

Sussex USVSV training package

This document contains:

- *Outlines of disclosure training sessions conducted at the Universities of Sussex and Brighton*
- *Trainers' notes*

See also:

- *Powerpoints of training sessions*
- *Handouts for use in training sessions*

Outline of training

The Sussex USVSV team ran two versions of the disclosure training: frontline staff were given a 3.5 hour session, and non-frontline staff were given a 1.5 hour session.

Outline and structure of 3.5hr training

This training is being offered to staff whose positions mean they may receive disclosures of sexual violence from students. This training is designed to assist staff in their roles and is interactive and discussion based.

Learning Outcomes

To understand what sexual violence is and how it might affect students

To understand barriers to disclosure and the wider context of 'rape culture'

To support students disclosing sexual violence with empathy

To learn what support is available to students at Sussex (e.g. 'care pathway') and to provide support accordingly

To understand your role and responsibilities better and feel confident when responding to students

Max people per session: 12

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Slides	Section	Duration
1-5	Intro & aims	15 mins
6-8	Introducing empathy	15 mins
9-11	SV definition	10 mins
12-14	SV prevalence	5 mins
15-16	Rape culture	15 mins
17-23	Impact of SV	15 mins
23-27	Barriers to disclosure	30 mins
BREAK		10 mins
28	SEEK	1 min
29-30	SEEK – Safety	15 mins
31-34	Empathy	30 mins
35-37	Respond to crisis	25 mins
38	Empower	2 mins
39-41	Being Knowledgeable (pathway)	5 mins
42-43	Self-care	5 mins
44-45	Pledge and evaluation	10 mins

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Outline and structure of 1.5hr training

This training is being offered to staff who are interested in developing skills to deal with disclosures of sexual violence from students. This training is being offered to all staff on an optional basis and consists of a 1.5 hour interactive workshop.

Learning Outcomes

To understand what sexual violence is and how it might affect students

To support students disclosing sexual violence with empathy

To learn what support is available to students at Sussex and to signpost students appropriately

To understand your role and responsibilities better and feel confident when responding to students

Max people per session: 20

Timing	Slides	Activity	Notes
5 mins	1-4	Intro and aims	
10 mins	5-6	SV Definition	
5 mins	7	Prevalence	Myths challenged: - Rape by strangers - Rape not common False allegations are high
5 mins	8-9	Sexual trauma	Myths challenged: - survivors' demeanour is to blame for the assault (freeze, dress, alcohol etc)
10	10-11	Effects	PTSD, student's behaviour
15	12-13	Barriers to disclosure	
15	14-16	Responding to disclosures	
10		SEEK model	
5/10	18	Sign-posting	If time - SARC
5/10	19	Self-care & Pledge	If time – self-care tips

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Trainers' notes

When asked why they attended the voluntary workshops, staff gave several reasons:

- To understand how best to respond to disclosures
- To validate what they already knew about how to respond to disclosures
- To make sure they said the right things when supporting survivors
- To avoid adding to the trauma of survivors
- To learn how wider procedures fit in with the advice given about responding to disclosures
- To understand what knowledge their own staff should have (for those in a management/supervisory position)

Points raised during the course of training:

- Having staff working on contracts (e.g. in security) and doing shift work meant that not all staff could attend training like this without more notice. In addition, although staff were keen, high turnover amongst staff meant that there was not always going to be a full complement of staff who had been trained.
- Staff were also concerned about the limits of their role in relation to students who were disclosing and how/whether they should intervene.
- For Residential Advisors there were concerns about how as other students they could be breaking someone's confidentiality if they needed to let others know.
- Staff also mentioned how their gender might be a barrier to understanding and that there were 'cultural diversity' issues
- Staff were also concerned about maintaining boundaries – knowing where to sign post and not being clear of procedures.
- Also not always able to give student undivided attention/time pressures etc.
- There were also comments about the built environment and whether there were sufficient spaces to offer a confidential chat about welfare related matters. It was mentioned that there were problems with the phrase safe space. Privacy might appear threatening to the student and an open place might feel safer.

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