**Technology-Facilitated Sexualized Violence: Report on Intersectional Environmental Scan**

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**Introduction**

In recent years high-profile cases of technology-facilitated sexualized violence (TFSV) in Canada and B.C. (e.g., Amanda Todd) have drawn attention to the adverse effects of TFSV victimization, particularly among emerging adults (i.e., 18 to 29 years old). As technology increasingly permeates our social lives, the experiences of technology-facilitated sexualized and gender-based violence and abuse are increasing (Powell & Henry, 2017). These incidents are often referred to as revenge porn, sextortion, doxing, etc. and have adverse consequences for survivors, ranging from embarrassment, humiliation, depression, anxiety, helplessness, and substance use to self-harm and suicide (e.g., Bates, 2017; Champion et al., 2021; Snaychuk & O’Neill, 2020). Using a broad definition of TFSV, a recent study of a Canadian sample of university students showed rates of TFSV victimization span from 74 per cent for male students to 88 per cent for female , revealing extremely high prevalence of TFSV victimization (Snaychuk & O’Neill, 2020). Furthermore, Champion et al. (2021) reported that being a survivor of TFSV “increased levels of suicide risk significantly through experiences with increased bullying victimization, which subsequently increased depression symptomology, and, as a result, increased feelings of burdensomeness” among a sample of adults (p. 11).

Studies that use a narrow definition of TFSV, such as “the creation of, distribution of, and threats to distribute intimate images or videos,” have found that 7 per cent to 17 per cent of adolescents or adults reported this form of TFSV victimization. “TFSV remains important for education systems, mental health providers, and legislative bodies to address and combat” (Patel & Roesch, 2020, p. 430). For educational institutions, this includes strategies such as student health campaigns, educational awareness, and school policies (Patel & Roesch, 2020). Collectively, research illustrates the prevalence and seriousness of TFSV for survivors and the need for an appropriate response.

TFSV is situated in a broader context of gender inequality (Henry & Powell, 2018); a patriarchal social system, in tandem with intertwined systems of heteronormativity, racism, colonialism, cisgenderism, ableism, sizeism, and other forms of oppression, shapes people’s experiences with technology, sexuality, and TFSV (e.g., McHardy, 2022). Much of the existing literature on TFSV assumes a gender binary and focuses primarily on patriarchal forces, obscuring additional forms of oppression that shape perpetrators’ engagement in these behaviours (e.g., through social norms that devalue women of colour and subject their bodies to violence) as well as survivor experiences. A study of TFSV victimization during the COVID-19 pandemic showed women experienced sexually harassing forms of TFSV more frequently than men, and LGB+ individuals experienced TFSV more frequently than straight individuals (Huiskes et al., 2022). Our team’s previous work (Champion et al., 2021) found higher TFSV victimization rates among women and LGB+ participants. Research suggests the pandemic heightened existing inequalities for diverse populations. For example, more women than men reported adverse impacts associated with lockdowns and physical distancing (e.g., Guerrina et al., 2021).

Intersectional approaches have much to offer in understanding TFSV. For example, understanding Amanda Todd’s suicide through the broader lens of violence against racialized women in Canada provides a structural lens through which to better understand the dynamics she was subjected to (Penney, 2016). Gendered and sexualized violence, including TFSV, benefits from an intersectional lens that conceptualizes TFSV incidents as both a mechanism and an outcome of existing power hierarchies and interrogates structural-level interventions and responses.

**Project Objectives**

Given that over 80 per cent of university students and 60 per cent of the adult population will experience some form of TFSV (Powell & Henry, 2016; Snaychuk & O’Neill, 2020), with higher rates among individuals with intersecting diverse identities, there is a growing need to better the resources available for TFSV prevention and intervention in B.C. post-secondary institutions that are aimed at educating staff and supporting students. Despite the research into TFSV, there remains a lack of applied research on TFSV educational awareness, prevention, and intervention materials/resources for post-secondary students and employees (e.g., staff, administrators, and faculty).

Evaluations of sexualized violence trainings in Canadian universities suggest university-based resources can be effective in reducing the incidence and severity of the harms of sexualized violence generally (e.g., Senn, 2011; Senn et al., 2015). Given how little is known about university resources for TFSV, it is difficult to estimate their impact on the experiences of survivors. We conducted an environmental scan of the TFSV resources available at 25 public B.C. post-secondary institutions and external organizations in Canada (e.g., Courage to Act) and abroad. We looked at online TFSV training, courses, materials, and resources from outside organizations using keyword searches.

The purpose was to identify TFSV materials and resources at universities/colleges and external organizations that support TFSV survivors and administrators, staff, faculty, and students (e.g., response workshops, awareness campaigns, etc.). Our environmental scan examined intersectional considerations among existing TFSV responses or educational resources. We scanned for TFSV resources and critically assessed whether and how these materials applied a holistic approach, understanding the multiplicative nature of violence, oppression, and discrimination associated with interconnecting identities and other social and cultural considerations. We report the results of our environmental scan to highlight best practices, delineate barriers to implementation and success, and provide actionable recommendations for the development and implementation of TFSV training resources in institutions across B.C.

**Team Qualifications**

We are research assistants (Flora Oswald and Sean Pearson), assistant director (Amanda Champion), and director (Dr. Cory Pedersen) of Kwantlen Polytechnic University’s Observations and Research in Gender and Sexualities Research Lab. We have produced several peer-reviewed journal articles on TFSV (*n* = 4) and a broad range of additional publications related to sexual assault, gender, sexual orientation, and feminist psychology (*n* = 35). Our team has current or past affiliations with several post-secondary institutions in the Metro Vancouver Region, including the University of the Fraser Valley (UFV), Kwantlen Polytechnic University (KPU), Simon Fraser University (SFU), the University of British Columbia (UBC), and Douglas College. Our team represents a range of gender and sexual identities, ages, educational backgrounds, geographic locations, and experiences with and knowledge of TFSV and intersectionality. These diverse experiences informed our approach to data collection, interviews, and analysis.

***Amanda Champion*** (MA) is a PhD student at SFU’s School of Criminology. Her research interests include sexualized violence and the mapping of pathways to violence and suicide. Her MA thesis focused on TFSV survivors’ well-being, including pathways to heightened suicide risk. Within this research program, Amanda focused on sexualized- and gender-based violence and suicidality, exploring key explanatory variables such as bullying, depression, and perceived burdensomeness and how these related to suicidality among survivors of TFSV. Amanda has published in the area of sexualized violence and recently submitted a report as a co-principal investigator to the Office of Crime Reduction and Gang Outreach’s Crime Reduction Research Program on the impact of COVID-19 on experiences with intimate personal violence (including physical, sexualized, and psychological violence) among women in the Metro Vancouver Region.

***Flora Oswald*** (PhD) is a recent graduate from the dual-degree program in Psychology and Women’s, Gender, and Sexuality Studies at Pennsylvania State University. Drawing on her interdisciplinary background, Flora’s work focuses on understanding stigma through an intersectional lens. Much of her work has focused on oppression at the intersection of sexism, heterosexism, and sizeism. Flora has received formal training in both qualitative and quantitative feminist methodologies, which she applies to understand various social issues through an intersectional lens, including gender-based violence, sexual assault, and TFSV.

***Cory L. Pedersen*** (PhD) is a longstanding faculty member in the Department of Psychology at KPU and has been director of the Observations and Research in Gender and Sexualities Research Lab for over a decade. Among her relevant research interests are sexualized and gendered violence, computer-mediated communication, technology, sexual stigma, and the intersectionality of diverse identities broadly within the interdisciplinary field of sexology.

***Sean Pearson*** is an undergraduate student in KPU’s psychology program. Throughout his degree he is focusing on psychological disorders and intervention, with a minor in counselling. Sean has been a member of the Lifespan Cognition Lab since early 2021 and is a recent member of Dr. Pedersen’s Observations and Research in Gender and Sexualities Research Lab, researching topics such as masculinity, sexual openness and stigma, and gendered violence.

**Project Methodology**

The objective of this project was achieved through qualitative research methods that used an intersectional framework. We used a two-pronged approach that conducted content analyses of existing resources (e.g., post-secondary institution website information and external organization information) and thematic analysis of informational interviews. The focus of our research was to ascertain (a) the presence of TFSV support services, resources, and information, and (b) whether and how these resources address the intersections of gender, sexual orientation, race/ethnicity, and other variables of oppression in issues of TFSV.

**Sampling**

We identified 25 public post-secondary institutions in B.C. using information from the Government of British Columbia’s Find an Institution webpage.[[1]](#footnote-2) Our team visited each institution’s website to compile a list of key contacts explicitly mentioned as holding positions responsible for student safety, security, wellness and support services, sexualized violence response and support, sexualized violence education and awareness, and counseling services. Although the job titles and office/department names at each school differed, all institutions mentioned sexualized violence, sexual misconduct/harassment policies, and, in some cases, general sexualized violence or TFSV training and support resources for administrators, staff, faculty, and students. Based on this research, we found contact information for 50 individuals and 17 general department emails or phone numbers.

We used similar methodology to collect information from external organizations that specialize in sexualized and gender-based violence and/or digital safety to understand whether TFSV materials/resources/training were available and, if so, whether they use an intersectional framework. We conducted an online environmental scan of TFSV training materials from external organizations’ websites using a primary-level topic keyword search (e.g., *technology-facilitated sexualized violence training,* *resources*, *training*, *courses*) and a secondary topic keyword search. Secondary topics surfaced during the primary search (e.g., *online abuse*, *technology-facilitated domestic violence/abuse*, *sextortion*, *doxing*, *digital safety*).

**Part A: Content Analysis of Online Materials**

Using content analyses of the 25 post-secondary institutions’ websites relevant to sexualized violence, such as UBC’s Sexual Violence Prevention and Response Office (<https://svpro.ubc.ca>), we extracted information on TFSV policies and resources for administrators, staff, faculty, and students. Between December 30 and 31, 2022, a senior member of the research team scrutinized each school’s website for resources relevant to TFSV. Our primary outcomes of interest in this content analysis were (a) whether institutions had online materials/resources relevant to TFSV, and (b) if yes, what type of materials/resources were available. To situate this work in the broader context of available resources, we also collected data on the availability of generalized sexualized violence materials, the intersectional approaches in these materials, and whether TFSV was included in institutional definitions of sexualized violence. This allowed us to examine whether institutions/organizations recognized TFSV as a relevant issue and whether they were already using intersectional approaches in their resources. Given the all-encompassing nature of TFSV, clear definitions with examples are essential in education or awareness training for administration, staff, students, and faculty.

We coded the data in a structured Excel sheet (Appendix A). We used this data to extract themes and provide descriptive statistics on the availability of TFSV resources, the integration of TFSV into sexualized violence policies and materials, and whether these materials incorporate issues unique to diverse populations and apply an intersectional approach.

**Part B: Informational Interviews**

We sent our list of key post-secondary contacts (*N* = 67; 50 individuals and 17 general department emails) an email request to complete a five-minute information-gathering survey through Qualtrics that included details about the purpose of the environmental scan, the initial information-gathering survey, and the partnership between BCcampus, Women and Gender Equality Canada, and the Ministry of Post-Secondary Education and Future Skills. After the email on December 21, 2022, we sent three follow-up emails between January 6 and January 25, 2023, to post-secondary institutions not reflected in our dataset. We made phone calls to seven contacts at five institutions still absent from the initial survey on February 3 and 10, 2023. No one answered our calls, so we left messages on how to contact our team. We received no returned calls.

Overall, the information-gathering survey was intended to identify post-secondary institutions with and without TFSV-specific materials and resources for employees and students. The purpose was to individualize semi-structured interview questions to ask during a follow-up interview. The information-gathering survey had 10 closed- and open-ended questions about awareness of TFSV resources, materials, or programming targeted specifically toward TFSV (see Appendix B).

Seventeen (68 per cent) of the post-secondary contacts completed our information-gathering survey. Sixteen completed the survey online via Qualtrics, and one requested a Word document version, which they completed and returned via email. Of the remaining eight contacts who did not complete the information-gathering survey, one indicated that as a recent hire, they did not feel confident answering questions about specific materials, training, and resources. We called the remaining seven institutions but did not receive a response.

We used the data collected from the information-gathering survey to structure the second segment of our environmental scan, which included informational interviews with key contacts. We sent 14 of the 17 (82 per cent) post-secondary contacts who completed the initial survey a request via email to participate in a 30-minute informational interview with our research team. Interview requests were sent between January 6 and February 10, 2023. We selected a mid-February interview cut-off to have time for transcription cleaning, coding, and result writing. Of the 14 survey completions, we received nine interview-request responses. However, we successfully completed six interviews (67 per cent); three participants were not interviewed due to a lack of knowledge of TFSV materials at their schools, and the remaining five did not respond to our repeated requests for a follow-up interview.

Informational interviews with our six key contacts were to further understand available TFSV resources. Interview themes focused on whether institutions’ TFSV training and support resources include all elements outlined by the Intersectional Sexualized Violence Advisory Group essential for appropriate sexualized violence prevention, intervention, and responses in post-secondary institutions (e.g., accessibility, cultural safety, etc.). The interviews focused initially on institutions with current TFSV training and resources, whether and how the training prepared service providers to deal with issues unique to diverse populations, whether available resources or educational materials adopted an intersectional perspective (i.e., understanding the multiplicative nature of violence, oppression, and discrimination associated with interconnecting identities), and the perceived strengths and weaknesses of existing TFSV training approaches, allowing us to conduct a gap analysis and provide recommendations. The interviews also solicited input about improvements to existing training resources. All interviews were conducted by the first author through online conferencing software. Participation was voluntary, and participants were provided with additional project details. Appendix C details the full list of semi-structured interview questions for post-secondary institutions with TFSV training and resources.

Given the lower rates of post-secondary institutions with TFSV-specific materials, we expanded our interviewee criteria to include schools without TFSV training or resources to understand diverse perspectives on the use of TFSV-specific materials, potential barriers, and schools’ current use of intersectional approaches in sexualized violence materials and resources. Our team opened interviews to post-secondary institutions without TFSV materials, training, and/or resources. Appendix D details the full list of semi-structured interview questions.

Once we completed the six interviews, we extracted relevant information and entered it in an Excel spreadsheet and, using thematic analysis (Braun & Clarke, 2006), qualitatively analyzed for deductive and inductive common themes.

**Findings**

**Part A: Content Analysis of Online Materials**

We found 22 external organizations through our internet keyword search. Using content analyses of the 22 websites, we compiled relevant TFSV training materials for post-secondary institutions that were appropriate for TFSV education/awareness, response, and prevention/intervention for administrators, staff, faculty, and students. Between March 13 and 20, 2023, a senior member of the research team examined external organizations’ websites for TFSV training materials and courses. Our primary outcomes of interest were (a) whether institutions/organizations had online materials/resources relevant to TFSV, (b) if yes, what type of materials/resources were available, and (c) whether available materials use an intersectional framework. To better situate the work and understand the context of the materials, we also collected data on the availability of generalized sexualized violence materials, intersectional approaches in these materials, and whether TFSV is included in institutional definitions of sexualized violence.

***Post-Secondary Institution Resources***

Most institutions (*n* = 18; 72 per cent) had informational resources on sexualized violence available online to their community (Figure 1). This included but was not limited to informational videos, workshops, training, and handouts. We coded 11 institutions (44 per cent) as taking an intersectional perspective on sexualized violence (Figure 2). This included acknowledgement of the ways sexualized violence and its consequences are inequitably distributed along lines of power and oppression as well as indications that sexualized violence resources incorporate intersectional perspectives.

**Figure 1**

Availability of Online Sexualized Violence Resources (N = 25)

**Figure 2**

Online Sexualized Violence Resources Adopting an Intersectional Perspective (N = 25)

For example, Capilano University situates its sexualized violence response in terms of “systems of harm,” with online materials that describe how “social factors such as colonialism, race, gender, sexuality, ability, age, socio-economic status, spirituality, immigration status, and ethnicity play a part of who is targeted for violence. These social factors also mean that people may experience sexualized violence differently and may experience barriers to disclosing or reporting harm.” Its resources also explicitly indicate “the University commits to providing prevention and education strategies that are [among other points]…intersectional,” which it defines as “account[ing] for the ways in which a person's lived experiences are shaped by different social positions that can result in privilege and/or oppression (e.g. race, ethnicity, gender identity or expression, sex, sexual orientation, dis/ability, or religion).”[[2]](#footnote-3) We coded these materials as taking an intersectional perspective; we coded materials that did not acknowledge differential axes of power or identity, or note an intersectional perspective, as not taking an intersectional lens.

Specific to TFSV, we sought to examine (a) whether institutions included TFSV in their definitions of sexualized violence, suggesting an awareness of the issue and policies that incorporate TFSV, (b) whether institutions had TFSV-specific resources and materials, and (c) if so, whether these materials incorporated an intersectional lens.

Regarding definitions, we found that 100 per cent (*n* = 25) of institutions incorporated TFSV in their formal definitions of sexualized violence/misconduct. These definitions were most often found in formal policies that detail institutional responses to sexualized violence. This finding indicates all our post-secondary institutions note a responsibility to respond to incidences of TFSV in their communities. Despite this acknowledgement and incorporation of TFSV in institutional policies, we identified only one post-secondary institution (4 per cent) that indicated or presented on its website any materials or resources specific to TFSV (Figure 3). SFU had both informational resources (online blog posts) and information about an in-person workshop offered by request that seeks to “define the concepts of cyberconsent and technology-facilitated sexualized violence; Identify strategies to set and maintain digital boundaries and to respect others' boundaries; [and] Gain awareness of relevant resources and support services at SFU and in the community.”[[3]](#footnote-4) These offerings did not indicate an explicit intersectional lens, but SFU’s materials on generalized sexualized violence indicate a “culturally sensitive” lens to responding.

**Figure 3**

Online Resources Specific to TSFV (N = 25)

***External Resources***

We sought to identify TFSV training materials offered by external organizations/agencies. If agencies did not have training materials, we determined whether certain TFSV resources (e.g., TFSV educational/awareness toolkits) could be used or adapted to create TFSV trainings/courses/workshops. Of the 22 organizations/non-profit agencies and institutions, we found TFSV-specific training at 18 (82 per cent), and 4 (18 per cent) had toolkits, videos, or guidelines pertinent to TFSV training development.

Twenty-two organizations had TFSV training materials. [Right to Be](https://righttobe.org/what-we-do/) is a non-profit agency aimed at “build[ing] a world that’s free of harassment and filled with humanity.” It provides individuals with tools and resources to reduce or eliminate harassment in their communities, institutions, and businesses. Right to Be offers free, customizable synchronous webinars on topics like online harassment/abuse (e.g., bystander interventions for online abuse). These webinars take an intersectional approach, such as including bystander interventions that seek to reduce online gender-based harassment, anti-2SLGBTQQIA+ harassment, and/or race-based harassment. The agency markets these webinars for businesses, organizations, schools, and colleges to educate learners on effective responses, interventions, and support services/resources for harassment/abuse. The [Ontario Association of Interval and Transition Houses](https://www.oaith.ca/train/training.html) has a training hub for anyone. For example, a user can sign up to its online and self-paced learning/training repository. Courses such as “Gender-Based Violence, Technology & Safety” are available for learners to “gain a greater understanding of the intersections  
of gender-based violence and technology” and to assess safety and risk to prevent TFSV.

Other organizations had TFSV expert webinar videos ([NARIKA and NNEDV](https://www.narika.org/tech-abuse-awareness)), training for practitioners ([WESNET](https://techsafety.org.au/events-training/training/)), specific training for technology-facilitated domestic abuse ([Cyber Awareness Ireland — National Cyber Security Awareness Task Force for Safe Ireland](https://cyberawarenessireland.com/technology-facilitated-abuse-booklet) , [eSafety Commissioner](https://www.esafety.gov.au/key-issues/domestic-family-violence/professional-development)), sextortion ([Don’t Get Sextorted](https://dontgetsextorted.ca/#education and Thorn https://www.stopsextortion.com/educators/)), doxing ([Crash Override](http://www.crashoverridenetwork.com/resources.html)), and TFSV in a humanitarian context ([GBV AoR](https://gbvaor.net/node/1798)). [TFSV video education training](https://www.youtube.com/watch?v=WmH9aQXAvg4) included specific forms of TFSV such as technology-facilitated domestic violence against immigrant and refugee women. Other agencies such as [MOSAIC](https://mosaicbc.org/event/workshop-international-students-online-technology-violence/) organized workshops solely for international students that focused on online dating safety and TFSV. The [International Women’s Media Foundation](https://www.iwmf.org/our-programs/online-violence-courses-and-resources/) had courses on TFSV for women journalists. Other organizations had step-by-step guides ([CETA](https://www.ceta.tech.cornell.edu/resources)), field manuals ([Pen America](https://onlineharassmentfieldmanual.pen.org/)), or expert training sessions ([Cyber Civil Rights Initiative](https://cybercivilrights.org/outreach/)).

**Content Analysis Summary**

Our content analysis indicated most institutions had generalized sexualized violence materials available to students, though only a minority of these resources incorporated an intersectional lens. We also discovered that while 100 per cent of the post-secondary institutions surveyed incorporate TFSV in their formal policies on sexualized violence, only one indicated TFSV-specific materials or resources, which were not explicitly intersectional. On the contrary, we identified TFSV-specific training at 18 (82 per cent) of the external organizations surveyed, and 4 (18 per cent) had toolkits, videos, or guidelines on TFSV training development. These findings suggest external agencies have been active in developing resources, but these resources have not been adapted by post-secondary institutions. To build on these findings, we conducted informational interviews with post-secondary institutions to identify specific needs for TFSV training resources.

**Part B: Informational Interviews with Post-Secondary Institutions**

***Initial Information-Gathering Survey***

Our initial point of contact was an information-gathering survey in which we sought to identify institutions for follow-up interviews. The primary goal was to identify institutions with TFSV-specific resources, or who had dealt with cases of TFSV, for further contact. Seventeen post-secondary institutions responded to the survey of the 25 we contacted (68 per cent). Nearly 59 per cent (*n* = 10) of responding institutions indicated they were aware of TFSV materials at their institutions. Approximately 65 per cent (*n* = 11) indicated their institution had managed cases of TFSV in the past. Of the 10 post-secondary institutions that indicated having/using TFSV-specific materials:

* Four (40 per cent) had TFSV workshops for employees
* Two (20 per cent) had TFSV training manuals or documents for employees
* One (10 per cent) had TFSV training videos for employees
* Five (50 per cent) had TFSV workshops
* One (10 per cent) had TFSV manuals
* Four (40 per cent) had website resources for students
* Nine (90 per cent) had internal TFSV resources for students (e.g., counselling services, etc.)
* Eight (80 per cent) had external TFSV resources for students.

Though some institutions adapted materials from openly accessible trainings (e.g., Courage to Act), none of these materials were described as openly accessible. Without follow-up interviews from key contact at the majority of post-secondary institutions, it was difficult to understand or expand on the nature of the TFSV resources reported in the initial screening survey.

***Interviews***

Our thematic analysis of interview data identified three major themes and seven subthemes associated with post-secondary institutions’ current TFSV materials, training, and resources. The themes centred on conceptual challenges in incorporating TFSV-specific training and materials, practical challenges and opportunities to incorporating TFSV-specific training and materials, and whether available resources or educational materials adopted an intersectional perspective.

We labelled the themes as follows: (a) Conceptual Challenges in Incorporating TFSV, (b) Practical Challenges and Opportunities in Incorporating TFSV, and (c) Intersectional Challenges and Opportunities in Incorporating TFSV. Table 1 presents the structure of the themes and related subthemes.

**Table 1**

TFSV Themes and Subthemes

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| Themes | **Subthemes** |
| Conceptual Challenges in Incorporating TFSV | TFSV as a subcategory of sexualized violence  Need for “living” definitions and materials for TFSV |
| Practical Challenges and Opportunities in Incorporating TFSV | Lack of resources  Training and education modalities  Incorporating student perspectives  Evaluating resources |
| Intersectional Challenges and Opportunities in Incorporating TFSV | Ensure diverse perspectives are represented |

**Theme 1: Conceptual Challenges in Incorporating TFSV**

Participants identified several challenges unique to the nature of TFSV as an evolving phenomenon. They recognized the relative recency of technology to facilitate numerous forms of sexualized and gender-based violence, including the ubiquity and increasingly interactive components of technology in our interpersonal and professional lives. Participants spoke of challenges with the pervasive and ever-evolving nature of TFSV, TFSV-related impacts, and definitional clarity.

***Subtheme: TFSV as a Subcategory of Sexualized Violence***

Many participants said TFSV at their institution was covered under existing broad sexualized violence and misconduct policies. Several participants spoke about how incidents of TFSV are given the same level of rigorous investigation, attention, student support, resources, and accommodation plans as any other form of sexualized violence. Even so, many post-secondary institutions noted the need for more comprehensive TFSV-specific educational materials and survivor resources within their current sexualized violence materials and resources. Some post-secondary institutions indicated TFSV needs to be integrated into existing sexualized violence materials/resources/training sessions and may not necessitate or benefit from being treated as a distinct entity. All participants recognized the uniqueness of incidents of TFSV, including issues with disclosure, investigations, and support resources.

In some cases participants mentioned an underlying misconception of TFSV incidents, especially among students. TFSV may be perceived as less serious than other forms of sexualized violence because of the technological component. Several participants noted that TFSV is “new to them [students]” and potentially not discussed in educational settings prior to college/university, potentially leaving students with the impression that TFSV is not taken seriously by educational institutions. Many students may be unaware of the channels through which TFSV cases can be managed or the re-victimization potential of TFSV (e.g., sexual images may be captured online indefinitely, creating the potential for re-traumatization in the future). Awareness, education, and accessible reporting are particularly important to address for TFSV, which in our estimation should begin at the high school level.

***Subtheme: The Need for “Living” Definitions and Materials for TFSV***

A salient concern among participants was clearly defining the concept of TFSV. TFSV was perceived to be an evasive concept, difficult to define, and inclusive of many forms of sexualized and gender-based violence facilitated through technologies and platforms. Participants recommended a “living” definition be constructed on a centralized portal with agreed on definitions and examples that all post-secondary institutions can access. Examples were noted as particularly important given the multifarious nature of TFSV. Examples were seen as providing grounding and specificity for defining the complex nature of TFSV. Participants suggested the need for consistency across Canada or at the very least among B.C. post-secondary institutions.

Participants recommended that to stay ahead of the curve, TFSV materials should be kept updated and continuously modified as the nature of TFSV evolves, digital platforms and technologies change, and complex cases arise. Although many post-secondary institutions have been resourceful in drawing on external resources to bridge gaps in TFSV resources, participants noted this strategy is resource-demanding, as URLs to external resources need to be kept up to date. Participants indicated that in-house resources, or resources drawn from a centralized repository with consistent updating, were necessary to ensure accessibility.

Participants also noted a need for definitions to be flexible for adaptation to the unique contexts of different institutions. For example, institutions with art-based programs face challenges in considering how to differentiate artistic or individualistic expressions and sexualized or gender-based violence facilitated online or via computer-mediated communication. As new technologies evolve, including artificial intelligence platforms, definitions and materials must also evolve to encompass them, enabling post-secondary institutions to respond to a wide range of situations. The capacity for adaptation also requires that materials be openly accessible and openly licensed so they can be adapted as needed.

Tension exists between the need for living materials — and an accompanying reduction in the burden on post-secondary institutions to create those materials — and the need for adaptable materials. If materials are centralized and continuously updated, the updated versions need to be continually adapted to the needs of each institution, demanding time and energy. This burden could be alleviated by careful indexing by developers of parts of the materials which should be adapted to each institution (e.g., distributing PowerPoints with an indexing slide to indicate areas to be customized). Alternatively, if materials are developed in a reproducible fashion, updates could be continuously pushed to institution-specific versions in a centralized database.

**Theme 2: Practical Challenges and Opportunities in Incorporating TFSV**

Participants agreed there are practical challenges and opportunities to incorporating TFSV in their training and resource materials. Participants identified four practical dimensions for consideration:

* Lack of resources for implementing TFSV resources, especially at smaller post-secondary institutions
* Selecting an effective training modality for training or resource material (e.g., online/in-person; synchronous/asynchronous)
* Understanding and incorporating students’ perspectives in material and resource development
* Evaluating the effectiveness of training and resource materials

***Subtheme: Lack of Resources***

All participants, whether employed at a large, midsize, or small post-secondary institutions, expressed the challenges associated with resource shortages. Post-secondary institutions may not have enough resources/funds to develop materials, access paid materials/resources, maintain changing student and employee needs, or manage additional duties like integrating educational coordinator duties with a primary student crisis support and safety services role. These challenges were particularly salient at smaller and commuter post-secondary institutions, both of which may have fewer resources allotted to student life spending.

Adapting materials from larger post-secondary institutions or using open-sourced materials such as the BCcampus Safer Campuses for Everyone training was reported as being extremely helpful in addition to relying on educational campaigns and training sessions from external organizations. The BCcampus Safer Campuses for Everyone resource was the most used training. Participants noted the importance of provincially consistent programs in reducing resource burden, allowing for definitional clarity and similar policies across B.C. post-secondary institutions. Though all participants recognized the value of consistent updates to provincial policies on sexualized violence resources, some expressed frustration with a lack of coincident resources to support their implementation.

Participants said they appreciated the incorporation of diverse perspectives and the ability to modify content for their needs. Still, some said that currently available training resources have the potential to obscure differences between institutions, suiting the needs of certain schools better than others. Smaller post-secondary institutions or those with unique foci may need to dedicate additional resources to adapting these materials, despite being less likely to have the resources to do so. Given the lack of available resources at certain post-secondary institutions, participants expressed that, although not ideal, response and disclosure management training for employees (e.g., administrators, faculty, staff) was typically prioritized over other forms of awareness/educational training. These concerns suggested a defensive/response approach instead of an offensive/active approach to dealing with sexualized violence training. Without additional resources, many participants believed their institutions were unable to incorporate these educational experiences. Some participants noted that this lack of resources (e.g., overtaxed staff, etc.) at times prevented available resources from being used to their full potential. The time costs associated with disseminating information and presenting resources could prevent them from being shared.

***Subtheme: Training and Education Modalities***

Participants reported mixed perspectives on ideal delivery modalities for training employees or conducting educational awareness sessions with students. In some cases online training had better outcomes, higher attendance rates, and anonymity for students. Many training modules for employees were delivered online and asynchronously, which facilitated engagement and improved accessibility. Overall, participants reported better session turnout among employees than students for non-mandatory sexualized violence (with a TFSV subsection) training. Some participants indicated that students learned more from awareness/informational sessions when they were delivered in-person. The in-person environment encouraged dialogue, supportive exchanges, and topic engagement and created a supportive community setting.

Participants also identified challenges with engagement rates for non-mandatory training, particularly at smaller, commuter post-secondary institutions or transitional schools, which might have less community engagement overall. Participants suggested that separate platforms/training for employees and students were needed given the difficulty of engaging both audiences at once. We recommend the development of separate training materials for employees and students, with employee trainings focused on prevention and procedural information and student trainings focused on identifying TFSV and providing resources to ensure students are aware of TFSV resources.

Regardless of the type of training, educational setting, or target audience (i.e., employees or students), many participants reported challenges with engagement in blended, asynchronous/synchronous formats, suggesting hybrid formats are not a viable modality for resource dissemination.

***Subtheme: Incorporating Student Perspectives***

Almost all participants stressed the value of student perspectives when piloting training, educational materials such as awareness or poster campaigns, or resource materials. In some cases participants reported that students took the initiative to develop sexualized violence or TFSV materials. Despite the value of these contributions, participants worried the materials were not properly vetted/evaluated by other post-secondary institutions or topic experts, thereby contributing to a lack of consistency. Though we did not obtain specific data on these students, it is worth noting students should be compensated for their efforts. Some participants said their institutions had previously hired student ambassadors for paid positions, which then required mandatory sexualized violence training.

Student perspectives were also valuable in informing discussions about the modality and compulsoriness of TFSV resource implementation. Many participants had mixed feelings on making TFSV training and/or educational sessions mandatory for students. Some suggested mandatory TFSV training might backfire and result in student discomfort or rejection of resources. Participants also recognized that many students (and staff) already have low bandwidth with several existing commitments and that requiring mandatory TFSV training may unintentionally create additional frustrations. Mandatory online training sessions were critiqued as being easy to click through without engaging or learning from the material. However, as some participants noted, mandatory educational sessions for students were sometimes necessary to help motivate engagement.

Participants also noted the values of their post-secondary institution necessitate training and awareness. For example, some participants mentioned a sense of obligation, such that understanding sexualized violence and TFSV is an important part of supporting students. Two participants said it is unacceptable to skip educational training, as employees need to be aware of how to manage and respond to a disclosure given the potential harms of an improper response. Participants described a complex relationship between their personal and institutional values, which prioritized trauma-informed responding to student experiences and the needs of faculty and staff members.

***Subtheme: Evaluating Resources***

Participants spoke of challenges with understanding who accesses materials and with assessing the effectiveness of materials overall. Although post-secondary institutions understand the importance of trainee, employee, and survivor anonymity when accessing materials and resources, many alluded to discomfort with reporting statistics on attendees or users of sexualized violence or TFSV materials. Participants recommended caution in interpreting post-secondary institutions’ current statistical reporting systems, as data should be evaluated and contextualized with the conditions of the institution in mind (e.g., campuses without student housing, campuses with high enrollment for online programs, etc.).

Participants also stressed the importance of evaluating programs and suggested the incorporation of both quality (e.g., knowledge application/awareness) and quantity (e.g., how many people attend a session or testing pre- versus post-test knowledge) in the evaluations. Several participants reported there was no built-in evaluation of programs, and as a result, this work falls on individuals who are often already overburdened. Despite these limitations, all participants reported positive feedback on programs for students and employees (e.g., Safer Campuses for Everyone, Courage to Act, etc.).

**Theme 3: Intersectional Challenges and Opportunities in Incorporating TFSV**

Participants agreed there are both challenges and opportunities in incorporating an intersectional approach in the development and implementation of TFSV training and resource materials. All participants supported the incorporation of intersectional concepts/themes within their institutional values, policies, and awards. Participants noted some challenges with this incorporation. Given the lack of TFSV-specific materials identified in our scan, the themes presented here describe conceptual reflections on intersectional approaches rather than discussing how intersectionality is incorporated into existing materials.

***Subtheme: Ensure Diverse Perspectives are Represented***

All participants noted the importance of including diverse perspectives in the development and implementation of sexualized violence and TFSV training sessions, materials, and resources for staff, administrators, faculty, and student. Participants described how incorporating diverse perspectives could allow materials and resources to better suit the needs of diverse student populations.

In particular, participants noted efforts to incorporate diverse voices and experts from the following communities: Indigenous, LGBTQIA2S+, people of colour, and the consideration of unique barriers experienced by international students (e.g., language and/or cultural considerations), mature students, and students with families. Participants highlighted specific forms of oppression directed at members of these communities and expressed interest in developing materials to serve their diverse student bodies. Participants also wanted to create more safe spaces for diverse students and to rethink reporting practices and police involvement in the management of TFSV or sexualized- or gender-based violence incidents. Despite placing value on intersectional approaches, some noted challenges with implementation, particularly when staff or community diversity is lacking. Participants often did not have a specific background in feminist theory, and some did not feel qualified to build intersectionality into their materials but also did not have resources to develop this expertise or bring in consultants with expertise or lived experience.

Other participants mentioned the benefits of incorporating external community agencies/organizations/institutions (e.g., MOSAIC) as partners in delivering training sessions and awareness/educational campaigns and promoting services and resources while serving as experts on post-secondary institution committees. These participants acknowledged that multi-agency/organizational/institutional partnerships, while valuable, can take a significant amount of time, elongating the process of material development, taxing resources for smaller institutions, and posing challenges for “living” materials.

Some participants noted a gap for international students and other diverse groups in reporting incidents or accessing support services. Diverse identities, which are known to be statistically higher in rates of sexualized violence overall (including TFSV), are typically not reflected in certain post-secondary institution data. Participants recommended that awareness/educational sessions, campaigns, or outreach efforts be tailored to diverse groups.

**Discussion and Recommendations**

Significant portions of the population experience some form of TFSV (Powell & Henry, 2016; Snaychuk & O’Neill, 2020), and accordingly there is a growing need to improve TFSV prevention and intervention resources in B.C. post-secondary institutions. Despite increasing academic attention to TFSV, there remains a lack of applied research on TFSV educational prevention and intervention resources available for post-secondary students and employees. As the findings of our environmental scan demonstrate, few B.C. post-secondary institutions have education and response resources for TFSV other than the brief TFSV subsection within the Safer Campuses for Everyone training.

Our dual-pronged approach scanned for TFSV materials and resources at post-secondary institutions and critically assessed whether and how they applied a holistic approach, understanding the multiplicative nature of violence, oppression, and discrimination associated with interconnecting identities and other social and cultural considerations. We identified an overwhelming lack of TFSV resources, with only one post-secondary institution including TFSV resources in their online information. Follow-up interviews revealed few additional focused resources. Given the overwhelming dearth of resources, it was difficult to conclude whether these materials incorporated an intersectional lens, though many participants noted the value of intersectional approaches and incorporated an intersectional lens in their generalized sexualized violence resources. For example, many participants reported using the Safer Campuses for Everyone resources and implementation guidelines. These training modules were developed using eight core intersectional principles: accessibility, culturally located, decolonial approach, evidence-informed, gender-inclusive, intersectional, trauma-informed, and survivor-centred.

“The Safer Campuses for Everyone training is a 75-minute online, self-paced, non-facilitated training developed in an e-learning program called Articulate Rise. Individuals who work in B.C. post-secondary institutions can adapt the course content in the Articulate Rise program and then share the course with learners through a learning management system such as Moodle, Blackboard, Canvas, or D2L” (Sexual Violence Training Development Team, 2021, p. 1).

We identified a number of conceptual and practical barriers to the development and implementation of TFSV-specific resources. Conceptual barriers included the contradictory notions of TFSV as a subtype of generalized sexualized violence and the idea of TFSV as scoping and ever evolving, which suggests that TFSV pushes the boundaries of sexualized responding and may need unique approaches. This is especially true given the high re-victimization potential in cases of TFSV. Additionally, participants noted challenges with investigating TFSV incidents due to the unique nature of TFSV. Practical challenges included lack of resources, lack of clarity around the best modalities for resource implementation, a need to incorporate diverse perspectives, and challenges with evaluation. Participants noted challenges and opportunities with incorporating intersectional approaches to TFSV-specific training sessions, materials, and resources, including the need to ensure diverse perspectives are represented, time-consuming cooperative/multi-institutional approaches, and the need for individualized case management strategies.

We make three interrelated recommendations for a path forward with the development and implementation of TFSV resources at B.C. post-secondary institutions:

* Centralizing “living” resources to standardize materials and reduce the burden on individual institutions
* Prioritizing funding for TFSV-specific training and implementation
* Incorporating diverse perspectives in all stages of TFSV during material/resource development.

We make specific recommendations for TFSV resources from external agencies/organizations that we believe are well-positioned to be adapted for B.C. post-secondary institutions.

***Centralize “Living” Resources***

To improve the quality of TFSV resources and materials, develop standardization across post-secondary institutions, and reduce resource disparities, efforts should be made to develop a centralized “living” definition of TFSV that is available to post-secondary institutions. TFSV-specific training materials and resources should be centrally developed and made available to post-secondary institutions. These resources should be easily adaptable so post-secondary institutions can modify them to meet their needs. Our findings suggest centralized resources should contain separate materials for students and for faculty, staff, and administrators. Defining intersectionality is equally important to determine an agreed-on conceptualization of an intersectional framework while also noting the theoretical and practical strengths and weaknesses in addition to clarifying the meaning of *diversity* on the project team (Kelly et al., 2021).

***Prioritize Funding for Training and Implementation***

Funding and resource limitations were consistently identified as barriers to developing and implementing TFSV resources. While centralizing the development and maintenance of these materials can reduce resource burden, implementation will require schools to expend funding and time on TFSV-specific materials. It is important to ensure implementation is backed by funding so post-secondary institutions can successfully implement TFSV resources in a way that aligns with their needs, policies, and values.

***Incorporate Diverse Perspectives During Material/Resource Development***

Participants acknowledged a need to incorporate diverse perspectives, especially the perspectives of students and particularly diverse students, into the development of TFSV resources and materials. This includes having student committee members involved in resource development and implementation or engaging with student feedback. It is also necessary to ensure students and other consultants are compensated for their time and effort and for contributing their lived experiences.

Participants recognized the need to incorporate a broader range of perspectives into materials, which was framed as a challenge in cases where employees acknowledged their own partial perspectives. Funding is necessary to develop materials that meet the needs of a diverse community; funds could be used to hire consultants with lived expertise and/or who specialize in the development of resources through an intersectional framework. Several important recommendations for navigating areas that elicit tensions during the development process are outlined in Table 1 in Kelly et al. (2021).

**Essential TFSV Resources to Include in Training Development**

We recommend adapting external resources to reduce the burden of training resource development. We identified four external organizations with useful materials. For example, the Courage to Act education and training toolkit focuses on providing guidance and support for gender-based violence educators at Canadian post-secondary institutions while recognizing the unique nature of each institution. Although specific TFSV training resources are not explicitly available, [Courage to Act](https://www.couragetoact.ca/knowledgecentre) outlines an intersectional-based framework to develop institution-specific action plans that include training, resources, and campus awareness/educational campaigns.

The [BC Society of Transition Houses](https://bcsth.ca/techsafetytoolkit/) has several TFSV-specific response/intervention/prevention toolkits for online privacy and safety and for [documenting TFSV experiences](https://bcsth.ca/techsafetytoolkit/documentation-tips-for-women-experiencing-technology-facilitated-violence/) for women, including a [sample log to document TFSV incidents](https://bcsth.ca/techsafetytoolkit/sample-technology-facilitated-violence-log/) and other [internal and external toolkits and resources](https://bcsth.ca/wp-content/uploads/2019/03/BCSTH-A-guide-for-Canadian-women-experiencing-technology-facilitated-violence-2019.pdf)) such as [legal steps for TFSV survivors](https://bcsth.ca/techsafetytoolkit/).

These TFSV relevant toolkits are essential to incorporate in a post-secondary institution TFSV training program. The VAWnet.org website, a project through the National Resource Center on Domestic Violence organization, documents thousands of materials, toolkits, and resources on gender-based violence and TFSV (e.g., [toolkits on digital safety and privacy](https://vawnet.org/sc/considerations-advocates-and-organizations-serving-survivors-abuse), [awareness resources and videos](https://vawnet.org/sc/technology-assisted-abuse), and links to [external organizations](https://vawnet.org/sc/helpful-resources)). [BCcampus](https://media.bccampus.ca/media/Technology-Facilitated+Sexual+ViolenceA++What+It+Is+and+How+To+Help+%28Part+1%29/0_4iwgd4bn) recorded a [two-part](https://media.bccampus.ca/media/Technology-Facilitated+Sexual+ViolenceA+What+Rights+Do+Students+HaveF+%28Part+2%29/0_x83vng4r) TFSV online educational/awareness, response, and student rights video that could be used in TFSV training programs or awareness campaigns. Portage College developed a [handbook](https://www.portagecollege.ca/documents/student-services/counselling-services/2023_GenderBasedViolenceSexualViolencePrevention_Handbook_Final.pdf) for gender-based violence and sexualized violence prevention on campus that could be used as a guideline to develop TFSV handouts at training sessions. The handbook outlines post-secondary-institution-specific key contacts, the process of disclosure, support services, options for filing a complaint, and more. KPU has a policies and procedures document called or [*Netiquette*](https://www.kpu.ca/sites/default/files/Student%20Rights%20and%20Responsibilities/SRRO_Netiquette_Guide.pdf)etiquette for communication and student conduct online that could be used adopted and used as a handout at TFSV training sessions.

**Conclusion**

The environmental scan provides an overview of TFSV materials and resources in B.C. We identified an overwhelming lack of TFSV-specific resources at B.C. post-secondary institutions, with only one institution indicating any such resources in their online information. Follow-up interviews revealed few additional focused resources. However, a number of external agencies and organizations have TFSV-specific materials, which we recommend post-secondary institutions draw from when developing training materials. We identified a pressing need for additional funding to support the development and implementation of TFSV-specific resources, particularly those that incorporate and intersectional framework. To reduce the harms associated with TFSV, which disproportionately impact people with diverse identities, we call for the development of “living” TFSV resources, centralization of these resources, increased funding for professional development and implementation, and the incorporation and valuation of diverse perspectives at all stages of resource development and implementation.

**Appendix A**

Please see the Excel data set labelled “Website Content Analysis, Survey, and Interview Data TFSV ISA Project — Final Dataset.xlsx”

**Appendix B**

**Initial Information-Gathering Survey**

1. Please enter your full name:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Please enter your organizational or institutional email:

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3. Please enter your organizational or institutional phone number:

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4 Please enter the name of the university or other institution you represent:

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5. Are you aware of resources, materials, or programming targeted toward sexualized violence at your institution/organization?

* Yes
* Unsure
* No

We are going to ask a series of questions about resources or materials targeted toward understanding and mitigating technology-facilitated sexualized violence (TFSV).

What is TFSV? TFSV refers to a spectrum of activities and behaviours that involve technology as a central aspect of perpetuating sexualized violence, abuse, or harassment, including but not limited to social media and messaging platforms, digital cameras, and dating apps. If you would like some examples of TFSV, click [here](https://bccampus.ca/projects/wellness/preventing-sexual-violence/intersectional-sexualized-violence-project/) and scroll down to "Other Definitions" at the bottom of the page.

6. Are you aware of resources, materials, or programming targeted specifically toward TFSV at your institution/organization?

* Yes
* Unsure
* No

Display This Question: Are you aware of resources, materials, or programming targeted specifically toward TFSV at your PSI = “Yes” or “Unsure”

7. Please indicate the types of resources or materials your institution/organization has available relevant to TFSV (select all that apply):

|  |  |
| --- | --- |
|  | Select all that apply |
| Workshops for faculty/staff/administration | ▢ |
| Training manuals or documents for faculty/staff/administration | ▢ |
| Training videos for faculty/staff/administration | ▢ |
| Expert panels for faculty/staff/administration | ▢ |
| Workshops for students | ▢ |
| Training manuals or documents for students | ▢ |
| Expert panels for students | ▢ |
| Website resources for students | ▢ |
| Internal resources for students (e.g., counselling services, other student support services within the university/college) | ▢ |
| External resources for students (e.g., counselling, community support services outside the university/college) | ▢ |
| Anything else not specified above. Please describe: | ▢ |

8. Has your institution/organization dealt with cases involving TFSV?

* Yes
* Unsure
* No

Display This Question: If has your institution/organization dealt with cases involving TFSV? = “Yes”

9. How are TFSV cases dealt with?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10. If there is any other relevant information you would like us to know, please feel free to enter it here:

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**Appendix C**

**Semi-Structured Interview Questions for PSIs with TFSV Training or Resources Available**

1. How does [post-secondary institution] define sexual violence?
2. How does [post-secondary institution] define technology-facilitated or gender-based sexual violence?
3. What resources are currently implemented at [post-secondary institution] for students that focus on providing support in cases of sexual violence?
   1. Are there specific resources for cases of TFSV? (This can also include gendered forms of TFSV.)
4. Is the available TFSV training in-house, resourced from an outside organization, or both?
5. What training programs or workshops are currently implemented at [post-secondary institution] for staff, administrators, or faculty that focus on providing information on how to navigate cases of TFSV? (This can also include gendered forms of TFSV.)
   1. What types of training are offered (workshops, materials, etc.)?
   2. How are these trainings accessed (online, in person, blended, etc.)?
      1. If online, is it asynchronous or synchronous?
   3. How frequently are these trainings or materials delivered/accessed?
   4. How many people participate in these trainings/workshops on average?
   5. What modalities do they use (e.g., group settings)?
   6. Are there specific training programs for TFSV?
   7. When were these training programs implemented? Have they been updated?
   8. What are the learning outcomes of these materials?
   9. Who is the audience they are reaching, and how do they reach them? Is this mandatory training? Are there different training programs for different audiences?
   10. Are these materials openly licensed? Are you willing to share these materials with us?
6. Have you perceived these materials/trainings to be successful? In what ways?
7. Are there any gaps in the training resources for technology-facilitated or gender-based sexualized violence aimed at educating staff, administrators, or faculty?
8. Are there any gaps in the support services or resources provided to student experiencing technology-facilitated or gender-based sexualized violence?
9. How do these support services and resources for students or training materials for staff, faculty, or administrators consider an intersectional approach?
   1. Are materials developed with any specific marginalized groups in mind? Are identities of audience considered? (Target audience)
   2. Have staff, faculty, or administrators noted any demographic differences in people who use or access resources? (Users)
   3. Who developed these materials? How? What procedures were in place to ensure materials would work for people with different marginalized identities? How was intersectionality considered in the development of materials? (Development)
   4. What accessibility needs were considered? Are materials/resources accessible to people potentially experiencing different forms of oppression or different access needs? (Access)
   5. How are materials/resources connected to other institutional supports for people experiencing additional or other forms of violence/oppression? (Connections)
   6. If resources have been evaluated, how was intersectionality considered in these evaluations? (Evaluation)
   7. Are contacts noting a need for resources for a specific group or for people experiencing a specific form of oppression? (Needs)
10. How do these training programs or workshops inform staff, administrators, or faculty on the intersectionality of sexualized, technology-facilitated, or gender-based violence?

**Appendix D**

**Semi-Structured Interview for PSIs without TFSV Training or Resources Available**

1. How does [post-secondary institution] define sexual violence?
2. Does [post-secondary institution] have a definition for technology-facilitated or gender-based sexual violence?
3. What resources are currently implemented at [post-secondary institution] for students that provide support in cases of sexual violence?
   1. It was indicated on the survey that there are no current resources [or specific resources] for cases of TFSV (this can also include gendered forms of TFV). Is this something that (post-secondary institution) needs? Why or why not?
   2. Have there been barriers preventing the development or implementation of TFSV resources at [post-secondary institution]?
4. Is there a need for TFSV training in-house, resources from an outside organization, or both?
5. What training programs or workshops do you think are needed at [post-secondary institution] for staff, administrators, or faculty that focus on providing information on how to navigate cases of TFSV? (This can also include gendered forms of TFSV.)
   1. What types of training do you think would be beneficial (workshops, materials, etc.)?
   2. What would be the best method of delivering and accessing TFSV training at [post-secondary institution] (online, in person, blended, etc.)?
      1. If online, would it be better asynchronous or synchronous?
   3. How frequently do you think these trainings or materials should be delivered/accessed?
   4. How many people have participated in these types of trainings/workshops on average in the past, such as sexual violence trainings/workshops?
   5. Which modalities have been successful in the past at [post-secondary institution] (e.g., group settings)?
   6. Is there a need for specific training programs for TFSV at [post-secondary institution]?
   7. What learning outcomes do you think would be beneficial?
   8. What is the best way to reach the audience in need of training? Should this be mandatory training? How about different training programs for different audiences?
6. What do you think are the most important gaps to fill regarding support services or resources on TFSV or sexualized violence in general?
7. Do you currently have any training programs or workshops that inform staff, administrators, or faculty on the intersectionality of sexualized violence?
   1. Are there any specific groups or identities you think would benefit from these TFSV materials (e.g., specific marginalized, disenfranchised, or oppressed groups)? (Target audience)
   2. Have staff, faculty, or administrators noted any demographic differences in people who have used or accessed other sexual violence resources in the past? (Users)
   3. Who do you feel would be best in developing these materials? (Development)
   4. If or when TFSV resources are implemented at [post-secondary institution], how do you feel they should be evaluated? (Evaluation)
   5. Is there a need for TFSV resources for a specific group or for people experiencing a specific form of oppression at [post-secondary institution]? (Needs)

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