

# TRIDELTA



## SUPPORTING SURVIVORS

### DESCRIPTION

During this workshop, participants will explore strategies for supporting survivors. This guided discussion is designed to facilitate a conversation on supporting survivors of sexual violence and each other. Since supporting survivors can create an emotional response called secondary or vicarious trauma, participants will learn how to take care of themselves while supporting others. The workshop includes information about strategies to support our friends who experience sexual violence and ways to encourage self-care in ourselves and others.

### LEARNING OUTCOMES

At the end of the guided discussion, participants will be able to:

- Articulate the importance of support systems.
- Identify support networks for survivors of sexual violence and other traumatic experiences.
- Articulate how to support someone through a traumatic experience.
- Define the term secondary/vicarious trauma.
- Recall strategies for addressing to secondary/vicarious trauma.
- Identify effective self-care practices.

### MATERIALS

- Self-care worksheet printed for each participant (provided at the back of this guide)
- Supporting Survivors handout
- Writing utensils

### ROOM SETUP

- The room should be comfortable and set up to encourage dialogue. Put chairs in a circle if possible.

### PREPARATION

- Familiarize yourself with campus resources such as the women's center, counseling center, etc.
- Contact campus professional to assist with the program (see information below).
- Read through this facilitation guide thoroughly.
- Prior to the module, print out the Self-Care and Supporting Survivors handouts.
- Gather a list of campus and community resources to share with participants via email.

### FACILITATOR(S)

- The member development chair (MDC) or vice president of chapter programming and development (VP/CPD) will identify which officer(s) should facilitate the workshop. The selected officer(s) should receive the facilitation guide at least two weeks prior to the workshop. The chapter can determine if they want the professional staff member to be present for the program or assist with the facilitation of the program.
- If you need assistance or want a professional guest to help facilitate, you should reach out to a campus or community provider who specializes in helping survivors of sexual violence or domestic

violence. Campus professionals in the wellness center, counseling center or women's center may be able to assist.

- The staff member should be contacted in a timely manner, and the MDC or VP/CPD should meet with them beforehand to provide them with a facilitation guide.

## OVERVIEW [TOTAL TIME: 60 MINUTES]

- Introduction – 3 minutes
- Kindness for Survivors – 21 minutes
- Secondary Trauma – 12 minutes
- Kindness and Self-Care – 24 minutes

## HOW TO USE THIS FACILITATOR GUIDE

- Text identified as a “talking point” in standard font is intended to be read aloud by the facilitator.
- Text formatted in *italics* is intended as a note for the facilitator; italicized text is not meant to be read aloud.
- Text formatted in **bold** denotes a series of questions to engage participants in a dialogue.

# INTRODUCTION

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## FACILITATOR TALKING POINTS

3 minutes

- Welcome! Thank you all for being here.
- Today we are going to discuss how we can support survivors of sexual assault and other traumatic experiences. April is Sexual Assault Awareness Month otherwise known as SAAM. We are holding this discussion as part of our commitment to SAAM.
- Since this is a difficult topic to discuss, feel free to excuse yourself from the program at any time.
- *Introduce the guest facilitator to the chapter (if applicable).*
- *Have the professional explain their job and whether or not they are a mandatory reporter.*
- The purpose of this discussion is to focus on support and self-care as acts of kindness.
- We hope this space will be a place where we can share our thoughts, ideas and concerns about supporting our peers who experience sexual violence.
- To allow for such a space, we need to remember to be respectful of each other and keep any details or experiences we might share private.

# KINDNESS FOR SURVIVORS

## FACILITATOR TALKING POINTS

5 minutes

- In 2018, Tri Delta launched our commitment to kindness.
- However, as we know, kindness is not new to Tri Delta.
- Kindness was essential to our founding as Sarah Ida Shaw envisioned a society that would be “kind alike to all.”
- As sorority women today, one of the most essential ways we can show kindness is through supporting each other in daily life and through traumatic events.
- You may be familiar with the national statistic which suggests that 1 in 5 college women will experience an act of sexual violence during their undergraduate career<sup>1</sup>.
- Thus, we are likely to have friends who need support from us after experiencing sexual violence.
- So, let’s start today by discussing how we provide support to survivors.
- Providing social support is one of the best things we can do for a survivor.
- According to a study released by the Mayo Clinic<sup>2</sup>, there are many benefits to having a social support network, including:
  - Decreased sense of loneliness
  - Increased sense of belonging, self-worth and security
  - Access to information and advice
- Social support is a network made up of friends, family and peers.
- As a chapter, we are a social support system for each other.
- Something unique to sororities is the sisterhood. If a sister needs help or support, she has a group that surrounds her to provide that support.
- Beyond the support system our chapter provides, there are many more support systems people utilize in their community.
- **Can anyone think of another support system available in the community?**
- *Examples of other support systems include religious communities, professional help such as a counselor, a family support system and many more.*
- Regardless of how close we are individually to a sister who experiences sexual violence, there are ways for us to provide support.
- We have likely had a friend or family member show kindness and support to us during a difficult time. Let’s share some of these experiences with each other.

<sup>1</sup> Fisher, B. S., Cullen, F. T., & Turner, M. G. (n.d.). The Sexual Victimization of College Women. *Current Perspectives on Sex Crimes Current Perspectives on Sex Crimes*, 271-299. doi:10.4135/9781452229454.n22

<sup>2</sup> Adapted from Mayo Clinic “Social support: Tap this tool to beat stress.” <https://www.mayoclinic.org/healthy-lifestyle/stress-management/in-depth/social-support/art-20044445>

## ACTIVITY INSTRUCTIONS

3 minutes

- *Have the participants find a partner in the room.*
- *Partners will discuss ways that they like to be shown kindness or support when they are experiencing difficulty.*
- *Give partners three minutes to discuss.*

<p><b>DEBRIEF</b> 2 minutes</p>	<ul style="list-style-type: none"> <li>• <b>Does anyone want to share a takeaway from the conversation they had with their partner?</b></li> <li>• <b>Were there any commonalities in how you like to be shown kindness and support? Were there any differences?</b></li> </ul>
<p><b>TRANSITION</b> 30 seconds</p>	<ul style="list-style-type: none"> <li>• Thank you for sharing!</li> <li>• As we know, all of us are unique and respond to stressful and traumatic situations differently.</li> <li>• However, there are some key ways you can demonstrate your support to survivors.</li> <li>• We're now going to engage in a group discussion about strategies for supporting survivors.</li> </ul>
<p><b>DEBRIEF</b> 10 minutes</p> <p>Materials: - Supporting Survivors handout - Pens</p>	<ul style="list-style-type: none"> <li>• <i>Pass out the Supporting Survivors handout to each participant.</i></li> <li>• <i>Provide the participants with a few moments to review the handout by themselves.</i></li> <li>• <i>Encourage participants to take notes on this handout as you discuss these strategies further.</i></li> <li>• <i>The additional talking points below each question can be used to enhance the group's discussion. However, the facilitator does not need to read every example or additional piece of information provided.</i></li> <li>• Let's discuss this handout as a group.</li> <li>• <b>Why do you think the first step is to listen?</b> <ul style="list-style-type: none"> <li>○ Often, our first reaction is to try to help someone or fix a situation. When someone discloses a traumatic experience to you, it's important to resist the urge to be a fixer. Instead, show active listening skills.</li> </ul> </li> <li>• <b>What do active listening skills look like?</b> <ul style="list-style-type: none"> <li>○ Eye-contact</li> <li>○ Head nodding</li> <li>○ Open body language</li> <li>○ Repeating information for clarification</li> </ul> </li> <li>• The next step is to tell the survivor you believe them.</li> <li>• <b>Why is it so important to show you believe survivors?</b> <ul style="list-style-type: none"> <li>○ There is a culture of disbelief that often silences survivors.</li> <li>○ When we believe them vocally and openly, we can eliminate the stigma that exists.</li> <li>○ It takes so much bravery to share these stories, even with friends.</li> <li>○ If someone tells you, they are doing so because they trust you.</li> </ul> </li> <li>• <b>How can we demonstrate that we believe survivors?</b> <ul style="list-style-type: none"> <li>○ To demonstrate that you believe them you can respond by showing active listening skills and thanking them for sharing with you.</li> <li>○ The next step is to be mindful of our own reactions.</li> </ul> </li> <li>• <b>What reactions could you have if someone shared a traumatic experience with you?</b> <ul style="list-style-type: none"> <li>○ Crying</li> <li>○ Nervousness</li> <li>○ Anger toward the perpetrator</li> <li>○ Leaping into action/problem-solving</li> <li>○ Be mindful of your reaction while you listen. Think about your body language. Show that you are giving your full attention.</li> <li>○ Allow the person space to talk without inserting your own emotions or opinions.</li> </ul> </li> </ul>

<p>DEBRIEF (CONT.)</p>	<ul style="list-style-type: none"> <li>• <b>What options does a survivor have?</b> <ul style="list-style-type: none"> <li>○ Reporting to the police</li> <li>○ Reporting to campus Title IX investigators</li> <li>○ Going to the hospital</li> <li>○ Sharing with family</li> <li>○ Using community or campus resources</li> <li>○ Seeking counseling</li> <li>○ Remember that this is a confusing and emotionally draining experience. There is no right or wrong. Support the survivor in how they choose to handle this.</li> </ul> </li> <li>• <b>Often, we may be hesitant to follow up because we don't want to upset the survivor. How can you appropriately and gently show your support?</b> <ul style="list-style-type: none"> <li>○ Talk to them in person in a discrete way.</li> <li>○ Ask them how you can show support and what they need from you.</li> <li>○ Go with them to the counseling center, hospital or police station if they would like assistance.</li> </ul> </li> <li>• <b>Does anyone have tips for supporting survivors that they want to add?</b></li> </ul>
<p>TRANSITION 1 minute</p>	<ul style="list-style-type: none"> <li>• Thank you for engaging in this important discussion.</li> <li>• While we want to support each other, it is important to acknowledge that being a supportive friend is difficult.</li> <li>• We're now going to discuss how to take care of yourself while you support others.</li> </ul>

## SECONDARY TRAUMA

<p><b>FACILITATOR TALKING POINTS</b> 3 minutes</p>	<ul style="list-style-type: none"> <li>• One of the challenges to supporting survivors is we might be emotionally impacted by what they tell us.</li> <li>• It is important for us to address these challenges. When we fail to address our distressing thoughts and feelings, we might experience what is called secondary trauma or vicarious trauma.</li> <li>• <b>Has anyone heard of secondary trauma or vicarious trauma? What do these terms mean?</b></li> <li>• Secondary or vicarious trauma is the emotional distress that results when an individual hears about the firsthand trauma experiences of another.</li> <li>• If our own emotions after hearing about trauma are unaddressed, we might experience symptoms such as:             <ul style="list-style-type: none"> <li>○ Difficulty sleeping</li> <li>○ Decreased academic performance</li> <li>○ Trouble concentrating</li> <li>○ Nervousness</li> <li>○ Irritability</li> </ul> </li> <li>• If we do experience symptoms of secondary traumatic stress, we can seek support and assistance.</li> <li>• Let's discuss the resources and support systems available to you if you need them.</li> </ul>
<p><b>DEBRIEF</b> 5 minutes</p> <p>Materials: - Self-care Strategies handout - Pens</p>	<ul style="list-style-type: none"> <li>• <i>Pass out the Self-care Strategies worksheet. Encourage participants to take notes on the first page.</i></li> <li>• <b>Are you aware of any community or campus resources that are helpful to utilize if you are experiencing trauma or secondary trauma?</b> <ul style="list-style-type: none"> <li>○ Examples might include campus counseling center, women's center, recreation or wellness center, religious groups, other student groups, mentors, family, etc.</li> </ul> </li> <li>• <b>What does it mean to use your social support system? What does this look like in action?</b></li> <li>• <b>What can we do, as a chapter, to be a better social support system for each other?</b></li> </ul>
<p><b>FACILITATOR TALKING POINTS</b> 2 minutes</p>	<ul style="list-style-type: none"> <li>• Thank you for engaging in this discussion!</li> <li>• I'm going to provide a few key tips for seeking support and assistance.             <ul style="list-style-type: none"> <li>○ Use your social support systems. As we previously discussed, social support systems are a way to manage stress and share our feelings.</li> <li>○ Don't bottle it up; talk to others about what is going on for you. Instead of "being strong" or "pushing through," identify a confidant and debrief.</li> <li>○ Rest and relax. Find times to recuperate and regenerate. None of us can run long when we're running on empty. Designate a time for recuperation and guard your commitment to yourself. A soothing cup of tea, aromatic bath or a good book can be effective aids to relaxation.</li> <li>○ Use your self-care strategies to work toward balance and connection. In the next activity, we will spend some time identifying self-care strategies.</li> </ul> </li> </ul>
<p><b>DEBRIEF</b> 2 minutes</p>	<ul style="list-style-type: none"> <li>• <b>Does anyone have any questions about this information?</b></li> <li>• <b>What are your key takeaways from this conversation about vicarious trauma?</b></li> </ul>

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## TRANSITION

30 seconds

- Now we've discussed how Tri Delta's foundation in kindness moves us to support one another. This form of kindness is key.
- Yet, kindness isn't just about being kind to others. We also need to be kind to ourselves.
- We're going to talk about the concept of self-care and strategies for being kind to yourself.



# KINDNESS AND SELF-CARE

<p><b>FACILITATOR TALKING POINTS</b> 3 minutes</p>	<ul style="list-style-type: none"> <li>• It's important that we gain a better understanding of self-care today, because as we just discussed one way to address trauma we've experienced, or secondary trauma, is to focus on being kind to ourselves.</li> <li>• <b>How do you define self-care?</b></li> <li>• Thank you for sharing!</li> <li>• There are three components of self-care that I want us to think about today. These are considered the ABCs of self-care.             <ul style="list-style-type: none"> <li>○ <b>A:</b> Awareness: being attuned to your own needs, limits and emotions.</li> <li>○ <b>B:</b> Balance: maintain a balance among work, play and rest.</li> <li>○ <b>C:</b> Connection: connect to self, family and friends.</li> </ul> </li> <li>• Let's take some time to brainstorm how we can practice self-care using the ABCs.</li> </ul>
<p><b>ACTIVITY INSTRUCTIONS</b> 7 minutes</p> <p>Materials: - Self-care Strategies handout - Pens</p>	<ul style="list-style-type: none"> <li>• <i>Have the participants break up into small groups (maximum of 10).</i></li> <li>• <i>Ask the participants to brainstorm self-care strategies for each of the three categories: Awareness, balance and connection. Examples include:</i> <ul style="list-style-type: none"> <li>○ <i>Awareness – journaling, meditating, listening to your body.</i></li> <li>○ <i>Balance – scheduling based on priorities, making time for hobbies, saying yes to new experiences.</i></li> <li>○ <i>Connection – talking to friends, being vulnerable, listening to others.</i></li> </ul> </li> <li>• <i>Participants can use the handout to record notes from their discussion.</i></li> <li>• <i>Participants should focus on the first page of the handout and should not answer the questions on the second page yet.</i></li> <li>• <i>After about five minutes, have the participants return to the large group and ask for a few groups to share the strategies they wrote down.</i></li> </ul>
<p><b>FACILITATOR TALKING POINTS</b> 3 minutes</p>	<ul style="list-style-type: none"> <li>• <b>Why do you think it's important for us to have this conversation about self-care?</b></li> <li>• Practicing good self-care is key to helping us build resiliency through everyday life and difficult situations.</li> <li>• Resiliency doesn't mean we aren't impacted by adversity. It means we are able to use our emotional strength, social support and self-care strategies to move forward in a positive way.</li> <li>• Our society is highly competitive, and our brains are constantly receiving new information from the environment around us, so practicing self-care is critical for our wellbeing.</li> <li>• <b>What do you think a resilient person looks like? What do resilient people do to maintain balance?</b></li> <li>• Resilient people are able to utilize their skills and strengths to cope and recover from problems and challenges.</li> <li>• We're now going to spend some time reflecting on our own self-care habits and strategies.</li> </ul>

<p><b>ACTIVITY INSTRUCTIONS</b> 7 minutes</p>	<ul style="list-style-type: none"> <li>• <i>Allow participants 5-7 minutes to fill out the questions on the self-care worksheet independently.</i></li> <li>• <i>Instruct participants to fill out the self-care worksheet by considering what activities they already use for the following situations:</i> <ul style="list-style-type: none"> <li>○ <i>Techniques we use daily to maintain our stress level</i></li> <li>○ <i>Strategies we use when we are feeling stressed</i></li> <li>○ <i>Techniques we use when we want to avoid our thoughts or feelings</i></li> <li>○ <i>Techniques we use when we want to process our thoughts or feelings</i></li> <li>○ <i>A strategy we use that involves another person</i></li> <li>○ <i>Something we do when we are alone</i></li> </ul> </li> </ul>
<p><b>DEBRIEF</b> 2 minutes</p>	<ul style="list-style-type: none"> <li>• <b>Was this activity easy or hard?</b></li> <li>• <b>What did you learn about yourself by reflecting on your self-care?</b></li> <li>• <b>Did anyone think of a new strategy for self-care they want to try?</b></li> </ul>
<p><b>CLOSING</b> 2 minutes</p>	<ul style="list-style-type: none"> <li>• Thank you all for participating in today's discussion!</li> <li>• <b>Does anyone have final questions about what we learned about today?</b></li> <li>• We all have the power to impact the reality of campus sexual violence. We can make a difference by supporting survivors when they disclose their experiences and by educating ourselves on issues of sexual violence.</li> <li>• Since this issue requires ongoing effort and support, I will email some additional resources for survivors and self-care after today's workshop.</li> </ul>

# SELF-CARE WORKSHEET

Self-care is a critical part of building resiliency and finding balance in our constantly changing world. Even if you are not experiencing stress or trauma, it is important to focus on self-care for your mental and emotional health. Use this worksheet to reflect on your self-care strategies and if they are effective or ineffective.

## SECONDARY TRAUMA

Secondary or vicarious trauma is the emotional distress that results when an individual hears about the firsthand trauma experiences of another. Here are some tips to remember if you are experiencing secondary or vicarious trauma:

1. Use your social support systems.
2. Don't bottle it up.
3. Rest and relax.
4. Use your self-care strategies to work toward balance and connection.

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## THE ABC'S OF SELF-CARE

**AWARENESS:** being attuned to your own needs, limits and emotions.

**BALANCE:** maintain a balance among work, play and rest.

**CONNECTION:** connect to self, family/friends.

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## SELF-CARE STRATEGIES REFLECTION

What do I do every day that helps keep me relaxed and balanced?

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What do I do in times of stress that helps me de-stress or calm myself?

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What do I do when I need to avoid stressors?

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What do I do when I need to process or think about what is causing me stress?

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What self-care strategies do I use that involve another person(s)?

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What self-care strategies do I use that are just about me?

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# Supporting Survivors

SEXUAL ASSAULT AWARENESS MONTH

**LISTEN** | AND ALLOW THEM TO HAVE A CHOICE IN THEIR NEXT STEPS

1

2

USE COMFORTING WORDS LIKE, **“I BELIEVE YOU”**

BE **MINDFUL OF YOUR REACTION**

3

4

**ENCOURAGE** THEM TO CONSIDER **ALL** OPTIONS BUT SUPPORT WHATEVER DECISION THEY MAKE.

**FOLLOW UP**  
AND CHECK IN WITH YOUR **FRIEND OR SISTER**

5

NOTES:

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