

# Training Requirements for Staff, Volunteers and Leadership of Non-Profit Organizations and Tribal Nations Serving Survivors of Domestic Violence, Sexual Assault, Dating Violence and Stalking

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Subrecipients of funding from the Oregon Department of Justice, Crime Victim and Survivor Services Division (DOJ CVSSD) and the Oregon Department of Human Services (DHS) must comply with training requirements for the delivery of services to victims and survivors of domestic violence, sexual assault, dating violence and stalking.

A subrecipient is required to provide a minimum of 40 hours of training to its staff and volunteers. A subrecipient is also required to provide a minimum of 12 hours of training to its leadership. Training can be delivered in-house, through an outside trainer, or a combination of both.

Leadership for non-profit organizations is defined as the Board of Directors. For programs housed within a larger organization, leadership is defined as specific members of the governing body or other group(s) designated to provide oversight of the program.

Leadership for a Tribal Nation is defined as leaders designated with the responsibility for oversight of the grant funded activities. Leadership may include Tribal Council members, designated Tribal Leaders, the Program Coordinator, or other advisory body.

Training requirements are posted on the [DOJ CVSSD website](#) and on the [DHS website](#). **These training requirements may be updated at any time by DOJ CVSSD and DHS.**

## A. GENERAL INFORMATION

### Overall Goal of the Training Requirements

Provide high quality and consistent domestic violence, sexual assault, dating violence and/or stalking services throughout Oregon by having well-educated and skilled staff and volunteers.

### Overall Objectives of the Training Requirements

- Increase consistency of services throughout Oregon;
- Establish a uniform base of proficiency and skill in responding to domestic violence, sexual assault, dating violence and stalking, across all types of programs and organizations;
- Promote best practices to enhance survivor/victim safety and empowerment/self-determination;
- Provide opportunities for programs to evaluate staff/volunteer's capacity to provide effective services and empower survivors/victims;
- Provide accountability within programs by establishing expectations for staff and volunteers,
- Meet requirements for advocates to carry privilege (OAR 137-085-0080); and
- Provide accountability to funders.

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## Objectives of Initial Training

Give staff/volunteers increased knowledge, skills, capacity, and resources to provide effective domestic violence, sexual assault, dating violence and/or stalking services, provide safe options and empower survivors/victims.

## Staff and Volunteers Required to Have Training

All staff and volunteers who provide client specific direct services, including those who have access to specific client information, must complete the required 40 hours of training prior to having unsupervised contact with survivors/victims or their information. Job-shadowing as part of the training is allowed.

Employers may waive parts of the training if new staff/volunteers have completed the training previously. The employer must verify and document that the previous training meets the requirements.

If the prospective staff/volunteer has not volunteered or been employed in a related field within the last two years, the person must complete the training requirements again.

## Length of Training

Training must be a minimum of 40 hours. Training must include at least two hours on the subject of confidentiality and advocate-victim privilege. There is no other requirement for the number of hours trained on other topics. However it is recommended that each topic receive approximately 2 hours of training time.

Training does not need to be provided in the order of content areas listed below. Content areas may be combined. Training must adequately cover all the content areas to ensure all staff and volunteers meet the training objectives.

The recommended training format is group training. One-on-one training, independent study under supervision and structured job shadowing may be included as part of the overall hours. One-on-one training and independent study should be supplemented with group experiences and attendance at conferences and training institutes. Attendance at the Sexual Assault Training Institute, State Victim Assistance Academy, and Oregon Coalition Against Domestic and Sexual Violence conference or regional advocacy trainings are appropriate options.

## Outcomes

- Staff and volunteers demonstrate appropriate knowledge, skills, and capacity to respond to survivors of domestic violence, sexual assault, dating violence and stalking;

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- Staff and volunteers report they feel capable to respond to survivors of domestic violence, sexual assault, dating violence, and stalking; and
- Survivors report satisfaction with services and/or responses.

## **B. REQUIRED TRAINING FOR STAFF AND VOLUNTEERS**

### Overview of Violence Against Women and Interpersonal Violence

Staff and volunteers will understand the types of violence. Content will cover:

- Definitions and dynamics of domestic violence, sexual assault, dating violence, and stalking;
- Commonalities and differences between types of violence;
- How types of violence inter-connect, intersect and are rooted in oppression;
- How the causes and effects of gender-based oppression/violence cross individual, community, cultural, institutional and societal levels (ecological model); and
- Basic safety planning for each type of gender-based oppression/violence.

### Anti-Oppression, Anti-Racism, Cultural Responsiveness - Theory and Practice

Staff and volunteers will understand the dynamics of oppression and the impact of racism on specific populations, and how specific populations have limited access to safety, resources and services because of oppression and racism. Training will inform staff and volunteers' understanding of race, ethnicity, language, immigration or refugee status, gender identity/expression, sexual orientation, ability, blindness, Deaf/hard of hearing, faith orientation, Tribal sovereignty, and other marginalized identities. Staff and volunteers will learn how to be culturally responsive in providing services to survivors from all populations. Content will cover:

- Personal, systemic and structural dynamics of oppression, power and control;
- How different kinds of oppression intersect;
- Definition and dynamics of historical trauma;
- How oppression reinforces social support of gender-based violence;
- The effect of dominant culture assumptions on survivors and service delivery;
- Demographics and needs of the local community;
- Understanding the historical context behind prevalence rates for violence;
- Effects of violence on Tribal Nations and on underserved, marginalized, and historically oppressed populations and cultural communities;
- Strategies to interrupt oppressive actions and words; and
- Strategies to overcome barriers and provide equitable, accessible and appropriate services.

### Definition and Dynamics of Domestic Violence/Dating Violence

Staff and volunteers will understand and describe the dynamics of domestic violence and dating violence. Content will cover:

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- Legal and operational definitions of domestic violence and dating violence;
- Types of domestic violence/dating violence (physical, sexual, emotional, financial, etc.);
- Dynamics of domestic violence, including myths and facts, statistics and prevalence;
- Dynamics of dating violence, including myths and facts, statistics and prevalence;
- Historical and social context (including blaming the victim, gender-role stereotypes, power differentials, cultural and individual beliefs);
- Basis of power and control (refer to section on dynamics of perpetration below);
- Understanding how societal and institutional norms support a perpetrator's choice to abuse and control;
- Barriers to leaving;
- Coping strategies of survivors/victims;
- Intersection with other issues;
- Range of safety strategies; and
- Strategies to address local needs and provide accessible and appropriate responses to diverse groups.

### Definition and Dynamics of Sexual Assault

Staff and volunteers will understand and be able to describe sexual assault. Content will cover:

- Legal and programmatic definitions of sexual assault including that committed by strangers and by non-strangers (acquaintances, intimate partners, etc.);
- Types of sexual assault including childhood sexual abuse and adults molested as children;
- Dynamics of sexual assault including rape myths and facts, statistics and prevalence, drug-facilitated sexual assault;
- Historical and social context (rape culture including blaming the victim, gender-role stereotypes, power differentials, cultural and individual beliefs);
- Basis of power and control (refer to section on dynamics of perpetration below);
- Understanding how societal and institutional norms support a perpetrator's choice to sexually assault;
- Range of safety strategies, and
- Strategies to address local needs and provide accessible and appropriate responses to diverse groups.

### Definition and Dynamics of Stalking

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

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

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- Stalking behaviors including non-consensual sharing/receiving of intimate images/material, cyber-stalking and electronic surveillance;
- Stalking (and other) protective orders;
- Criminal prosecution;
- Civil remedies;
- Range of safety strategies including phone and computer safety, legal remedies, relocation and name change; and
- Strategies to address local needs and provide accessible and appropriate responses to diverse groups.

### Effects on Survivor/Victims and Trauma

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

- Trauma, trauma-informed care, and the neurobiology of trauma;
- Trauma from single and/or cumulative abuses including childhood physical and sexual abuse, recent or past domestic violence, sexual assault, dating violence or stalking;
- Range of possible survivor responses and coping strategies including fear, re-experiencing trauma (physical reactions, flashbacks, nightmares), intrusive memories, triggers, difficulty concentrating, shutting down or having a flat affect, minimizing, agitation, depression, self-blame, hyper-vigilance, hyper-arousal, sleeplessness, substance abuse, etc.;
- Strategies to mitigate or reduce trauma;
- Intersections with other traumatic experiences (i.e. racism, sexism, heterosexism, historical trauma, etc.);
- Intersections with other issues (mental health, disabilities, alcohol and drugs, etc.);
- Dynamics of suicide and suicide intervention;
- Additional barriers for immigrants, people of color, rural populations, elders, children and youth, LGBTQ (lesbian, gay, bi-sexual, trans-gendered, queer), and people with disabilities, and
- Strategies to address local needs and provide accessible and appropriate responses to diverse groups.

### 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:

- Effects of childhood sexual abuse on adult survivor/victims;
- Potential triggers;
- Identification of issues;

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- Ways to support healing; and
- Appropriate referrals.

### 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:

- Risks associated with children witnessing domestic and other types of violence;
- Range of behavioral and emotional response;
- Factors that assist a child in developing and strengthening resilience;
- Healthy and unhealthy strategies children use to cope;
- Safety planning with children;
- Talking with children about domestic violence, sexual assault, dating violence, and stalking; and
- What is Child Abuse and Child abuse reporting (refer to [DHS Booklet What You Can Do About Child Abuse](#)).

### Dynamics of Perpetration

Staff and volunteers will understand power and control and the dynamics of abuser behavior. This includes a basic framework for understanding the methods, underlying motivations and actions of sex offenders, stalkers and domestic/dating violence perpetrators. Content will cover:

- Perpetrator tactics of power and control (i.e. isolation, limiting access to resources/supports, intimidation, coercion, gaslighting, threats, use of violence, use of privilege, stalking, fabricating victimhood to manipulate or justify abuse, systematic);
- Root causes of and motivations for perpetration (i.e. entitlement, instant gratification, power, to cause humiliation);
- Perpetration of abuse and assault as a choice supported by societal and institutional norms;
- How sexism, oppression, and strict gender roles/stereotypes allow perpetrators to justify sexual violence and abuse;
- How perpetrators select individuals they perceive to be accessible, vulnerable and lacking in credibility (i.e. grooming);
- Ways perpetrators get others to collude with them;
- Criminal thinking patterns;
- How to reframe myths about domestic violence, sexual assault, dating violence, and stalking (i.e. stalking is not romantic; domestic violence is not about anger; sexual assault is not about miscommunication);
- Recognizing perpetration patterns and tactics that are specific to certain crimes;

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- Domestic violence/dating violence examples: Emotional and verbal abuse; harming children and pets; controlling finances; interfering with childcare, employment, mental health, sobriety; and
- Sexual assault examples: Grooming; reproductive coercion; coercive sex work; trafficking; administering drugs or alcohol (with or without consent); and
- Stalking examples: Using technology to track location; installing software to access computer records; sharing intimate images without consent; spoofing; fake profiles; abuses of social media; leaving unwanted notes and gifts; contacting the survivor through third parties.

### Resilience and Vicarious Traumatization

Staff and volunteers will learn skills to minimize vicarious traumatization. Content will cover:

- What is vicarious trauma;
- Signs of vicarious trauma;
- Techniques for strengthening resilience;
- How to create trauma informed workplaces; and
- How to access support.

### System Advocacy

Staff and volunteers will learn to work effectively with other service providers, partners and systems. This requires understanding system responses to domestic violence, sexual assault, dating violence and stalking. Content will cover:

- Relevant criminal and civil laws;
- Protective orders, including but not limited to Family Abuse Protective Order, Sexual Assault Protective Orders, Extreme Risk Protection Orders, Elderly/Disabled Persons Abuse Prevention Act, stalking orders, no-contact release agreements and any other current order;
- Immigration issues including eligibility for services, VAWA self-petitioning, and appropriate referrals for immigration assistance;
- Tribal laws, Tribal courts, and Tribal Protective Orders;
- Overview of the criminal justice system and its response to domestic violence, sexual assault, dating violence and stalking;
- SAVE Fund, Crime Victims' Compensation and Crime Victims' Rights;
- Sexual assault forensic exams and Sexual Assault Nurse Examiners (SANE)
- Assisting survivors to document and save evidence even if not reporting
- Financial resources available to survivors, including Temporary Assistance for Domestic Violence Survivors (TA/DVS) and Housing Emergency Assistance for Elders and People with Disabilities through DHS;

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- Community coordinated responses, including sexual assault response teams, child abuse multi-disciplinary teams, domestic violence response teams, etc.; and
- Local resources for legal services, housing, health and mental health, substance abuse treatment, employment, education, etc.).

### Confidentiality and Privilege

DOJ CVSSD and DHS have adopted and integrated the U.S. Violence Against Women Act (VAWA), U.S. Victims of Crime Act (VOCA), and the U.S. Family Violence Prevention and Services Act (FVPSA) confidentiality protections for all DOJ CVSSD and DHS grant funded organizations, programs and Tribal Nations serving domestic violence and sexual assault survivors. (34 USC § 12291(b), 42 USC 110 § 10406(c)(5))

The state of Oregon has created Advocate-Victim Privilege (ORS 40.264) for ‘certified advocates’ working for ‘qualified victim services programs’ and established basic confidentiality requirements for those programs and advocates (ORS 147.600).

Confidentiality requirements are applicable to all staff and volunteers who have access to survivors’ information, or make decisions about identified survivors. Confidentiality requirements also apply to members of a non-profit organization's board of directors or to designated members of a Tribal Nation who have oversight of the domestic violence and sexual assault services.

Some organizations, programs, tribes or professions may have other confidentiality provisions and/or laws that apply to domestic violence and sexual assault survivors. Read the [Guidelines for Confidentiality Policies](#).

Each staff member, volunteer, and person in leadership must read and sign the [Employee, Volunteer, and Board Member Certification of Understanding and Compliance with Confidentiality and Privilege Requirements](#). Signed copies of this form must be kept on file with the organization.

Per ORS 40.264, ORS 147.600 and OAR 137-085-0080, a minimum two hours of the 40 hour training must focus on confidentiality and privilege requirements. Content will cover:

- Rationale for and importance of confidentiality and privilege;
- Application of federal and state statutes and rules pertaining to confidentiality and privilege; and
- Employer policies and procedures pertaining to confidentiality and privilege.

### Advocacy Skills for Working with Survivors

Advocacy skills are learned through classroom training, role-playing, and job shadowing. Staff and volunteers are trained to work with victims and survivors as well as with other service providers,

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partners and systems. Staff and volunteers will learn to effectively respond to survivors of domestic violence, sexual assault, dating violence and stalking. Content will cover how staff and volunteers are to:

- Ask appropriate questions to elicit information;
- Assess immediate safety and other needs and assist survivor to develop safety plans;
- Assess danger including danger to oneself;
- Assess on-going safety and other needs;
- Provide peer support;
- Engage in active and reflective listening so that survivors feel understood;
- Put survivors' experiences into context to help survivors and others understand their reactions;
- Reframe and use statements that don't blame the victim;
- Assist survivors in requesting Crime Victims' Rights;
- Use strategies to interrupt oppressive actions and words;
- Adapt services and approaches to recognize and to respect differences in culture;
- Adapt services and approaches to recognize and to respect differences in age, socio-economic status, disability and other issues;
- Provide clear information on domestic violence, sexual assault, stalking and dating violence;
- Provide clear information about the options and choices available to survivors;
- Empower survivor to make choices;
- Demonstrate empathy;
- Demonstrate sensitivity to cultural factors;
- Demonstrate ability to communicate across cultures, populations, and age groups;
- Explain system response to survivors and assist them in their interactions with system responders;
- Request services and appropriate responses on behalf of survivors;
- Negotiate appropriate services and responses;
- Advocate for additional or other services, responses;
- Advocate for services to address local needs and needs of diverse groups; and
- Work for coordinated system response.

### Additional Requirements

Twelve (12) hours of the required 40 hour training must focus on specific advocacy skills or areas of focus assigned to the staff person or volunteer. Staff and volunteers will demonstrate specific skills and in-depth knowledge for the types of services they will provide. Content may include but is not limited to:

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- Accompaniment to sexual assault and other medical exams;
- Court accompaniment;
- Facilitating support groups;
- Shelter intake;
- Working with children;
- Elder abuse;
- Working with law enforcement;
- Crisis line calls
- Campus sexual assault response;
- Trafficking;
- Advocacy for incarcerated survivors (Prison Rape Elimination Act);
- Prevention/prevention through liberation

### **D. REQUIRED TRAINING FOR LEADERSHIP**

Each non-profit organization or Tribal Nation will identify the individual or group designated to provide oversight of the program. Leadership may include:

- a non-profit organization's Board of Directors; or
- specific members of the governing body or other groups designated to provide oversight of the program if the program is within a larger organization or Tribal Nation.

Leadership must have a minimum of 12 hours of training during the first year of the leadership role. Two (2) of the 12 hours of training must be on confidentiality and advocate-victim privilege. The 12 hour required training must include information on:

- Domestic violence, sexual assault, dating violence, and stalking;
- Anti-oppression, anti-racism and cultural responsiveness;
- State and federal funding requirements (i.e. Civil Rights, Whistleblower protections, etc.);
- Program philosophy; and
- Leadership oversight responsibilities.

Leadership can receive training over a period of several months. Training can be delivered in-house, through an outside trainer, or a combination of both. One-on-one training or independent study under supervision is also allowed. Completion of training must be documented on the DOJ CVSSD E-Grants Board Roster.

Leadership is encouraged, but not required, to receive the same 40 hours of initial training required of the staff and volunteers. Any additional training leadership receives as a part of the regular course of duties can be documented in the DOJ CVSSD E-Grants Board Roster.