

## Welcome to this Web Conference

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

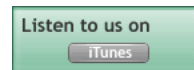
We will start soon



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[www.PreventConnect.org](http://www.PreventConnect.org)




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- **Raise Hand**
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## 2010 Summer Series Conferences

- **Stopping the Revolving Door: Recruitment, Training and Retention of Prevention Staff (today)**
- **Measuring Prevention (August 25, 2010)**
- **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

PreventConnect is a national project of the California Coalition Against Sexual Assault sponsored by U.S. Centers for Disease Control and Prevention. The views and information provided in this web conferences do not necessarily represent the official views of the U.S. government, CDC, or CALCASA.



## 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**

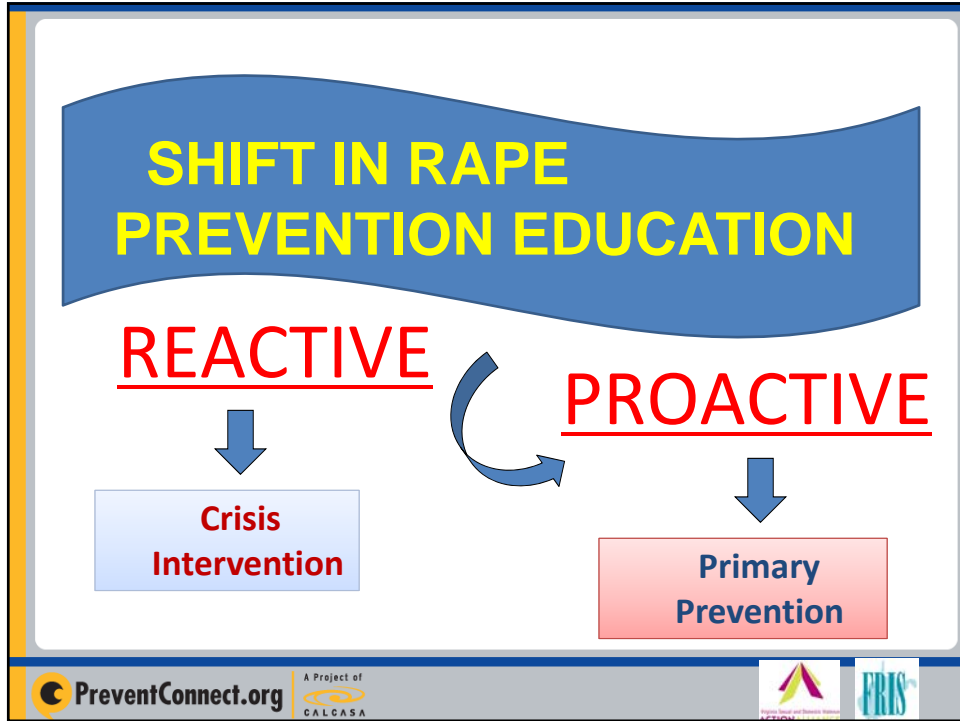


## Learning Objectives

- 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
  - V. Sustainability
  - VI. Evaluation
- “If you don’t know where you’re going, you’ll probably end up somewhere else.”*  
*-David Campbell, Ph.D.*



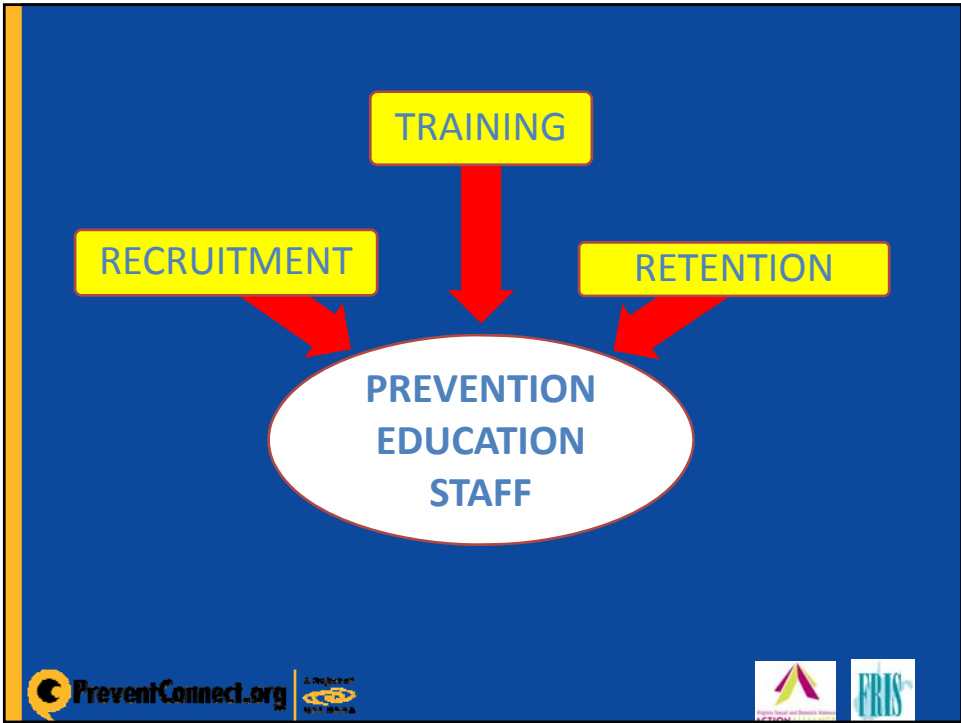
**PRIMARY PREVENTION**

*Taking action  
BEFORE  
the violence against women occurs.*

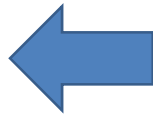
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# CAPACITY BUILDING

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



# FEEDBACK



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

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

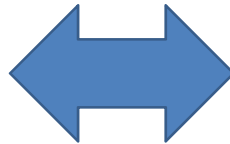
- a. Recruitment
- b. Training
- c. Retention
- d. All of the Above

# RECRUITMENT



# RECRUITMENT

Recruitment  
Efforts



Agency  
Mission,  
Vision, and  
Goals

# RECRUITMENT

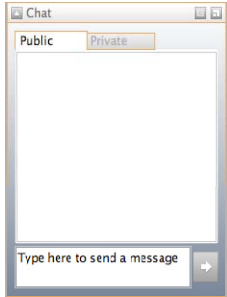
## Key Responsibilities

What are we asking of prevention staff?

- Isolation vs. integration of job responsibilities
- Consideration of “pinch-hitting” tasks









## TEXT CHAT


How does what you ask of your prevention staff differ from what you ask of your other program staff?

Use Chat Box to Answer



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## RECRUITMENT- “Ideal Employee”

### Excerpt from a local RPE-funded staff position

➤ **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



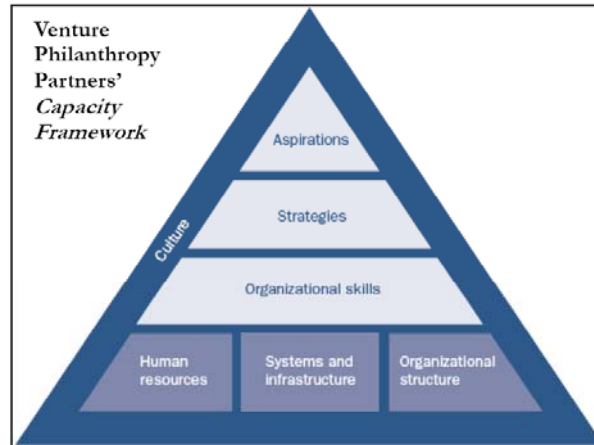
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# RECRUITMENT

## Organizational Capacity Building for Prevention



# TRAINING

Self-Assessment of Prevention Staff

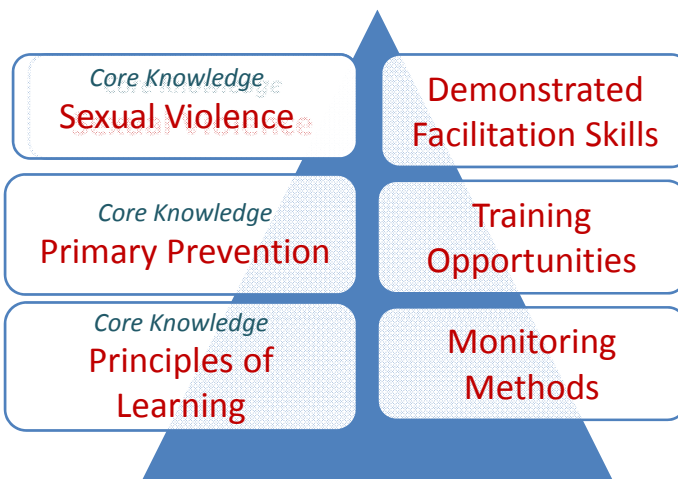
Development of Standards

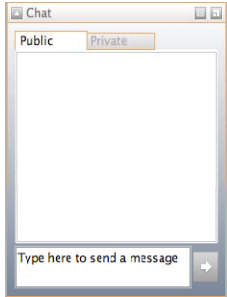
## SELF ASSESSMENT- Skills and Knowledge

- 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





# TEXT CHAT

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

Use the Chat Box to Answer

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## 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

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## 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:

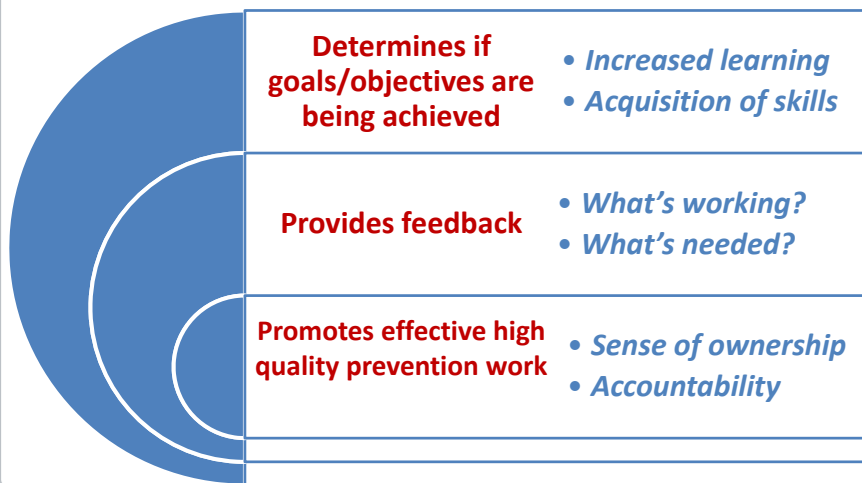
- Learning Styles 
- Identifying Appropriate Age/Gender/Group Materials
- Characteristics of Effective Prevention Programs
  - Comprehensive
  - Varied Teaching Methods
  - Sufficient Dosage
  - Theory Driven
  - Positive Relationships
  - Appropriately Timed
  - Socio-Culturally Relevant
  - Outcome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



## 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

	<b>Commitment to Providing TA</b>	<ul style="list-style-type: none"> <li>• Monthly Meetings</li> <li>• List Serve</li> <li>• Lesson Presentations</li> <li>• Trainings</li> </ul>
	<b>Resources/ToTs</b>	<ul style="list-style-type: none"> <li>• Provide Researched Based Curriculum</li> <li>• Develop Training Modules</li> <li>• Toolkit Development</li> </ul>
	<b>Structure</b>	<ul style="list-style-type: none"> <li>• Prevention Education for Staff (Local Agencies/State Coalition)</li> <li>• Development of Prevention Education Handbook</li> </ul>

## 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.

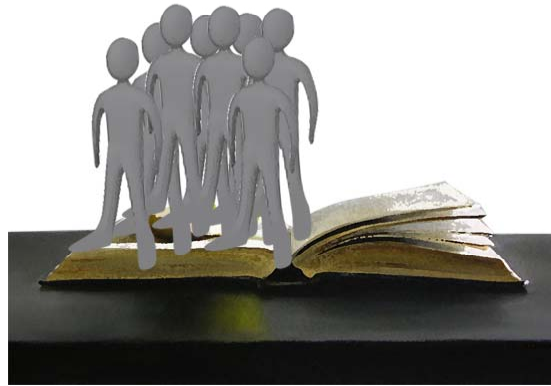
#### ❖ VSDVAA Primary Prevention Conferences

- Building Healthy Futures I and II
- SEARCH Training
- Mobilizing Communities: Developing Culturally Relevant Prevention Projects (Oct 13!)





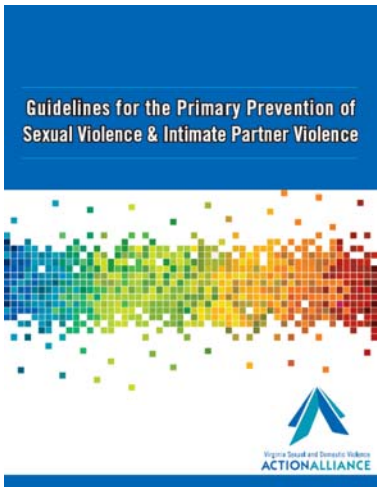
## GETTING PREVENTION SPECIALISTS & AGENCIES ON THE SAME PAGE....



## 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



**Guidelines for the Primary Prevention of Sexual Violence & Intimate Partner Violence**

Virginia Sexual and Domestic Violence ACTION ALLIANCE

### Table of Contents

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### Key Definitions (continued)

**Healthy Relationships & Healthy Sexuality:**  
**Healthy Relationship:** A connection between people that increases well-being, is mutually enjoyable, and enhances or maintains each individual's positive self-concept.  
**Healthy Sexuality:** The capacity to understand, enjoy, and control one's own sexual and reproductive behavior in a voluntary and responsible manner that enriches individuals and their social lives. Sexuality is an integral part of the human experience with physical, emotional, intellectual, social and spiritual dimensions.\*\*


Healthy relationships and healthy sexual expression are frequently characterized by:

- Communication
- Trust
- Respect
- Honesty
- Equality
- Choice
- Individuality
- Understanding
- Empathy
- Self-confidence
- Mutual support
- Enjoyment


\*\* "Sexuality and Social Change: Making the Connection Strategies for Action and Investment" (2006), Ford Foundation, New York, NY.  
[Note: For a more in-depth discussion of the concepts of primary SV/ IPV prevention, healthy sexuality, and more, please visit our individuals.org/sexPUBLICATIONS, translation sheet and discussion issues of Making It/abuse.com]



### III. Guidelines for Implementing Sexual Violence & Intimate Partner Violence Primary Prevention Strategies

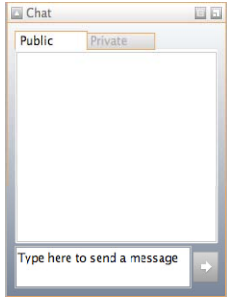
1. Develop prevention strategies that promote protective factors. 10
2. Develop prevention strategies that strive to be comprehensive. 12
3. Develop prevention strategies that are concentrated, and can be sustained and expanded over time. 13
4. Develop prevention strategies that use varied teaching methods to address multiple learning processes. 15
5. Develop prevention programs based on purposeful, logical rationale. 16
6. Develop prevention strategies that are developmentally appropriate. 18
7. Develop prevention strategies in collaboration with a representative cross-section of community members to incorporate diverse cultural beliefs, practices, and community norms. 22
8. Develop prevention strategies that include a systematic method to determine program effectiveness and promote continuous quality improvement. 24
9. Develop prevention strategies as an integral part of the agency mission to end sexual violence / intimate partner violence. 25



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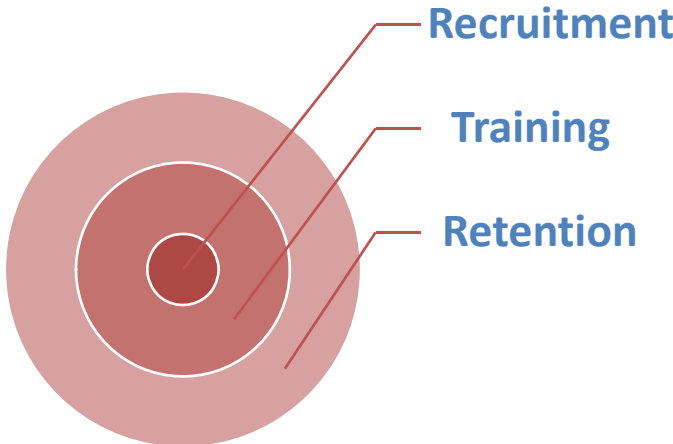
## TEXT CHAT

In your state, what are examples of relevant, high-quality training opportunities for local prevention staff?




Use Chat Box to Answer.

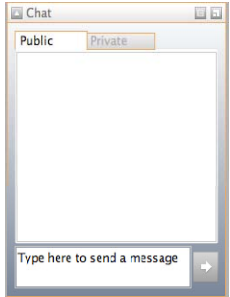
  

## RETENTION



- Recruitment
- Training
- Retention

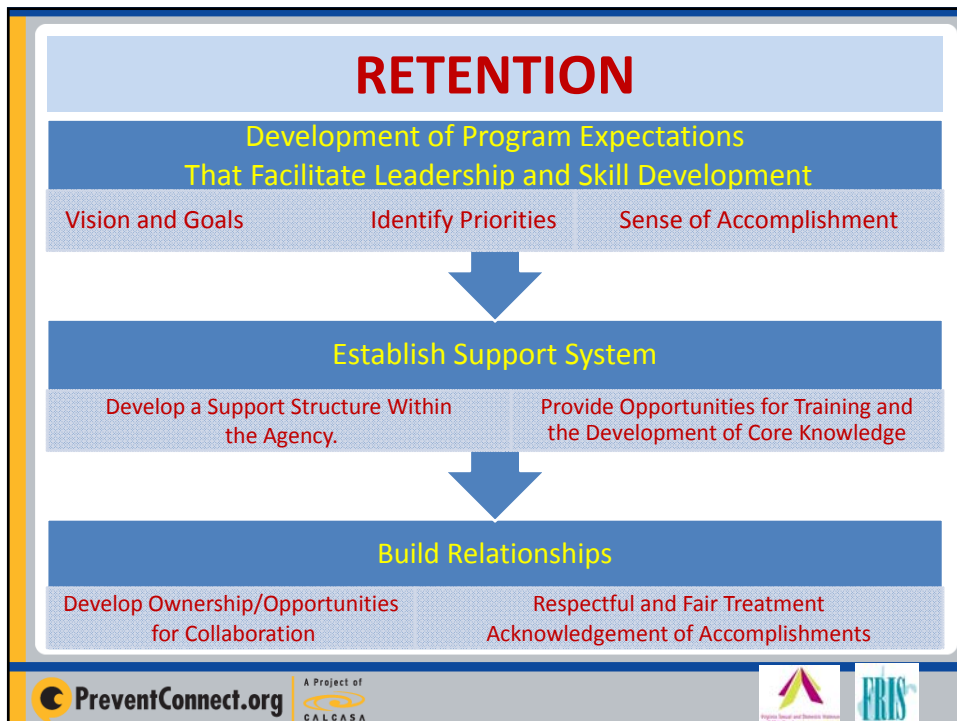


# TEXT CHAT

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

Use Chat Box to Answer.

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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.

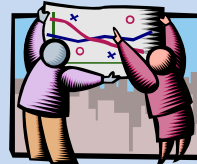
Establish priorities for program development.



Recognize successes and accomplishments of all staff.

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

## 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?

How will that be done?

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?

## 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



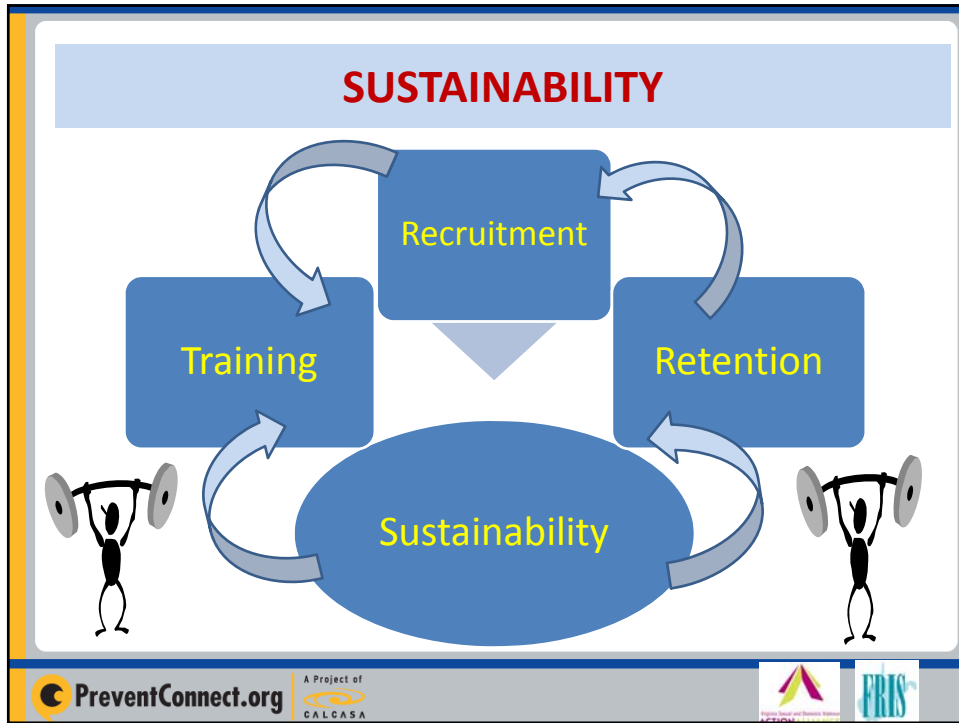
Work to develop a sense of “ownership” of the work.

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.



## TEXT CHAT

Chat

Public Private

Type here to send a message

What strategy might you try to implement in your recruitment, training, or retention plans as a result of today's conversation?

Use Chat Box to Answer

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