmatic train training, which, as I mentioned, it does offer some theory, and some background root causes ideology, things like that. All four of them do, which are important, but we worked really hard to find that balance between theory and practicality. So, by the end of the workshop, the learners have a lot of tangible skills they should know, resources and support services. I mean, that's the key. That's one of the keys, it's got to be, where can we suggest and support survivors to get help if they wish, and we talked about that both on and off campus. So, they're going to have that knowledge. We're going to talk about trauma, because sexual violence is a trauma producing event. And trauma impacts the way a survivor responds and their decision to disclose. So, it's important in regards to rate myths, it's important in regards to how we respond.

So, we discussed trauma. We use a listen-believe-support framework. So, we provide a very straightforward, I almost want to say simple, pragmatic step process. So, you know what to do, and we practice it. This is where it gets really applied. And of course, part of that trauma is those disclosures and the barriers to disclosures. And, you know, things like statistics that we'll look at, they really highlight why it's important that everybody knows how to respond. Because the reality is, most response, most disclosures don't go to professionals, they go to peers, they go to instructors, and it's important that we all know. So, just some other stuff audience, you know, this is for everybody, everybody needs to have this knowledge. You know, I'd say at least six learners and maximum of 40, is how I feel, I think is kind of the best learning environment runs about 90 minutes. And you know, there's a little bit there just on the knowledge, there's some stuff on consent we talked, when we define sexual violence in a broad way. Talking about those root causes, and how sexual violence is a trauma based event and how that relates to their disclosures and responses. And then of course, practicing those interpersonal skills of active listening, validating and self care. So, that's what this is right out of the facilitation guide. And let's go to the next slide, so we can get into that.

So, what we're going to do now where we're going to look through the facilitation guide, it's a large document. So, I'm going to just kind of skim through it. Point out a few highlight sections. And please ask any questions as they come. So, I'm going to screen share now.

And... So this is... If you go to that link that that Paula dropped you in, you'll see all four of them. And so this is the link to the supporting survivors facilitation guide. So, you just click on this one. So, here, you can download it in a number of forms. So, it's kind of handy to have that print version of the facilitation guide. But we'll just go ahead and we'll use the digital one here. So, you just click it to download it. There's also a lot of, this is the table of contents here. So, you can sort of hyperlink to certain sections. So, I'll actually just use this for a minute to review the sections, before we go into the actual guide. So, the first two sections... The first two sections are actually consistent through all

four trainings. So, they're not specific to the supporting survivors training. They're much more broad around, allow things like adapting the training to your institution, you know, just making it really clear that this is an open education resource. And there are various points where you should be thinking about specific environment and context of your institution. A bit about Indigenous considerations and international students, including some beautiful visual. So, we'll get to that. So, you know, really broad stuff getting started in section one, section two are key pieces for facilitators. So, understanding your role, and how that can be an asset, as a facilitator. Things like accessibility, inclusion language, key concepts, if you're not super familiar with some terms, and then some things around, general things around facilitating discussions. So, things like, you know, handling difficult questions, questions that provoke critical thinking, things like that. So, general facilitation tips, that would be applied to all three trainings. And then finally, the third section is the specific supporting survivors training guide. And you know, that gets into the timeline, you know, the activities, the resources and things like that. So, you know, just kind of handy, the table of contents is right there, but we'll just download the digital, that'll pop up, when everyone can see that. So, yeah. I'm just gonna skim through this here, information around the open education stuff. These are all hyperlinks to these sections, as I said, the three sections, so you can just go to the adapting one. So, give some background. As I mentioned, this all stems from the sexual violence and Miss Conduct Policy Act of 2016.

Now, in terms of adaptations, I'd say there's sort of three main pieces that you're going to want to think about when adapting. The first and most obvious, I think, is the territorial acknowledgement. As well as the resources, you're on campus and community resources, those are going to obviously look different. There are some sort of 24 hour, like victim length that would be consistent regardless across the province. But those would be two main adaptations, as well as your policy and procedures. So, if you know, if you have different levels of response, mandated by policy in your institution, you're going to need to be aware of that for delivering this, right? You know, there's also the opportunity to link this with community resources, right? Including anti violence groups and folks like that in the community, community based sexual violence response teams and things like that. So, here's some links to victim link BC and Eva BC two key services provincially. So, this is the part where I mentioned it, it really encourages us to link the territorial acknowledgement, to link colonization to sexual violence.

A bit about how Indigenous worldviews were included. And just the importance of elders and knowledge keepers, in terms of support for Indigenous, self identified Indigenous students. And how though they can be involved in these trainings and should be included in the supports, a bit more on international students, although there is a section specific to them in section two. But just that, you know, these groups have been deeply thought about in trainings, in creating these trainings. So, into the section two, consideration for facilitators. Now this, I think this is the stuff, these are the, you know, how am I going to deliver this, what's important for me to know, to be a good facilitator, and, you know, of course, it comes with experience and time. But there's some really great pieces in here. And, you know, I hope to sort of add to that by just any tips I can. So, starting off with, you know, your social location matters, your gender, your position in the institution really matters.

We all have relationships with students, by the nature of our roles and relationship is the foundation to support it's so key, right? So, the relationship you have with students is one of power. But that can be a good thing, we can leverage that power to show that we're there to support them. You know, there's also the reality to that, you know, there's survivors in the audience. And you know, sometimes facilitators can be triggering or other members of the audience can be triggering. So, the bottom line is social location really matters, it matters in in the act of disclosure and response and

recording, it matters in facilitation as well. So, a bit around gender. So, a bit around gender... So here, a bit around co-facilitation. I'm going to talk about this a bit later. But the ideal demographics for facilitators is diverse. Multiple co-facilitation is great with multiple, with diverse genders, social locations and experiences, right? It's always great if the audience can see some reflection in some way of themselves, make some connection with the facilitator.

Moving on, so a bit about accessibility and delivery options. So, these are completely deliverable online or remotely or in person. So, thinking about accessibility, and both of those terms, right? How's the environment are people able to access it? Delivery and participation online in terms of recruitment. I'm going to talk a bit more about this towards the end, just the materials you'll need. There's some activities in here, I haven't taken too much of a look but there's some activities in here. How to sort of set the tone which is really important, you know, just little things like arriving early welcoming guests. You know, just being as available as possible, creating that safe space by starting with group guidelines. There's some tips on creating group guidelines with the group. You know, really making their centering their wellness, like making an explicit that live, we're talking about some difficult things, but your wellness is incredibly important. We need you to do what you need to do, to be well.

Take care of yourself. If you need to step out, that's OK. Stuff like that. I'll get into that a bit more. You know, if there's time, it's always nice to have a connection point. I always try and get my students engaged early on in some way, you know, do a poll, drop something in the chat content or trigger warnings are just that. You know, letting you know that these are difficult topics, if they're survivors in the room, that the language we use matters, take care of yourself. I'm going to talk about having supports available during trainings as well, which is a nice thing if you can do that. So, a bit about language, you know, and how we, you know, we live in this hetero normative world. Where, by default, what we often think of relationships as heterosexual, and why, you know, specific intention has been made to be more inclusive and use words like partner, folks, human beings, right? It's so default to say, guys. So, a bit about pronouns, don't assume pronouns. You can identify your own if you want, or have it on your title, like I do on my zoom, right?

Just a little bit about trauma, awareness, knowing that there are survivors in the room, knowing what to look for in terms of trauma responses a bit, possibly knowing some grounding techniques, in terms of coming back to the here and now and breathing techniques, etc. Yeah. So, there's a bit around, you know, what trauma responses can look like. You know, we don't expect of course, anyone to be a counsellor, but to just have some basic mental health literacy is super important for everyone these days, right? So here's a piece on international students, you know, beautiful visual, really highlighting the challenges faced by international students. Everything from really high tuition to outward racism and homophobia, just the lack of family and supports, things like that. Cultural differences when it comes to understanding consent and sexual violence, lack of knowledge of rights, things like that. This comes from the mosaic, you'll link here to mosaic. And, OK. So, a little bit around intersectionality.

I'm just gonna skim through that. There's a flower power exercise, which is, you know, this wonderful kind of first year social work activity, where you get to understand how your social occasion is impacted by. Or sorry, your experience, is impacted by your social occasion. So, just an option for you. Or, if you have time for the group. More on some terms around language relating to gender. I'm just gonna keep going, here is the gender unicorn. So, linking sexual violence to gender inequality. This is a very well known anti violence or violence pyramid. Showing this really demonstrates how there's a continuum of violence. And how attitudes and ideologies lead to smaller levels of violence, sort of normalizing it. That's a slippery slope idea, leading to really harsh

direct forms of violence. So, this is a this is a key anti violence theory. Questions you can ask around students and their sense of safety, colonial violence, linking that. So, just more information, I mean, this is a lot of work that's went into this question around colonialism.

This is for trainers to become really acquainted with violence, with intersectionality, with the links between ideologies and violence. Here's the colonial violence wheel. I believe this was created by Jewell. Shout out to Jewell. This is obviously relative, a lot of relevance to toxic masculinity. And I'm going to talk a little bit about the need to have men in these trainings and the usual lack of men in these trainings. The violence as, as [...] says, violence against women's is a man's issue. So questions exploring toxic masculinity. We keep going here. So this is, these are some key things, I think, you know, especially for the emerging facilitator. So, you know, when you have, you know, people with fixed ideas around gender, there's some good questions here to probe critical thinking. You know, where do where do you think that comes from? Let's explore that a bit more. You know, questions to help reframe issues. Why do we teach people how to avoid sexual assault rather than teach people how not to sexually assault others, right?

I think really relevant to what I just said there from [...]. This isn't this is an issue for the, for perpetrators primarily. Right. Why is it seen as a woman's issue? Why is clothing and intoxication brought up, right, leading into these common myths, right? So these are some of the things that, you know, what am I going to say when participants say, well, if they're dressed like that, obviously they were looking for it. Right? So possible responses here. You know, I think these are I think these, I hope these instil confidence in the sort of emerging facilitator. Right? The topic of alcohol and substances, right, which is a complicated one. It's a complicated one. Yeah. So really good stuff here. And then finally, you know, staying within the scope of the training is key for a number of reasons. Number one, it's a it's a it's a time limited training rate. So we do need to get through it. But also, you know, this can just go so wide in terms of the, just so sort of getting derailed into other conversations.

So we can always use our position as a facilitator to bring it back to the training, you know. I appreciate what you're saying. We can all have different views. We're going to move on now. We need to keep going. It's it's OK to disagree. Let's move on. So some ideas for transitioning into in difficult situations. So a little bit about community and self care and that really brings us to the end of those first two sections, which again, those are the main sections for all for trainings. It's literally a crash course in intersectionality, decolonization and the relationship to sexual violence. Yeah. OK. So now let's go take a quick look at this and then we're going to get into the into the PowerPoint so we can really look at it. So a few key terms to know sexual violence, broad term, we're talking about any act that involves sexuality in nature. Just the difference between disclosure and reporting are two important terms specific to this training, obviously. So here's the learning outcomes that I already shared.

I think those are good to be aware of. A bit more on delivery. Here's, here's some really key points, you know, to keep yourself on track. We got a breakdown. So where you should be at each section. Now it's helpful for me and I think for everyone to consider this in sections. Right? So section, the opening is the territorial acknowledgment. That's where we set the group agreements. You want it hopefully engage with with the participants in some way, quickly there. Five quick minutes. The next part, because I'd say this is the like, what is it about part? Like what, what are we here to learn about? So it's got definitions. We watched the consent Tea video. And we introduced the Listen Believe support framework. So yeah, I'd say that's the what is this about part? 50 minutes there. Then we move into the second part. I call this the "why is it important" part, right? This is where

we're going to see statistics. We're going to learn about the impacts of trauma and how that relates to someone's reluctance to disclose.

We're going to talk about rape culture and how that contributes to barriers to disclosure. So statistics, this is the like the why? And this is the, you know, this is the this is a prolific problem and we need to address it. I get passionate in these trainings. And then there's if time, a short break before moving into the third section, which is which is really the application, the applied. You know, we watch a video on empathy, classic Brene Brown. We discuss active listening skills. Talk about that difference between disclosure, reporting, practice these, practice these skills. And that really concludes, that's where this is where the bulk of it happens. The applied section here in the third. We use break, we use breakout rooms. And then a few minutes at the end for takeaways. So there is your break down 90 minutes. That's something that when I first started training, I had that right beside me. How am I doing, right? I'll show that, we're going to look at there's two handouts, really.

The one is the is the wellness wheels that we already looked at. And then this is another one. And this one came from Selkirk College. I helped create this one several years back. And really what this is, is a one pager of supporting survivors, right? So the one side has the resources, victim services, counseling, options for sexual health, then are victim link one 800 numbers. And the other side essentially has the framework, the how to help, right? Believe, support, listen, believe, support. Right? So this is the one pager. And, you know, it's really encourage that you create if you don't already have something like this for your institution. OK. Anything else? I think now we'll move into the training. So let's, let's do it. Any, well, any just any questions or any thoughts about the facility you got? I know it's a lot. Thoughts? Questions? Does it seem like a lot? Probably seems like a lot, but it's an easy it's a informative read. I can't stress enough how important it is.

OK. So let's take a look at the training. Well, we'll cruise through this and then have lots of time for questions. So I think I'll leave it like this so you can see that there are facilitator notes. So I wrote fairly comprehensive facilitator notes as well. So that way, you know, not everyone has time to read the whole facilitation guide. But I kind of distilled it into the facilitation notes. So territorial acknowledgments, you know, linking it again to colonization, encouraging people to know what territory they're on. You can see how it's adaptable, institution ins to local nations. This is where you introduce yourself. You can see that the diversity in already in the aesthetics right?. Why are we here? We're here to learn to respond and support survivors. Why is that important? Well, there's a statistic rate here because 71% of post-secondary students will witness or experience unwanted sexual behaviour. 71%. Right? And then here, 75% of women who disclose will disclose to an informal source, not to a professional.

That means you. That means you in the audience, you're likely going to field a response, you know, get a disclosure at some point. How we respond really matters for people's psychological and emotional health. That's why we're here, you know? Group agreements, you know, you can either create these with them. Or... I think these ones are great. You can just go with these. So, again, part one, what is it? What is sexual violence look like? Well... We're going to, I guess, start with some learning outcomes. This is what we're going to do. I like to, I like to focus on the pragmatic nature of the workshop. You know, we're going to practice, we're going to learn a little bit of theory, but we really just want you to become comfortable with having these difficult conversations or the possibility of having them right. So sexual violence, it's a broad term. You know, it means a lot. It means everything from sharing explicit photos without permission. We could include misogynistic lyrics, obviously direct acts of violence and things like that.



Catcalling. Is that's sexual violence? Yes. And sexual violence is about power. Its impacts are diverse. Physical, emotional, spiritual, financial. So, you know, if we talk about sexual violence, if we need to talk about consent. So a definition of consent is provided. And then we watch the consent Tea video, which you haven't seen is great in just a really straightforward way of understanding consent. Then I like this, this is sort of, you know, I'd call this a pre assessment in like pedagogical language, but this is just asking students or participants, what do you already do to help someone? You know, think about a time that you've supported someone who's was struggling, what did you do? Oh, you listened deeply. Oh, you went for a walk or you went out for some tea. You listened. You know, you helped them out with some chores. Listen. Those are great skills. You already have some great skills. We're going to expand on those. So early on just identify that we all have these skills.

This is a counseling. This isn't special, you know, a special skill set. It's about empathy. It's about listening, believing and supporting. It's that it's that straightforward. So this is where we introduce the framework. Listen, believe, support. So that's the first section. Any questions, thoughts? Anyone? How we do it out there in Zoom land? OK. So moving on, you know, this is where this is the why, I guess. This is the way I like to determine to talk about it. This is where the trauma piece really comes in. So if we think about sexual violence as a trauma causing event. And that we and then we think about trauma as something that is very individualistic in its impacts and the way it manifests in people and it and holistic in that it can impact various areas of health. Physical, emotional, psychological, financial. That's an interesting one, right? Someone who can no longer attend work because of the trauma that they've experienced, intergenerational trauma, interpersonal, how other relationships are impacted by the trauma of sexual violence. Right?

You can use this as an activity, just like as a sort of casual popcorn style. You know. Asking students and participants, you know, what would these signs look like, signs or symptoms look like? What could you notice in people signs here? So this is a key. So key that there's not one normal response, you know, that often gets used in rape myths. Right? Well, she was, she went out the next night or she was still hanging out with them. Obviously, it didn't happen. No. You know, people respond in different ways and cope in different ways. They don't always respond with fear and dissociation. There's also over-consumption of substances, sort of self-medication, things like that. So other barriers to disclosure listed here. You know, just the power dynamics involved in having the go to, go to chairs or deans or RCMP. You know, those myths that lead to not being believed. The re traumatization of repeating your story. You know, an important you know, again right here there's 5% of sexual assaults are reported to police. Right? So... These barriers are real because look at that stat, right?

This next slide sort of just put some script to that. You know, these are questions that survivors face. What were you wearing? You know, you know, again, centering it on the survivor or victim really as opposed to the perpetrator. Right? This is the culture of rape, rape culture that we live in. Rape culture is defined. And you know, this is another place where you can engage with the group in a way, where else do we see sexual violence normalized? And you know that the examples are endless from video games to film and music and politics. Right? So you can really, you know, really get broad here. This is where you're going to want to keep an eye on time. So you keep doing it. You don't get too off track. Right? Some key stats here around certain demographics. More stats in the notes if you want to, if you. Want to add some, you know, an important one that male students do experience sexual assault, however, at a much lower rate. I mean, just look at this one. 25% of women experience sexual assault during college or university in four years or less. 25%. And it's one in three in their lifetime.

So the next slide gets a little more specific. Those are the stats again, you know, these are just, like if you stop and think about that and think about the number of people in a classroom and it's just yeah, it's very hard. Like a little bit on how multiple overlapping marginalizations, right? So, you know, the trans Indigenous person being oppressed on multiple levels. Right? And then even more stats here with this with women with disabilities and Indigenous women. Right? So again, this is that intersectional lens there. This is, I think, just a, almost a., I don't know. This is just, I feel like it's just a joke and not a joke, but it's just like, here's the take away. It's always the fault of the perpetrator. It's always the responsibility of the perpetrator. Right?

So we take a break and we move into the responding to disclosures. This is the bulk of it. You know, we again, we reiterate the listen support believe, what's the purpose of a, what's the purpose or the goals of responding? It's about comforting. It's about providing support and centering the survivor in what they want. It's absolutely their determination on what happens. Right? You can see the visuals match this beautifully. So, you know, to talk about how to listen, we need to understand empathy. We need to understand active listening. So Brené Brown's video. is, you know, social work, foundational stuff around that, around. In a holding space. It's about being there instead of trying to find a solution. That another place where you can sometimes say, you know, when you're struggling with something, you know, what do you need? And people often say, well, I need someone to listen. I just need someone to validate and to be there with me. You know, I need someone to maybe walk my dog or clean my house. Right? We don't need someone trying to solve my problems for me. I just need someone present who, who's trying to understand, right. So why is it difficult? Well, I would say it's already been, it's already been covered why it's difficult. But these are some tips on how you can make it easier when someone discloses by being patient, letting them sort of lead the, lead the discussion, not pressing for details. You know, respecting their personal space. Not everyone wants a hug when they're crying, but maybe someone does.

So moving into active listening, you know, these core skills of paraphrasing, avoiding distraction, not redirecting the conversation to yourself, you know, so spend spending a few minutes on this depending on your audience. You know, many people are familiar with this. You know, those sort of already aware groups depending on the student demographic, may be aware of this type of stuff. Straight up believe. You know, we just we believe them and we validate. It's normal, you feel this way. These ones are nice because they provide scripts. So this is literally what you say. It's normal you feel this way, you say it's not your fault. You say, "Thank you for sharing with me and I believe you." So, these are nice because it's literally in the script, right? Moving into the difference between disclosure and reporting. And so, this is this is important to touch on, I try not to get into this for too long. But a disclosure means simply sharing that experience with anyone. It's not a formal process. It does not have to lead to a report. A report, on the other hand, means sharing experience with someone in a position of authority, such as a school administrator or police. And that may lead to an investigation where additional details and retelling of a story may be necessitated. Maybe necessary.

So, this is also a place where you may wanna speak about accommodations because institutions should offer accommodations in terms of academic and residential, deferring classes, changing locations in a dormitory residence. And, when in terms of Selkirk, I'll say, these are accommodations available to survivors and you don't have to report. These are available without reporting, without an investigation. So, that's where your knowledge of your institution becomes pretty key. And then moving into support. Well, this is. OK, so what's next? Well, it's up to you. Let's talk about some options and support them with what they wanna do. So, I'm here to listen and we can reach out to professionals, whatever you need. So, again, some script. Then we move into a bit of an activity where. I think you can start by brainstorming with the groups. So, what do you know about On-

Campus? And hopefully, things like counselors come up, elders come up, international services come up. What do you notice in the community? RCMP victim services, community-based victim services, LGBTQ support groups. So, you get them brainstorming at first, and then you could probably populate the next slide.

So, here is what we have. Look, you got 90% of them. Or you, look, you got all of them. These would be all populated. Important to point out the sort of the after-hours ones. So, I have it here in the facilitation notes VictimLinkBC, one 800 number, texting, et cetera. Because it's not always a nine to five world, then you know a bit around that long-term support. And this is where individually to the support or what are you able and willing to do. I do suggest checking back and always you can always do that. If they're not ready to seek support, professional support, that's OK too. You can continue to check back in. You can ask. You can often offer to accompany someone to that counselor meeting. I always encourage the warm handoff. I call it when I talk to instructors about encouraging supports, don't just tell the person to go to counseling. "Oh, I'll literally walk the student to the reception, introduce them, let them know whose counselor I'd like. And you know what I've gotten out of counseling." Really that warm handoff. We don't wanna focus on the trauma. We can also focus on the progress that someone's made. Yeah, that's a very trauma-informed approach. Finally, we move into a bit of work around self-care, and that's where the wellness wheel comes in. This can be a quick activity to just reminding people that, wellness is holistic. Next. Next. We do. We basically, we do the activity, the Listen Believe. I think first you do it just, you just break into pairs and you do it just to keep all practice talking about something nonsexual. We're not gonna do the don't do the big disclosure here, but practice your scripts here. A little bit around sort of just culture change. And then it's the final piece is the scenarios. Now, a little bit about the scenarios. There's four different ones. We'll look at one here for a second. These were created with a lot of intention to make diversity in the scenarios. So like this, each scenario is very diverse. Here's the one about a roommate coming home from a party. Here's one about a co-worker casually dating a manager. So, you can tell how some scenarios are gonna be much more relevant to your demographic. So, let's look at. Let's look at this one here. And we'll just do this popcorn style. What would be some of your responses in remembering that listen, believe support framework in this situation? An international student you are acquainted with, Robin, sits beside you as you're waiting for class to begin. You have spoken with them a few times in the past, but don't know them that well. In passing conversation, Robin mentions that they have been groped on several occasions in the hallways when it's crowded and busy. So... Yeah, let's hear a couple of folks. Like what's... What could be some possible scripts to say? What are some things to keep in mind in a situation like this, as a support person? And finally, what could be some suggestions for professional supports? That's a quiet group today. So I think, having a conversation around international students and some of the barriers that they face or perhaps the cultural differences in terms of sexual violence, ask Lisa popped in, ask if she had shared this with anyone, staff or if she would like to?

Yeah, that's a good one. I mean, I think even a bit before that, just identifying that "Hey, that's not OK." That's not OK to be touched without consent, even in crowded and busy areas. Right?

We could talk a bit about how cultural norms may be a little different in different cultures around this type of stuff. But yeah, thanking them for sharing, identifying that that may be an issue, but I think saying right off like that's not OK. And then, yes, have you talked with anyone else? How are you feeling about this? We can talk to fill in the blank, right? Like what's gonna help? A counselor, international services. Do you have an instructor that you are close with? Any other ideas or thoughts here? In terms of delivering this, I would suggest if you have time and the right numbers, you could do two scenarios into breakout rooms. So you would send half the group into break-out

rooms to do scenario three. Half the group into break-out rules to do scenario four. I'd say three to four group members, depending on size, works well and then. And then have them come back. Maybe, depending on time; five, six, seven minutes to discuss. Come back each, a member from each of the group debriefs what they discussed. What I find often is that people kind of jump to the support services. I tell them go to the counselor, which is great. But, I usually try to encourage them back it up a bit. Like, what's the first thing you would say to someone remembering those scripts? Thank you for telling me this. And that sounds very difficult. How are you feeling? Yeah, it's normal to feel that way. So, focusing on the scripts before moving into that, where, you know, how can we help? Right? And yeah, you do. So, take a look at those scenarios. Think about what one's the most appropriate for your demographic. Feedback is that these become the most or the most impactful part of the training is what the feedback has said so far. So, we've really got to keep an eye on your timing. So you save at least, I don't know, 15 minutes, 20 minutes by this part. So, you still have 5 minutes for maybe closure with a bit of further resources. OK. So, there's the... There's the slideshow. Now, I'm going to just hop back. Well, any questions? Comments. The quick version through it? (MOUSE CLICKING) Let's see. Oh, sorry. It seems like this training could be effectively adapted for faculty and staff training as well. Yeah, absolutely. Like I said, audience, audience is everybody, in my opinion. Now, let's flip back to the other PowerPoint, please, and let's talk a little bit about some of this stuff. So, this is, this is I don't know, this is just me drawing on my previous research. Recruitment, right. How do we get people there, Mark? Well, marketing various marketing channels, certainly posters and social media and all of that stuff. Sorry, one sec. Direct to instructors, right? Look, I got this training. I wanna deliver it to your class, your class of nurses, your class of social workers, your class of trades. Right? So, go directly to the instructors I find. And then you get the whole group, the whole group of students. Those difficult to reach groups. Mandate is possible, depending on the stance of the college. College of the university.

But, I think top-down is important. You need buy-in from the administrators, from the deans, the chairs, then down to the instructors and professors saying, "Yeah, I'll give you some class time to do this." Or you do it more in its sort of a community-based setting, during the lunch hour or after classes. We've incentivized them in the past with little wallet cards saying, "I've taken an anti-violence training." Thinking about the ideal times of the year to offer this. Right? We know most a lot of violence, misconduct happens early on in the year. I do suggest that these trainings happen early on, in semesters. They can be repeated too. It doesn't just have to be a one off. Yeah, considering community too. Do we want to open this up to instructor's community? Yeah, I think so. I'm all for the democracy of education. It should be for everyone, right. We can link this and we should link this to the other trainings. So like I said, there's three other trainings. So, including an asynchronous one called Safer Campuses.

I don't know if you can drop that in there, Paula, but there's this asynchronous Safer campuses, which is just a sort of one-hour self-paced, very general sexual violence training that students can be mandated to do that first week of school, perhaps. Next slide please.

So, in terms of facilitators. Well, I mean, it's... I think it's about interest. I think you need to have passion and some background knowledge helps. Obvious choices of faculty from social worker, Child and Youth Care like myself, psychology, nursing. But that's not to say it couldn't be from other fields as well. The support staff like, we have a healthy campus coordinator moving into peer-to-peer styles. I think there's a lot of value in, like student ambassadors or student leaders, something we think about with that as being a two-year institution. Sometimes it can take six months to get the ambassadors up and trained. And then, they're only here for another year and a half. A four-year institution, however, could have really expert student facilitators.

If you can have your support staff like counsellors on call or even present, that's great. Just that provides confidence for both the facilitator and of course, the participants, right? I know when I do it and have a counselor there, it's great. I'll stay and I'll meet with students after for sure. But to just be like, "Hey, here's a counselor, introduce themselves." They're here with us as well. Training facilitators. Well, I mean, that's I mean, that's what we're doing right here. You can set up a train the trainer program where I'll usually do a half-day and then you kind of walk through it like we did and then you get them to do it. You go study a section and then second half of the day you're gonna practice delivering it, doing that in a safe space where they're supported to ask questions and practice. OK. Where we have free time here. So, those are my main, I think, points for any questions around these sort of broader pieces. So, I think we might take a cleverer approach and do [...].

Could you, maybe collaborate a little, oh sorry, elaborate a little on that? Oh, yeah. So. OK. So, connecting with the international student affairs. Gotcha. Yeah. So, Student Union also good partners to Collaborate with. I just wanna share a recent project. We're in the middle of it, actually. So, Selkirk College, North Island College, and College of the Rockies. We got together and we created a community of practice where we're delivering all three trainings, taking turns, delivering them remotely. So, so far Cranbrook has done The Bystander and Selkirk. Did Supporting survivors a few weeks ago. And then next month North Island is gonna do the consent training. So we work together as three rural institutions to plan, deliver, get feedback, market. We share resources. One institution created the poster that was adaptable to all of them. We did our own marketing, we got our own feedback, but we pooled our student populations, brought them all together to increase enrolment. And it's worked really well for several things, for connecting institutions on the sort of facilitator, educator level as well as on the student level.

So, there's an idea for you there. I see people are kind of tapping out. So, that's great. We're really we're at the end. We'll just jump to that last slide here. Thank you so much. So, the people are leaving. But just any final thoughts, any of these questions. Now that we're done, does anything feel more comfortable than it did before? Does anything still feel uncomfortable? And think a bit about who might you seek for support if you're a facilitator? So, anyone wanna just add anything to that? What feels... What feels good after seeing this? Is there any gaps still? Thank you, Lisa. I should. I wish I could do that poll again right now. Does anyone feel like they're gonna be a facilitator? Thank you for stating that. Anyone feel like they're gonna, maybe to guess this. OK. Good. Yes, like I said, the strength is in the material. You'll get there. Good. Nice, went for no, maybe yes. Thanks to call, that's great. I'm here for you. Anyone who wants to be a facilitator and is like, "I'm a little nervous." Contact me.

I'm happy to walk you through anything we went over. Yeah. These are great trainings. Do your best to be familiar with them and get them out there in your institution. So, thanks so much for coming. We'll just, I guess, flip to that final slide. There again, is my contact information, super available. Thanks again and just have a great week.