

**DEPARTMENT OF HUMAN SERVICES
GRANT AGREEMENT**

**EXHIBIT A
Part 1**

COMMON PROGRAM DESCRIPTION

III. General Performance Standards.

A. Training Requirements for Staff and Volunteers in Domestic Violence and Sexual Assault Services:

1. Goals, Objectives and Outcomes of Grant Agreement Requirements for Training:

- a. Provide high quality and consistent Domestic Violence, Sexual Assault, Dating Violence and Stalking services throughout Oregon by having well-educated and skilled staff and volunteers,
- b. Increase consistency services throughout Oregon,
- c. Establish a uniform base of proficiency and skill in responding to all three issues of domestic violence, sexual assault and stalking, across all programs, regardless of the type of agency,
- d. Promote best practices to enhance survivor/victim safety and empowerment,
- e. Provide opportunity for programs to evaluate staff/volunteer's capacity to provide effective services and empower survivors/victims,
- f. Provide accountability within program by establishing expectations for staff and volunteers,
- g. Provide accountability to funders,
- h. Give staff/volunteers increased knowledge, skills, capacity and resources to provide effective Domestic Violence, Sexual Assault, Dating Violence and Stalking services, provide safe options and empower survivors/victims,
- i. Measures to document training objectives include:
 - i. Staff and volunteers demonstrate appropriate knowledge, skills and capacity to respond to survivors of domestic violence, sexual assault, dating violence and stalking,
 - ii. Staff and volunteers report they feel capable to respond to survivors of domestic violence, sexual assault, dating violence and stalking,
 - iii. Survivors report satisfaction with services and responses.

2. Individuals required to have Training:

Staff and volunteers who provide direct services must complete the required training prior to having unsupervised contact with survivors/victims. Job shadowing as part of the training is allowed.

- a. Programs may waive parts of the training for new staff/volunteers who have completed training through other domestic violence and sexual assault programs or volunteer trainings if the program:
 - i. Contacts the original agency to verify training,
 - ii. Documents that it meets the training requirements.

- b. If the prospective staff/volunteer has not volunteered or been employed within the last 2 years, they must go through the training.

3. Length of Training.

- a. Training will be a minimum of 30 hours for phone responders. All topics are equally important. There is no required number of hours per topic; however, it is anticipated each topic would have approximately 2 hours.
- b. Training does not need to be provided in the order of content areas listed below. Content areas may be combined. Programs must demonstrate training is adequate in all content areas for staff/volunteers to meet the training objectives and the assessed needs of the program.
- c. In addition, those staff/volunteers providing in-person services shall receive an additional 10 hours of training including topics requested by staff/volunteers as needing more in-depth attention and crisis response, medical and legal advocacy.
- d. The recommended training format is group training. Structured job shadowing and self-study with staff follow-up may be included as part of the overall hours. One-on-one training is allowable if necessary, but programs are encouraged to follow-up with group experiences through conferences, training institutes such as the Sexual Assault Training Institute and the State Victims Academy, and other appropriate options.

4. Content of Training

- a. Overview of Violence against Women and Interpersonal Violence. Staff and volunteers will understand the types of violence. Content will cover:
 - i. Definitions and dynamics of domestic violence, sexual assault, dating violence, stalking and other inter-personal violence,
 - ii. Commonalities and differences between types of violence,
 - iii. How types of violence inter-connect and intersect,
 - iv. How the causes and effects of violence against women cross individual, community, cultural, institutional and societal levels (ecological model),
 - v. Basic safety planning for each type of violence against women.
- b. **Anti-Oppression, Anti-Racism, Cultural Competency Theory and Practice.** Staff and volunteers will understand the theoretical dynamics of oppression; the dynamics and effects of domestic violence; sexual assault, dating violence and stalking in different populations; how oppressions impact survivors; and address how to effectively provide services to different populations. Content will cover:
 - i. Dynamics of oppression, power and control,
 - ii. How oppressions are interconnected,
 - iii. How oppression reinforces social support of violence against women,
 - iv. The effect of dominant culture assumptions on survivors and service delivery,
 - v. Strategies to interrupt oppressive actions and words,
 - vi. Demographics and needs of the local community,

- vii. Strategies to overcome barriers and provide equitable, accessible and appropriate services, and,
- viii. Effects of violence on diverse populations.

Populations include same-sex, African-American, Asian and SE Asian, Latinas or Hispanic, Pacific Islander, Native American, People with Disabilities, Elders, Male survivors.

c. Definition and Dynamics of Domestic Violence: Staff and volunteers will understand and be able to describe domestic violence. Content will cover:

- i. Legal and programmatic definitions of domestic violence,
- ii. Types of domestic violence (physical, sexual, emotional, financial, etc.),
- iii. Dynamics of domestic violence, including myths and facts, statistics and prevalence,
- iv. Dynamics of dating violence, including myths and facts, statistics and prevalence,
- v. Historical and social context (including blaming the victim, gender-role stereotypes, power differentials, cultural and individual beliefs),
- vi. Basis of power and control (see section on abusers below),
- vii. Domestic violence as an individual choice by batterer supported by societal and institutional norms,
- viii. Barriers to leaving,
- ix. Coping strategies of survivors/victims,
- x. Intersection with other issues,
- xi. Range of safety strategies,
- xii. Strategies to address local needs and provide accessible and appropriate responses to diverse groups.

d. Definition and Dynamics of Sexual Assault: staff and volunteers will understand and be able to describe sexual assault. Content will cover:

- i. Legal and programmatic definitions of sexual assault including that committed by strangers and by non-strangers (acquaintances, intimate partners, etc.),
- ii. Types of sexual assault including childhood sexual abuse and adults molested as children,
- iii. Dynamics of sexual assault including rape myths and facts, statistics and prevalence, drug-facilitated sexual assault,
- iv. Historical and social context (rape culture including blaming the victim, gender-role stereotypes, power differentials, cultural and individual beliefs),
- v. Basis of power and control (see section on offenders below),
- vi. Range of safety strategies,
- vii. Strategies to address local needs and provide accessible and appropriate responses to diverse groups.

Definition and Dynamics of Sexual Harassment:

e. Stalking: Staff and volunteers will be able to identify stalking behavior and provide appropriate resources and referrals. Content will cover:

- i. Definitions and dynamics of stalking,
- ii. Types of stalkers (offender known to victim, offender in previous relationship to victim, offender unknown to victim),

- iii. Stalking behaviors including cyber-stalking and electronic surveillance,
- iv. Stalking (and other) protective orders,
- v. Criminal prosecution,
- vi. Civil suit,
- vii. Range of safety strategies including phone and computer safety, legal remedies, relocation and name change,
- viii. Strategies to address local needs and provide accessible and appropriate responses to diverse groups.

f. Effects on Survivor/Victims and Trauma: Staff and volunteers will learn possible effects of domestic violence, sexual assault and stalking and learn to mitigate the impact of the trauma on survivors, their families & friends (secondary victimization). Content will cover:

- i. Trauma from single and cumulative trauma including childhood physical and sexual abuse, recent or past domestic violence, recent or past sexual assault,
- ii. Range of possible survivor responses and coping strategies including fear, re-experiencing (physical reactions, flashbacks, nightmares), intrusive memories, being triggered, difficulty concentrating, being very calm, being very agitated, depression, blaming oneself, hyper-vigilance, hyper-arousal, sleeplessness, substance abuse, etc.,
- iii. Strategies to mitigate or reduce trauma,
- iv. Intersections with other issues (mental health, disabilities, alcohol and drugs, etc.);
- v. Dynamics of suicide and suicide intervention,
- vi. Additional barriers for immigrants, people of color, rural populations, elders, children and youth, Lesbian, Gay, Bi-Sexual, Trans-gendered, Queer (LGBTQ), and people with disabilities,
- vii. Strategies to address local needs and provide accessible and appropriate responses to diverse groups.

g. Adults Molested As Children (AMAC): Staff and volunteers will learn to recognize the effects of childhood sexual abuse on adults and give appropriate referrals. Content will cover:

- i. Effects of childhood sexual abuse on adult survivor/victims,
- ii. Potential triggers,
- iii. Identification of issues,
- iv. Ways to support healing,
- v. Appropriate referrals.

h. Effects of Exposure to Violence on Children. Staff and volunteers will understand how violence impacts children and ways to mitigate its impact. Content will cover:

- i. Risks associated with children witnessing domestic and other types of violence,
- ii. Range of behavioral and emotional response,
- iii. Factors that assist a child in developing and strengthening resilience,
- iv. Healthy and unhealthy strategies children use to cope,
- v. Safety planning with children,
- vi. Talking with children about domestic violence,

- vii. What is Child Abuse and Child abuse reporting (refer to DHS Booklet What You Can Do About Child Abuse).

i. Dynamics of Domestic Violence abusers: Staff and volunteers will understand power and control and the dynamics of abuser behavior. Content will cover:

- i. Domestic violence as an individual choice by batterer supported by societal and institutional norms,
- ii. Tactics of power and control,
- iii. Battering is the systematic use of abusive behaviors aimed at maintaining power and control in a relationship
- iv. Battering behaviors include:
 - 1. Intimidations,
 - 2. Emotional abuse, put downs, name calling, etc.,
 - 3. Threat of violence,
 - 4. Use of violence,
 - 5. Using children (and pets),
 - 6. Using finances,
 - 7. Using male privilege,
 - 8. Sexual abuse/violence and using sex as a reward or punishment.
- v. Domestic Violence is not an anger problem,
- vi. Domestic Violence is not caused by alcohol and drug use or abuse,
- vii. Warning signs of abusers,
- viii. How batterers use children,
- ix. Ways batterers get others to collude with them,
- x. Criminal thinking patterns.

j. Dynamics of Sexual Offenders: Staff and volunteers will learn a basic framework for understanding the methods, underlying motivations and actions of sex offenders. Content will cover:

- i. The fundamental root cause of sexual assault is entitlement and the expectation of gratification,
- ii. The role of sexism and oppression in sexual assault,
- iii. Use of broadly accepted strict gender roles and stereotypes by sex offenders to justify sexual violence and abuse,
- iv. Selection of individuals by sex offenders who they perceive to be accessible, vulnerable and lacking in credibility,
- v. Myths and stereotypes about sex offenders (crazy, no consensual sex, miscommunication etc.) and the facts,
- vi. Motivations of sex offenders including sex, power, humiliation, and violence, and
- vii. Types of sex offenders.

k. Vicarious Traumatization and Self Care: Staff and volunteers will learn skills to minimize vicarious traumatization. Content will cover:

- i. What is vicarious trauma,
- ii. Signs of vicarious trauma,

- iii. Techniques for self-care, and
- iv. How to access support.

l. Advocacy and Crisis Response:

Volunteers and staff will know the system response to domestic violence, sexual assault and stalking including roles of responders and community protocols; be able to support a survivor through medical, legal and other processes; give accurate information; assess the safety and other needs of the survivors; be knowledgeable of resources and give appropriate referrals; provide peer support; and empower the survivor/victim to make her/his own choices. Content will cover:

- i. Crisis dynamics and strategies to address crisis,
- ii. Safety assessment and safety planning, **including information about the risks of technology**
- iii. Relevant criminal and civil laws,

13. Juvenile justice system response, including Child Welfare

- iv.
- v. Protective orders, including Family Abuse Protective Order, Elderly/Disabled Persons Abuse Prevention Act, stalking orders, no-contact release agreements and others,
- vi. Immigration issues including eligibility for services, Violence Against Women Act (VAWA) self-petitioning, and appropriate referrals for immigration assistance,
- vii. Tribal laws and Tribal courts,
- viii. How the criminal justice system works, Crime Victims Compensation, and Crime Victims Rights,
- ix. Financial resources available, including Temporary Assistance for Domestic Violence Survivors (TA/DVS) and Housing Emergency Assistance for Elders and People with Disabilities through DHS,
- x. The sexual assault response system, including SARTs, SANES, Sexual Assault Forensic Exams (SAFE) and the Sexual Assault Victims Emergency (SAVE) Medical Response fund,
- xi. Local resources (legal services, housing, health and mental health, substance abuse programs, employment, education, etc.), and
- xii. Strategies to address local needs and provide accessible and appropriate responses to diverse groups.

m. Confidentiality.

Staff and volunteers will know and comply with confidentiality requirements, reasons for confidentiality, limitation of confidentiality, and informed consent. Content will cover:

- i. Rationale for and importance of confidentiality,
- ii. Relevant statutes,
- iii. Agency procedures, practices, protocols and forms.

5. Advocacy Skills

- a. Working with survivors:** Through training, role-playing, job shadowing at work and at relevant locations, and other strategies, Staff and volunteers will be able to respond to survivors in appropriate ways:

- i. Ask appropriate questions to elicit information,

- ii. Assess immediate safety and other needs and assist survivor to develop safety plans,
- iii. Assess danger including survivor's danger to self,
- iv. Assess on-going safety and other needs,
- v. Listen to survivors, understand what they are saying and be able to reflect back to them (active listening),
- vi. Put a survivor's reactions into a context to help survivors and others understand,
- vii. Reframe statements and using non-victim blaming statements,
- viii. Complete needed documentation,
- ix. Assist survivors request their Crime Victims Rights,
- x. Assist survivors to document,
- xi. Use strategies to interrupt oppressive actions and words,
- xii. Use strategies to adapt services and approaches to recognize culture and respect differences,
- xiii. Use strategies to adapt services and approaches to recognize age, Socio-Economic Status, disability and other issues and respect differences
- xiv. Provide clear information on domestic violence and abuse,
- xv. Provide clear information on options and choices,
- xvi. Empower survivor to make choices,
- xvii. Demonstrate empathy,
- xviii. Demonstrate sensitivity to cultural factors, and
- xix. Demonstrate ability to communicate across cultures, populations and age groups.

b. Working with Systems. Through training, role-playing, job shadowing, etc. Staff and volunteers will learn and be able to:

- i. Explain system response to survivors and assist them in their interactions with system responders,
- ii. Request services and appropriate responses on behalf of survivors,
- iii. Negotiate appropriate services and responses,
- iv. Advocate for additional or other services, responses,
- v. Advocate for services to address local needs and needs of diverse groups, and
- vi. Work for coordinated system response.

C. Co-advocacy: How to provide advocacy services with advocates from other agencies

c. Additional In-Person Requirements.

Through additional training, role-playing, job shadowing, etc. Staff and volunteers having in-person contact with survivors/victims will demonstrate specific skills and in-depth knowledge for the in-person response they will be providing. Content (based on the in-person response to be provided) may include but is not limited to:

- i. SANE exams for sexual assault responders,
- ii. Court accompaniment,
- iii. Accompaniment for medical exams,
- iv. Working with law enforcement,
- v. Support group facilitation,
- vi. Shelter intake, and
- vii. Working with children.

- B. Board Members** Each member of Recipient's Board of Directors must receive an orientation on domestic violence, sexual assault, dating violence, stalking and Board responsibilities and liabilities. In addition, new members of Boards of Directors, Advisory Committees, or subgroups within Boards with direct responsibility for domestic violence and sexual assault programs must have a minimum of 12 hours of training during their first year. The training must cover domestic violence, sexual assault, dating violence, stalking, anti-racism and anti-oppression training, program philosophy and Board responsibilities. On-going training is strongly encouraged. Training can be presented over several months, through annual meetings, self-study with debriefing, etc. Training times and attendance must be documented. Board members are encouraged to receive the same 30 hours of training required of the staff and volunteers, in addition to training specifically dealing with overseeing a non-profit organization.
- C. General.** Recipient must offer annual training through in-services, conferences, or other formats to all staff.