Welcome to this Web Conference

STOPPING THE REVOLVING DOOR:
RECRUITMENT, TRAINING AND RETENTION OF PREVENTION STAFF

We will start soon

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888-922-5227
916-446-2520
TTY: 916-446-8802
David S. Lee,
david@calcasa.org
Chad Sniffen,
chad@calcasa.org
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2010 Summer Series Conferences

- Stopping the Revolving Door: Recruitment, Training and Retention of Prevention Staff (today)


- Building Capacity for Prevention Efforts (September 23, 2010)
PreventConnect

- Domestic violence /Intimate partner violence
- Sexual violence
- Violence across the life-span
- Prevent before violence starts
- Connect to other forms of violence

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STOPPING THE REVOLVING DOOR
RECRUITMENT, TRAINING AND RETENTION
OF PREVENTION STAFF

Webinar conducted by:
Debra Lopez-Bonasso, Education Coordinator
WV Foundation for Rape Information and Service (WV FRIS) and
Brad Perry, Sexual Violence Prevention Coordinator
Virginia Sexual & Domestic Violence Action Alliance (VSDVAA)

July 30,
11:00AM -12:30 PST; 2:00-3:30 PM EST
Learning Objectives

- Understand how effective recruitment and training support the retention of staff and successful employee relationships.
- List at least 3 core knowledge components in sexual violence, primary prevention, and presentation/teaching strategies.
- Determine retention approaches that could be successfully implemented in local agencies.

Agenda

I. Shift in Rape Prevention Education Requires Specialization of Prevention Staff
II. Recruitment
III. Training
IV. Retention
“If you don’t know where you’re going, you’ll probably end up somewhere else.”
V. Sustainability
VI. Evaluation
- David Campbell, Ph.D.
SHIFT IN RAPE PREVENTION EDUCATION

**REACTIVE**

Crisis Intervention

**PROACTIVE**

Primary Prevention

**PRIMARY PREVENTION**

Taking action *BEFORE* the violence against women occurs.
CAPACITY BUILDING

- Individual – Knowledge
  Skills
  Resources
  Support
- Organizational – Goals
  Infrastructure
  Resources
  Commitment
- Systematic – Network of State and Local
  Organizations

TRAINING

PREVENTION
EDUCATION
STAFF

RECRUITMENT

RETENTION
FEEDBACK

What is the greatest challenge for prevention education in your state?

a. Recruitment
b. Training
c. Retention
d. All of the Above

Use Feedback tool on left to reply, or text chat a different answer.

RECRUITMENT

Program Expectations
- Overall mission, vision and goals
- Key Responsibilities
- Training Opportunities

“Ideal” Employee
- Determine “must” have qualifications
- Determine what you can “live” without

Capacity Building
- Can you do what you say you can do?
RECRUITMENT

Recruitment Efforts  
Agency Mission, Vision, and Goals

RECRUITMENT

Key Responsibilities

What are we asking of prevention staff?

- Isolation vs. integration of job responsibilities
- Consideration of “pinch-hitting” tasks
How does what you ask of your prevention staff differ from what you ask of your other program staff?

Nature of Job:
The Prevention Educator is responsible for the delivery of community outreach programs, and long-term prevention education programming. This includes assisting other prevention staff with the development of educational materials and the implementation of programming. This position will sometimes also provide crisis and any other direct victim service offered by the agency.

Qualifications:
- Excellent public speaking skills
- Empathetic listening skill base and knowledge of sexual assault issues
- Excellent public relations skills with sensitivity to and knowledge of diverse populations
- Experience working with children and adolescents
- Thorough understanding of concepts of primary sexual violence prevention
RECRUITMENT

Organizational Capacity Building for Prevention

Ventrue
Philanthropy
Partners’
Capacity
Framework

Aspirations
Strategies
Organizational skills
Human resources
Systems and infrastructure
Organizational structure

TRAINING

Self-Assessment of Prevention Staff

Development of Standards
SELF ASSESSMENT- Skills and Knowledge

- Understanding of core knowledge/concepts
- “Must have” skills

- Content needed to teach prevention education
- Essential facilitation/teaching skills

- Specific training needs
- On-going support to build knowledge
- Agency/community information/resources

WV DEVELOPMENT OF STANDARDS
Prevention Education Staff

Core Knowledge
Sexual Violence

Demonstrated Facilitation Skills

Core Knowledge
Primary Prevention

Training Opportunities

Core Knowledge
Principles of Learning

Monitoring Methods
What are core knowledge and skills you feel are essential to do effective prevention education in your state?

**Core Knowledge: SEXUAL VIOLENCE**
Prevention education staff will complete training modules in the following areas:

- Confidentiality
- Crisis Intervention
- Issues of Consent
- Mandatory Reporting
- Power and Control
- Victim Blaming
- Victim Trauma
- WV Sexual Violence Laws
- Cultural Diversity
- Cybercrimes
- DFSA
- Gender Biases
- Healthy Relationships
- Sexual Harassment
- Statistics
- Stalking
- Victims with Disabilities
Core Knowledge: PRIMARY PREVENTION

Prevention education staff will demonstrate competency in knowledge by completing training modules in the following areas:

- Primary Prevention
- Socio-Ecological Model of Prevention
- Bystander Intervention
- Creating Prevention Strategies
- Effective Prevention Programs
- Risk and Protective Factors
- Evaluation

Core Knowledge-PRINCIPLES OF Learning

The prevention education staff will demonstrate competency in knowledge by completing training and implementing the principles of learning in the development of prevention lessons with the following:

- Learning Styles
- Identifying Appropriate Age/Gender/Group Materials
- Characteristics of Effective Prevention Programs
  - Comprehensive
  - Varied Teaching Methods
  - Sufficient Dosage
  - Theory Driven
  - Positive Relationships
  - Appropriately Timed
  - Socio-Culturally Relevant
  - Outcome Evaluation
  - Well-Trained Staff
DEMONSTRATED FACILITATION SKILLS

The Prevention Staff will demonstrate competency in the following facilitation skills through presentations, teachings and participation in activities and trainings.

- Public Speaking
- Critical Thinking
- Organizational Planning
- Interpersonal/Social Skills
- Engaging Audience Participation
- Relationship Building
- Basic Communication Skills (Listening, Summarizing and Clarifying)
- Flexibility/Adaptability
- Classroom/Workshop Facilitation

MONITORING

Determines if goals/objectives are being achieved
- Increased learning
- Acquisition of skills

Provides feedback
- What’s working?
- What’s needed?

Promotes effective high quality prevention work
- Sense of ownership
- Accountability
MONITORING METHODS

- Completed Standards Sheet to Supervisor
- Prevention Education Staff Monthly/Quarterly FRIS Reports
- Prevention Education Staff List serve
- Annual Supervisor Program Observation
- Training Evaluations-Students/Teacher
- Informal Review by FRIS Education Coordinator

Development of Standards

Commitment to Providing TA
- Monthly Meetings
- List Serve
- Lesson Presentations
- Trainings

Resources/ToTs
- Provide Researched Based Curriculum
- Develop Training Modules
- Toolkit Development

Structure
- Prevention Education for Staff (Local Agencies/State Coalition)
- Development of Prevention Education Handbook
### WV TRAINING OPPORTUNITIES

- **FRIS Trainings**
  - Training of Trainers
    - Sexual Violence Prevention for Persons with Disabilities
    - Stalking
    - DFSA
    - “He Said/She Said” – Issues of Consent
    - Evaluation
  - On-Line Module for RAs
  - Statewide Annual Symposium
  - Training Modules
    - Development of 19 training modules
- **On-Line Trainings**
  - RAINN Self-Paced Courses
    - Beyond Date Rape Drugs
    - How to Conduct Great Trainings
    - Establishing Partnerships with the Faith Community
    - Introduction to Cultural Competency
  - OVC
    - Sexual Assault Advocacy Counselor Training
  - Webinars
    - Prevent Connect

### Virginia TRAINING OPPORTUNITIES

- **Webinars**
  - Prevent Connect
- **VSDVAA Trainings**
  - BAT Training Series
    - Principles of Prevention
    - Cultural Competency
  - Annual Retreat Prevention Track
  - Quarterly training/networking webinars and teleconferences
- **Annual or Special Events**
  - Annual VDH RPE Meeting
    - About 1.5 days spent addressing identified training needs of prevention specialists.
  - VSDVAA Primary Prevention Conferences
    - Building Healthy Futures I and II
    - SEARCH Training
    - Mobilizing Communities: Developing Culturally Relevant Prevention Projects (Oct 13!)
GETTING PREVENTION SPECIALISTS & AGENCIES ON THE SAME PAGE....

Guidelines for the Primary Prevention of SV & IPV

- Organizing philosophy, not an irrefutable prescription for prevention work
- Technical assistance tool for developing best possible primary prevention efforts
- Document hopes to synthesize research & practice in a manner useful to local primary prevention workers
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III. Guidelines for Implementing Sexual
Violence & Intimate Partner Violence
Primary Prevention Strategies

1. Develop prevention strategies that are comprehensive, can be sustained and expanded over time. .................................................. 10

2. Develop prevention strategies that are contextualized to address multiple levels and processes. .................................................. 15

3. Develop prevention programs based on community engagement. ..... 16

4. Develop prevention strategies that are developmentally appropriate. .................................................. 18

5. Develop prevention strategies in collaboration with community members. .................................................. 22

6. Develop prevention strategies that include a systematic method to share data and gain efficiencies and reduce barriers to multiple communities. .................................................. 24

7. Service prevention strategies as an integral part of the agency's vision and success of the community partner organization. ............... 25
In your state, what are examples of relevant, high-quality training opportunities for local prevention staff?

Use Chat Box to Answer.

TEXT CHAT

RETENTION

Recruitment

Training

Retention
From your experience, what makes someone leave their job, besides the pay?

Use Chat Box to Answer.

**RETENTION**

Development of Program Expectations That Facilitate Leadership and Skill Development

<table>
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<tr>
<th>Vision and Goals</th>
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Establish Support System

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<th>Develop a Support Structure Within the Agency</th>
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Build Relationships

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<th>Develop Ownership/Opportunities for Collaboration</th>
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Development of Program Expectations That Facilitate Leadership and Skill Development

Communicate clear and consistent program expectations.

Share the overall mission and goals of the program.

Be sure you have the capacity within your agency to do what you say you will do.

Recognize successes and accomplishments of all staff.

Establish priorities for program development.

Establish a Support System

Who is the go-to-person at the agency when there are questions?

What kind of support can be expected when new staff first get started?

Who will provide on-going support? How often will that happen?

What protocol should be followed when the system isn’t working? Who will provide direction through the process?

Who will monitor progress and provide feedback? Will that be handled informally or formally?

How will that be done?
Opportunities for Training and Development

How will new staff learn about the agency?
How will agency staff learn about the work of the prevention education staff?
Has your agency identified the kinds of skill and core knowledge needed to do the job?

How will your agency collaborate with the state coalition to provide training needs?
Who will be the designated staff who will commit to working through the process?

Build Relationships

Work to develop a sense of “ownership” of the work.
Treat everyone fairly and with respect. “Follow the golden rule.”
Offer praise for all efforts.

Develop a sense of understanding about the differences in prevention work and direct services.
Encourage self-care.
What strategy might you try to implement in your recruitment, training, or retention plans as a result of today’s conversation?
Speaker Contact Information
Debra Lopez-Bonasso
West Virginia Foundation for Rape Information and Services
112 Braddock Street
Fairmont, WV 26554
304 366-9508 dlbonasso@aol.com

Brad Perry, MA
Virginia Sexual & Domestic Violence Action Alliance (VSDVAA)
5008 Monument Avenue, Suite 101
Richmond, VA 23230
434 979-9002 bperry@vsvdalliance.org