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THE EXPERIENCE OF THE FEMALE VOLUNTEER STUDENT ADVOCATE:
A PHENOMENOLOGICAL STUDY OF UNIVERSITY OF MONTANA
STUDENT ASSAULT RESOURCE CENTER ADVOCATES

By

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Dissertation

presented in partial fulfillment of the requirements
for the degree of

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The Experience of the Female Volunteer Student Advocate: A Phenomenological Study of The University of Montana Student Assault Resource Center Advocates

Chairperson: Catherine B. Jenni, Ph. D.

This qualitative research explores how volunteering as an advocate at the Student Assault Resource Center (SARC) at The University of Montana, impacts the lives of the student advocates. Unstructured interviews with six SARC advocates were analyzed through the process of phenomenological reduction providing essential descriptions of the experience in the participants' natural language.

Analysis indicated the importance of adequate training, formation of trust among the advocates, and the need for playfulness in the midst of challenging and difficult work. Results further revealed that the participants experience self-care as an important and necessary part of advocate training and of their daily lives, fostering self confidence and feelings of empowerment. Also indicated was the need for thoughtful, consistent support from the coordinator of the advocacy program. This study has implications for any organization interested in improving services both to rape crisis volunteers and to the clients they serve.

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To ALL the amazing SARC advocates I have had the honor of working with over the years. Your commitment, compassion and caring have soothed more wounds than you can imagine.

Thank you to my Committee, who never lost faith in the fact that *one* day, I would actually finish.

David Brown, Ph.D.
Merle Farrier, Ed.D.
Rita Sommers-Flanagan, Ph.D.
Darrell Stolle, Ed.D.

And last, but certainly not least, to my Committee Chair:

Thank you to Cathy Jenni, Ph.D., for your time, energy, wisdom, and encouragement.

DEDICATION

For My Sweet

I dedicate this dissertation to my husband, Marty Rausch, who supported and encouraged me throughout the long dissertation journey. Not only did he cook and clean, he read, re-read and edited every page of this long dissertation. He encouraged me, developed his own passion for the issues of sexual assault, and with great wisdom, kindness and generosity, he discussed and critiqued the themes of my dissertation. Most of all, he believed in my work and in me as a person. I feel very loved and honored to share my life's journey with this man.

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CHAPTER ONE

Fighting back. On a multiplicity of levels, that is the activity we must engage in, together, if we—women—are to redress the imbalance and rid ourselves and men of the ideology of rape. Rape can be eradicated, not merely controlled or avoided on an individual basis, but the approach must be long-range and cooperative, and must have the understanding and good will of many men as well as women (Brownmiller, 1975, p. 404).

Statement of the Problem

Most men and women who are sexually assaulted do not report the crime (U.S. Department of Justice, 2006). Many choose to keep what has happened hidden away from everyone, even close friends and relatives. Those who do seek assistance within the professional helping community often tell their story for the first time to a trained volunteer. These volunteers, frequently referred to as advocates or first responders, play a major role in providing services to victims of rape, sexual assault, intimate partner violence, harassment, and stalking. It is the exploration of the volunteer advocates' experiences as first responders that is the basis of my dissertation

Victims of sexual assault have a diverse and often complex range of needs. Volunteers working with this population may be called upon to address issues that pertain to legal, medical, mental health, and academic concerns. Training advocates so they are prepared both intellectually and emotionally to assist victims of sexual assault is critical if we wish to see volunteers succeed as first responders.

Assisting victims of sexual assault can lead to strong emotional responses, particularly if the advocate has been a victim of an assault themselves (Sorell, 2004).

Therefore, it becomes especially important for the organization providing direct services to be acutely aware of the possible ways this work may affect their volunteers. Vicarious trauma, feelings of loss of safety and independence, a sense of helplessness, a mistrust of people in general and men specifically, and a loss of the desire to be sexually intimate are all potential emotional responses for advocates who work directly with victims of sexual assault (Rothchild, 2006).

This study used the qualitative research method known as phenomenological analysis to better understand the experience of the men and women who serve as volunteer advocates at the Student Assault Resource Center (SARC) on The University of Montana campus. Volunteers who work as advocates providing direct services to sexual assault victims are an understudied group (Hellman & House, 2006), and the SARC Advocates have provided a rich resource for better understanding how working as a sexual assault advocate impacts the lives of volunteers.

Volunteering

Volunteering is the act of giving freely of one's time to benefit a group, a cause, or another person. In a study by Snyder and Omoto (1992), researchers found that the activities volunteers engage in are typically proactive, necessitate some commitment of both time, and energy, and are usually thought to be formalized and public. Many factors need to be taken into consideration when trying to understand motivation for volunteering. Factors that influence a potential volunteer's decision to engage in unpaid activities include: personal values, beliefs, educational level, amount of free time, income and social resources, marital status, age, gender, race, mental health, physical

health, and socioeconomic status may, in a variety of combinations (Boraas, 2003; Wilson, 2000).

Volunteers contribute a major number of hours to a variety of organizations within their communities, performing a variety of important tasks. The University of Montana presents a number of volunteer opportunities for students. One of the organizations vying for students' time and energy has been the focus of this research: The Student Assault Resource Center, hereafter known as SARC.

The Student Assault Resource Center

SARC's *Peer Advocacy Program* was developed and initiated on The University of Montana campus in 1993, with a mission to provide support to survivors of sexual violence through a 24 hour, 7 day a week telephone crisis line and a walk-in service during business hours. In 2003, an outreach component was added to SARC's mission. The *Outreach Program* extends services into The University of Montana's campus community and provides educational programs and forums for conversations regarding sexual assault and violence.

The Student Assault Resource Center's *Peer Advocacy Program* provides advocacy services to the University's student population, faculty, and staff; additionally, SARC works in conjunction with Missoula's YWCA and First Step Program to provide services to the greater Missoula community. SARC is dedicated to ending domestic and sexual violence against women, men, and children and aspires to empower and assist survivors of sexual crimes in their recovery. SARC's philosophy is based on the concept that empowerment and choice for the survivor are essential for restoring personal power and dignity (SARC Training Manual, 2007). SARC is committed to providing services

that are without bias or prejudice, and that are confidential, safe, and physically accessible (SARC Training Manual, 2007).

The Student Assault Resource Center's *Peer Advocacy Program* is staffed by a full-time coordinator and trained student volunteers who are referred to as advocates. It is the belief of the SARC staff that the peer-based services they offer help to equalize power between victim and advocate, thereby allowing for effective short-term crisis intervention and support services. Because SARC is not staffed by professional counselors, when further help is warranted, referrals to mental health professionals are made.

Rational/Purpose for the Study

Detailed statistics regarding the number of times SARC advocacy services are utilized are kept to conform to the Clery Act of 1990, to gather statistics for SARC's funding grant, and to give a detailed picture regarding who uses and conversely, who does not use SARC services. Included in the statistics are: phone calls, walk-in clients, support group participants, outreach presentations, and any other contacts the SARC Coordinator or advocates may have had. The Outreach Program tracks the number of people who participate in their trainings and other public events. Besides determining the number of people served, evaluations are given at the end of most presentations, all support groups, and SARC Advocate trainings (Appendix A). Although the information gained by these measures is important and offers valuable information to the SARC program, it does not solicit information regarding one of the most basic and important components of SARC: the experience of the SARC Advocate.

The purpose of this research was to better understand how the SARC volunteer students are impacted by their role as advocates. The information gained sheds light on

how the experience of being a SARC Advocate impacts the advocates' lives. Information was indirectly gleaned illuminating the ways in which SARC functions as an organization, how it trains, supports, and encourages the advocates, where SARC warrants improvement in services to the advocates and the clients, and where SARC excels.

In any rape crisis center, there are many areas where evaluation is warranted. It is anticipated this research will become part of the growing body of literature regarding volunteerism in rape crisis centers. The open dialogue this phenomenological study aspired to provide may encourage additional research exploring how volunteering as a sexual assault advocate affects the volunteer's life and how organizations such as The Student Assault Resource Center benefit from the volunteer.

Design of the Study

The qualitative research method known as phenomenological analysis was chosen as the method for understanding the experience of being a SARC Advocate. This research method was employed because the information sought could not be answered from the 'why' question of quantitative research. Instead, a more subtle approach to understanding the lived experience of the SARC Advocates was desired. By providing a glimpse of the *essence* of the advocate experience valuable information regarding the training of advocates, support, and services provided to the advocate and the general structuring of advocacy programs was gleaned.

This phenomenological study is offered in six chapters, beginning with this introduction. Chapter two presents a review of the literature with a focus on volunteerism. Included in this chapter is an historical overview of sexual assault which

places the problem of sexual violence within the context of society, current issues regarding sexual violence, various services available on college campuses and information regarding the volunteer advocate. Also, incorporated into chapter two is a glimpse at a variety of issues surrounding sexual violence such as the role alcohol plays, the emotional and financial costs of sexual assault, health risks, and how various cultural aspects may influence the needs of survivors.

Chapter three presents a description of phenomenological research, providing the conceptual framework, for describing a phenomenon. The data analysis which includes the six levels of phenomenological reduction is presented in chapter four. Also, included in chapter four are verbatim examples from the interviews with the SARC Advocates.

Chapter five is a dialogue between the research findings and the existing literature from chapter two. Chapter six offers a summary of the study, implications of the research for sexual assault programs and recommendations for future research.

For the reader's convenience, definitions and acronyms are listed in Appendix L. Please refer to this list for a fuller understanding of the meaning of specific words.

Researcher Interest

A collision of a life time of experiences has encouraged and informed the researcher's desire to work with issues that have historically been considered *women's issues*. My first roommate in college confided in me that her father sexually abused her throughout her childhood and into her adolescence. Two years later, a second college roommate, who was a childhood friend and classmate, revealed to me that the local school bus driver had sexually assaulted her during her elementary school years. I was young and naive when these brave women shared their stories of pain and betrayal. I still

remember feeling ill equipped to listen to these women speak about their experiences and that was not a feeling I liked.

Upon entering graduate school, my desire was to become part of the solution to the problem of sexual violence. In the final year of my master's graduate work, I was selected to intern at what was then called, The Sexual Assault Resource Services (SARS) on The University of Montana campus. I provided face-to-face counseling for women survivors of sexual violence and along with another graduate intern, lead a support group for survivors of rape. Working with women clients, participating in the advocate training, being an advocate, and growing as an individual, all strengthened my desire to work with issues of sexual violence against women and men.

Over the past 10 years, I have been the clinical liaison from the Counseling and Psychological Services to SARC; providing training and clinical supervision to the men and women who train to be advocates for what is now called, The Student Assault Resource Center (SARC) on The University of Montana campus. These men and women spend many hours during the fall semester in training. This training is intellectually challenging and emotionally difficult, yet these students dedicate many hours to being trained and make the commitment to continue as SARC Advocates for the remainder of the academic school year. It is a blending of their passion with their commitment which allows SARC to function.

My desire has been to better understand why these young men and women willingly sacrifice their time and energy to work with such challenging issues during an already demanding time in their lives. Some of the questions I addressed with the participants are: how they made the decision to become a SARC Advocate, what keeps

them engaged in SARC, how their experience has affected them, what portions of the program work well, and what changes they would encourage and recommend. A true phenomenological study cannot ask such questions, because the researcher's job is to simply follow the lead of the participant. I did, however find these topics woven into the interview conversations with the SARC Advocates.

CHAPTER TWO

LITERATURE REVIEW

History, despite its wrenching pain, cannot be unlived, but if faced with courage, need not be lived again (Maya Angelou, 1993).

Introduction

I remember as a child of 9 or 10 years of age overhearing an adult conversation on the subject of rape. At that young age, not even fully comprehending what rape meant, I learned that preventing rape was a woman's responsibility. Historically, rape prevention and reduction efforts have focused on women's behaviors (Bart & O'Brien, 1985; Searles & Berger, 1987; Smith, 1986) perpetuating the belief that women should be the gatekeepers of men's sexuality. The difficulty with this message is that it ultimately makes women responsible for the violence against them, making them victims both of their inability to control men's behaviors and of the many layers of damage inflicted by sexual assault (Burt, 1980; Abbey, 2002).

Not only were women traditionally appointed the gate keepers of men's sexuality, they also became the caretakers of the survivors. The arrival of the 1970s brought the issues of rape and sexual assault to the forefront. The women's liberation movement, books such as Brownmiller's (1975) *Against Our Will: Men, Women and Rape*, and research such as that written by Griffin (1971), Schwendinger and Schwendinger (1974), and Burt (1978) all played a part in educating the public and engaging peoples' passion and desire to make real changes in regards to this significant social issue. With the recognition that sexual assault was an ever growing crisis, rape crisis centers began to

spring-up. These centers were staffed primarily with volunteers; unpaid first responders who were trained to deal with the emotional needs of the survivor.

Today's rape crisis centers typically continue to use volunteers, referred to as advocates or first responders to staff their centers. The work these men and women engage in is challenging and demanding, both because it requires extensive training and because of the emotional nature of the tasks required of them. The rape crisis center at The University of Montana, in Missoula, Montana has, over the past 15 years, trained hundreds of student volunteers to staff its rape crisis center referred to as the Student Assault Resource Center (SARC). This center offers a wide variety of services to both men and women who have been the victims of sexual assault, rape, domestic violence, and stalking; services are also available to the family and friends of the survivors.

Volunteerism

In order to understand the challenges and rewards of staffing a crisis center such as SARC with volunteers the basics of volunteerism are necessary. By definition, volunteerism is proactive rather than reactive and it demands some level of commitment, both of time and energy. Volunteering then, is not spontaneous help such as that which may be given to the survivor of an accident, rather it tends to be more thought out, formalized and public (Snyder & Omoto, 1992). Clary et al. (1998) suggest that volunteers: spend considerable time deliberating on whether or not to volunteer; actively seek out volunteer activities that fit with their own personal needs; and make commitments to volunteering that may extend over significant periods of time with possibly substantial personal costs such as time, energy and opportunity.

For the past quarter of a century, since data within the United States has been collected, the rate of volunteerism has remained steady or increased slightly (Wilson, 2000). In 2006, 61.2 million Americans over the age of 16, volunteered, representing 26.7% of the population (retrieved April 2009, from <http://www.nationalservice.gov>). The National and Community Service website goes on to indicate that volunteering from 1974 to 2006 has seen growth driven by three age groups: young adults, ages 16-19; mid-life adults, ages 45-64; and older adults, ages 65 and older. In particular, volunteer rates among the young adult populations, has shown a dramatic increase between 1974 and today almost doubling from 1989 to 2006 (from 13.4% to 26.4%, respectively). The Higher Education Research Institute (retrieved April 2009, from <http://heri.ucla.edu>) reports that the percentage of students entering college who believe that it is *essential* or *very important* to help others, reached a 25 year high in 2005, a rate that increased slightly in 2006.

Twenty-seven percent of all volunteers donate their time to more than one organization and competition for these volunteers' services is often robust (Grube & Piliavin, 2000). Moreover, volunteerism is a worldwide phenomenon. Researchers from Johns Hopkins' Comparative Nonprofit Sector Project, collected information regarding volunteering from 24 countries and found that the financial value of unpaid volunteers represented, on average, a contribution twice as high as the amount of cash donated (Salamon & Sokolowski, 2001).

The Bureau of Labor (retrieved April 2009, from <http://www.nationalservice.gov>) reports the state with the highest percentage of volunteers is Utah with 45.9%, Montana is 7th with 37.7% and the least is Nevada with 17.5% of the population volunteering. For

Utah the average number of volunteer hours equals 81.9, for Montana 51.2 hours and for Nevada 24.4 hours. Montana had the 7th highest rate for Baby Boomers, the 9th highest rate for older adults, the 10th highest for young adults and the 11th highest for college students. Montana's college students volunteer at a rate of 37.9% compared to the national average of 29.6%. The average number of hours the Montana college student spends volunteering is 50 with the national average reflecting 40 hours. More Montana females volunteer (43.9%) than males (31.4%) however the men volunteer an average of 60 hours while the women average 52 hours.

The Independent Sector reports based of the Bureau of Labor's statistics from 2005, that for the first time, one out of every three volunteers discontinued their volunteering service. Many non-profit organizations depend on volunteers in lieu of paid employees. Volunteers are free to leave their positions without first securing other employment and turnover of volunteers can create financial, morale and personnel difficulties, therefore it becomes of considerable theoretical and practical interest and consequence to understand why people volunteer and what sustains the volunteer (Miller, Powell & Seltzer, 1990).

What is a Volunteer?

Given there is no standard of practice in volunteerism, it becomes difficult to define what exactly is meant by the term *volunteer* (Bussell & Forbes, 2002). There are thousands of organizations with thousands of volunteers, all of whom take on widely varied roles. Additionally, volunteers come from diverse backgrounds and of all ages, with a wide variety of skills and experiences and therefore cannot be considered to be a homogenous group.

Cnaan, Handy, and Wadsworth (1996) advocate that a volunteer is someone who has some altruistic motive, suggesting that “the greater the net costs to the volunteer, the purer the volunteering activity and hence the more the person is a real volunteer” (p. 366). Smith (1994) proposed the simple definition of a volunteer as someone who contributes their time without coercion or compensation. Most definitions suggest that a volunteer has some altruistic motives. For the purposes of this research a volunteer is anyone who gives of their time and energy without the possibility of financial remuneration.

Who Volunteers?

There are certain populations that are more likely to volunteer than others. Men volunteer at the rate of about 24% while women volunteer at a rate of slightly over 31% (Boraas, 2003). Nineteen percent of the Black population volunteer, slightly fewer than 16% of Hispanic people and slightly fewer than 30% of whites volunteer (Boraas, 2003). Approximately one out of three people between the ages of 35 to 54 volunteer; this age group is more likely to volunteer than either younger or older people (Boraas, 2003).

Persons who are employed volunteer at a higher rate (30%) versus people who are either unemployed (25%) or not in the labor force (24%). Those who are employed on a part-time basis volunteer at a rate of 36% and those who are employed full-time participate in volunteer activities 29% of the time (Boraas, 2003).

Education is one of the strongest predictors of volunteer rates. “Six percent of the 44% of volunteers who are 25 years old or over, are college graduates; this is double the volunteer rate of high school graduates with no college experience and more than four

times the rate of high school dropouts” (Boraas, 2003). These college graduates spend a median of 60 hours per year participating in volunteer activities (Boraas, 2003).

Volunteers typically provide their services to one or two organizations and they perform a variety of tasks or activities. Some of the activities commonly reported were teaching or coaching; canvassing, campaigning or fundraising; collecting, making, serving or delivering goods; and serving on a board, committee or neighborhood association (Borass, 2003). The numbers reported in the Boraas (2003) article represent only those persons who volunteered through or for an organization. The figures do not include those who volunteered in a more informal manner, such as the person who, on their own, organizes basketball games for the neighborhood children.

Who is The Student Volunteer?

There is a relatively small body of research examining the predictors regarding which students will participate in volunteer activities (Cruce & Moore, 2007). What is known from this research is those students who are most likely to volunteer are: female (Astin, Vogelgesand, Ikeda & Yee, 2000; Marks & Jones, 2004), have high college grades and graduate degree aspirations, come from higher socioeconomic backgrounds, participate in organizations such as student government or Greek societies that encourage or require community service (Marks & Jones, 2004), live on campus, and are either not employed or work few hours per week (Fitch, 1991). Additionally, there is evidence those students who volunteered prior to entering college are also likely to volunteer during their college years (Astin & Sax, 1998; Astin et al, 2000).

Contrary to Fitch (1991), Cruce & Moore (2007) found that working 30 hours or less on-campus or 15 hours or less off campus had no negative impact on students’ plans

to volunteer. In another study (Rago & Moore, 2004) it was found that working a moderate number of hours was actually associated with more hours spent in extracurricular activities and academic preparation.

Mark and Jones (2004) found evidence to suggest ethnicity and race do not alter a student's propensity to volunteer. Cruce & Moore's (2007) findings contradict Mark and Jones and suggest that students of color are more likely than White students to volunteer during their first year in college.

Cruce & Moore (2007) suggested that even though there is a high degree of consistency among many of the findings regarding college volunteerism, there are also limitations regarding the research. Cruce and Moore note the lack of generalizability due to small sample sizes, samples that come from a single institution or a set of institutions in a single state, the type of analysis employed to estimate student differences and finally, some of the studies did not report what statistical models were utilized, leaving it difficult to determine the reliability of their findings.

Reasons for Volunteering

There are thought to be two primary avenues by which individuals become involved in volunteering. Two out of five individuals volunteer on their own initiative and another two out of five volunteer because they were asked by someone in the organization to volunteer (Boraas, 2003). Understanding how someone becomes involved in volunteering is somewhat more straightforward than understanding the motivations for the act of volunteering.

Volunteering in the United States is a heavily studied subject and even a casual perusal of the extensive literature will reveal a diverse and often confusing array of

theories, methodologies, variables, and terms to describe and discuss the variables. It is not within the scope of this paper to explore or discuss in detail the plethora of theories regarding the reasons individuals chose to volunteer within the general population.

However, to have some sense of the literature pertaining to this issue, three of the leading theories regarding why people chose to volunteer are briefly discussed here. These theories are distilled to their simplest form, leaving the reader to recognize that the complexities of each have been omitted for the sake of brevity.

One theory as to why people undertake volunteer activities is found in the economists' idea, which is broken into three main models. The first model suggests people volunteer to "enhance their human capital in order to improve their employability or to increase their future earnings" (Prouteau & Wolff, 2008, p 316). This is seen as a way to broaden social networks to help the individual further their own professional goals. A second model is based on the desire to do public good, which is connected to altruistic motives (Unger, 1991). And the third economists' model suggests that "volunteering is prompted by the search of private goods such as prestige, reputation, or by a 'warm-glow' feeling produced by the act of giving" (Prouteau & Wolff, 2008, p. 317).

Social psychologists suggest economists have neglected to consider that volunteering offers interaction with other people, creating a relational dimension. Enjolras (2002) and Prouteau and Wolf's (2004, 2006, 2008) findings generalize to previous research which indicates that individuals volunteer seeking to meet people, build friendly relationships and have a rewarding experience.

Finally, early functional theory's approach to assessing rationale of volunteers suggested there were a diversity of motivations (Prouteau & Wolf, 2008). These motivations embraced the themes of the psychological theories of human nature specifically from: psychodynamic theory, self-psychology, and Gestalt and behaviorist theories (Katz, 1960). As suggested by its name, functional theory emphasizes complex functions which may be in operation for an individual when they volunteer. There are six possible functions: *values* - individuals expressing or acting on important personal and/or political values; *understanding* - learning skills or gathering information necessary for volunteering in the particular organization; *enhancement* - personal psychological growth; *career* - gaining career related experience; *social* - friendship or acquaintance networks are built; and *protective* - the opportunity to address or avoid personal problems (Rath, 2007). Clary et al. (1998) suggest individuals see volunteerism in terms of their own personal motivations and that continued participation depends on the goodness of fit of the situation to the person. This implies that when personal motives are matched with appropriate roles within the organization, the individual will derive more enjoyment and satisfaction from their service and will be more likely to continue in their role of volunteer.

For the college student, volunteering may encompass all of the above theories. Certainly volunteering at a rape crisis center such as SARC will provide the opportunity to create friendships and to give of one's self in an altruistic way. It may also provide, as it did for this researcher, increased knowledge, experience, and the opportunity of work after graduation. And finally, volunteering at SARC may fit an individual's need to further explore and understand something which has profoundly impacted their own life.

Benefits for the Student Volunteer

Although the benefits to college students for volunteering are well documented, many of the studies regarding student participation look broadly at extracurricular activities rather than identifying the impact of specific types and levels of involvement (Eyler, Giles, Stenson, & Gray, 2001; Cruce & Moore, 2007). Pascarella & Terenzini, (2005) suggest three main categories of benefits to students who volunteer; educational, social, and vocational. Educationally, students who volunteer received higher grades and increase their critical thinking skills (Eyler & Giles, 1999). A greater commitment to diversity, a stronger sense of self and self confidence (Astin & Sax, 1998), a stronger commitment to social issues and stronger leadership skills are all associated with the social benefits of volunteering (Giles & Eyler, 1994). Vocationally, student community service is associated positively with persistence, careers that require advanced degrees, service-oriented professions and a strong likelihood of future community service (Astin et al, 2000).

Astin (1996) found that the three most significant forms of involvement for college students were: involvement with faculty, academic involvement and involvement with peers. Of these three interactions, involvement with peers had the greatest influence on both cognitive and affective development. Astin (1996) proposed that “the power of the peer group can be found in the capacity of peers to involve each other more intensely in experiences” (p 126).

The National Symposium on Postsecondary Student Success commissioned a report on what matters to student success (Kuh, Kinzie, Buckley, Bridges, Hayek, 2006). This review of the literature found peer interactions help with students’ social integration,

allowing students to feel connected to other students with similar interests and aspirations, which makes it more likely that the student will remain in school.

First year students who joined student organizations have been shown to have higher scores on developing purpose than those students who are not involved with an organization (Cooper, Healy & Simpson, 1994; Foubert & Grainger, 2006). College juniors who participated in student organizations scored higher than non-volunteers on factors such as educational involvement, lifestyle planning, academic autonomy, career planning and cultural participation (Cooper et al., 1994). The strongest association established between psychosocial development and involvement in a student organization is the positive correlation between establishing purpose and clarifying purpose (Foubert & Grainger, 2006; Martin, 2000).

Retaining the Volunteer

Just as there are a variety of theories regarding why someone chooses to volunteer, there are an equal number of theories concerning why someone remains engaged in volunteer activity. Some suggest that to attract and retain volunteers, the volunteers' goals must be well matched to the job (Brundney, 1990; Clary et al., 1998; Tschirhart, Mesch, Perry, Miller & Lee, 2001). Others propose individual characteristics such as age, situational factors, and attitudinal factors greatly influences turnover. Therefore, volunteer program administrators need to recognize the role of these other influences on turnover behavior and adjusting work schedules and demands on the volunteer accordingly (Miller, Powell & Seltzer, 1990).

Results from a study conducted by Davis, Hall & Meyer (2003) indicate the volunteering experience is heavily shaped by the amount of distress that the experience

contains. To retain volunteers, Davis et al. suggest attention be given to training methods which prepare volunteers for distressing situations by providing the volunteer with coping strategies when a distressing experience is encountered. Davis et al. continues by noting that inexperienced volunteers might not be well-suited to some kinds of work, specifically if the work has the potential of being highly distressing.

Merrell (2000) discusses a theory of balanced reciprocity, which refers to transactions requiring goods or service of commensurate value or utility being returned within a finite period of time. If this exchange of goods or services is inappropriately or inadequately reciprocated, dissatisfaction with the relationship between the participants may arise. However, Merrell (2000) also found that during difficult times for organizations some volunteers trusted that they would be reciprocated in the long term, and were willing to continue involvement even though they felt overburdened and were contributing more than they were gaining. Merrell concluded that a balance between giving and taking must be achieved and if it is not, the volunteer's perspective may be adversely affected, leading to volunteers not sustaining their involvement.

While considering how to retain volunteers it may also be important to recognize that volunteers leave organizations due to factors outside the control of the organization (Bussell & Forbes, 2002) and there are also benefits which may arise when volunteers leave an organization. Gaining an understanding as to why someone makes the decision to leave an organization gives one the opportunity to understand the volunteer's experience and levels of satisfaction or dissatisfaction. This may ultimately provide useful information on how to retain good volunteers.

Volunteerism in Human Services/First Responders

Research considering volunteers or advocates who work with issues of sexual assault is minimal, thereby limiting the understanding of behaviors and attitudes associated with people who volunteer in this particular high stress situation (Hellman & House; 2006, Rath, 2007; Schauaben & Frazier, 1995). Rape crisis centers typically depend heavily on volunteers, though they may also employ some paid staff (Hellman & House, 2006). Given the continual need for advocates and the demanding nature of the work, it is of particular importance to investigate what encourages someone to volunteer and what sustains their membership.

Providing direct and indirect services for sexual assault survivors can be stressful and demands not only considerable knowledge, but also personal commitment to the organization, the survivor and to personal self-care. It can take many hours of training and experience for a volunteer to become proficient in providing services for survivors of sexual assault.

Volunteers at rape crisis centers frequently have complex motives for choosing to become advocates to survivors of sexual trauma. Often, and perhaps inevitably, one of the motives for individuals who are attracted to volunteer at rape crisis centers is they are themselves, survivors of sexual violence (Rath, 2007). Unresolved life experiences may either interfere by reactivating one's memories of one's own victimization, or enhance an individual's ability to work successfully as an advocate. Many crisis centers appreciate volunteers, who are continuing their own healing by coming forward to work as advocates (Root & Davies, 1995). Becoming an advocate may be a positive step in an advocate's continuing healing process (Rath, 2007).

In Rath's (2007) qualitative study, all of the study's participants spoke about how their lives had changed during the course of their advocate training.

Often volunteering to become a rape crisis counselor was part of a wider set of behaviors focused on personal change. The women's experiences of the training are part of complex webs of life stories that weave together a variety of, complementary and contrasting, themes and events. The interconnections between different areas gave texture and meaning to participants' experiences (p. 24). Perhaps then the motivation to volunteer as a sexual assault advocate encompasses those motivations which compel people in general to volunteer, as well as the very personal hope to change to a wide set of personal behaviors.

One of the concerns of particular importance when considering how to train and retain sexual assault advocates is the issue of stress. There are a variety of terms to describe and distinguish the various facets of the stress that can result from working with survivors of trauma, such as: burn out, compassion fatigue, secondary traumatization and vicarious trauma (see Appendix X for definitions). Within the literature there is considerable overlap and confusion surrounding the use of these terms (Palm, Polusny & Follette, 2004) and even though there are some distinctions in terms of symptom focus and theoretical origin, all of the previous terms refer to the negative impact of working with traumatized clients (Adams & Riggs, 2008). For the ease of continuing discussion, except where a cited author has a clear preference in terminology, the term vicarious traumatization is used. In the most general sense, vicarious traumatization refers to the caregiver's reduced capacity or interest in being empathic or "bearing the suffering of clients" (Figley, 1995, p. 7) and to the naturally occurring negative effects suffered by the

caregiver (Rothschild, 2006). The following section will look more closely at how vicarious traumatization may affect an individual who provides services to victims of trauma.

Vicarious Traumatization

Empathy: the action of understanding, being aware of being sensitive to, and vicariously experiencing the feelings, thoughts, and experience of another of either the past or present without having the feelings, thoughts, and experiences fully communicate in an objectively explicit manner (Merriam-Webster's Collegiate Dictionary, 1996, p. 378).

There is a complex set of emotions that allow caregivers the ability to hold and sustain themselves in emotional balance while holding patients despair in one hand and their hopefulness in the other. Rothschild (2006) suggests empathy allows us to be aware of each other's needs, compels us to respond to those needs and is in fact, "necessary for the survival of the species" (p. 28). Rothschild feels it is this capacity to feel what someone else is feeling that makes it possible for people to create bonds between individuals and groups. Empathy certainly is one of the fundamental building blocks of a good health care provider, allowing for greater insight and accurate hunches about what the person is feeling. Without this tool of empathy, therapist and advocates might not be as effective and useful as they can be. However, empathy or unconscious empathy can be a double edged sword. Empathy gone awry can promote vicarious traumatization (Rothschild, 2006). As advocates make themselves available to listen empathically to a victim's experience, they become vulnerable to the process of vicarious traumatization.

The term *vicarious traumatization* was first conceptualized by Terr (1985) and referred to the vulnerability that children experienced when witness to trauma. In 1990, McCann and Pearlman used the term vicarious traumatization as a descriptor of negative effects on therapists. McCann and Pearlman (1991) define the term as “the cumulative, transformative effect upon the trauma therapist of working with survivors of traumatic life events’ (p. 31). Pearlman and Saakvitne (1995) deepen the explanation stating that vicarious traumatization is a transformation in cognitive schemas and belief systems resulting from empathic engagement with clients’ traumatic experiences which may result in “significant disruptions in one’s sense of meaning, connection, identity, and world view, as well as in one’s affect tolerance, psychological needs, beliefs about self and other, interpersonal relationships, and sensory memory” (p. 151).

The distinguishing characteristics of vicarious traumatization are: the effects are *cumulative*, meaning that it affects workers across clients; *pervasive* in that it affects all aspects of the worker’s self; and *uniquely manifested* in each individual (McCann & Pearlman, 1991). Wasco and Campbell (2003) suggest that, “Vicarious trauma provides a theoretical framework for understanding the intrapsychic effects of indirect exposure to rape on caregivers” (p. 120).

There are thought to be two main predictors that make health care providers more susceptible to vicarious traumatization: caseloads with high percentages of sexual assault victims (Schauben & Frazier, 1995) and lack of experience with trauma victims (Pearlman & MacIan, 1995). Although much of the initial research on vicarious traumatization was focused on private practice therapists, the phenomenon has proven to be relevant to all those who have extended contact with survivors of trauma, such as:

police officers, child welfare workers, emergency medical technicians, fire fighters, criminal defense lawyers and medical personnel (Pearlman & Saakvitne, 1995; Wasco & Campbell, 2002). This is true not just of those individuals who work with survivors of violence, but also of their family members and significant others (Amick-McMullan, Kilpatrick & Veronen, 1989).

Schauben and Frazier (1995) found several reasons that make working with trauma survivors particularly difficult. The first reason is obvious; it can be distressing to bear witness to a survivor's pain. The next reason is ancillary to the actual abuse and can be one of the consequences of the abuse; survivors often have a difficult time establishing relationship due to damaged trust. Limited trust in a therapeutic relationship can result in premature termination from the counseling relationship or make the counseling process extremely lengthy. The final reason Schauben and Frazier found working with survivors can be challenging deals with the ineffectiveness and injustices within the legal and health care system. Schauben and Frazier concluded stating, "Counselors, like clients, can be traumatized by the victimization itself as well as by the systems purported to assist survivors (p.62).

Effects of Vicarious Traumatization

Distress can be caused by the unexpected, unanticipated violent nature of the information, even when one knows they will be speaking with a victim of a violent crime. Hearing of the violence when told in detail, with intense emotion, can result in the listener feeling as though they experience the trauma themselves (Shubs, 2008).

Symptoms of vicarious traumatization are similar to those the survivor of the trauma may experience and may vary greatly depending on personal factors and the

training or experience level of the individual (Adams & Riggs, 2008). Vicarious traumatization symptoms include, but are not limited to: nightmares, extreme tension, feelings of irritability, intrusive thoughts or memories, increased arousal, numbness, and a basic shift in beliefs about safety which may include a change in the trust of one's self and in the goodness of others (Pearlman & MacIlan, 1995).

Pearlman and Saakvitne (1995) suggested unattended or unresolved vicarious traumatization could result in the mental health worker becoming unable to maintain empathy and ultimately distancing and being unresponsive to the survivor. Interestingly, in the same year, Schauben and Frazier (1995) found counselors with their own victimization history were no more at risk of vicarious traumatization than those counselors who had never been traumatized; "Thus, counseling survivors is not necessarily more difficult for counselors who are themselves survivors" (Schauben & Frazier, 1995, p. 61).

Rucolph, Stamm and Stamm (as cited in Bride, Radey & Figley, 2007) found that, when compared with workers who had not experienced vicarious traumatization, clinical social workers who had experienced vicarious traumatization were at a higher risk of making poor professional judgments, such as poor treatment planning, misdiagnosis, or abuse of their clients. Additionally, Figley (as cited in Bride et al., 2007) found those with symptoms of vicarious traumatization expressed less satisfaction in their work.

Consistent with previous research (Pearlman & MacIlan, 1995), Adams and Riggs (2008) found novice therapists may be more vulnerable to vicarious traumatization than seasoned therapists. Newmann & Gamble (1995) reported that when new therapists experience symptoms of vicarious traumatization, they may experience anxiety, shame

and a sense of incompetence which would preclude them from seeking adequate supervision and support. These responses are not unusual for those who work with victims of trauma. It is therefore, important for advocates to know the normal range of reactions to being exposed to experiences that are traumatizing (Shubs, 2008).

It is worthwhile to note that although some who work with trauma survivors experience vicarious traumatization, many do not. Counselors in Schauben and Frazier's (1995) study stated they "enjoyed the creativity, strength and resilience of survivors who thrive even in the face of enormous pain" (p. 62). Some of the counselors noted they were honored to be part of the survivor's process and they felt good about the importance of their work, feeling they were making a difference both at an individual level and a societal level.

Stamm (2002) labels the experiences of trauma workers, who are motivated by positive aspects of their work, as compassion satisfaction. He goes on to suggest there is a simultaneous balance between compassion fatigue and compassion satisfaction and as compassion fatigue increases it may overwhelm the trauma worker's ability to experience compassion satisfaction. Conversely, compassion satisfaction is what sustains and keeps the trauma worker committed to the work

Vicarious traumatization can create challenges for anyone who works consistently with survivors of trauma. However, as previously stated not all who work with trauma survivors will suffer vicarious traumatization and research has revealed a number of coping strategies which can be helpful in promoting a trauma worker's well being.

Coping Strategies

The first and perhaps foremost step in preventing vicarious traumatization is recognizing the signs and symptoms (Bride et al., 2007). Monitoring for the presence of symptoms may allow the trauma worker to prevent the more negative aspects of vicarious traumatization before they take hold. In order for this to happen the trauma worker has to be adequately acquainted with the symptoms of vicarious traumatization (Shubs, 2008). This suggests advocate training must include information about vicarious trauma. It seems particularly important for supervisors to be watchful for signals which may indicate an advocate is struggling (Adams & Riggs, 2008) so they can step in and encourage appropriate self-care measures.

Although training on vicarious trauma symptoms is important, it is also of importance to adequately train advocates on the various other components of their job. Adams and Riggs (2008) suggest those who work with trauma victims need substantial, formal, trauma specific training in order to protect themselves from the potentially negative impact of working with survivors of trauma. Their findings suggest that deficits in trauma specific training are associated with a pattern of vicarious trauma symptoms. Schauben and Frazier (1995) support Riggs' thoughts, stating it is necessary to train advocates in all aspects of sexual violence, including prevalence, effects and treatment strategies. They go on to indicate a particular need for professional training on sexual violence, especially child sexual abuse. Hellman & House (2006) found volunteers reporting higher levels of training and social support also reported higher overall satisfaction with their experience. Furthermore, volunteers who had high levels of

satisfaction were more likely to remain committed to the organization and remain in the volunteering position (Hellman & House, 2006).

As has been noted previously, those trauma workers with case loads consisting primarily of sexual assault survivors run a higher risk of susceptibility to vicarious traumatization (Schauben & Frazier, 1995). This leads to a fairly straight forward way of supporting the emotional well being of trauma workers: provide diversity in the advocate's responsibilities and case load (Clemans, 2004). This may include having the advocate take a break from seeing clients, participate in routine office work, engage in public speaking, organize events or train other advocates. Inherent in this is the need for the supervisor to be watchful for signs indicating an advocate might be struggling emotionally.

While there are a variety of strategies that organizations and supervisors need to pay attention to in order to protect their volunteers, there are also a variety of coping skills that trauma workers themselves will need to employ. Active coping strategies such as defining the problem, making a plan of action, actively seeking out social support, participating in leisure activities, meditating, and cognitive restructuring (Schauben & Frazier, 1995). These various strategies all fall under the broad heading of self-care.

Personal self-care has been found to help mitigate the impact of working with trauma survivors (Wasco, Campbell & Clark, 2002). The term self-care refers to those proactive strategies an individual might use to promote one's sense of well being and to offset the negative aspects of working with survivors of trauma (Wasco et al., 2002). Many of the coping strategies supported in the literature, are those very things an advocate might suggest to a trauma survivor when encouraging good self-care. These

strategies may incorporate: exercise; healthy living which might include eating well and limiting alcohol use; expressing one's emotions appropriately; asking for support from family, friends and fellow advocates; and trying to see difficult situations in a positive light (Schauben and Frazier, 1995). Self-care then, is a way to prevent or at the very least, manage an individual's response to sexual violence exposure.

Having and participating in social networks appears to be of particular importance for increasing advocates' sense of well being. Breaking the isolation that is an inherent part of being a trauma worker allows the advocate to normalize his or her emotions and reactions. Clemans (2004) suggests that isolation might be reduced by membership and participation in professional groups, sexual assault coalitions and feminist organizations. Additionally, encouraging and supporting the social networks for advocates has been shown to be an important way to increase a volunteer's sustainability (Rath, 2007).

Empathetic listening requires an advocate to hold a survivor's pain without trying to fix the situation or offer positive stories to counter the suffering the survivor is experiencing (O'Hanlon, 2004). It demands that the complexity and seeming contradictions of the situation are given the consideration they deserve. Avoiding platitudes, being aware of the cultural bias that may inform our own thoughts and acknowledging but perhaps not always speaking the possibilities can all be helpful when the goal is deep, compassionate listening. This situation demands the delicate balance of listening empathically to the survivor's experience, being present in their pain, holding hope and attending to the variety of personal internal responses. This is a demanding job description for advocates who volunteer on a part time basis and who may have no previous training or experience about the issues of trauma. Yet, this is what is asked of

the advocate. Those in positions of authority must attend to the volunteer's needs and make available as many of the positive helping resources as possible, thereby keeping the volunteer healthy and the organization well staffed with energized and engaged advocates.

Issues of Importance for the Sexual Assault Advocate

Often individuals who make the decision to volunteer at the Student Assault Resource Center have limited knowledge and/or experience regarding sexual assault issues. Although their own experiences or those of family and friends may provide the catalyst for volunteering, it is not sufficient preparation for the difficult work of advocating. Training to prepare advocates is both intense and lengthy. Information in the following sections is meant to give the reader a sense of the topics and depth that constitute advocate training.

Historical Context of Sexual Assault

It is known among survey experts that the general public is unaware of the correct definitions of legal terms such as rape, larceny, burglary, and robbery. The failure to embrace the correct legal label for one's victimization does not mean that no victimization occurred (Mary Koss, 1992, p. 376).

The 1960's saw the emergence of the feminist movement. This movement was propelled forward by women and men who sought change for women through political means. During this time of rising consciousness about women's roles in society, issues of sexual assault and rape were beginning to be openly discussed. In 1975, Susan Brownmiller wrote "Against Our Will: Men, Women and Rape," a then ground breaking and now seminal book. This book looked at rape through a historical lens and traced the

use and meaning of rape in war from Biblical times to the then, current war in Vietnam. It addressed how rape was first considered a crime and it exposed how medieval rape codes continue to confuse modern perspectives and influence current legal thought.

Brownmiller went on to examine interracial rape, homosexual rape and molestation of children. She noted how people such as Krafft-Ebing who pioneered the study of sexual disorders and, in 1886, wrote *Psychopathia Sexualis* and early psychoanalysts including Sigmund Freud, Alfred Adler, Carl Jung, Helene Deutsch, and Karen Horney, were all “struck dumb by the subject of rape” (p. 11). In short, Brownmiller sets the context of the historical milieu in which the struggle to understand and change rape myths continues to be set.

Griffin (1971) and four years later, Brownmiller (1975) suggested that American culture not only condoned rape, but also supported it by the beliefs our larger culture perpetuated. Brownmiller (1975) described these beliefs as multi-layered and consisting of minimizing or justifying aggression, blaming the victim and absolving the perpetrator of the violence. Brownmiller (1975) and Schwendinger and Schwendinger (1974) suggested that inherent in these beliefs were certain myths surrounding the concept of rape. Brownmiller’s myths included, “the beautiful victim” and the concept of the “typical” rapist and the “vengeful” woman.

In 1978, Martha Burt created a more refined description of rape myths, defining them as “prejudicial, stereotyped, or false beliefs about rape, rape survivors and rapists” (p. 217). From this research Burt concluded “many Americans do indeed believe many rape myths” and “that rape attitudes are strongly connected to other deeply held and pervasive attitudes such as sex role stereotyping, distrust of the opposite sex, and

acceptance of interpersonal violence” (p. 229). She documented how rape myths appear in our belief systems, how they have been institutionalized in the laws, and how rape myths give direction to the definition of what constitutes rape. Burt (1980) echoed what Brownmiller had hypothesized; the net effect of rape myths is to deny or reduce perceived injury and to blame the victims for their own victimization. Burt (1980) went on to state that “the combination of pressures of sex role stereotyping and the psychological availability of violence have helped to produce a rape rate in the United States that is the highest of any industrialized country” (p 229).

Rape

Although statistics vary, it is generally agreed that rape is a serious and ubiquitous problem in society in general and on college campuses specifically. A survey by the United States Department of Justice (2008) reports, that in the general population, the number of reported rapes, attempted rapes, and sexual assaults combined for the year 2006 was 260,940; representing 116,600 rapes, 75,720 attempted rapes, and 68,620 sexual assaults.

Between 1995 and 2000 approximately 7.7 million 18 to 24 year olds were enrolled either full- or part-time in colleges and universities. The National Crime Victimization Survey (2003) researching violent victimization of college students reports that the number of college students who were victims of reported sexual assault is slightly over four per thousand.

In 2005, the Rape, Abuse and Incest National Network (RAINN) reported that more than half of all sexual assaults are not reported and men are less likely than women to report a sexual assault. Although it is challenging to verify or negate the number of

unreported sexual assaults, there are numerous studies that have gathered information, specifically within the college population, which may offer a more accurate insight into this question.

Seminal research by Koss, Gidycz, and Wisniewski (1987) found that 38% of college women have experienced rape. This represents an increase of 10 to 15% above what the Federal Bureau of Investigation reported for the same time period. Fisher, Cullen and Turner (2000) support the Koss et al. (1987) research; their study found 35 out of 1000 female college students are raped each year. Nasta et al. (2005) found just over one third of their study's population of women had experienced sexual victimization.

Research suggests the risk of college women becoming victims of unwanted sexual contact, sexual violence, and/or rape is higher than women in a comparable age group within the general population (Carr, & Vandusen, 2004; DeKeseredy & Schwartz, 1991, Humphrey & White, 2000). College women are assaulted by someone they know 90% of the time (Abbey, Ross, McDuffie & McAuslan, 1996; Koss, 1998, United States Department of Justice, 2008) and the assaults typically happen in places where women normally feel safe, such as dormitory rooms, sororities, fraternities, and their parents' home. Because 50% of sexual assaults involve alcohol, these assaults often occur in the context of a date or party (Abbey et al., 1996).

Koss (1992) found that less than 5% of college student rape survivors reported their assault to the police and almost half told no one. Koss stated that the hesitancy to disclose rape is fostered by "the historical tradition of public skepticism toward rape survivors and the denigration of such victims as damaged goods" (p. 23). The experience

of rape was found to be so traumatic that 27% of women who were raped considered suicide to the point of deliberating upon the method they might use to kill themselves (Koss, Dinero, Seibel & Cox, 1988).

Regardless of all the information and data available, it is still likely the data underestimates the number of survivors and the impact of rape on survivors. What remains unknown is how many women leave college, experience declines in the quality of their academic studies, or scale back their career goals in the aftermath of a campus rape or simply cannot admit or identify what happened to them as rape, thereby skewing the statistics. “Perhaps the safest conclusion to make is that sexual assault occurs with regularity on college campuses” (Payne, 2008, p. 225).

Domestic Violence

“Every eight seconds a woman is physically abused” (APA Presidential Task Force on Violence and the Family, 1996).

Domestic violence affects 25% of American women and slightly less than 8% of American men (retrieved September 2008, from <http://ww.cjp.usdaj.gov/nii/pubs-sum/181867.htm>). An estimated 1.3 million women and 835,000 men will experience a serious assault by an intimate partner during an average 12 month time period (retrieved September 2008, from <http://www.abane.org/domviol/statistics>). These men and women will experience bruises, broken bones, brain injury, and even death. Domestic violence or battering is the leading cause of injury to women between the ages of 15 and 44; this is more than rapes, auto accidents, and muggings combined (Surgeon General, 1992).

The American Bar Association (retrieved September 2008, from

<http://www.abane.org/domviol/statistics.html>) states that of the almost 3.5 million violent crimes committed against family members, 49% of these crimes were crimes against spouses; 84% of spouse abuse victims and 86% of victims of dating partner abuse are female (Bureau of Justice Statistics, 2006).

Approximately 1200 women were murdered by a boyfriend, ex-husband, or current husband in 2001. Statistics for previous years indicate that intimate partners were responsible for approximately 33% of female murder victims and 4% of male murder victims (Bureau of Justice Statistics, 2006). Lesbian women and gay men also suffer from domestic violence. Between 50,000 and 100,000 lesbian women and as many as 500,000 gay men are battered each year. These statistics are similar to those of straight men and women and yet under current laws LGBT survivors receive far fewer protections (American Bar Association Journal, 1998). Nearly 20% of the homeless population has been victims of partner violence (Retrieved August 12, 2008, from <http://www.ncvc.org>).

Women who obtain temporary or permanent orders of protection are 80% less likely to be physically assaulted during the year after their attack than women without protection orders (Retrieved July 2008, from <http://www.ncvc.org>). A woman is at the highest risk of being killed when her perpetrator has access to a gun, a stepchild is in the home, there is an estrangement in the relationship, or when her perpetrator has made previous threats against her with a weapon.

When women or men are contemplating the decision to leave a violent relationship, they need a place to 'hear themselves talk' so that they might better understand what they want for themselves. Frequently, family and friends are busy telling

the person who is being abused they 'should' leave the relationship. This leaves little room for the survivor to entertain their own thoughts and reasons for staying or going. Advocates are trained to listen and provide a safe, nonjudgmental place for survivors to explore their alternatives, help them find resources, make safety plans, and encourage them to understand that no one deserves to be hit.

Stalking and Cyber-Stalking

Every breath you take, every move you make, every bond you break, every step you take, I'll be watching you. Every single day, every word you say, every game you play, every night you stay, I'll be watching you (Every Breath You Take, song lyrics by the Police).

Based on statistics from 1998, it is estimated that 1,006,970 women and 370,990 men were stalked; implying that 1 of every 12 women and 1 in 45 men will be stalked during his or her lifetime (Tjaden & Thoennes, 1998). Eighty-seven percent of women and 64% of men reported knowing their stalker. Eighty-one percent of women who are stalked by a current or former husband or cohabitating partner are also physically assaulted, and 33% are also sexually assaulted by that partner. Stalking averages 1.8 years in duration; however, if the stalker is a current or previously intimate partner, the average duration increases to a little more than two years (Clark & Frith, 2004)

Eighty-seven percent of stalkers are male and the majority range in age between late teens to middle age. Stalkers represent all socio-economic backgrounds and are typically of above average intelligence (Bocij, 2004). Most stalkers are not compelled to attack the person they are stalking. They prefer instead to use inferred violence such as a hand in the shape of a gun pointed at the person conveying a threatening message,

followed by ominous correspondence or communication. Even victims who are not physically harmed suffer tremendously in terms of fear, anxiety, and the disruption of their daily lives. Although it is difficult to predict whether or not a stalker will become violent, there is a high correlation with past violence in intimate relationships.

Sixty-one percent of stalkers make unwanted phone calls, 33% percent send or leave unwanted letters or items, 29% vandalized properties, and 9% percent kill or threaten to kill a family pet. Twenty-eight percent of female survivors and 10% percent of male survivors obtain protective orders and 69% of female survivors and 81% of male survivors have the protection order violated (Bocij, 2004).

Cyber-stalking occurs when a person monitors another person on the Internet. A stalker might follow the survivor to different chat rooms, send unsolicited emails, send threats via email or instant messaging, and/or pursue private information through internet sources.

A study carried out in 1997 involving 4,446 college women found 13% of the women were stalked during a six to nine month period (retrieved September 2008, from <http://www.ncvc.org/src>). The women knew their stalker 80% of the time and 3 out of 10 of the women reported being injured either emotionally or psychologically from the experience. The university setting is a particularly easy environment for a stalker to disrupt someone's life because it is a closed environment, making it easy to learn someone's schedule, to gain entrance into dorms or other campus housing, and to access personal information through the university phone book and email system. Additionally, the highly social nature of a university campus may disguise stalking behaviors and given

traditionally-aged students inexperience understanding the serious nature of stalking, the situation may not be reported to campus or city police.

Sexual Assault Costs

“Victimization of any kind leaves its fingerprints upon the soul of the survivor”
(Brown, 2007).

Just the number of women and men directly victimized by sexual assault is reason enough for alarm; however the effects of sexual assault reach far beyond the obvious survivor. Family, friends, co-workers, fellow students and others acquainted with the survivor may experience consequences. In some cases a sexual assault can affect an entire community (Campbell & Wasco, 2005).

Effects on survivors can be both long- and short-term in scope. Students who have been assaulted tend to use the mental health services more frequently than non-victimized students and they suffer more physical symptoms, such as upset stomachs, weight loss or gain, difficulty sleeping, hyper-arousal, anxiety, panic attacks, and depression (Atkeson, Calhoun, Resick & Ellis, 1982; Frank & Stewart, 1984). Due to the physical and psychological challenges, survivors often find their school work suffers. Some survivors will chose to withdraw for a semester or two or transfer to another institution incurring the associated time and financial losses (Bohmer & Parrot, 1993). Additionally, a student survivor and their significant others (parents, spouses, siblings, etc) may miss time from planned activities or work thereby incurring a loss of income. Simply put, psychological and physical costs of sexual violence precipitate financial costs (Black, Weisz, Coats & Patterson, 2000).

A survivor may feel like she also suffers costs difficult to define, such as the emotional burden of telling her family and friends about the assault. Survivors may feel blamed by family and/or friends, creating the compounding affect of eroding their support system, self esteem and damaging their ability to trust. So, although statistics may predict the monetary costs of sexual assault, the ancillary costs associated with sexual assault are much more challenging to adequately define.

The Role of Alcohol

The big question is how to do this: how to reshape the environment of norms and expectations, to humanize the context of choices, to construct caring communities, and thereby to reduce the prevalence and cost of problem drinking. This is no short-term project. It will not fit neatly into the scope of two years of a grant. It is also not just health education. It is not much about information at all, and it won't be accomplished through dorm talks. On campus, it is not possible for this work to be compartmentalized into anyone's job description, and it cannot be assigned in isolation to a health service, counseling program, or dean. Truly, it is about leadership, values, and enormous cultural change. It is itself a process, this work, and a very long one. It is, like all social change, political, and difficult, and messy. There is no user's manual that prevents our making mistakes. It will not be comfortable, easy, or quick. But it is possible. It was possible to change the context of choices about our natural environment and to shift norms and assumptions about smoking, and it is possible, too, to change the norms and assumptions about drinking (Richard Keeling, 1994, p 246).

The college years are seen as a time for students to explore their beliefs, enjoy new freedoms, obtain academic goals, create new relationships, travel, and become acquainted with the adult world of alcohol consumption. Often, in college social situations, heavy alcohol use is perceived as socially acceptable and normal (Baer, Stacy, & Larimer, 1991). Unfortunately, alcohol plays a leading role in sexual assault and domestic violence, making it a particularly vital training topic for advocates. Koss (1988) found 55% of survivors and 74% of perpetrators had been drinking alcohol at the time of the assault. Both Abbey, McAuslan & Ross (1998) and Harrington & Leitenberg (1994) found that alcohol consumption was associated with approximately half of all sexual assaults reported by college women. And in more recent research, Abbey (2002) found that in 97% of reported sexual assaults involving college students, both the perpetrator and the survivor had consumed alcohol. This does not presume to suggest that alcohol causes rape, but it does suggest that in preparing advocates to work with survivors on college campuses the issue of alcohol use must be addressed in conjunction with sexual assault training.

The association between alcohol and sexual assault is complex and although alcohol consumption appears to increase the risk of sexual assault, it is important to remember individuals who do not consume alcohol can, and are, also sexually assaulted at high rates. Within the college population, the characteristics of alcohol-involved sexual assaults are similar overall, to sexual assaults not involving alcohol; approximately 90% of the time the perpetrator is known to the woman and about half occur on a date (Abbey et al., 1996).

Often when women have been drinking and an assault occurs, it is the woman who feels responsible for the assault. Women are frequently criticized for being drunk and losing control of a situation which results in rape (Abbey, 2002). This perpetuates the belief that women are responsible for men's sexual behavior and it is women's fault when their behavior prohibits them from completing the task of controlling the men's actions. Conversely, men often use alcohol as a justification for their behavior (Scully, 1991).

By legal definition if a person is intoxicated to the point of being unable to give consent, it is considered rape. Although women's alcohol consumption may increase their likelihood of experiencing sexual assault, this does not make them responsible for the perpetrator's behavior. Women can empower themselves by identifying actions which put them at risk without feeling responsible for the actions of men. When training advocates, this is an important and challenging point to make because one never wants to blame a survivor for someone else's actions, yet simultaneously one wants to encourage a survivor to understand their role in the events that preceded the assault.

Cultural Consideration

Racism, sexism and the fight against both converge at the point of interracial rape, the baffling crossroads of an authentic, peculiarly American dilemma (Brownmiller, 1975, p. 210).

Just as it is of importance for advocates to have knowledge regarding statistics, legal issues and definitions of the crimes of rape, sexual assault, stalking, and domestic violence, it is equally important advocates understand the cultural setting these crimes take place in. SARC training gives advocates the opportunity to think about how culture influences and perpetuates the myths surrounding these crimes. Training also asks the

advocate to consider and challenge some of his or her own thoughts about culture expectations and to then think both more critically and openly about cultural influences.

Each culture supports a culturally-constructed definition of rape, religious teachings about sexuality and rape, attitudes about rape survivors and perpetrators, and norms about seeking help. A survivor from the non-dominant culture will need to cope with classism, racism and ethnocentrism in social institutions such as the criminal justice system and the health care system. These factors as well as others will influence how a survivor understands what has happened, how readily she will seek support and/or report the assault and how well the support received will meet the survivor's needs.

Ethnicity includes race as well as cultural characteristics. Ethnic groups may share racial characteristics as well as unique social and cultural heritage, and the cultural practices within the particular heritage may distinguish one ethnic group from another ethnic group (Hall, Teten, DeGarmo, Sue & Stephens, 2005). Lopez and Guarnaccia (2000) define culture as the interaction between the social world and people's ideas about it. They suggest that for clinical interventions to be optimally effective they may need to be specifically tailored to the particular ethnic group. Unlike the individual focus most existing clinical interventions utilize, social and cultural context is critical in interventions with members of interdependent ethnic groups.

Goldsmith, Hall, Garcia, Wheeler, and George (2005) suggest that research has been "influenced by the insufficiency of traditional, European American psychological models and treatment approaches" and that "there is a need for culturally competent assessment and treatment practices" (p. 403). Goldsmith et al. (2005) continues by noting it is important to couple the culture-specific risk and protective factors pertaining to

sexual assault with the discrimination and marginalization that most people of ethnic minority status have to some degree experienced.

The University of Montana campus population is comprised predominately of white students, faculty and staff. It then follows that SARC also consists of primarily white volunteers and staff. Preparation of SARC Advocates includes training which encourages conversation regarding: distinctions between earned strength and unearned power which is systematically conferred simply because of one's race or gender; how racism typically denotes how some people are at a disadvantage and how the converse is also true, others are at an advantage; how white privilege is filled with special provisions and opportunities and how such privilege simply confers dominance because of one's race or gender. Additionally, speakers from a variety of ethnic groups on the University Campus are brought in for training specific to their population.

The Homeless

United States code in Title 42, Chapter 119, Subchapter I, defines homelessness as: 1. an individual who lacks a fixed, regular and adequate nighttime residence; 2. an individual who has a primary nighttime residence that is: a) a supervised publicly or privately operated shelter designed to provide temporary living accommodations including welfare hotels, congregate shelters, and transitional housing for the mentally ill; b) an institution that provides a temporary residence for individual intended to be institutionalized or; c) a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings. (Retrieved on October 9, 2008, from <http://www.hud.gov/homeless/definition.cfm>.)

The homeless population consists of people who sleep at local shelters, in cars or on the street, and people who seek temporary shelter with family and friends (retrieved September 5, 2008, from <http://www.co.missoula.mt>). This population is difficult to count because access to homeless people is often challenging and unpredictable. According to the U. S. Department of Housing and Urban Development a best guess estimate of the number of homeless people during a single night in January 2007, was 671,888; this number includes both sheltered and unsheltered homeless persons nationwide in the United States (Annual Homeless Assessment Report, 2008). Estimates for this same time period indicate that victims of domestic violence represent thirteen percent of all sheltered persons (retrieved August 2008 from <http://www.hudhre.info/documents/3rdHomelessAssessmentReport>). The relationship between homelessness and sexual assault is complex, with either experience potentially laying the groundwork for the other. It can be a vicious downward cycle because sexual abuse may either precede or follow homelessness (Goodman, Fels, & Glenn, 2008).

Although rates of victimization have been on the decrease overall in this country, rates of victimization among women that are homeless have remained relatively stable (Lee & Schreck, 2005). Homeless women are often the victims of multiple episodes of violent victimization at the hands of multiple perpetrators (Felix, 2004; Lee & Schreck, 2005; Stermac & Paradis, 2001).

Wenzel, Leake, & Gelberg (2000) reported that 13% of homeless women were raped within a twelve month period and half of these women were raped at least twice. Another study reported that within one month's time period nine percent of homeless women reported at least one sexual assault (Wenzel, Koegel & Gelberg, 2000). Women

without children are at a particularly high risk of sexual violence and these assaults are likely to be more violent and to include multiple sexual acts (Stermac & Paradis, 2001).

In 1987, Koss et al. found family income and victimization rates to be highly correlated. The Bureau of Justice (2008) report indicates that the rate of sexual assault victimization increases as income decreases. For example in 2006, for those earning \$7,500 or less, the rate of rape/sexual assault was 5.1 per thousand and for those earning between \$50,000 and \$74,999, the rate was 1.1 per thousand (Bureau of Justice, 2008).

Due to proximity of helping agencies, homeless people tend to gather in more populated areas and Missoula's homeless population fluctuates between 500 and 600 people at any give time (retrieved on September 5, 2008, <http://www.co.missoula.mt.us>). Seventy-five percent of Missoula's homeless population are not transient, but are full-time residents (retrieved on September 5, 2008, <http://www.co.missoula.mt.us>).

Those who are homeless are less likely to be attending an institution of higher education; however SARC Advocates may encounter a homeless person in need of advocacy, if they are called by First Step, the police, or one of the local hospitals to assist with a community member who has been assaulted.

The Disabled

Women with a disability are four times more likely to be sexual assaulted than women without a disability (Martin et al., 2006). The same study found the risk of physical assault similar for both groups. The Martin et al. (2006) study found that although women with disabilities are most often sexually assaulted by their current or ex-partner (48%), they also suffer violence at the hands of strangers, acquaintances, institutional care takers, relatives and family. Women with disabilities are not only at a

higher risk of assault, but the violence may also create a greater negative impact on their well-being (Tyiska, 1998; Roberto, Teaster, 2005). Reporting their abuse leaves them vulnerable to being mandated to live in an environment they may not chose to live in, it may place them at greater risk from the abuser if the abuser remains in the home and/or it could leave them without adequate daily care and help. Those who are disabled and at the highest risk of sexual assault and physical violence are young women, non-White women and unmarried women (Martin et al, 2006).

Rape, sexual assault, and other types of violence can add layers of difficulties to a disabled person already challenging life. As a provider of health care for people with disabilities it is important SARC services are physically accessible and advocates receive adequate training on issues pertinent to the disabled client.

The Elderly

Elder abuse takes many forms and may include; physical, sexual, and psychological, neglect, as well as financial exploitation (Nelson et al., (2004). Debate over classification of the types of mistreatment, compound the challenges of evaluating the magnitude of this problem. The National Research Council (as sited in Bonnie & Wallace, 2003) reports that in the United States, there has never been a survey undertaken to provide a national estimate for the occurrence of any form of elder mistreatment. In the absence of large-scale studies and nationwide tracking systems it becomes challenging to understand the level of elder abuse in the United States. The National Center on Elder Abuse (retrieved August, 2008, from http://www.ncea.aoa.gov/NCEARoot/Main_Site/Index.aspx) has compiled some 'best estimates' which indicate that between one and two million Americans, age 65 or older have been mistreated by someone on whom they

depended for care or protection. Abuse of the elderly is sometimes referred to as 'invisible' abuse, because it so often takes place in isolation and the abuse is hidden by the perpetrator, who also happens to be the caretaker. Elder abuse happens both in the home and in institutional settings (retrieved August 2008, from <http://www.ltcombudsman.org>). Although SARC Advocates, due to the setting in which their work takes place, may infrequently or never encounter an elderly person who has been abused, encounters do occur and it would be remiss for the advocates to have no knowledge about this vulnerable population.

People of Color

Part of an advocate's role is to help survivors find support within their own culture and community. In order to do this, an advocate must be somewhat familiar with the culture of the survivor and must also be aware of their own emotional responses which are strongly influenced by traditional values within their own culture. Respect for the survivor's culture would not preclude offering another perspective or options that might not be traditional within the survivor's culture. However, it would mean the advocate should be aware and respectful of the differences between the cultures. SARC training endeavors to give advocates information regarding a wide variety of cultures.

African American People

Studies that address the issue of rape and sexual assault in ethnic minority populations indicate rates of sexual assaults experienced by African American, Hispanic, Asian, and White college women appear to be relatively comparable (Abbey et al., 1996; Koss et al., 1987; Mills & Grano, 1992). The National Crime Victimization of College Students (2003) gathered data from 1995-2000 which indicated that White college

students had a slightly higher rate of rape and sexual assault (4.2 per 1,000) than African American students (3.7 per 1,000), and African American students had a slightly higher rate than other races (2.8 per 1,000).

The majority of reported rapes in this country are intra-racial, not interracial (George & Martinez, 2002). Yet, there continues to exist, a number of stereotypes and myths about rape that have a stronghold in the minds of many Americans. One myth is that 'African Americans are markedly more sexual than Whites' and that most rapes are committed by African American men (Cowan & Campbell, 1994; Sapp, Farrell, Johnson & Hitchcock, 1999). Another myth is the stereotype of African American women as highly sexual and therefore "unrapeable because of their wanton chronically promiscuous nature" (White, Strube & Fisher, 1998, p. 159). Perhaps, due in part to these myths African American women are less likely to report a sexual assault than White women (Bart & O'Brien, 1985; Collins 1990). This reluctance to report has been linked with lack of social support (Wyatt, 1992) and the fact African American women are less likely to have a case go to trial, and if a case does go to trial to realize a conviction (Collins, 1990). Race also affects the offender; African American offenders receive harsher sentences than White offender across all crimes (George & Martinez, 2002).

African American feminists developed an analysis of rape that takes into account the ways in which racism affects the definition and treatment of rape and the ways in which the rape experience for African American women is embedded in a larger social and historical context. Davis (1983) points out that throughout the history of African American women, sexual abuse has been perceived as an occupational hazard. During slavery, African women's bodies were considered to be accessible at all times to the slave

master and his surrogates. After slavery, African American women were most often employed as domestic workers in the homes of Whites, where they were often repeatedly made victims of sexual assault by the men in the families for which they worked (Davis, 1985).

George & Martinez (2002) suggest racial stereotypes are neither dormant nor benign. “Black women are discriminated against when their victimization experiences are minimized relative to those of White victims, and Black men are discriminated against when they are more vigorously pursued and harshly punished for their crimes than are White men” (p.117). Our historical fixation on the cultural stereotyping of African American men raping white women ignores and trivializes the rape of African American women by both African American and White men and encourages racist fears in White women (Davis, 1985).

American Indians

American Indians experience violent victimization at a rate higher than other American racial or ethnic subgroups (Wahab & Olson, 2004). According to the National Violence Against Women Survey (2008) 34% of American Indian and Alaskan native women have experienced a completed or attempted rape in their life time.

Many American Indian populations, before contact with the White peoples, held women in a status of reverence (Holzman, 1996). As the Native Peoples came under the control of Euro-Americans their culture was systematically dismantled and Indian men were falsely portrayed as violent, cruel, and patriarchal toward women. Allen (1986) suggests this internalization is a major factor for the increasing rate of violence and rape by American Indian men against American Indian women.

For nearly one hundred years of American history, and as recently as 1974, American Indian women and children were sent to government, church, and Bureau of Indian Affairs administered, off-reservation, boarding schools (Allen, 1986; Jaimes, 1992). These schools played an integral part in the domination of the white culture over the American Indian peoples, referred to politely as ‘assimilation.’ Sexual abuse and physical violence was pervasive in these schools and it is well-documented that children who experience sexual assault become more vulnerable to sexual assault as adults, a phenomenon referred to as re-victimization (Messman & Long, 1996). In their 2006 study, Yuan, Koss, Polacca & Goldman substantiated the phenomenon of re-victimization when they found that American Indian men and women were at an increased risk of assault if they had been sexually, physically or emotionally assaulted as children.

Gender Differences

When a commonly utilized measure of unwanted sexual contact was made gender neutral, men and women were equally likely to be recipients of several types of sexual coercion (Larimer, Lydum, Anderson & Turner, 1999). Both men and women reported feeling pressured by a partner’s continual arguments to have sex, experienced feeling that it was useless to stop an aroused partner from being sexual, and had sexual intercourse after being given drugs or alcohol, even though they did not want to be sexual. Women, however, were more likely to report having been the survivors of physical force and report they are more often given drugs or alcohol in an attempt to promote intercourse. A substantial percentage of both male and female participants reported engaging in unplanned or unwanted sexual activity as a result of their use of alcohol.

Lesbian, Gay, Bisexual, and Transgender

A 2005 study by Balsam, Rothblum, and Beauchaine examined whether sexual orientation, lesbian, gay, bisexual and/or transgender (LGBT), was a predictor of self-reported victimization over the adult life span. They found, compared to their heterosexual counterparts, lesbian, gay, bisexual, and transgender individuals self reported more experiences of physical victimization. More than one in ten gay and bisexual men reported being raped, whereas less than 2% of straight men reported the experience. The rate of rape for bisexual and lesbian women was more than double that of heterosexual women (Balsam 2005; Tjaden, Thoeness & Allison, 1995).

Homosexual men face a particularly challenging stereotype to surmount; that is the notion all gay men are sexual predators and only gay men rape other men. Quite the opposite is true; the majority of men who rape other men self-identify as heterosexual (Groth & Burgess, 1980). Male survivors in general are less likely to seek treatment for a sexual assault therefore, it becomes particularly important to have safe and confidential services available when the survivor is male and homosexual.

Discrimination against individuals who do not fit the heterosexual norm has historically been condoned by American society. Although these trends are slowly changing and the culture is becoming more accepting, discrimination against LGBT people continues both on interpersonal and institutional levels. The LGBT person experiences sexual assault and violence against a social and cultural backdrop that influences their risk and their response.

As part of their training, SARC Advocates receive information regarding the heightened risk of physical, sexual, and psychological victimization that LGBT people

encounter. They are encouraged to increase their awareness of LGBT issues and to examine their own beliefs about the LGBT lifestyle. Personal ignorance in these areas could prevent the advocate from providing the highest level of service.

Summary of Issues of Importance for the Advocate

The previous topics are some but not all of the topics included in SARC Advocate training. It is important for the advocates to understand the historical and cultural influence of the issues they will be dealing with as well as having general knowledge about more concrete ways to help a survivor. Additionally, it is essential for the advocate to be aware of their feelings about the culture of sexual violence and to be conscious of their own vulnerability to societal pressures and influences.

Sexual Assault Program Characteristics

A community's response to sexual assault and violence demands cooperation between a variety of agencies. Sexual assault programs represent one of the many agencies necessary to provide dedicated and comprehensive services to survivors. Services provided by organizations may vary greatly depending on the focus of the organization. Women's safe houses or shelters may not address the issue of sexual assault or rape due to their primary focus on survivors of battering. Independent centers that attend to rape and are not embedded in an organization, typically offer core community education with a focus on social change targeting presentations to schools, universities and community institutions (O'Sullivan & Carlton, 2001). An organization's philosophy may vary depending upon how they understand and practice feminism and the diversity of the population being served (O'Sullivan & Carlton, 2001).

A challenge for advocacy or first responder organizations is to avoid having other organizations such as criminal justice agencies, mental health agencies, or rape prevention programs dictate and define their organization. Although these other organizations may provide needed services to survivors, their goals and methods may be quite different than those of an advocacy program.

The mid-seventies saw the opening of the first rape crisis centers; prior to that time, services for survivors of rape were largely nonexistent. These centers, born out of feminist philosophy were typically independent of established institutions, informally managed and utilized few paid employees and many volunteers. Rape crisis centers were at the core of the revolution around issues of sexual assault, rape, and violence against women and in many cases continue to provide services today (O'Sullivan & Carlton, 2001).

The original crisis centers typically included a 24 hour crisis line and peer counseling which consisted of trained volunteers who might, sit with a survivor while she was being interviewed by police, go to the hospital with the survivor, or even attend court proceedings (O'Sullivan & Carlton, 2001). Today's crisis centers, Although better funded and more institutionalized, continue to look much the same as the earliest centers, offering face-to-face and telephone crisis counseling and providing information and ongoing support to survivors.

One marked difference between the centers of today and those of the 1970s is that contemporary centers have professional counselors either on staff or readily available (O'Sullivan & Carlton, 2001). Initially, the first activists feared survivors would automatically be labeled mentally ill if professional mental health providers were

involved. They felt peer counseling or advocacy was as helpful and less likely to label survivors as having mental health issues. Another major change since the mid-seventies is the addition of services to men. Besides providing services to men some centers also encourage men to participate as advocates.

Today's campus centers offer a wide range of services to both men and women, regardless of sexual orientation, race or religious beliefs. Services offered may include: twenty-four hour crisis services; advocate and /or staff services that include accompanying survivors to hospitals, meetings with police, prosecutors, and court proceedings; providing emotional support, answering questions, explaining procedures; academic advocacy; support and/or therapy groups; referrals to campus and community resources; and in the case of SARC, a lending library. Most centers also provide violence prevention programs.

Sexual Assault Prevention

Sexual assault prevention programs also referred to as Outreach Programs or Risk Reduction Programs, vary according to their stated goals. Typically, these programs provide information and facts about sexual assault and reach out into the community attempting to alter behaviors and influence social attitudes. Outreach programs vary according to the whether they are targeting the university population as a whole, only the men, or only the women. These programs might also reach into the community to educate the high school students and the general population. There tends to be more research in the literature regarding outreach programs (Berg, Lonsway, & Fitzgerald, 1999; Foubert & Marriott, 1997; Foubert & McEwen, 1998; Foubert & Newberry, 2006; Lonsway, 1996; Schewe & O'Donohue, 1993) than for programs providing services to the victims

of sexual assault. Often universities will couple an outreach program with a program focused on providing services for survivors.

Models for Sexual Assault Advocacy Programs on University Campuses

Programs providing services to student survivors are housed in a variety of departments, most frequently they are a part of a university's student health care center or counseling center; however, they may also be stand alone or be attached to a Women's Center, Department of Student Affairs, Dean's Office, or other department. Advocacy programs focus on the needs of the survivor, the family members and loved ones of the survivor. Typically, these programs provide free crisis intervention services on a short-term basis. Additionally, there may be a twenty-four hour crisis line where advocates provide emotional support, referrals, and information about other services provided in the community (Wasco, et al., 2004).

One way to discover what different universities offer in the way of sexual assault support is to visit each individual university's website. However, university websites can make finding information about support services for survivors of sexual assault challenging. Typically, the information is imbedded in the service organization where the center is located, and unless one is privy to that information, quick access can be challenging.

The following information was gathered from websites of universities located in the Northwest area of the country; some are similar in demographics to The University of Montana.

The University of Southern California

The University of Southern California (USC) has a highly diverse student population of approximately 30,000 undergraduate and graduate students enrolled annually. The Center for Women and Men (CWM) at the University of Southern California (USC), which is administered and housed within the Division of Student Affairs, is a resource, support and referral center for gender-based issues of harm and abuse.

CWM provides both Out Reach and Advocacy programming. The advocacy portion provides: short-term crisis intervention and drop-in problem solving; individual counseling for survivors of sexual assault, intimate partner violence, stalking, sexual harassment, childhood sexual abuse and other gender-related harm and support groups for survivors and their friends. CWM is supported by Student Counseling Services which provides on-going counseling to victims. CWM houses a library, which focuses on gender related topics and it also generates a newsletter each semester.

CWM appears to be staffed by all paid positions: Director, Assistant Director, Program Coordinator, MFT Trainee, and Program Assistant. There is no mention of advocates on their website (retrieved August 5, 2008, from <http://www.usc.edu/cwm>).

Boise State University

Boise State University (BSU) houses their violence prevention and sexual assault response programs in the Women's Center. The Women's Center is directed by a staff consisting five full time positions and four student positions. The Victim Advocacy portion of the Women's Center is staffed by a full-time coordinator and a Violence Awareness and Response Coordinator (VARC). The VARC provides initial

consultations, information, and referrals to the victims of sexual assault and the remainder of the Women's Center staff acts as advocates in a variety of settings. BSU's Victim Advocacy Program is supported by the on campus Counseling Services which provides crisis intervention and on going therapy options. There are several ways for volunteers to become involved with the Women's Center however, the opportunity for students to become first responder peer advocates is not provided as an option (retrieved August 5, 2008, from <http://womenscenter.boisestate.edu/events>).

Idaho State University

Idaho State University's Project Hope, housed in the Anderson Gender Resource Center, is both an advocacy program and an education outreach program. Project Hope offers assistance to students, faculty and staff who are victims of relationship violence, sexual assault, stalking or other crimes. Their services include: a crisis and information line, support and referral services for survivors, family and friends, and court / judicial system advocacy.

Volunteer opportunities are available through the Project Hope Advocacy Program for students, faculty, and staff. Opportunities to volunteer include in-office and crisis line advocacy, court advocacy, organizing and presenting educational materials, development and presentations of awareness/prevention curriculum, organizing and assisting with clerical duties (retrieved August 5, 2008, from <http://www.isu.edu/andersoncenter/projecthope>).

North Dakota and South Dakota University

North Dakota University (NDU) does not offer a separate service for survivors. All survivors at NDU are referred to the campus counseling center. South Dakota

University does not post on their campus web site the services they offer victims of sexual assault. They do, however, list on their website the phone number for an “Assault Response Coordinator” (retrieved August 5, 2008, from <http://www.ndsu.nodak.edu> and <http://www.sdstate.edu>).

University of Wyoming

The STOP Violence Project at the University of Wyoming (UW) provides support for those students who have become a victim of violence. STOP makes available referral resources and advocates who can assist survivors with accessing services both on- and off-campus. Confidential counseling from either a STOP staff member or a counselor at the University’s Counseling Center is also available. UW does not have a dedicated telephone crisis line; after hours calls are initially routed through Campus Police and are serviced by the University Counseling Center. STOP is a division of the Office of Multicultural Affairs and is housed within and administered by the Dean of Students’ Office (retrieved August 5, 2008, from <http://uwadmnweb.uwyo.edu/stop>).

Montana State University

Montana State University’s (MSU) program, Victim Options in the Campus Environment (VOICE), is a division of their Student Health Service. VOICE services emphasize the concept of peer-based services that are provided by trained advocates. VOICE Peer Advocates student volunteers are trained to provide crisis intervention and support service to survivors of sexual and domestic violence. Services Peer Advocates provide include: answering the crisis line, face to face meetings with survivors, family or friends, and accompanying the survivor in accessing medical, legal and other services. Advocates are available by phone or in person to offer support and/or referrals; advocates

may assist or accompany survivors in accessing medical, legal, or other campus services. VOICE Advocates are available 24 hours a day during the academic semester, with walk-in hours 10:00 a.m. to 4:00 p.m., Monday through Friday.

The VOICE website gives information training topics, requirements to become an advocate and the possible benefits of working as an advocate. VOICE also has a Peer Education component that also employs volunteers (retrieved August 5, 2008, from <http://www.montana.edu/voice>).

Washington State University

Washington State University (WSU) is located in Pullman and offers three satellite campuses in Spokane, Tri-Cities and Vancouver. WSU provides counseling for victims of violence through their counseling service which is available to students, faculty and staff at WSU. Individuals are also referred to Alternatives to Violence of the Palouse (ATVP), a 27 year old private, non-profit organization. ATPV services include 24-hour telephone or in-person crisis intervention; emergency, confidential shelter; legal and medical advocacy; individual and group support; information and referral; and community education (retrieved August 5, 2008, from <http://www.exualassault.wsu.edu>).

The Student Assault Resource Center at The University of Montana

Information regarding the SARC program is imbedded in the Curry Health Center's web page and is located at <http://www.umt.edu.curry/SARC>. Because the advocates at SARC are the focus of this research study, an in-depth look at SARC and its services is provided.

The Student Assault Resource Center (SARC) is part of The Counseling and Psychological Services which is under the auspice of Curry Health Center on The

University of Montana campus. SARC serves The University of Montana community and the Missoula and surrounding communities, with free, confidential/anonymous, 24 hour-a-day support and advocacy services to survivors, their friends, partners, and family members. SARC is based on a philosophy which emphasizes empowerment of the survivor. Its peer-based services are provided by trained volunteer student advocates and overseen by a paid director. Services are available for survivors in all stages of recovery, from initial crisis intervention to healing through support groups. University of Montana students pay a Curry Health Center fee which provides for the entirety of the Curry Health Center's budget. SARC is funded through the Curry Health Center and from a small private grant.

SARC Services

SARC offers a 24 hour crisis line and a Walk-In Resource Center, Monday through Friday, from 10:00 am until 5:00 p.m. during the academic year. Additionally, advocates are available 24 hours a day, seven days a week to provide service to The University of Montana students, faculty and staff, as well as to members of the Missoula and surrounding communities. Advocates can offer support, referrals, and information about emergency, medical, academic and legal procedures. If requested, advocates are available to accompany survivors to the hospital, Curry Health Center, police station, or court.

For the benefit of The University of Montana and Missoula community SARC makes available a *resource library*. The library includes books, brochures, videos, and articles on such topics as sexual violence, sexual harassment, violent relationships, rape,

recovery, and information appropriate for significant others who also need help in their healing process.

Support groups are available for survivors of rape and sexual assault, regardless of when or where the assault took place.

Academic advocacy is available for survivors who are experiencing academic difficulties. Options for this support service include providing information and support for medical withdrawals, retroactive withdrawals, dropping individual classes, petitioning for incompletes, requesting a delay of exams, and/or requests to professors regarding individual needs the student may have. These interventions are processed on a confidential basis.

First responder training includes information about stalking, relationship violence, sexual assault, active listening, available resources, and other helpful information for survivors. This training is available for faculty, staff and residence or dorm assistants at The University of Montana.

The *Peer Education Program* is another branch of SARC, providing an opportunity for students to be trained to provide their peers with information on sexual assault, stalking, and relationship violence. The Peer Advisors are available to give presentations on rape culture, guidelines to safe and consensual sex, and other related topics to University of Montana classes, sororities, fraternities, athletic teams, dorms, and other campus organizations or departments.

The *Peer Advocacy Program* trains students to provide peer counseling and assistance with accessing other appropriate resources. These student advocates staff the SARC crisis line, walk-in hours, and meet with survivors, friends, or family members at

the Curry Health Center or St. Patrick Hospital First Step Program. Advocates are trained at the beginning of each fall semester. The students who chose to participate in this program are those which were of interest for this research.

The Student Assault Resource Center Advocate

Recruitment of SARC Advocates

Each fall, at the beginning of the semester, the call goes out for volunteers to participate in the SARC advocacy training program. Recruitment flyers are placed throughout The University of Montana campus, announcements are made on the local radio stations, advertisements are run in the *Kaimin* the campus newspaper, and the Coordinator of SARC along with the returning advocates give presentations to a variety of classes, sororities, fraternities, dorms, athletic teams, and other university organizations.

Interested students initiate the process of becoming an advocate by completing an application (Appendix B) and returning it to the SARC Coordinator. Candidates' applications are reviewed by a committee comprised of the Coordinator and SARC student interns. If selected by the committee, candidates are asked to return to SARC for a face-to-face interview. The interview (Appendix C) is structured in a way that allows the selection committee to gain some understanding regarding why the student would like to be an advocate, what some of their thoughts are around various issues that have challenging emotional content, and how they might anticipate coping with some of these difficult issues. It is during this time that the student is reminded that the commitment to SARC is for the entire academic year.

Advocate Training

After the interview, the selected candidates begin the concentrated training. The forty plus hours of training is completed over a four-week period, with the potential advocates attending trainings on Tuesday and Thursday evenings for three hours and again on some Saturdays for five to seven hours. Training topics are wide and varied, focusing on areas such as the history of the SARC Program, active listening skills, rape culture in the United States, how to ensure a survivor of current domestic violence is safe, cultural awareness, health issues including HIV and Aids, and how do they as advocates, set appropriate boundaries and take care of themselves (Appendix D). Evaluations of the trainer and of the information given during the training are completed by the advocates at the end of each training session (Appendix E). Upon completion of the SARC training all new advocates are required to sign an agreement of confidentiality (Appendix F). This agreement states “Any information gained about a client, including the knowledge that she or he contacted SARC, must not be shared with anyone outside of SARC” (SARC Volunteer Confidentiality Agreement, 2008). This agreement further states the limits of confidentiality and the consequences of not maintaining confidentiality.

Training is intended to increase students’ knowledge about sexual assault, rape, stalking, partner violence, childhood sexual assault, the legal system, police procedures, cultural issues, suicide, self-harm, relationship issues, and campus and community resources. Training also allows the possibility for advocates to gain a deeper level of knowledge about themselves. The training presents emotionally charged information, consolidated into a short period of time. This information may become overwhelming to

some advocates causing them to question their own beliefs and thoughts about these sensitive topics.

Often students who chose to become advocates have had direct or personal experiences of sexual assault that may elicit a very personal and emotional response. This does not mean the student should discontinue training; it does mean however, that the student may need to seek out individual support and pay particular attention to allowing themselves time to process their emotional responses.

The SARC Coordinator, the returning SARC Advocates, as well as the Counseling and Psychological Service staff are all available to provide support to the advocates in training. Additionally, the SARC Coordinator pays particular attention to the advocates' reactions. The coordinator will offer support and encouragement to the advocate, when necessary suggest the advocate get more individualized and professional help and in some cases suggest that the student delay participating in the SARC Program until better prepared, emotionally.

After advocates complete training, they attend an out-of-town, weekend retreat at a local forest service facility. Although training may continue at the retreat, this time is primarily meant to be a time of team-building and strengthening the sense of community that has been developing during the four week training. The retreat brings together the new and returning advocates in a fun, relaxed setting, allowing them time to know and trust each other, and to develop relationships that will support them during the challenging work ahead.

The University of Montana is located in the northwest area of the United States and although students of color do attend the University, they are a small percentage of the

student population, leaving the general population at the University consisting primarily of White students. Although all students attending The University of Montana are eligible to apply to become SARC Advocates the advocate population remains reflective of University's racial imbalance; most are white and female. However, quite frequently there is at least one male and one person of color who chooses to become an advocate. The SARC staff continues to increase its efforts to encourage men and people of all backgrounds to become involved in this important work.

On the Job

Upon completion of the training, the advocates become the newest voices of comfort and support to victims of violence. Advocates are expected to attend a weekly, hour and a half meeting held each Monday from 3:30 p.m. to 5:00 p.m., be available to staff the SARC office for walk-in clients and phone calls, and be on call for overnight and weekend shifts. When on call, the SARC Advocate must be sober, available and ready to attend to the needs of survivors anytime of the day or night.

The weekly meetings are a time to share information about upcoming events and community issues, process the phone and face to face contacts advocates had with clients during the past week, provide support to each other and continue to build relationships within the SARC community. Formal training is continued during the meetings by having occasional guest speakers present on a variety of pertinent topics. Additionally, advocates will research various community organizations and topics that are of particular interest and share that information with the other advocates.

Before taking shifts independently, the new advocates will spend several weeks *shadowing* the more experienced advocates. Shadowing allows the newly trained

advocates to observe the returning advocates while they do their jobs which include taking phone calls, working with clients face to face, completing paperwork and meeting clients at the local hospital or at the Curry Health Center.

Client Contact

When a call comes into the SARC crisis line, the advocate on call answers the phone, identifies them self as a SARC Advocate and inquires how they might help the caller. Often the caller simply needs someone to talk with, someone to offer nonjudgmental support and/or referrals to helping professionals in the counseling or legal world. Advocates have at their disposal a variety of literature and referrals for other services available not only within the local community but also nationwide.

If the caller should need medical attention, the advocate would arrange to meet the person at the Curry Health Center, the local emergency room or at First Step. First Step is located in Missoula and offers a variety of services to men, women and children who have suffered sexual assault or domestic violence.

Before meeting a survivor or the survivor's family somewhere, the SARC Advocate would first contact another advocate to accompany them. The advocates would take with them a list of community resources, a variety of handouts and any other materials which might be helpful to the survivor and/or their family and friends. If requested by the survivor, one or both advocates might be present during a rape kit exam or other physical examination, when the survivor is giving a statement to law enforcement or when the survivor is talking with their family or friends. The advocate would also be available to give support and resources to the family and friends of the survivor.

SARC Advocates are required to make a written account of each phone call received and of time spent in face to face contact with survivors and/or their family and friends. The reports include specific information such as age, gender, type of assault, number of perpetrators, etc (Appendix G). These statistics are used as information for SARC's yearly grant and to meet the needs of the Cleary Act. Survivors may choose to be identified in the written account by name, a pseudo name, or to be anonymous. These reports are maintained in a secure cabinet, only the SARC Coordinator and SARC Advocates have access to them.

Each week at the advocate meeting, client contacts from the previous week are discussed. There are several reasons for this. A survivor might access SARC services more than once and because the person might not speak to the advocate who initially spoke with them, the sharing of specific case information with all the advocates keeps the survivor from having to retell their story each time she accesses SARC. Sharing information about the specific contact also allows the advocate(s) who was involved in the contact an opportunity to explore what they experienced at a personal level. This provides the occasion for moral support from other advocates and perhaps a teaching or training moment.

Burnout among trauma volunteers is potentially a serious problem (Wilson, 2000) therefore, the SARC Coordinator must pay particular attention during the weekly meetings to how the advocates, both individually and collectively, respond to the various trauma they have personally witnessed or heard about during the weekly meeting. If the coordinator suspects members of the group are struggling with a specific issue or are feeling especially vulnerable she might encourage the advocates to spend an extended

time exploring their reactions and healthy ways to sooth themselves. If the coordinator is concerned about a specific person she might ask the advocate to remain after the group to talk with her or set up an appointment for a later date. The SARC Advocate's work is emotionally challenging and it is vitally important to provide the support and resources necessary for the advocates to maintain their emotional wellbeing.

Just for Fun

The SARC Coordinator is trainer, team leader, team builder, support, and roll model for the men and women who volunteer their time as advocates at SARC. Understanding the need for bonding and playfulness, the coordinator encourages and facilitates gatherings of the advocates in settings outside of the weekly meetings. Throughout the semesters the group will gather to bowl, snow ski, cook, and eat together. This time together puts into action the information about self-care the advocates learn during the training and it allows for the formation of bonds outside the trauma-work setting.

Purpose of the Study

Countless research articles have been written addressing the concept of volunteerism and the issues surrounding sexual assault; there are however, a much smaller number of studies concentrating on the experiences of the sexual assault volunteer. SARC Advocates are in a unique position to provide greater understanding regarding how volunteering at a rape crisis center impacts the life of the volunteer.

SARC Advocates provide services to student and community survivors of sexual assault, their families and friends, and to faculty and staff at The University of Montana. Because the SARC Advocates work directly with survivors, they have first-hand

knowledge regarding survivors' experiences with the Counseling and Psychological Services' mental health services, Curry Health Center's medical services, SARC's services, The University of Montana's legal system, and the city of Missoula's medical, legal and mental health systems. SARC Advocates may also have information regarding how SARC and community service providers interact with one another.

Additionally and perhaps most importantly, SARC Advocates can be a source of valuable information regarding the challenges advocates face when providing assistance to survivors. Therefore, due to the limited research investigating volunteer advocates who provide direct service to survivors of sexual assault, and because of the important role advocates provide in rape crisis centers, this study sought to discover how the experience of being an advocate at the Student Assault Resource Center on The University of Montana campus impacts the lives of the SARC Advocates.

Summary

This literature review has gathered research together, on a wide variety of topics regarding, volunteerism and sexual assault and it has considered the overlap of these topics. The history and background of these topics is not only interesting but also of importance in setting today's stage. The men and women who forged the way in areas regarding sexual assault and rape did so often without funding and encouragement, and frequently in an unfriendly political environment. These individuals made it possible for today's advocates to be supported both financially and with society's approval.

Volunteering appears to satisfy a number of human needs; from needs that are self focused, to the need to be part of something bigger than one's self, to the desire to give to someone or something else because it promotes a positive sense of self. Whatever the

reasons that compel people to volunteer; they appear to cross all national borders and racial, financial and educational boundaries

Those individuals who chose to volunteer at rape crisis centers may find the work challenging and painful; however, they may also find unanticipated rewards. This research focused on how volunteers at the Student Assault Resource Center incorporate the challenges and benefits of being an advocate into their daily lives. It is anticipated that the information gained will be useful both to SARC and to the broader community of rape crisis centers and advocates at many college campuses.

CHAPTER THREE

MTHODOLOGY

One must approach statistics with caution if one is going to make generalizations, particularly statistics regarding violent crime. Statisticians of crime are routine fact gatherers, and the raw material they work with is usually mined from police-precinct arrest records or from records of convictions. Since there are many acts of rape, few arrests and still fewer convictions, a huge gulf of unavailable information unfortunately exists (Brownmiller, 1975, p.174).

Research Design

There are at least two unique approaches to scientific investigation: quantitative and qualitative. Quantitative research asks the question does a phenomenon exist. This method of research uses comparisons between groups and employs the use of random sampling, allowing for generalization of results to larger populations. Quantitative research relies on a few variables and many subjects (Ragin, 1987) and qualitative research relies on a small number of participants referred to as a purposeful sample. Additionally, qualitative research uses a narrow, detailed focus to explore the questions of *how* or *what*, decreasing generalizability. Which method is employed depends on the researcher's focus and the nature of the research question being asked.

Qualitative Research

Qualitative research provides a unique way of gathering data that often requires a shift in thinking for many researchers because what is being studied is not about the existence or character of a phenomenon, but is instead about what is present or in the awareness of a person. Creswell (2007) states the following: "Qualitative research begins

with assumptions, a world view, the possible use of a theoretical lens, and the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem” (p. 37). This suggests that the assumptions or the set of beliefs a researcher brings to the project informs the structure of the project’s design. Consequently, the qualitative researcher’s world-view is not only important but is actually the lens through which the study will be viewed.

Considering the researcher as a key element is one of a number of characteristics common in qualitative research. Following are other characteristics which provide framework for the qualitative approach or experience to inquiry: data is collected in the field; the focus of the research is on the meaning the participants apply to a problem or issue; data may be collected from a variety of sources; the data are analyzed through an inductive process which may include actively collaborating with the participants; the research process is emergent, allowing for a shifting of direction to happen during the data collecting process; researchers make interpretations which cannot be fully separated from their own personal history; and qualitative researchers attempt to cultivate a picture of the complexities of a situation (Creswell, 2007). This cluster of characteristics, which make up the structure of the qualitative method of inquiry, has special value for investigating complex issues and achieving deep understanding. Qualitative research excels at *telling the story* from the participant’s viewpoint or multiple viewpoints and providing the rich descriptive detail that sets quantitative results into an ecologically valid human context (Creswell, 1998). Because the researcher is a key component of the data collection and analyses, the results are subjective, as is the data. The participants’ words and other products are inductively analyzed with the researcher focusing on the

perspectives and meanings given to a specific experience. The findings are then described in language that is expressive, persuasive and psychological (Creswell, 1987).

There are a variety of ways to approach qualitative inquiry, these methods include but are not limited to a narrative research, ethnography, case study, phenomenology, and grounded theory. How one approach is chosen above another depends on what the researcher is attempting to accomplish.

Rationale for Qualitative Research

A rich understanding of what it means to be a SARC Advocate is something that does not easily lend itself solely to the quantitative research approach. Rather than asking specific questions about *why* someone might chose to volunteer as a SARC Advocate, the inquiry considered in this research was broader and more general, inquiring about the meaning of the experience. This can only partially be ascertained from a pen and paper questionnaire. Understanding the advocates' experience can be more fully understood through in-depth dialog with the advocates.

Qualitative research is used when a complex detailed understanding of an issue is needed. This detail is established by directly speaking with people and allowing them to tell their stories minimally unencumbered by what the researcher might expect. This allows the voice of the participant to make known "as lived" the experience being explored with the researcher. This is important because what participants say needs to be understood in the context in which they live or work.

The goal of this research has been to allow student advocates the forum to relate their story of volunteering as an advocate at the Student Assault Resource Center. Because this exploration required the voices of the advocates to be heard within the

context of their advocate work, college experience and daily lives, the qualitative method of research was an excellent fit for gathering the information.

Once the decision is made to use the qualitative method, the next decision required is which of the five qualitative inquiries provides the best design for this particular question. As noted previously there are five major approaches to qualitative inquiry. Following is a brief explanation of four of the qualitative methods, followed by a lengthier explanation of the phenomenological method.

Narrative research focuses on life experiences of an individual or a small number of individuals over an extended period of time. The data or the participants' stories are collected primarily through interviews and the reading of documents (Creswell, 2007). This method, best suited for telling the stories of one or two individual's experiences, develops a narrative about the stories of the participants' lives. The usual focus is on one person.

Grounded theory seeks to discover or generate new theory. "A key idea is that this theory-development does not come *off the shelf*, but rather is generated or *grounded* in data from participants who have experienced the process (Strauss & Corbin, 1998, as cited in Creswell, 2007, p. 63). Grounded theory, using primarily face-to-face interviews with twenty to sixty individuals, generates a theory by studying the interactions or process between individuals (Creswell, 2007).

Ethnographic research is focused on examining patterns in units larger than twenty or more individuals. The ethnographic process requires the researcher to be immersed in the day-to-day lives of the individuals under observation; to observe and interview the group participants. The meaning of the language, the behaviors and the

interactions among the members of the group, are the focus. This method is best used when the researcher's goal is to describe and interpret the shared patterns of a culture or group (Creswell, 2007).

Case study research "involves the study of an issue explored through one or more cases within a bounded system (i.e., a setting, a context)" (Creswell, 2007, p. 73). This method requires detailed, in-depth data collection from a multitude of sources; i.e. observations, documents and reports, interviews, audiovisual material. Case study is best suited for providing in-depth understanding of a case or multiple cases. It most often explores an event, especially a public event at several levels of actions taken and understandings achieved.

The Phenomenological Method

Phenomenon: in philosophy, any object, fact, or occurrence perceived or observed. In general, phenomena are the objects of the senses (*e.g.*, sights and sounds) as contrasted with what is apprehended by the intellect. The Greek verb *phainesthai* ("to seem," or "to appear") does not indicate whether the thing perceived is other than what it appears to be. Thus in Aristotle's ethics "the apparent good" is what seems good to a man, whether or not it really is good. Later Greek philosophers distinguished observed facts (phenomena) from theories devised to explain them. This usage, widely adopted in the 17th century by scientist scientists who sought to explain phenomena of natural science (*e.g.*, magnetism), is still current (Retrieved September 20, 2008, from Encyclopedia Britannica Online).

Threads interwoven; each thread, an integral part in the design of the fabric, each providing its own rich color, texture, and strength, each standing out, yet all blending together to create a fabric of beauty. Creswell (1998) suggests that phenomenological research is metaphorically similar to this description. To me, who weaves, quilts, knits, and is employed as a mental health therapist, this description fits not only for this research but also within my daily life.

The roots of phenomenological research are in the teachings of German philosopher, Edmund Husserl (1859-1938) and phenomenology is sometimes considered a philosophical perspective as well as an approach to qualitative methodology. Phenomenology is a school of thought which emphasizes a focus on people's subjective experiences and interpretations of the world. That is, the phenomenologist wants to understand how the world appears to research participants, not how it *is* in an objective sense.

The use of unstructured interviewing is primary to phenomenological research. Unstructured interviewing involves direct interaction between the researcher and the participant. The researcher presents an initial question or concept, but there is no formal, structured interview protocol. Interviewer and participant are free to move the conversation in any direction of interest brought up or *discovered* by the participant (Giorgi, 1985). Unstructured interviewing is particularly useful for exploring a topic broadly and allowing the experience to manifest in the participant's conscious awareness.

Phenomenological research is not simple as the raw data can be challenging to organize both because of its quantity and its detail. The detail that is indicative of the phenomenological method allows for the original language of the participants to be heard

(Giorgi, 1985). Distilling the words, thoughts and emotions and integrating across the interviews becomes a complex endeavor.

Understanding the many layers of the lived experience of being a sexual assault advocate requires achieving a deep understanding of how advocates think and feel about their work. The phenomenological method is particularly valuable for investigating complex and sensitive issues by asking participants to be part of an experience, in an intentional way (Trochim, 2006). Therefore, the phenomenological approach provided an excellent choice for examining the experience of being an advocate at the Student Assault Resource Center. In this phenomenological study, I was intent on understanding the lived experiences of the men and women who serve as advocates at the Student Assault Resource Center at The University of Montana.

Data Collection Procedure

In psychological research based on a phenomenological perspective, the usual purpose of data gathering is to collect naïve descriptions of the experience under investigation. The descriptions provide specific instances from which the researcher can tease out the structure of consciousness that constitutes the experience (Polkinghorne, 1989).

An artisan weaves together threads of many colors and textures to create a unique piece of fabric. The phenomenological researcher teases individual threads of meaning from each participant's experience, and then weaving amongst the participants creates a colorful, rich, diverse and completely unique fabric to reveal the psychological structure of a lived experience

The Setting

The University of Montana is a mid-sized liberal arts university. It is located in the northwestern part of the United States in the city of Missoula which boasts a population of approximately 61,000 people. Missoula's inhabitants are primarily Caucasian and this is reflected in the student population at The University of Montana. During the 2007-2008 academic year, the student body of The University of Montana was comprised of 84% Caucasian, 4% Native American, 2%, Hispanic, 1% Asian and the remaining 9% was listed as nonresident aliens, not reported or other (University of Montana Data Digest, retrieved July, 2008. from <http://www.umt.edu/Plan/datadigest>).

Participant Selection

Phenomenological research requires participants to be individuals who have experienced the phenomenon under consideration and additionally, are capable of and willing to, articulate their experiences (Creswell, 1998; Polkinghorne, 1989). Gathering individuals who fit this criterion creates a purposeful sample rather than a probability sample. As previously noted the number of participants needed for a phenomenological study is small (Creswell, 1998). Phenomenological studies continue to interview participants until themes repeat themselves, usually 6 to 10 *good* interviews provide a point where no new information is being added. The number of participants is also limited due to the considerable amount of text-based data, which is generated from the in-depth interviews.

A small, purposeful sample of six participants was utilized for this study. The phenomena under investigation concerned the experience of being a volunteer who works

with survivors of sexual assault and violence therefore; the SARC Advocates presented an ideal and convenient sample.

Prior to contacting potential participants, approval from The University of Montana Institutional Review Board (IRB) was sought and granted. Upon IRB approval, prospective participants were solicited by verbal and written request. I arranged with the SARC Coordinator to attend one of the weekly advocate meetings; the research project was explained and a verbal appeal for participation was made. Additionally, a written request was handed out informing the advocates how to contact me should they wish to participate (Appendix H).

Each year the Student Assault Resource Center trains 10 to 20 students to become SARC Advocates; historically 2 to 10 of these volunteers return to serve a second or third year. Participants for this study were drawn from those students who have successfully completed SARC training and served as an advocate for at least one semester. Six women and one male were screened to participate and as previously noted all participants must have experienced the phenomenon under investigation in order to be included in the study. After analyzing all seven interviews through the first four levels it was found that the male advocate did not experience the same phenomenon as the women and therefore his interview was excluded from this study.

All the women identified themselves as Caucasian with one woman noting she was also part Native American. To ensure confidentiality and anonymity of the participants some information has been withheld and altered, and participants have been assigned pseudonyms. Following are short descriptions of each of the participants.

Background Information

(P1) Trish is a 53 year old Caucasian female. She worked for 16 years as a personal trainer before deciding to attend The University of Montana where she is currently a junior majoring in psychology. Trish is married with two adult children. Upon completion of her degree she would like to work either women's issues or with those who suffer from autism. Trish volunteered at SARC during her sophomore year in college and was awarded the "Outstanding Volunteer of the Year Award" from The University of Montana for her work as a SARC Advocate.

(P2) Jane is a 20 year old Caucasian woman, a junior majoring in social work. This was Jane's third year as a volunteer SARC Advocate and her second year as an intern at SARC. Jane comes from a fundamental religious background; during her years at The University of Montana her beliefs have changed, creating some tension with her family. Jane wants to make a difference in the world.

(P3) Anne is a 21 year old Caucasian woman, a senior majoring in psychology with an art minor. She is engaged to be married in the fall of this year. During the last academic year Anne worked as both a volunteer advocate and an intern at SARC; this year she is only volunteering as a SARC Advocate.

(P4) Mary is a 19 year old Caucasian woman, a junior majoring in print journalism and pre-law. She worked at Planned Parent during her high school years and feels like she has been "counseling" since she was in third grade. Mary is passionate about social issues. This is her second year as a volunteer SARC Advocate.

(P5) Susan is a 24 year old Caucasian and Native American woman. She is a post-graduate, currently working towards a MFA and is also a pre-nursing student. She has

traveled extensively and lived all over the world. She has one sister who currently resides out of the country with Susan's parents. She began working as a volunteer two years ago, she took a year off to travel and has returned to SARC in the capacity of advocate and paid intern.

(P7) Nancy is 22 years old and a senior in social work. This is her first year as a SARC intern and as a volunteer advocate. Upon completion of her social work degree Nancy would like to work with issues that pertain to women, specifically around the topic of domestic violence.

Consent and Confidentiality

Participants, who volunteered and met the study's criteria, were invited to be interviewed; before interviews commenced, participants were asked to sign the Participant Information and Consent Form (Appendix I). This form described the purpose of the study, potential risks or discomforts and benefits, participant rights, confidentiality and limits of confidentiality, and granted permission for the interviews to be audio-recorded. Additionally, it informed the participants that they may withdraw from the study at anytime, without penalty.

Confidentiality in this study was of the utmost importance. Participants were volunteers at SARC and the topic of inquiry was about their experience at SARC; in order for the advocates to speak freely, especially about negative aspects of the program or personnel, they had to be assured confidentiality. This was made all the more important due to the researcher's historical and assumed future association with the SARC Program and the SARC Coordinator. It was clearly stated, both in the Participant Information and Consent Form and verbally (Appendix J) at the time of the interview,

that information gained through the interview would remain within the context of the research project and would not be spoken about or alluded to in any other setting. Identifying characteristics of the SARC Advocates were altered, neither their names nor their initials were used; identity was preserved by the use of pseudonyms.

During the interview, advocates revealed information about clients they had worked with either personally or had knowledge of from other advocates. The participants were cautioned not to use client names and the researcher altered all other identifying information regarding these clients.

Data Collection

The phenomenological researcher gathers data through one-on-one interviews, which typically last from one to two hours (Polkinghorne, 1989). Interviews for this study took place in a private and quiet location off campus; timing for the interviews was arranged in a manner that was mutually agreeable to both the participant and myself. The interviews lasted between one to two hours.

During the face-to-face interviewing process, the participants were encouraged to explore, in detail, the experience of being a SARC Advocate; allowing themselves to consider the benefits, challenges, and changes they have personally encountered while serving in the capacity of a SARC Advocate (Appendix K). The participants were encouraged by the researcher with gentle, probing and open ended questions. At the conclusion of the interview, the participants were reminded of the list of resources available should they become distressed due to participating in the interview.

Research Statement of Inquiry

Phenomenology differs from almost every other science in that it attempts to gain insightful descriptions of the way we experience the world pre-reflexively, without taxonomizing, classifying, or abstracting it (Van Manen, 1990, p. 9).

Phenomenological research is a many layered investigation into the essence of a person's experience. The primary goal is to illuminate particular aspects of the human experience in accurate, clear descriptions. The question given to participants needs to be as open-ended as possible (Creswell, 2007).

The initial statement requesting conversation from the participants of this study was as follows:

Please tell me about your experience of being an advocate at the Student Assault Resource Center and how you feel this work has impacted your life. Feel free to share positive, negative, and neutral thoughts and feelings, in as much detail as you would like.

During the interview, the researcher encouraged participants to examine their feelings and thoughts regarding their advocate experience in greater detail and depth by using open-ended, gentle probing follow-up techniques such as: Can you say more about that? What does that mean? Help me understand. Describe what that was like for you. Open-ended interviewing permits the researcher to pursue participants' lead and to pose clarifying questions (Creswell, 2007). Though I had thoroughly examined the literature in the pertinent areas, I still bracketed my knowledge unless participants mention these areas themselves.

Pilot Study

Pilot interviews can be an important way to refine the research inquiry (C. Jenni, personal communication, April 2, 2008). Sampson (2004) suggests the pilot interview allows the researcher to foreshadow research problems and questions, highlight gaps and wastage in data collection, and consider broader and highly significant issues such as research validity and ethics (Sampson, 2004).

To test the research inquiry and to hone my interviewing skills, a pilot study was employed for this project. An individual who was known to me as a SARC Advocate was contacted via email and asked to participate as part of the pilot study. After consideration with Dr. Jenni, the dissertation chair, this pilot interview was included as part of the data for this inquiry.

Data Analysis

Interviews from each of the participants were transcribed verbatim. The audio tapes were listened to multiple times, allowing me to gain a fuller understanding of the participants' words and to participate more fully in the advocates' experience (Giorgi, 1997). Threads of significance began to emerge as the transcripts were then read multiple times. This intimacy with the raw data assisted in the identification of meaning units, common themes, and in the narratives at each level.

Meaning units were brought together to create the essence of the experience; a textural description of the phenomenon of being a SARC Advocate. In the analogy of woven fabric, what is sought is neither the thread nor the concept of how the thread came to be woven into the fabric at that particular place and time, rather the point of interest, is

the small space between the threads, where consciousness and experience meet (Polkinghorne, 1989).

Data analysis, done in the style of Giorgi (1975), involves using a six-level process known as reduction. The levels of reduction are briefly addressed in the following section.

Description of Phenomenological Reduction

Giorgi (1975) suggests that the phenomenological method has four main characteristics: the first being that it is descriptive, next is the use of reduction or bracketing of categories, the third characteristic is the search for the essence or a bringing to light the actual “living relationship of experience” (p. 43), and the final characteristic is intentionality, suggesting that “consciousness is always directed or oriented toward something that is not consciousness itself” (p. 43).

Level One

This level consists of collection of data or interviews. Each interview is audio taped and transcribed verbatim. Once transcription is completed the raw data is read several times, allowing for immersion into the participant’s words; as if the research has lived the experience.

Level Two

In level two, interviews are critically reread and text is placed into meaning units. This process is done in a respectful and naïve fashion with the researcher using intuitive judgment. The meaning units can be described as texts that convey a self contained meaning (Polkinghorne, 1989), or as shifts in the focus of a participant’s attention, or as

small to major changes of consciousness or awareness. Meaning units are restated in the third person, however, much of the participant's original language is retained.

Level Three

Meaning units in level three are judged for inclusion or exclusion based on whether or not they pertained to the research interest. In this case the question asked was; what does the meaning unit reveal about the experience of being a SARC Advocate? Meaning units are discarded, only after careful consideration. If the meaning is not clear, the meaning unit remains. Often the analysis of subsequent participant's transcripts illuminated previous analyses, illustrating the "circular" quality of the phenomenological analysis. The researcher, in level three, is charged with transforming the meaning units from the participant's words to include some of the researcher's own words. The information is then reorganized according to topic and offered in a narrative form. This level is the first step of active data transformation by the researcher.

Level Four

This step is the second transformation of the data. The researcher reviews the level three individual narratives with attention to the explicit or implied psychological structure. The narratives are partially restated in psychological terms; however some of the participant's own words are retained as they are often the most powerful descriptors of the experience.

Level Five

Individual level four narratives are brought together to create a combined narrative. Outlier perspectives or those perspectives which are representative of only one or two of the participants are not included at this level of synthesis, though they are noted

as variations of interest. This level remains situated in some details of the experience across participants. Some original participant representative language is retained when it clearly described the experience of all participants. This level is often described as “situated.” It retains some of the concrete aspects and contexts of the experience.

Level Six

This is the final level of abstraction and it is at this point the researcher constructs the overall description of the essence of the experience. This step excludes specific situational information and depends solely on the experience at an abstract psychological level. These final two steps, level five and six, are the heart of a phenomenological study.

Evaluation Criteria

Reliability and validity are the measures by which quantitative research is judged. Reliability refers to the extent to which an experiment, test, or measuring procedure yields the same results on repeated trials (Merriam-Webster Online Dictionary, 2008). Validity, from the Latin word *valēre*, refers to something strong or potent. A valid theory is one well-grounded or justifiable, both relevant and meaningful (Retrieved August 2008, from Merriam-Webster Online Dictionary). In quantitative research, validity refers to the accuracy of studying that which one set out to investigate.

The qualitative method of inquiry strives to ensure accurate research is produced, however the method does not easily fit into the traditional framework or quantifiable approach of evaluation. Creswell (2007) suggests that “validation” refers to a process and the researcher must “employ accepted strategies to document the accuracy of their studies” (p. 207). Creswell goes on to list eight strategies, recommending that at least two of them are observed when qualitative research is being conducted. The eight strategies

are as follows: (a) prolonged engagement with the participants, (b) triangulation of the process of involving corroborating evidence from a variety of sources, (c) peer review with individuals who ask difficult questions to help keep the researcher honest, (d) negative case analysis referring to the ongoing revisions of the initial hypotheses, (e) clarifying of researcher bias allowing for researcher biases and assumptions to be discovered prior to the commencement of the research, (f) member check or writ large, the solicitation of participant's view on the interpretations and themes, (g) rich, thick description which allows decisions of transferability to be made by the reader and finally, (h) the external auditor which examines both the process and the product.

This study utilized five of the eight validation strategies: prolonged engagement with the participants in the way of interviewing, peer review by means of the dissertation committee and particularly the dissertation chair, negative case analysis, clarification of researcher bias, and rich, thick description. Employing these strategies helped ensure credibility, allowing for a higher level of confidence regarding my observations, interpretations and conclusions (Creswell, 2007).

Creswell (2007) makes further recommendations, specifically for phenomenological research. These standards include: a clear well articulated phenomenon, the researcher is well versed in phenomenological tenets and uses appropriate phenomenological procedures of data collection and analysis, and the researcher is reflexive throughout the study and able to convey the essence of both the experience of the participants and the context in which the experience occurred. I followed these standards.

Delimitations

Delimitations allow for the defining of a boundary, outside of which the focus of the research does not stray (C. Jenni, personal email, 2008). The focal point of this research was the investigation of the phenomenon of volunteering as an advocate at the Student Assault Resource Center at The University of Montana. This study was not meant to be a program evaluation of SARC or a study of volunteers in general. Therefore, participants were delimited to those students who volunteer as advocates at the Student Assault Resource Center on The University of Montana campus. The themes that have emerged and been identified from this research provide insight into an understudied group and bear further investigation.

Limitations

Inherent in every study are limiting factors which need to be clarified and made explicit (Creswell, 2007). Limitations are those methodological areas that the researcher cannot control. Anticipation of the limitations helps to limit their possible effects.

Phenomenological research, by its nature, is best used to understand one particular population's experience and it is not intended to generalize to the larger population, in this case to other rape crisis centers. Further limiting is the fact that all the participants of this study attended the same institution of higher education; all were trained by the same coordinator and all volunteered for the same organization. Additionally, seven participants do not provide a fair representation of student advocates across the nations. These factors all limit the scope of the results and disallow for generalization to populations other than the Student Assault Resource Center, on The University of Montana campus.

The researcher's association with the SARC program provides another limitation. The researcher's previous contact, as well as her assumed future contact with SARC, may have influence advocates' responses by either limiting or eliminating particular topics of conversation.

As with any phenomenological research project, the data are distilled through the eyes of the researcher. Even though I considered my biases and set aside or bracket my assumptions before the interviews were conducted to help control for this limitation, it is likely that some of my assumptions will have influenced how the data was analyzed. The dissertation committee also assisted in this regard.

Self Reflection

Researcher bias is a concern in phenomenological investigation because the researcher, who gathers the data, also provides the lens through which the data are processed. To provide researcher awareness and decrease potential bias, it is advisable for the researcher to engage in self-reflection, bringing as many presuppositions as possible to full awareness (C. Jenni, personal communication, April 2, 2008).

My job was to give voice to the phenomena of being a SARC Advocate. The lens I saw through included my own experiences of having been trained and worked as a SARC Advocate in 1995-1996, my liaison position between the Counseling and Psychological Services and SARC, and my current vocation as a psycho-therapist who works with survivors of sexual assault.

Journaling was employed by me as a way to facilitate self reflection and cleanse my internal lens. The process of writing about my expectations yielded six general, preexisting thoughts and feelings about how being a SARC Advocate impacts one's life.

These thoughts are as follows (a) being an advocate is a positive experience in which much is learned about the issues of sexual assault and the culture of rape, (b) participating in SARC allows for feelings of connectedness with other advocates, (c) training can be challenging both physically and emotionally, (d) listening to survivors of trauma can be difficult, overwhelming and sad, (e) helping people in need feels good and, (f) working as a SARC volunteer could awaken the advocate's own experience of sexual assault or similarly such harm as came to a friend or family member. Acknowledging these preexisting thoughts helped sharpen my focus on the clients and cleansed the lens through which the data was viewed.

Role of the Researcher

I am a doctoral student in the Department of Counselor Education in the School of Education at The University of Montana and in addition, I work as a psychotherapist at The University of Montana in the Counseling and Psychological Services (CAPS) and as a private practice Licensed Clinical Professional Counselor. One of the job duties associated with my CAPS' position is that of clinical liaison with SARC. This means I attend the weekly SARC debriefing meetings and consult weekly with the coordinator of SARC. During the semesters the interviews for this research inquiry were conducted, I was on sabbatical from my job at the Counseling and Psychological Services and from the SARC liaison position. This separation of roles allowed the participants an extra measure of freedom and honesty in the interviewing process.

Any study, either quantitative or qualitative, is only as good as the researcher. This is particularly true in qualitative research because the researcher is the tool, the research instrument, the lens through which the participants are seen. My intent was to

understand and remain aware of what shades of color I brought to the research lens,
thereby allowing for a sharpening of focus on the advocate experience.

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

The data for this study are comprised of interviews from six University of Montana students who volunteer as Student Assault Resource Center Advocates. The one to two hour long, uninterrupted, interviews were conducted between December 2008 and March 2009. Participants were asked to respond to the request: "Please tell me about your experience of being an advocate at the Student Assault Resource Center and how you feel this work has impacted your life. Feel free to share positive, negative and neutral thoughts and feelings, in as much detail as you would like." This request was intended to allow the participants to explore the challenges, advantages, personal growth, and any other shifts being a SARC Advocate may have encouraged or been responsible for.

All interviews were audio-taped leaving me fully available to engage with the participants. Audio-taped data were transcribed verbatim. Following transcription, each interview was individually analyzed through Level Two, Spontaneous Meaning Units; Level Three, Narrative of Emergent Themes; and Level Four, Transformation of Individual Protocols. The reader is directed to the Appendices (M-R) for the complete set of verbatim interview transcription (Level One), spontaneous meaning units (Level Two) and the narratives which are based on emergent themes (Level Three). Excerpts from the interviews and Levels Two and Three analyses are included in this chapter as are the complete data analyses for all six participants at Levels Four, Five and Six.

The following schematic of the phenomenological psychological reduction, used for this study, is adapted from Jenni (1990). A description of each level, with illustrations follows.

The Phenomenological Psychological Reduction

Level One: Verbatim Transcriptions (Individual Protocols)

Verbatim transcriptions of individual interview protocols are read and re-read to get a general sense of the interview.

Level Two: Spontaneous Meaning Units (Individual Protocols)

Spontaneous meaning units of each verbatim transcription (Level One) are identified according to shift in the focus of attention and meaning in the description of the experience. The researcher identifies and examines all meaning units, and restates them in third person, retaining the participant's original language.

Level Three: Emergent Themes (Individual Protocols)

Meaning units (Level Two) revealing each participants' thoughts, feelings and experience of being a Student Assault Resource Center Advocate are grouped by theme, reorganized according to topic and presented in narrative form. Participant's original language is retained. After careful consideration meaning units not addressing the phenomenon are discarded.

Level Four: Transformation (Individual Protocols)

Meaning units (Level Three) are transformed into language expressing the psychological meanings of the Student Assault Resource Center Advocates' thoughts, feelings and experiences. The researcher's understanding elucidates the meanings of the participant's descriptions.

Level Five: Fundamental Description (Combined Protocols)

The fundamental description is a narrative resulting from reflection of the combined Transformations (Level Four) from all participants in which the persistent psychological aspects of the phenomenon are included. Perspectives that represent only one or two participants are discarded.

Level Six: Essential Description (Individual Protocols)

The essential description is the final level of the Phenomenological Reduction in which the situated aspects of the Fundamental Description (Level Five) recede to allow articulation of essential structural features of the phenomenon.

The Phenomenological Reduction demonstrated below uses excerpts from the interview with Jane (P2) to describe the first four levels of analysis.

Level One: Verbatim Transcription (Individual Protocols)

Level one of the phenomenological reduction consisted of transcribing the audio-taped interviews and multiple readings of each verbatim transcription. A rich narrative of the advocate's experience was produced from the demanding transcription process. The initial reading provided a general sense of the participant's experience with additional readings adding depth and clarification. Level One data were of primary significance as it informed the analysis procedure.

The following example of an interview transcription provides a description of Jane's SARC experience.

An Example of Level One (Verbatim Transcription):

You mentioned training previously and how stressful it can be. Please tell me a little bit about training.

It was really long and ahh (pause) it was really interesting. I like learning new things. I like trying to retain information. Ah, and I had never like learned about stuff like that before. Ah and it just seemed like at first – even though my first was just volunteer – ah, it was like all the knowledge I was gaining and like able to apply in my life besides SARC. You know, like active listening and ahh, resources around the community. So like if my friend had an issue not only could I actively listen and ah, but I could feel like 'Oh you know what we could go here'. And I was just like, knew – you know – I just learned a lot of stuff and I've been able to like, because of my practice, I've been able to remember it now. You know in the beginning I didn't know all the resources and now I can just list them off and tell you where you need to go and – its like definitely helped.

Say more about using these resources in your private life.

Ah, specifically people who know I work at SARC will come to me with stuff like that. Which gets hard because you know I have to keep SARC separate from my personal life and I've had to tell certain people that, like I would love to talk to them in the office sometime but not on a Friday night when I'm out and about. Um, but definitely I think like if a friend has like an ex-boyfriend that, you know,

is harassing them or um, or just issues like that I can tell them where to get a restraining order or just like...just things like that.

Level Two: Spontaneous Meaning Units (Individual Protocols)

Level Two constituted the first stage in the data analysis of the meaning units. In Level Two, spontaneous meaning units of each Verbatim Transcription (level One) were identified according to the participant’s shift in focus of attention and meaning. The identified meaning units were numbered for easy accessibility and restated in the third person with the participant’s original language retained.

Minimal external structure was imposed on the original interview allowing the participants’ and not my perceptions to be expressed. I searched the entirety of the transcription in order to identify the meaning units within the participant’s statements.

As an example of Level Two analysis, the identical passage quoted as an example of Level One, Verbatim Transcription, has been utilized. I numbered and placed each spontaneous meaning unit on the right side of the page.

An Example of Level Two (Spontaneous Meaning Units):

Verbatim Transcription	Meaning Units
<p>You mentioned training previously and how stressful it can be. Please tell me a little bit about training.</p> <p>8. It was really long and ahh (pause).../ 9. it was really interesting./ 10. I like learning new things. I like trying to retain information. Ah, and I had never like learned about stuff like that before./ 11. Ah and it just seemed like at first – even thought my first was just volunteer – ah, it was like all the knowledge I was gaining and like, able to apply in my life besides SARC. You know, like active listening and ahh, resources around the community./</p>	<p>8. Training was long. 9. Training was interesting. 10. She liked learning and retaining new things [in training]. 11. During her first year as a volunteer she gained knowledge applicable to SARC and her personal life including, active listening and community resource identification.</p>

<p>12. So, like if my friend had an issue not only could I actively listen and ah, but I could feel like ‘Oh you know what we could go here’. And I was just like, knew – you know – I just learned a lot of stuff and I’ve been able to like, because of my practice, I’ve been able to remember it now. You know in the beginning I didn’t know all the resources and now I can just list them off and tell you where you need to go and – its like definitely helped./</p> <p>Say more about using these resources in your private life.</p> <p>13. Ah, specifically people who know I work at SARC will come to me with stuff like that.</p> <p>14. Which gets hard because you know I have to keep SARC separate from my personal life and I’ve had to tell certain people that, like I would love to talk to them in the office sometime but not on a Friday night when I’m out and about./</p> <p>15. Um, but definitely I think like if a friend has like an ex-boyfriend that, you know, is harassing them or um, or just issues like that I can tell them where to get a restraining order or just like...just things like that./</p>	<p>12. She now uses active listening skills and knowledge of community resources to help friends; she can “just list them off.”</p> <p>13. People who know Jane works at SARC come to her.</p> <p>14. She finds it difficult to keep SARC separate from her personal life. She tells people that they need to contact her in the SARC office “not when out and about.”</p> <p>15. Jane helps friends in difficult situations find appropriate resources.</p>
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Level Three: Emergent Themes (Individual Protocols)

In Level Three, the restated meaning units from throughout the transcription identified in Level Two, were examined and organized according to themes which recurred throughout the interview. The themes were organized and rewritten in the narrative form with the participant’s original language retained. Meaning units not clearly addressing the phenomenon of the Student Assault Resource Center Advocate’s experience were, after careful consideration, discarded.

The narrative below illustrates how various themes emerged from meaning units from Level Two: Jane (P2) became involved with SARC not knowing what it was. She imagined it would be similar to her Social Work major and might include working with children. Even though it was not what she expected she was committed to it. Jane wants to make a difference and with SARC she feels like she is doing that; it is “rewarding” and she is “helping people.”

An Example of Level three (Narrative Based on Emergent Themes):

P2 has always dreamed of making a difference and with SARC she feels like she is doing that, it is “rewarding” and she feels she is “helping people.” P2 became involved with SARC not really knowing what it was but thinking it had was similar to her Social Work major. She did not realize until training began that SARC was not a program geared toward working with children and by the time she discovered it was not what she expected she was already committed to it. P2 joined SARC because of her desire to “do something big” and she feels SARC has gotten her closer. P2 has the sense she has made a difference by “just being there to listen” and encouraging clients at SARC who do not get encouragement anywhere else.

Level Four: Transformation (Individual Protocols)

In Level Four, for the first time I interacted with and transformed the data. This is one of the most challenging levels of the analysis as I had to reflect on the situated descriptions and attempt to understand the emotional and psychological values and assumptions that underlie each situation. Psychological labels are attached to the situated details used by the participant. At Level Four, material from various parts of the interview may be combined if they share similar psychological structures.

An Example of Level Four:

When P5 experiences a person’s pain “all exposed” to her and just has to “sit with the client” without “rescuing” them from their pain it can take her a “little bit to get over it.” P5 believes self-care to be “imperative” and she finds, among other things, talking with another advocate or the Coordinator of SARC helpful. P5 experiences the SARC Coordinator as “really great” and supportive to “her advocates.” P5 finds setting

boundaries to keep separate her personal and SARC lives helps her feel “balanced” and positively affects all of her relationships.

P5 believes the other advocates provide “unconditional support” and a safe spot to “let it out.” She feels training creates strong bonds between people and provides a common understanding and language about the advocate experience, “everybody is on the same page.” For P5 this provides a supportive environment however she maintains her personal privacy and does not bring personal issues to the other advocates. P5 experienced feeling intimidated as a new advocate however this feeling quickly dissipated due to the relaxed and interactive advocate meetings. P5 appreciates that more men are participating in SARC. She is not aware of any negative consequences of having men involved as advocates.

Transformation (Level Four) analysis follows for all seven participants. For background information of each of the participants please refer to Chapter Three (p. 81-82).

P1: Level Four, Transformation

P1 experiences her work as an advocate in part through the lens of her past work as a personal trainer. During her years as a trainer, she often felt frustrated with women who remained in abusive situations and she experienced feelings of being overwhelmed by their needs and her inability to convince them to leave the situation. P1 has experienced a shift regarding how she understands the challenges women in abusive relationships face and how she can help women in these situations. She no longer feels the need to rescue but recognizes she feels more capable when she offers them tools, gives them “support” and acknowledges their right to make a decision she might not agree with.

SARC training and conversations with the Coordinator of SARC helped P1 gain perspective and balance. P1 found training helped her set boundaries which allowed her to disengage from the client’s world while remaining supportive and empathetic but not overly involved in the client’s emotions or the outcome of the situation. She experienced

active listening as empowerment, “not solving a person’s problems but helping them find options.”

In the past, P1 would trust people without reserve encouraging her to “explain away” or “ignore her intuition.” She confused trust for compassion or empathy. Now, after her SARC experience, P1 looks at people a little differently, specifically men. P1 notices that trusting her gut instincts has lessened her uneasiness of being taken advantage of and she experiences feeling more capable of identifying dangerous situations.

P1 states the pace of the SARC advocate training is good” and “not too much” but she is also aware of the large time commitment required. P1 experienced the necessity of limiting her non-SARC related activities in order to be fully engaged in SARC and believes it is “definitely worth the commitment.” P1 believes the SARC training expanded her knowledge and she learned a great deal. She describes the training as “phenomenal” and “awesome.” P1 perceived some of the information received during training as negative and “emotionally challenging.” She feels empowered by being able to use this negative information in positive ways, specifically by educating those around her. The training empowered P1 to more freely share both her newly gained knowledge and her passion. P1 experienced the homosexuality training as “fantastic” and “marvelous” giving her a personal vantage point she had not previously experienced. The discovery of her own restrictive thinking was a very powerful realization; it “woke her up.”

P1 describes her relationship with the SARC Coordinator as positive both on the personal and professional levels. The coordinator’s personal warmth, high energy, gift for

listening and giving appropriate advice are highly valued by P1. Due to her interactions with the SACR Director, P1 gained insight into controlling her own high energy, not interrupting, participating in self-care and setting personal boundaries.

P1 is engaged, active and friends with the other advocates, admiring the younger advocates' competency and maturity level. She appreciates the advocates being in the same place on issues and creating a supportive environment. P1 feels she has learned so much from observing the advocates both individually and as a group. She sees how the acceptance and sharing of the group has a powerful and positive impact on their lives.

P1 experienced a deep connection with a client whose background felt similar to hers. Experiencing a high degree of concern over this client's level of depression P1 was scared to ask the "too in your face" or "stark" question regarding suicide. Finding her personal way of assessing for suicidality was "so hard." P1 believes she could ask this "uncomfortable" question "because of my training." P1 was relieved after asking the question regarding suicide and she felt more connected to the client. She believes being on the client's side and not being afraid to hear and sit with the client's pain allowed him to open up. Addressing the issue of suicide pushed P1 outside her comfort zone and it "pushed her limits." She found the strength to ask and in doing so understood how powerful it was for her to deal with something so intense. "It was an awesome experience."

The most challenging aspect of SARC for P1 is living with the ambiguity which comes from working acutely with people. Feeling connected, "touching bases" and then never knowing the long term outcome is frustrating and painful. P1 realizes "you have to let go of it because there is nothing you can do about it."

P1 states, “I just can’t say enough good about it [the SARC experience].” Her SARC experience will “remain the highlight of my college experience.”

P2: Level Four, Transformation

P2 experiences SARC as an avenue to fulfill her dream of making a difference and doing “something big.” She describes training as long. She did not understand the need for the lengthy training, however once she began having client contact she altered this perception, realizing “all of it ends up applying” and “if you didn’t learn it you’d have no way of dealing with it.” Training pushed P2 out of her comfort level forcing her to confront beliefs strongly held by her family and herself. P2 attributes her altered perspectives and beliefs to working with a wide variety of people.

P2’s believes her first walk-in contact, which she experienced as straightforward and with good resolution, was the impetus for her continued association with SARC. Her first crisis phone call was “extremely intense” and less than satisfactory; in fact she refers to it as a “failure.” This crisis client, who P2 considered at risk for suicide, abruptly hung up, leaving P2 upset, afraid for the woman’s safety and unable to stop ruminating on possible outcomes for the woman. P2 continues even after two and a half years, to experience challenging feelings of not knowing what happened to this crisis client. Consultation with the Coordinator of SARC allowed P2 to forgive herself and to accept she did her best.

P2 experiences being on call an intrusion into her private life. Reminding herself of her commitment to SARC allows her to shift the focus from herself to the client, making the intrusion more manageable. To respond appropriately and better understand what clients need, P2 listens carefully to their questions and tunes into their reactions.

P2 experiences people's bravery and courage in asking for help after a traumatic experience through the lens of her own fear. She believes she would not discuss her emotions after a traumatic event. P2 believes it is easier for people to ask for concrete help rather than share emotions, therefore she does not take it personally if a client declines to express their feelings. P2 is "honored" when people are brave enough to speak with her right after a rape. "That's courage" and shows self respect.

P2 found training regarding active listening and community resources particularly salient both professionally and privately. P2 longs to have people hear and understand her, to actively listen to her. She is aware that active listening presents a conflict for her. She finds the skills useful, but they can also feel "fake." She experiences the sensations of fake both when she uses her active listening skills and when someone is "using their skills" on her.

P2 experiences feeling positive when friends ask her SARC related questions and she is able to respond using her active listening skills and knowledge from SARC. However, when her SARC world begins to encroach into her private life, P2 finds herself overwhelmed by being the advocate all the time. After seeking consultation from the Coordinator of SARC, P2 began setting boundaries, realizing she did not want to be in a "constant state of crisis counseling."

Being involved in SARC has heightened P2's awareness of the frequency and risks of sexual assault and it "makes her constantly fearful of it." P2 finds "it's just awful to be constantly thinking" about these issues; she gets emotionally down and wants to sit and do nothing. Anxiety informs many aspects of P2's world as she experiences anxiety when working with older clients, if she has "forgotten" a contact too soon, or when she

ruminates on what she did or didn't do during a contact. P2 is aware that a shift in her cognition stops her from ruminating on her fears and anxieties, specifically she considers how to apply her knowledge positively, she pays attention to her own self-care, sets personal boundaries, and considers the people getting help and healing.

P2 is aware of a reduction of anxiety when she practices self-care. Through SARC, P2 has developed an understanding and valuing of self-care, stating that she now recognizes she "deserves" to do things for herself. P2 recognizes that many facets of this work can get tough and people can burn out, "just be done with it" if they are not taking proper care of themselves. P2 has experienced times when she feels pretty stressed or overwhelmed. During these times, P2 is encouraged by the Coordinator of SARC to take time off.

P2 experiences the relationship with the Coordinator of SARC as "very positive." P2 respects the SARC Coordinator and feels appreciated by and appreciative of her. She trusts the Director with both personal and professional concerns and no subject is off limit. P2 appreciates that the Director has a support system which P2 believes creates a line of support. P2 believes the SARC Coordinator is "making a difference" in general and in P2's life specifically.

P2 believes through her SARC internship and volunteerism she is making a difference by being there to listen. She experiences herself as a professional and enjoys having the newer advocates "looking up to" her. "She knows her stuff."

P3: Level Four, Transformation

P3 experiences feeling empowered by the knowledge and growth she has gained from being involved with SARC. Knowing she is helping someone makes P3 feel

“rooted,” like she is “someone’s rock” which in turn leaves her feeling more balanced and really good about her involvement with SARC. P3 is aware that her participation in SARC has altered her priorities.

P3 was scared when she began training, however the Director’s “awesome activities,” the long hours of training coupled with an atmosphere of camaraderie among the advocates quickly quieted her fear. Due to her busy life, P3 experienced training as a big time commitment yet “really, really important.” For P3 training was demanding, fun, enriching, worth the time and she now feels smarter. P3 describes her fellow advocates as like-minded and “amazing” people that she enjoyed getting to know and discussing important issues with.

P3 found the training topics and speakers interesting and stimulating, of particular interest was the issue of domestic abuse. P3’s previously held beliefs, about people in violent relationships, altered after hearing the guest speaker and she now experiences a deeper awareness and appreciation of the complexity of the situation. The training on homosexuality increased P3’s understands of the struggles homosexual people encounter and increased her empathy.

P3 found role plays a good training tool and very scary. Her fear led her to believe her skills would be found lacking and people would question the validity of her becoming an advocate. Even though the role plays were scary and intense, P3 felt empowered and confident as she learned to trust her natural instincts and what she had learned in training. P3 believes role playing was “probably the most important thing” about training.

P3 has always experienced people coming to her to discuss challenging issues, now with her training she believes she is a better listener and people are more willing to

talk with her about their problems. P3 believes training encouraged her to look within herself, which has given her a greater understanding of who she is; she feels stronger, more empowered and self confident in her ability to help people.

P3 experienced feeling surprised at the deepening of connection she felt between the advocates during the retreat. She is “honored” to be friends with the other advocates, one of whom is her best friend. P3 believes the common knowledge the advocates gain through training allows the advocates to trust each other. She experiences the relationship with the other advocates as “a better form of all my other friendships.”

P3 does not believe she has had as many client contacts as the other advocates and this limited number of contacts is frustrating. She experiences her contacts as less serious and because of this she expresses feeling like a “poser” when people express amazement that she is an advocate. P3 was pleased when she had a walk-in client because she felt like a “grownup” and “that was great.”

P3 respects the Coordinator of SARC, sees her as a role model and states “I love Kate so much.” She experiences the Director as an empowered woman and it is important to P3 that the Director recognizes how much she wants to be involved and how “big a deal” SARC is to P3. P3 believes her sense of self confidence has been enhanced from knowing and working with the SARC Coordinator.

P3 experienced participation in the Outreach Program as challenging because some of the boys’ behavior frightened her and “broke her heart.” She found herself angry at men until her partner helped her gain perspective by reminding her of the good men in her life. P3 is thankful for the Outreach Program and the Coordinator.

Last year, P3 experienced feeling burned out. She was over extended both physically and emotionally and felt like she was participating in SARC solely to earn her internship hours, not because she loved it and wanted to do it. To cope with the burn out P3 limited her time on call but she also “just kept going.”

Self-care for P3 has been about feeling empowered. An increased sense of self and a recognition that she has the skills to help others has given P3 self confidence which has allowed her to stand up for herself and others. Another part of self-care for P3 is being able to distract herself “when I can’t take anymore.” She experiences constantly thinking about rape and suicide, as draining.

P3 is very aware of the intrusion and stress being on call creates in her private life. She experiences an inability to relax, challenges with her partner, and the feeling that waiting for a contact is “draining” and “too much.” To balance the stress, P3 finds ways to remind herself the world is still good and bad people are in the minority; it restores her faith in humanity.

P3 experiences SARC as “good on many levels” and she looks forward to being more involved with SARC this year. She believes additional client contact will provide more experience which will increase her skills, strengthen her confidence and thus keep her from freaking out every time the phone rings. P3 still gets scared when she is working with clients, however she tries to focus on each client and remembers “I just need to talk to this person because they need me; I know this stuff.”

P4: Level Four, Transformation

P4 sought experience at SARC so she might be part of a community who cares deeply and has great passion for many issues. She experienced training as long, adequate

and not that bad. The topics most enjoyable to P4 were those which encouraged her to consider and possibly shift her current perspectives. P4 felt role plays were useful. She experienced open discussions among the advocates as really important providing her a “balance” between the intellectual and the emotional. P4 believes training increased her trust in own her intuition recognizing “if it doesn’t feel right it’s probably not right.”

P4 experienced some of the training as negative and “hard to deal with.” She believes the strong bonds between the advocates allowed a space for discussion of these difficult issues and encouragement of self-care all of which helped balance the negative. P4 felt the retreat further strengthened the advocates’ bonds and helped complete the group dynamic. She feels the advocates get along really well and she met two of her best friends in training. P4 experiences the other advocates, because of their training in how to listen, as safe persons to express her feelings to. The advocates have built a strong community which has “helped me” and that, is “kind of cool.” “There are a lot of really cool people that I work with.”

P4 experienced a distinction between the incoming and returning advocate group this year, which is different from last year. She believes training forms the strongest bond between the advocates allowing them to “really know each other,” and this bond can not be re-created.

P4 believes self-care is an important part of her SARC experience and has found a variety of helpful techniques, specifically, focusing on the positive and setting internal and external boundaries. P4 experiences setting internal boundaries as a balance between being overly affected by a client’s world and being cold or having a barrier around her.

Finding the “right level of empathy” allows P4 to be fully present with a client. She believes working at SARC has honed her empathy skills.

P4 experiences external boundaries as the need to take a break from her SARC work and saying *no* to friends in need. P4 believes that because people know she is an advocate who is trained to listen they are more willing to approach her for help. She appreciates that this feels good and recognizes it becomes negative when she is expected to “be there” and listen all the time. “I’m not available 24/7.” P4 has learned the importance of being balanced.

During training some of the information P4 learned, made her feel cynical, unhappy and scared. She experienced an increase in her awareness of risks and dangers and found herself feeling afraid to be around her male friends. She felt overly cautious and her senses were “super aware” and “super heightened.” P4 notices an increased fearfulness and protectiveness of both herself and others.

P4 experienced disappointment by not having any client contacts during her first semester as an advocate; this left her feeling “uninitiated.” The work became less theoretical and more practical for her when she began having contacts. Recently, P4 has again experienced a lull in her client contacts and feels like “I never get contacts.” P4 appreciates all the volunteers and is also angry, frustrated and feels “unnecessary.” P4 continues to stay engaged with SARC by a variety of means including sharing her knowledge to the broader university community.

P4 experiences client contact via phone more challenging than walk-in clients. P4 believes her young age and small stature make it challenging for people to give her credibility. She also finds she has difficulty connecting with people much older than

herself. The most emotionally demanding clients for P4 to work with are those who are similar to her causing her to feel an “extra weight” or a “bad mood.” She sees herself in them and wonders if her SARC training will help keep her safe.

P4 experienced a shift in attitude and an increase in empathy as she gained an appreciation of the challenges someone faces when leaving an abusive relationship. She has learned to recognize and accept people where they are in their healing process.

P4 feels that learning detailed information about other advocates’ client contacts is both difficult to deal with and an experience that feels good because it creates a “nice cycle” of advocating for the advocate. P4 feels compelled to tell the details of a contact when the situation is traumatic or when P4 can imagine herself in the situation, that is “when it’s hard...harder.” P4 is aware that this situation is disturbing to her whether it is a direct contact or whether she hears it from another advocate.

P4 believes SARC has helped her recognize that good and growth can come from difficult and challenging experiences. She has more friends, thinks about things differently, is more aware and likely to stop offensive behavior because of her training and work at SARC. Laughingly, she states most of the advocates, including herself, have been counseling other people about important issues all their lives and people drawn to this work are already relatively good at it. P4 feels better about herself because she is involved in SARC.

P5: Level Four, Transformation

P5 experiences SARC as a very good opportunity to reach out to the community and work for and towards other people, strictly for the sake of helping others. She understands change can be a slow process and wants to be “out there doing” something to

help. P5 has found a good balance working as an advocate with individuals and as an intern with prevention outreach to groups. The outreach work feels empowering and she can “see it come to fruition,” unlike the more ambiguous advocacy work. P5 feels particularly geared toward this type of work and was drawn to SARC because of her own personal experiences, her “off-the-record clinical work” and her studies in psychology.

P5 experiences SARC as more than *just* a crisis line as she may have contact with a client over a period time making the advocacy work “bittersweet.” Sweet is P5’s availability to people who need her help and bitter is not being able to see them “through the longer journey.” When people are “really incredible” and they have “tough stories” it can be challenging for P5 to not feel personally invested. Recognizing that she is powerless over the outcome is helpful to her.

Deeply influencing and informing her work at SARC is P5’s own experience of trauma. Date-raped at the age of seventeen and rescuing her sister from a physically abusive relationship two years ago, have enhanced her ability to “completely, sincerely empathize with somebody.” A year in Korea, away from distractions gave P5 the space she needed to work through her own pain; “that stuff” is no longer a “hazard inside of me.” She feels able to pull resources from the experiences but they are “not something that is open and can be zapped so easily.” P5 believes her experiences help her more fully understand what is going on in the minds of people who have been raped.

P5 experienced training as pretty intensive covering a wide variety of topics, some of which were “heavy stuff” and “hit home” including some facts which surprised her, specifically how prevalent rape is. Due to her personal history, P5 would occasionally go home after training feeling “very heavy,” but acknowledged “it’s just

tough studying about tough stuff whether it happened to you or not.” P5 dissociates if a topic hits on something emotionally charged but she found it difficult to “just shut it off” when she was “triggered” by the domestic violence information. P5 believes training is really efficient and does a good job of preparing advocates, but her first client call still felt like being thrown into the water not knowing how to swim.

P5 experienced the “lovely retreat” as a time to form new friendships and strengthen established ones. She describes training as a time for the advocates to “get an idea of each others’ minds” and form intellectual bonds while the retreat is a time to shake off the training’s “heavy stuff” and see the other advocates’ “colors shine.”

P5 lived vicariously through the other advocates during her first year because she had no client contacts. Although she experienced feeling frustrated, and like she had nothing to contribute she also feels having no contacts that first year may have been a “blessing in disguise” affording her the opportunity to understand how she might be affected by the work. P5’s first contact, which was straightforward and felt successful, confirmed to her that she had made the right decision to return to SARC.

P5 experiences helplessness and hopelessness as the most frustrating part of her job, but she does not let it govern her. To balance this she consoles herself by knowing she remains emotionally available and present for clients.

When P5 experiences a person’s pain “all exposed” to her and just has to “sit with the client” without rescuing them from their pain it can take her a “little bit to get over it.” P5 believes self-care to be imperative and she finds, among other things, talking with another advocate or the Coordinator of SARC helpful. P5 experiences the SARC Coordinator as “really great” and supportive to “her advocates.” P5 finds setting

boundaries to keep separate her personal and SARC lives helps her feel balanced and positively affects all of her relationships.

P5 believes the other advocates provide “unconditional support” and a safe spot to “let it out.” She feels training creates strong bonds between people and provides a common understanding and language about the advocate experience “everybody is on the same page.” For P5 this provides a supportive environment however, she maintains her personal privacy and does not bring personal issues to the other advocates. P5 experienced feeling intimidated as a new advocate, yet this feeling quickly dissipated due to the relaxed and interactive advocate meetings. P5 appreciates that more men are participating in SARC. She is not aware of any negative consequences of having men involved as advocates.

“Tricky” is how P5 describes the challenges of being on call. P5 knows her life can be interrupted at any time and it can be hard to switch from daily life to SARC life. P5 experiences the phones as challenging because she feels she misses a great deal of information. P5 feels passionate about returning to SARC next year to use her “two hands” to continue the process of change.

P7: Level Four, Transformation

P7 experiences SARC as an avenue for helping people and working towards social justice, specifically for women. She is “super aware” of these issues, is angered when people don’t understand the consequences and wishes she didn’t think about them all the time. P7’s understanding of these issues is informed by her father’s violence and a friend’s recent rape, additionally she experiences these issues through the lens of fear that she has been in situations which put her at risk. She has gained a heightened awareness

and greater understanding of how alcohol puts people at risk and that not everyone is “good.”

For P7 the training was long but also good and “worthwhile.” She experienced training as more practical than theoretical, specialized, focused, and deep. P7 believes that because she put her training to immediate use and bears witness to her client’s pain, she has developed a greater sense of purpose, a deeper and more personalized awareness of social injustice and she has learned to pay greater attention to her instincts and places greater trust in her intuition,

P7 experienced role playing as both the most challenging and most rewarding component of training. She felt awkward, self-conscious, nervous that she would not do a good job and scared because she wanted to make a good impression on the other advocates. For P7 speaking with a real client feels less stressful than role playing because she is focused on the client’s needs and not how she looks to others.

P7 experienced the retreat as fun and not as intense as training. The retreat provided a place for P7 to deepen and strengthen her relationship with the other advocates, which allows for greater emotional support after contacts.

Although training prepared P7 for the “gist” of working with clients she still occasionally feels “thrown for a loop,” in part because she believes clients expect her to know everything. P7 felt scared during her first contact which she thinks is normal. She experiences crisis clients as “heart pounding.”

P7 gauges the success of a contact by how it ends, specifically did the person receive the appropriate information and/or referrals and does the person feel emotionally better. Another gauge of success for P7 is her own level of concern, i.e., if she is not

“super worried” about the client’s safety. P7 experiences less curiosity currently than she previously did about what happens to people after they leave SARC. She believes this is because she is clear about her boundaries and she knows what her SARC role is and what she can and can not give a client. P7 also “holds a vision” of what she would like the outcome to be for the client.

When she first began at SARC, P7 believed watching a person return to an abusive situation would be the most emotionally challenging issue for herself, she later learned, it was not. For P7, the feeling of helplessness is experienced as the most challenging and frustrating part of her SARC work. Watching a client become disempowered, unable to help them self and be in physical danger leaves P7 feeling helpless and disempowered.

P7 experiences the abrupt shift from advocate to intern as stressful, leaving her unsettled, unsure about how to comfort herself and feeling like she “can’t handle it.” She believes her strong reaction is not due to the content of the client contact, but strictly to the extended time she spent with the client and the rapid shift between her roles. P7 believes she is sometimes not aware of how situations impact her until after the fact which can leave her feeling too tired and sick to know how to care for herself. P7 experiences self-care as important.

P7 notices she makes her body language more inviting when she wants to encourage a clients’ confidence in her. She finds it challenging when she is not sure what a client needs from her so she will ask questions, read body language and trust her intuition.

P7 experiences weekly advocate meetings as time to ask specific questions, get and give support, praise and feedback. She believes she learns vicariously through the other advocates' experiences at the meetings. P7 is pleased specific details are withheld during the discussion of client contacts because too much information left her feeling disempowered. P7 is not dissatisfied about the level of her client contacts; she does, however, believe other advocates who do not get as many shifts may be somewhat frustrated.

P7 experiences the other SARC advocates as inviting, open and friendly, people who care about others and are skilled at creating connections quickly with people. P7 believes the other advocates, due to their SARC training, know how to listen and provide a safe place to speak about both personal and client issues. P7's experiences with male advocates have been positive and she believes having men involved is good.

Because of her unique role P7 feels like a mentor to the other advocates so she typically addresses her issues to the Coordinator of SARC who she describes as warm, welcoming and "awesome." P7 believes the SARC Coordinator is someone who possesses a great deal of knowledge and P7 sees her as a "mentor" and someone she has a great deal in common with.

P7 believes friends have always sought her out to talk about difficult issues and since her training she has become more in demand. P7 has experienced SARC as "very positive" and "challenging" and feels the skills she has gained will translate to any job.

Level Five: Fundamental Description (Combined Protocols)

The fundamental description is a narrative resulting from reflection of the combined Transformations (Level Four) from all participants in which the persistent psychological aspects of the phenomenon are included. Perspectives that represent only one or two participants are discarded.

P became involved in SARC as a way to be engaged with the community, to make difference, to do something “big,” and as a way to help people and give back. Drawn to SARC for personal reasons, but not always because of personal trauma, P experiences work at SARC as “fulfilling.”

P experienced training as “long” and intense, but worth the time commitment as the training expanded P’s knowledge base. In addition, P felt the things learned were necessary and sufficient to the job of being an advocate. The speakers and information presented during the training encouraged P to reconsider previously held beliefs and experience a shift in understanding and a deeper awareness of the complexities of issues, especially homosexuality and domestic violence. During various aspects of the training, P felt scared and nervous and pushed out of a “comfort zone.” At times, P believed others might view P as inadequate. Training presented negative information making P feel unhappy, heavy, scared, or cynical. Training created an atmosphere where P experienced feeling deeply bonded to the other advocates and P felt honored to be part of this strong community of “like minded,” open, supportive, encouraging and friendly people.

The “lovely retreat” was experienced by P as a time of fun and relaxation away from difficult training topics. It was a place where P felt a deepening and strengthening of relationships and “best” friend relationships were formed or cemented. It was at the retreat that P came to understand that the common language, shared knowledge, and active listening skills make the other advocates a “safe” place to talk about important personal and professional issues.

P experienced the Director of SARC as a mentor, an “empowered” woman, a warm, positive person to talk to about any issue, personal or SARC related. P trusts the SARC Director’s knowledge, skills and advice. The Director is seen by P as making a difference in the world and P feels personally enriched by working with the Director.

P has been seen as the person friends come to for help and advice, and has previously worked either on a volunteer basis or as an employee in fields where being emotionally available to people is necessary. Since training, P has found more people seeking her counsel, believed to be due to the fact people know P is trained to actively listen and has an increased knowledge base. P experienced people seeking advice, as a double-edged sword, feeling sanguine about them asking for assistance and “overwhelmed” and burdened by feeling like an advocate 24/7.

P experiences self care as a necessary part of life and feels “empowered” and “balanced” when practicing self care. P understands that without proper self care, burn out is likely. Through SARC, the ability to listen to and trust personal intuition has developed within P, creating an ability to speak up publicly.

Due to involvement in SARC, P experienced an increased awareness of the risks and dangers of sexual assault and now feels more anxious and frightened in general and specifically of men. Being constantly aware of these risks and of holding the information gained through training is draining. P experiences relief from these persistent thoughts when a shift in cognitions is made and P is able to recognize there are good people in the world, good can result from challenging issues, and that SARC training is used for the good of people. Finding “balance” restores P’s faith in humanity.

P experiences feeling “empowered” by the skills and knowledge gained as a result of participating in SARC. Feeling “capable” and “balanced” P feels more able to set boundaries to protect personal time and energy. P experiences setting boundaries as a way to allow an appropriate amount of “empathy.” Empathy combined with boundaries permits P an increased awareness and appreciation of the client’s experience. This allows P to be supportive and compassionate while maintaining an appropriate emotional distance, making P less tied to a particular outcome and more able to be present with the client.

P experiences working with clients as: scary, challenging, rewarding, awesome and “pushing personal limits.” Appreciative of clients’ bravery and courage, P is frustrated when not given the number of client contacts desired, both too many and not enough. It is important to P to feel client contacts are successful.

P believes-association with SARC has made P smarter, stronger, and more “self confident” and “empowered.” A greater understanding of who P is has been gained and P feels through SARC, P is making a difference in the lives of others, in the community, and the in world. P experiences SARC as a positive in life.

Level Six: Essential Description (Combined Protocols)

The essential description is the final level of the Phenomenological Reduction in which the situated aspects of the Fundamental Description (Level Five) recede to allow articulation of essential structural features of the phenomenon. The following is the essential description:

A SARC Advocate experiences advocacy through the lens of past helping experiences, be it personal, volunteer or job related. Through SARC, P has come to experience herself as “empowered,” self confident and as someone who makes a difference. P found training a place to examine and shift previously held beliefs, a place to expand understanding of social issues, increase concrete knowledge and form trusted relationships with the other advocates. During the long and intense training, P experienced a myriad of feelings, both pleasant and unpleasant, and yet describes training as worthwhile and useful. The retreat is experienced as a relaxed space where relationships are deepened and a knowingness of common language and shared experiences creates safety.

Because emotional demands of being an advocate are many, self-care is understood to be highly important. Part of self-care for the advocate is putting in place boundaries, both personally and professionally. Although P feels positive about people seeking advice outside of SARC, P also feels “overwhelmed” when SARC intrudes into personal life. Self-care in the form of trusting personal intuition allows the advocate to feel more empowered and in turn provides the self confidence needed for congruency between feelings and actions. The advocate’s increased awareness and constant contemplation of the darker side of humanity can cause discouragement and fear which is experienced as “draining.” To balance these emotions, P consciously shifts thoughts and focuses on the positive.

The SARC Advocate experiences the Director of SARC as a positive, warm, knowledgeable, and a skilled leader. The advocates shares freely and without reserve with the Director, who is seen as a confidant and mentor. The advocate experiences an intuitive, but unstated, sense of the number of client contacts needed to feel useful and yet not over-burdened. Clients evoke a variety of feelings from the advocate, demanding a delicate balance between empathy and boundaries. The SARC Advocate experiences work at SARC as “fulfilling.” P became involved with SARC to make change, feel connected, to help people and feel helpful and she would like to repeat the SARC experience.

CHAPTER FIVE

DISCUSSION

“I think doing the SARC advocacy has been one of the greatest experiences of my college experience so far, um, I learned a tremendous amount” (Trish).

This qualitative study used in-depth interviews and a phenomenological analysis to produce a verbal portrayal of the general themes related to being a SARC Advocate. In Chapter Four, individual themes were identified and then woven into one voice. In this chapter, those themes are presented in clusters and considered in light of the current literature. The reader is asked to bear in mind that although themes are discussed in isolation, they are in reality, woven together making a complete experience with far deeper texture and richness of color than individual themes alone can produce.

Themes

It is both exciting and overwhelming to consider how the individual threads of the advocates' lives weave together. These two seemingly disparate emotions are brought forth by the same realization: the themes or threads of the advocates' lives are so interwoven that it appears improbable they might be teased apart enough to be articulated succinctly. Hence, the beginning point and shifting points of the themes are arbitrary and done at the intellectually and emotionally informed wisdom of the researcher.

Consistent with the research of Campbell (2002), McCann & Pearlman (1991), and Pearlman & Saakvitne (1995), the SARC Advocates were affected by their work in a variety of ways. The results of this study indicate that the participants, regardless of the number of client contacts they experienced or the length of time they have been

volunteering, were personally changed and influenced by their SARC work on three broad, primary levels: (a) personal, (b) relational, and (c) world view.

Within these broad categories there are a number of more specific dimensions which reveal the lived world of the SARC Advocates' experience of volunteering: (a) self development, (b) self care, (c) advocate bonds, (d) relationship with SARC Coordinator, and (e) fear and the dark side of humanity. As previously noted, the threads of these themes do not lie quietly, waiting to be placed in neat, distinct paragraphs. They are unruly strands, weaving themselves in at will. To guide the reader, the author has attempted to make clearly known the shifts and reoccurrences in themes by alerting the reader with section headings which will note a new or reappearing theme.

The Participants

Participants for this study ranged in age from 20 to 53, all but one was female and all but the male considered themselves primarily Caucasian. The male advocate was a first year advocate and one of two men who volunteered at SARC. After careful consideration and consultation between the researcher and Dr. Catherine Jenni, the Dissertation Chair, a decision was made to exclude his interview from Levels Five and Six of Chapter Four and except for this short discussion, from Chapter Five entirely. His interview, although enlightening and interesting is considered an outlier, sharing few commonalities with the other advocates. P6's internal experiences are markedly different from that of the other participants. There are a variety of possibilities to explain this divergence. Perhaps it has to do with his gender, or his age, possibly it could be due to his ethnic background or it may have to do with other factors not easily perceived. Whatever the explanation, his experience was different enough to exclude him from all discussions

which combine the protocols. It is however, important to consider what information was gained from his interview and what themes emerged. The following section will briefly address P6's interview and how it contrasts to the other participants' experience.

P6

P6 chose to participate in SARC because of the rape of a female friend. This friend did not come to him for help and he imagined she did not because she was afraid of what choices he might make towards the perpetrator. This is not a comfortable thought for P6 and he adamantly spoke of his strong and conscious belief in non-violence. P6 did however express feelings of anger throughout the interview. His anger focused on the "nasty shit" people do to each other and at his own gender for being the primary perpetrators of sexual violence. This appeared to create an internal conflict for P6 as he struggled to understand his own role as a man within the context the devastating things people can do to each other and of men being victim, protector and perpetrator.

P6 viewed the world through a spiritual lens, which held both the hope and promise of him feeling internally connected. He also longed to feel connected to people, to be helpful and perhaps, even champion for those around him. However, his underlying anger and internal conflict regarding his gender appear to contribute to the prevention of this connection. This does not imply that P6 appeared outwardly angry, but it does suggest that his internal struggle manifested the confusion, of being both drawn toward helping people and repelled by his own gender, through a defensiveness of internalized anger.

Although P6 had close relationships with several of the advocates, he did not describe the same level of connectedness with the advocates as a whole, the SARC

Coordinator, or the entity of SARC, as the other participants of this study did. The other advocates interviewed for this study expressed a bonding which began during the intense training and deepened through the retreat and subsequent work together. This is a very different experience than what P6 reported. Not only has P6 not felt this same intense connection to the other advocates, he expressed some judgments about the other advocates' abilities to make deep connection with people.

P6, like the other advocates interviewed, experienced SARC as a way to feel helpful to people. There are however, areas remarkably different for P6 than for the other advocates. The other participants of this study, as is more fully explored later in this chapter, spoke about a gained sense of self confidence and empowerment, the value found in setting and maintaining boundaries, the struggle to gain greater understanding which facilitated the shifting of beliefs, and of new ways to balance personal lives and SARC work through self-care, which frequently employed taking advantage of the close connections developed with the other advocates. Although these themes were not totally absent from P6's interview they were peripheral, which is in sharp contrast to the other advocates' interviews.

I was unable to find research specifically on male advocates or on the differences or similarities between female and male advocates. As is noted in the following chapter, this is an area that requires further investigation. As previously stated, it is unclear as to the reasons P6's internal experience is so strikingly different from the other advocates interviewed. Whatever the reasons P6's interview is considered an outlier and consequently, for the remainder of the discussion in this chapter, *advocates* refer to the study's six remaining female participants.

The Remaining Six

Four of the six participants of this study were looking for a volunteer opportunity specifically related to sexual assault. The other two participants were not completely sure what SARC was, but had the general desire to be involved with an organization that would allow them to “give back” or would provide a place of contact and belonging. Advocates who intentionally sought SARC out as a volunteer opportunity describe looking for an organization that would provide a place for them to: feel “rooted,” give back, be part of a community, and provide an avenue to work for social justice, particularly for women.

The literature suggests that people who volunteer as trauma workers often bring their own unresolved life experiences to the work (Root & Davies, 1995) and, as previously noted these experiences may either interfere or enhance an individual’s ability to work successfully as an advocate. One participant of this study was sexually assaulted and one, as a young child, witnessed violence in her home. The other participants did not have direct contact with traumatic situations and therefore their motives for volunteering were not influenced by past trauma.

Being the “Go to Person”

The SARC Advocate saw herself through the lens of past helping experiences. She has been the person that family, friends and fellow employees seek out when they want to talk about challenging issues. These requests for help and shows of trust have been appreciated by the advocate and have left her feeling good about herself. However, when too much was demanded of her, too many people asked for help or advice, or her

own world became to personally challenging and demanding, these requests for time and energy become overwhelming and a burden to her.

One of the major themes throughout all the interviews with the advocates was this desire to be helpful, to have people see her as a person to come to in time of need, as the person who cares. This desire, no matter whether it was generated by a preference to work specifically with issues of sexual assault or was just a general aspiration to help people, was the driving force that propelled the advocates to volunteer, maintained them through the long and arduous training, and now, keeps them engaged, even when they are disappointed, frustrated, or overwhelmed. This finding is consistent with research suggesting that helping related traits are associated with volunteer satisfaction and satisfaction is modestly associated with persistence of volunteering (Omoto & Snyder, 1995, 2002; Penner & Finkelstein, 1998).

Although the advocates' desire to help has altruist components deeply embedded in it, it is not purely altruistic. Advocates personally gain a great deal from the helping situations they find themselves in at SARC. This research has found that the SARC Advocates have: gained in-depth knowledge about a variety of topics; created deep and lasting relationships; acquired communications and other life long skills; discovered previously unknown self confidence; gained a sense of empowerment and capability; discovered the advantages of self-care; increased their ability to critically think; found value in setting and maintaining boundaries; came to greater awareness about their own long held beliefs which frequently, due to deeper understanding, resulted in alterations to these beliefs; and found ways to balance the negative or unpleasant aspects of their SARC work. Research suggests people volunteer for a variety of reasons (Unger, 1991;

Boraas, 2003; Cruce & Moore, 2007) and gain a wide array of benefits from their experience (Prouteau & Wolff, 2008). The SARC Advocates' reasons for volunteering and the previously mentioned benefits span all of the theories. For like the economists' theory SARC Advocates have increased their potential employability (Prouteau & Wolf, 2008), they are motivated by altruistic motives (Unger, 1991) and they achieved both reputation and a sense of feeling good about giving (Prouteau & Wolf, 2008). Consistent with the social psychology literature, the advocates have met like minded people, built relationships and had a rewarding experience (Prouteau & Wolf, 2004, 2006, 2008). And finally, like the functional theorist's approach, advocates have acted on their values, gained knowledge and potential career related experience, built a social network that allows the opportunity to address both personal and professional challenges, and have experienced psychological growth (Katz, 1960).

Balance and Boundary Benefit

Through SARC training, the advocates have been able to place boundaries around their desire to be helpful, thereby finding a balance allowing them refuge from feelings of being overwhelmed or burdened. Finding and putting boundaries in place, has not always been an easy task and often, the advocates first had to experience the emotional deficit of over-extended abilities and drained energy. Some of the advocates experienced being over burdened before they began volunteering at SARC and already understood the feelings of helplessness and being overwhelmed that accompanies being emotionally over-extended.

Finding balance was a constant thread woven throughout the advocates' SARC experience. To find balance, the advocates depended on the SARC Coordinator to teach

and model appropriate boundaries and self-care. The coordinator tightly wove self-care throughout the SARC experience, beginning with the volunteer application and interviewing process. Advocates received extensive information about self-care during training. They had on-going conversations during weekly meetings and were encouraged daily by the SARC Coordinator to implement good self-care into their daily routines. The advocates came to understand self-care at a deep, experiential level, which created a shift in their basic framework. This shift provided the structure for the advocates to emotionally *know* how to care for themselves rather than how they *should* be caring for themselves. Susan states “it’s imperative that you take care of yourself in this process.”

Even a quick perusal of the literature regarding trauma workers provided a considerable amount of information regarding the importance of self-care for those who are exposed to human suffering. Although there are a variety of terms used to describe the reactions of those who work with survivors of trauma and slightly different clusters of symptoms for each of the terms, the one common thread through them all is that some of the people who work with survivors of trauma will be negatively affected (McCann and Pearlman, 1991; Pearlman & Saakvitne, 1995; Wasco and Campbell, 2003).

Schauben & Frazier (1995) and Pearlman & MacIan (1995) suggested that the main predictors that make people more susceptible to vicarious traumatization are caseloads with high percentages of sexual assault victims and a lack of experience working with survivors of trauma. These research findings speak directly to the situation the SARC Advocates find themselves in, they work strictly with survivors of trauma and typically they lack formal experience. Therefore, it becomes of the utmost importance SARC Advocates are given adequate information regarding the signs and symptoms of

vicarious traumatization (Bride et al., 2007) and that the SARC Coordinator not only be watchful of the advocates emotional health, but also approachable, allowing advocates a safe place to bring painful and perhaps disquieting feelings (Adams & Riggs, 2008). Additionally helpful are: appropriate training (Adams & Riggs, 2008), providing coping strategies (Davis et al., 2003), normalizing feelings associated with vicarious traumatization, reducing isolation (Clemans, 2004) and encouraging and supporting social networks (Rath, 2007), all of which have been indicated as positive ways of supporting and maintaining advocates' emotional well being and increasing volunteers' sustainability (Rath, 2007). These techniques are widely used by the SARC Coordinator.

The SARC Coordinator

The coordinator's position can be challenging, demanding a vast and comprehensive amount of knowledge and a wide range of personal and leadership skills. The SARC Coordinator must be able to recruit, train, motivate, emotionally support and encourage advocates, and additionally make herself available 24/7 to debrief with advocates and talk with survivors herself. The current SARC Coordinator has held the position for three years and has been the sole coordinator this cohort of advocates has worked with.

Advocates experienced the SARC Coordinator as a mentor and role model. She was seen as an empowered woman, with clear boundaries and yet she was warm and approachable. Anne felt an increased sense of self confidence due to working along side the coordinator, Susan described the coordinator as "really great" and supportive to "her advocates," and Trish felt she gained personal insight due to the coordinator's warm, genuine, and insightful comments and advice. Jane, who was completing her third year as

an advocate, described the coordinator as someone who made a difference, not only in the community but in Jane's life specifically. The advocates respected the SARC Coordinator and appreciated her encouragement and gentle, clear guidance.

As can be seen from the above comments, the coordinator of SARC was primary to the SARC Advocates' well being. She provided the consistent, safe framework within which the advocates experienced a shifting of both personal and world beliefs, a larger understanding of human nature and a deeper and fuller understanding of who they are, how they walk in the world, and their impact on both their immediate community and the greater world community. This position is of such great importance that it is my belief that without a strong leader who possesses the strengths, skills, enthusiasm, and compassion demanded of a good leader, the SARC program would be at risk of being less consequential, not only on The University of Montana campus but in the larger Missoula community. Research supporting or rebuffing this bold statement regarding the importance of the coordinator in an advocacy program could not be found.

There is also limited literature available regarding how organizations can best support advocates (Wasco, Campbell and Clark, 2002). Wasco et al. suggest that acknowledging the difficult nature of trauma work and then providing regular individual meetings to address the advocate's on-going reaction to the work, is important when providing support to the advocate. Other researchers (Pickett, Brennan, Greenberg, Licht, and Wornell, 1994; Neumann & Gamble, 1995, Rosenbloom et al., 1995) found providing safe and respectful forums for group processing key to the well-being of the trauma worker. The group format allowed for debriefing, peer support, group validation of the challenges this work presents and a decreasing of feelings of isolation. Wasco et al.

(2002) found that although individual self-care is important for trauma workers, it is equally important for the organization to “develop and maintain agency-wide policies and procedures to promote advocates’ self-care” (p758).

As can be seen by previous comments by the SARC Advocates, the advocates feel supported and have access to both individual and group support. It is unknown to me if these strategies are written into a policy or procedure or if they are done at the wisdom of the coordinator.

Training

Research by Hellman and House’s (2006) suggested that the higher value volunteers ascribe to training and to the social support given by the group, the higher the reported levels of overall satisfaction are with the volunteering experience. This same study also identified commitment and satisfaction as being positively correlated with the intent to continue in the volunteering experience. The results of this current study support Hellman and House’s findings, noting that advocates reported the training experience coupled with satisfying and supportive relationships provided the environment for a rewarding volunteering experience and encouraged the continuation of that experience.

Personal Development

Although training provided the forum for advocates to learn the concrete skills they needed in order to be proficient working with survivors, it also made available an opportunity for them to deeply consider long held personal and family beliefs, values and convictions. The advocates experienced shifts in understanding and profound awareness of the complexities of issues once thought simple or easily navigated. Often these experiences pushed them out of their “comfort zone” making them unsure of themselves,

and “self conscious.” Role playing and the trainings on homosexuality and domestic violence were of particular importance in creating internal dissonance and therefore acting as a catalyst to greater internal awareness, which in turn increased not only the advocates’ concrete skills but also lead to a greater ability to be empathetic.

Empathy

Advocates found the training regarding empathy, played a primary role in creating and sustaining self care. Empathy, seen as the cornerstone of the advocates work is also, when not properly in place, the stone that causes the building to collapse under its own caring, compassionate weight. The advocates experienced empathy as the gift they bring to their clients and the challenge they must control. The advocates struggled with finding the “right level of empathy” allowing them to disengage enough, so as to not be incapacitated with the client’s emotional state, and yet not appear cold, distant or uncaring. Trish stated that she learned to:

sit back a little more, disengage enough so that you are not totally wrapped up (pause)... hmm, wrapped up in their feelings but disengaging enough so that you can be just a listener *and* an active listener, rather than *too* much feeling.

The SARC Advocates experienced empathy in the context of self-care and boundaries. By combining empathy with the establishment of personal boundaries, the advocates were able to maintain appropriate emotional distance from clients which allowed more room to be supportive, compassionate and present for the client. Consistent with Rothschild’s (2006) research, this suggests that setting and maintaining empathetic limits protects the trauma worker from the potential hazard of vicarious traumatization.

Confidence, Empowerment and Balance

The training, the retreat and working together, weaves a golden thread of confidence, empowerment and balance through the many layers of the SARC experience. As new advocates increased their individual knowledge they also added to the collective knowledge of the group. This newly gained knowledge acted as a catalyst for both group and individual confidence. As the advocates learned to trust one another, both individually and as a group, their own personal confidence was strengthened.

Confidence was tightly interwoven with greater feelings of empowerment, which in turn was tightly intertwined with personal boundaries. These components, which come from the advocates' increased intellectual and emotional knowledge, wove together to bring about a sense of balance. This balance, once understood at an experiential level, allowed advocates to respond with empathy and compassion to their clients while maintaining appropriate boundaries, which in turns provided a safe environment for clients. Anne explained it this way,

It [helping people] makes me feel more rooted in a way because I'm like, someone's rock and I feel more, I guess balanced, as a person because people rely on me. And it makes me feel powerful because of the things I've learned and stuff like that and how I'm growing.

Personal Boundaries

Individually, each advocate spoke of at least one client who held a distinct place in their emotional memory. Collectively, a relatively small portion of the interviews were devoted to addressing issues pertaining directly to the client's experience. Although gaining skills regarding active listening, setting boundaries, and self-care are all done

with the client in mind, the advocates most frequently spoke about these topics in the context of their lives outside of SARC. For example, each of the advocates found that either during or after the training their *emotional ear* was in greater demand than previously. The advocates credit this change to the fact people knew they were trained, suggesting a greater skill set, emotional safety and the security of confidentiality. It was through this increased demand on their private time and emotions that advocates began to understand the need for clear boundaries. Mary stated it this way:

Yea, yea. And that's a big thing, boundaries. And letting people know when you're available to talk and when you're not. I'm not a counselor, I'm not a psychologist, like I don't have all the answers, I'm not available 24/7.

SARC Related Boundaries

Enthusiasm can be a double edged sword. It provides the avenue for the advocates' energy and passion and it can also lead down a path of feeling over-extended and exhausted. Each of the advocates spoke about how they stumbled a bit, before they were able to put into place boundaries which provided equilibrium for their involvement with SARC.

Some of the challenges of setting boundaries had to do with outside influences such as jobs, academics, friends', partner's and the advocates' own individual needs. Other challenges had to do with the nature of the SARC work. One of these issues deals with being on-call. Working in the SARC office during the daytime was less strenuous for advocates than being on-call after hours. Advocates described on-call as intrusive and stressful. On-call, by its very nature, pushes SARC into the advocates' private world and

advocates literally bring SARC home with them. Advocates found it helpful to limit the on-call shifts they took when they were feeling overwhelmed.

Concrete issues such as balancing schedules and coping with the intrusions of being on-call, although not simple, were less complicated to deal with than learning to place boundaries around the emotional components of SARC work. The advocates spent hours learning to listen and be empathetic and then, they found the need to protect themselves from these very skills. Because The University of Montana campus is relatively small, advocates can often find themselves in a coffee shop, classroom or even at a party with clients they have provided services to. This can present social and emotional challenges for the advocate. The interplay of self-confidence, empowerment and trusting of intuition which gives value to the need for self-care, provides a solid stance from which the advocate can set boundaries, ultimately protecting both themselves and client. Jane, while at a party one weekend, was able to tell a client: “It’s appropriate for me to talk to you at SARC and I would love to but not when we’re at this party together. That’s not appropriate.”

Although this may appear to be a simple concept to grasp and carry out, it is not. The advocates volunteer because they want to be of help, and until experience lends them the knowledge, often they do not understand how bringing SARC into their personal time can be disruptive and potentially lead to burn out.

Boundaries on Display

Boundaries formed by the advocates to protect themselves from being over-extended appear to serve another function as well. The advocates’ skills and knowledge contributed to an increased self confidence, which allowed for a boldness of behavior,

and although this is not necessarily comfortable for the advocates, it resulted in feelings of “empowerment” and satisfaction. These bold behaviors include speaking up in class when a professor gives incorrect information regarding sexual assault or other related issues and in social situations where others’ behavior or conversation is inappropriate.

Anne feels it is her responsibility as an advocate to speak up:

I guess with SARC, I got a lot of skills and tools to help other people but also to help myself. And to kind of, know when I need to talk to someone about something, know when things are weird, and also to call people on the things they say and things they do and stuff like that. Does that help? So not to just sit and be quiet and just listen you know. Like, I use to go to parties and guys and people would talk about terrible things and just be rude and obnoxious and stuff and I use to just sit and take it and just be quiet and laugh when I was suppose to. But now I like speak up and I’m like – that’s not cool at all. Cause it’s kinda...I kinda, have to now that I’m an advocate. It’s my responsibility.

Heightened Awareness

Knowledge the advocates gained during training regarding the frequency and risk of sexual assault in general, translated into a very personal, heightened awareness of their own individual risks. These SARC women expressed feeling challenged on a variety of levels with regards to the knowledge they now possessed. They experienced feeling more cautious of men, cynical, angry with men, and afraid for themselves and protective of the women close to them. The advocates realized their perspective is typically, markedly different than that of their friends, which only increased their protectiveness.

Advocates experienced this combined heightened awareness and fear, in what seemed to be a conflicted manner. They wondered if the survivors they worked with could have avoided assault if they had possessed the knowledge, the advocates themselves hold. Furthermore, the advocates wondered if this same knowledge might be the very thing that will keep them out of harm's way. Being unsure that knowledge is sufficient, the advocates remain cautious and watchful.

These findings reflect, at least in part, what the literature suggests about women who work with survivors of sexual assault. Trauma workers are at risk of experiencing similar emotions as the clients they serve (Campbell, 2002).

Human Nature's Darker Side

The darker side of humanity was brought into focus for the advocates through the statistics and facts from training, and through the actual work with clients, which could, if she allowed her mind to linger on them, cause her to feel emotionally overwhelmed. Jane describes it this way:

...people just see the signs, like, one in four women raped before they're twenty four or whatever. You know, that statistic, that sign is everywhere. And I think people see it but I don't like, actually think they think about it, apply it like...if they, you know, think about 12 of their friends and three of them have probably been raped, it's kinda just...And ahh, there's...it happens every thirty seconds or whatever. And I just like, if I start thinking about that too much then I'm like – oh someone was just raped, oh, someone was just raped. And it's just, like, awful to be constantly thinking about it. I think that is definitely a negative aspect, I am just constantly afraid of it. Just cause I know how common it is.

Clemans' (2004) study found that awareness of the dangers of sexual assault played contradictory roles. Half of the study's 21 participants, all of whom are employed social workers working with survivors of sexual assault, reported feeling less safe, experienced feeling more restricted in their behaviors and more vulnerable to sexual violence in their daily lives. The other half of the participants felt more awareness buffered their feelings of vulnerability. In this study, the SARC Advocates experienced both an increase feeling of vulnerability and the hope that their knowledge would protect them from sexual assault.

World View

The advocates' world-view was altered. Perhaps it is innocence or naivety that was lost, or a confirmation of the cruelty humans inflict upon each other. No matter what was lost or gained, each of the advocates experienced a shift in their beliefs regarding safety in the world, both in general and personally. This global restructuring could be the undoing of the advocates, however, the SARC Advocates each found a unique but similar way to stay balanced and combat the inertia this knowledge might create.

The thread of commonality for the advocates was that of cognitive restructuring. Susan consoled herself by knowing she remained present and emotionally available for clients. Jane consciously shifted her ruminations of fear and anxiety to positive thoughts about survivors receiving help and how she applied her knowledge in a positive manner. Anne is helped by her boyfriend's reminder of the good men she knows. All the advocates found it healing and renewing to shift focus away from the negative aspects of this work, to concentrate on the positive they personally contribute and on the assumed goodness of the majority of people. This finding is consistent with qualitative research by

Iliffe & Steed (2000), who reported that counselors working with survivors of sexual trauma found focusing on positive things, such as the client's strength and resiliency, was a helpful strategy in reducing the negative effects of trauma work. This is in agreement with another qualitative study by Wasco, Campbell and Clark (2002). They found sexual assault advocates used cognitive restructuring as one of five self-care resources in coping with their work.

The advocates' ability to make the conscious decision to focus on the positive aspects of the world versus the negative aspects of their SARC work, speaks to both the advocates' individual self-care and coping abilities and the SARC Coordinator's dedication to collectively equipping advocates with appropriate coping skills. One of the symptoms of vicarious traumatization is that of a basic shift in beliefs about safety which may include a change in the trust of one's self and in the goodness of others (Pearlman & MacIan, 1995). The SARC Advocates' innate and learned coping skills, especially in regard to world beliefs, provide strong protecting factors against vicarious traumatization.

Relationships Forged through Fire

The advocates began their SARC experience alone, knowing none of the other potential volunteers. Training demands energy, thought, time and perhaps most challenging, the demand of emotional vulnerability. Interestingly, this training process, this weaving together of demands and vulnerability, creates a single, brightly colored fabric, consisting of many lives with a single strength, not easily unraveled. And the process through which this fabric is created, resists being easily articulated.

The results of this study echo research done by Iliffe and Steed (2000), who found peer support was identified by all 18 participants of their study as one of the most

important resources for dealing with the challenges of working with survivors. The SARC Advocates spoke of training as the place they formed relationships, often best friend relationships, that they anticipated lasting over a life time. These relationships appear to be forged from the *fire* of training, the long training nights, Saturday fun put on hold for training and the intensity of the training topics. However, the challenges of training were tempered by the warm, welcoming nature of the SARC Coordinator, the personal centering done before the beginning of each training session, the closing ritual of sharing light or funny personal information, and of course the food, offered by the coordinator.

As if by magic, because I am unsure that one could actually plan or coerce this result, advocates found a trust in each other that felt very honest and binding. This trust provided the forum for advocates to address difficult and emotional subjects and was the cohesiveness that allowed one advocate to call another in the middle of the night because she was disturbed about the client contact she just experienced. The collective experience of training provided a common language, a common goal, and a shared acceptance of responsibility for the other advocates, as well as for the clients. This knowledge, together with the training process encouraged a collective consciousness in which the advocate could place absolute trust. Anne states:

I guess it just makes you feel really comfortable because they [the advocates] all have been trained too. So you know if you need to talk to someone you can come to them and they can come to you. It's like a better form of all my other friendships pretty much. It's really, really good because you can trust them. And they're just nice people.

The group confidence that was created by the supportive atmosphere of the advocates and coordinator, allowed the space for each individual advocate to explore, experiment with new found skills, fail, and succeed, thereby encouraging personal growth and self confidence. Research suggests that one of the reasons to volunteer and one of the benefits of volunteering is found in the social networks created (Unger, 1991; Prouteau & Wolf, 2008). Astin (1996) suggested that peers involve each other more intensely in the volunteer experience and this connection increases the likelihood of continued volunteering.

Personal Relationships

Obvious by its absence, was the lack of conversation regarding disruptions in the advocates' intimate partner relationships. One advocate mentioned a temporary anger at men in general, which included her partner. However, none of the advocates, all but one of whom were in committed relationships at the time of the interviews, spoke of changes in their relationships brought about by their SARC experience. This is not reflective of Clemans' qualitative research study (2004) in which all 24 of the women participants' felt their intimate relationships, which included their sexual feelings and experiences, were negatively affected by their sexual assault advocacy work. Prouteau & Wolf (2008) suggested disruption of one's sexual or intimate relationships is another of the warning signs of vicarious traumatization.

The "Lovely Retreat"

The end of training retreat, or as Susan referred to it, "the lovely retreat," took place in an old U.S. Forest Service facility. This setting provided a semi-wilderness environment which made available to the advocate opportunity for connection to the

earth, a slowing down of the busy student life and moments to emotionally ground. It was the reward for completing the demanding training. Additionally, it symbolized the change in status from advocate-in-training to trained advocate, it demonstrated the practice of self-care, and allowed for the deepening of relationships and trust which were quietly crystallized by the glue of laughter, food, team building and intimate conversations.

Susan saw it as a time for peoples' colors to shine:

So people get an idea of each other's minds during that process [training] but then it's like, not until the retreat where everybody gets to relax and have fun and you get to see all those different colors shine.

The retreat was unique. Each of the advocates interviewed, experienced the retreat as a strengthening of friendship bonds which were first established during training. The retreat experience was obviously an important point of connection for the advocates, both to each other and to SARC as its own entity. The timing, the wilderness experience and being cared for and appreciated, produced attachments for the advocates which sustained them both individually and collectively. The advocates were bound by a powerful combination of successfully working through the difficult challenges of training, and memories created by the playfulness and intimacy of the retreat. I was unable to locate other inquiries of research addressing retreats specifically for newly trained volunteers in the field of sexual assault. In light of concerns regarding the well-being and retention of volunteers in the trauma field, this study's findings regarding the retreats powerful cohesiveness effects appears significant.

The Clients

Success

Each of the advocates had client contacts that felt challenging. Some of the situations pushed the advocates out of their comfort zone, some felt unsuccessful, and others frustrating due to lack of change on the client's part or the legal system. Talking with and receiving support from the SARC Coordinator and the other advocates helped soothe the uncomfortable emotions associated with these experiences. Each of the advocates also had client contacts that felt "successful" and rewarding. These contacts were often straightforward experiences where resources were given and the client took action. Nancy describes a successful contact as:

I don't want to- it's not like you have to solve all their problems, but they feel like they've gotten some sort of information or gotten what they needed emotionally or affirmation. It's the idea that the person feels like they've accomplished something. And then, the second part to that is not being super worried after that. For me, it's successful when they feel better but I don't feel successful if I'm really concerned about their safety.

The advocates struggle to articulate what "successful" client contacts entailed. However, what is clear was the importance placed on being successful, which encompassed both how the client and the advocates felt about the shared experience. When considering how to retain volunteers it seems particularly important to ensure advocates do not repeatedly experience feelings of disappointment or lack of success. Merrell (2000) suggests a balance of reciprocity is necessary to retain volunteers, which

in this case might suggest feelings of success are the exchange rate for challenges undergone.

Balance

Advocates seem to have an intuitive, but unstated, internal wisdom of the number of contacts they need to experience in order to feel effective and valuable. Too many client contacts left the advocate weary and too few left them feeling frustrated, unappreciated and unneeded. With passion, Mary stated what it was like for her when, in her opinion, there were too many advocates, decreasing her opportunity to take call.

I didn't feel needed. You have to feel needed in order to come in. You have to have something to do. I still go to the meetings and I still go to my shifts but I don't need to, there is always somebody else there.

There appears to be no simple answer to this dilemma. Having too few advocates increases stress and is a potential set up for burn out and too many advocates create tension, frustration and dissatisfaction. Either way, the risk of imbalance is lowered retention of volunteers and a damaging of the program's strengths. Although it was possible to engage the advocates in other activities such as office work or outreach work and research indicates it is healthier for advocates to be involved in a wide variety of activities (Clemans, 2004), most of the advocates found participating in these activities less satisfying than engaging in direct client service.

Shared Information

Each Monday advocates gathered to debrief the previous week's client contacts. Advocates found the weekly meetings a safe and open place for dialog not only about the contacts but also their thoughts and feelings. Encouragement was given, suggestions

made and the hard work was praised. Advocates enjoyed the open conversations, the ability to learn vicariously from each other's experience, and being able to support each other. Iliffe and Steed (2000) found debriefing, and as previously noted support of peers, to be the two most important resources for coping with the difficult nature of working with survivors.

Advocates, under the direction of the SARC Coordinator, brought only the bare minimum amount of information regarding client contacts into the meeting. Setting this group boundary, of limiting information, was intended to protect advocates from being exposed to traumatic stories in which they are powerless to help. The advocates knew if they needed to talk about the details of a contact they could do so privately with the SARC Coordinator or with other advocates. Mary captured the dilemma of advantage and disadvantage in this boundary:

In some places when you're talking to the person who actually had the situation happen to them you do have that power that you can give resources and be an active listener. Umm, which you don't have when you're hearing it second hand. But at the same time hearing it second hand it's not so raw and emotional and it is usually accompanied by other advocates' commentary on it. And in that sense um, you're not talking to the person but it's almost like you're being an advocate for the advocate, giving them support just as they probably did it to the other person; kind of a nice cycle.

Research suggests that even when one expects to hear traumatic information, hearing details of violence can result in the listener feeling helpless, disempowered and can lead to vicarious traumatization (Shubs, 2008). According to this research it would

appear that limiting the amount of detail given during advocate meetings would be beneficial. And although the advocates agreed that it felt better not to have these details shared in the meetings, this must be tempered with the knowledge that each of the advocates, also expressed a need to talk in detail, about distressing client contacts as a way to work through their emotions. Perhaps the system currently in place at SARC, which limits details shared during the meetings, but provides a wider forum with the SARC Coordinator and other advocates individually is the answer to this dilemma.

Rewards

Although working with clients produced intense feelings for the advocates some of which were uncomfortable and considered negative, it also created positive emotions. The advocates experienced personal satisfaction when client contacts were *successful* when clients left the office having more options or feeling better than when they entered, when clients gave them hugs, when they saw clients healing, or when the advocate knew they had listened well. This experience of success had two distinct layers. One involved how advocates felt about themselves after a contact and the other layer was about how the client responded.

These results are reflective of research by Schauben and Frazier (1995) which suggests that trauma workers can gain inspiration by witnessing survivor's strength and courage. They coined the phrase *compassion satisfaction*, suggesting trauma workers can be motivated by the positive aspects of their work, which sustains and keeps them committed to the work. In the following quote Jane expresses her admiration for clients who seek services:

And sometimes I can't like, believe people are brave enough to come in, cause I like don't think I would do it. I, I think about um, people that go into First Step and um, and are willing to talk to me right after a rape. That's courage.

Conclusion

SARC's primary mission is to provide services to survivors of trauma. Recruiting, training and support of advocates is said to be for the benefit of the survivors served. Although this statement is true, another truth is also apparent. Advocates, those who are trained to provide services to the survivors, benefit a tremendous amount from their volunteer service at the Student Assault Resource Center.

Although training, providing services to survivors, and navigating office issues can be challenging, frustrating, negative and can increase feelings of anxiety and fear, advocates remained engaged in the work of SARC, because of the benefits gained. As this research has shown, of primary importance to the advocates was a strong shared relationship with fellow advocates and the SARC Coordinator. These relationships create the framework of SARC and allowed advocates to step out of their comfort zones and take risks. Being pushed into scary territory, yet held by the support of the group, allowed space for internal growth, boundaries were gained, confidences strengthened, intuitions trusted, and feelings of empowerment found. These internal shifts brought forth new actions impacting not just the SARC clients, but the advocates' friends and partners, The University of Montana and Missoula communities and perhaps other communities yet to be known.

The advocates have kindly allowed me to hear their words and share their experiences, trusting I would represent them honestly, with compassion and integrity. I

thank them for that trust. In honor of them, I close this chapter with their voices and their words.

Ah, I just can't say enough good about SARC. Just incredible, that's all I can say (Trish).

And I feel I'm appreciative of SARC and I feel appreciated at SARC and it's just, it's been (pause)... a huge influence in my life. (Jane).

I guess with SARC I got a lot of skills and tools to help other people but also to help myself. (Anne).

So, in that sense just the community of advocates is really just...helped me. (Mary).

SARC has been a very good opportunity for me to reach back out into the community and do work for other people and towards other people. (Susan).

I feel like it's been positive and very (pause)...positive, challenging, and um, I think has prepared me for a lot of other work (Nancy).

CHAPTER SIX

IMPLICATIONS AND RECOMMENDATIONS

In the final analysis, the question of why bad things happen to good people translates itself into some very different questions, no longer asking why something happened, but asking how we will respond, what we intend to do now that it has happened (Rabbi Harold Kushner).

Most people think of a volunteer as someone who contributes time to helping others with no expectation of financial gain or other material benefit. However, this does not suggest that volunteer work is of no consequence for the volunteer or that the volunteer feels uncompensated. Indeed, it is widely believed helping others is as beneficial for the donor as it is for the recipient (Wilson & Musick, 1999). Volunteers provide a resource base rich in experience, skill, and passion and for many organizations volunteers constitute their very life blood. Volunteers perform a variety of tasks and activities, many of which are intangible and not easily quantified, making it difficult to place a monetary value on volunteers' time. Advocates, such as those who volunteer at the Student Assault Resource Center, contribute countless hours in an environment that is both rewarding and challenging

Unfortunately, the issue of sexual assault continues to be a deep and troubling concern in today's society. It follows then that the services of those who volunteer to work with survivors of sexual assault will continue to be in high demand. Student advocates, given the hours of training and experience needed to become proficient in providing services for survivors of sexual assault, are a significantly valuable resource. Therefore, it would be of considerable concern for organizations to better understand the

advocates' experience, for this knowledge not only insures the advocates' individual well-being, but also that of the organization and the clients' whom they serve.

Recommendations for Further Research

There are several areas brought forward by this research which call for further investigation. Given the need for men's support in the area of sexual assault, it seems particularly important to better understand how male advocates differ or are similar to female advocates in regard to motivations to volunteer, connections to other advocates, individual needs, and how training and advocating impacts them. Unfortunately, because this research had access to only one male advocate, there was no way to determine if his experience as an advocate was similar or dissimilar to other men.

A longitudinal study focusing on how student advocates continue to use the concrete and internal information gained from their tenure as an advocate warrants further research. This information could inform the training process and provide additional information regarding how the long-term emotional health of the advocate is impacted by their volunteer activities. Additionally, this information may prove valuable as a tool for recruiting and retaining volunteers.

This research has not addressed how survivors evaluate the services received from SARC Advocates. Of course, this type of research presents a myriad of challenges due to the vulnerable population being studied. However, it would be an important undertaking because better understanding of the survivors' experiences, would inform all aspects of SARC and other rape crisis centers.

This study has given valuable information regarding the positive impacts volunteering at SARC has on the advocates' lives. I appreciate how the lives of the

advocates are enhanced and enriched by this work, and I also remain curious about whether or not having volunteer advocates is the best format for the survivors. Comparative research addressing the differences between professionally trained advocates and volunteer advocates may give valuable information regarding how best to meet the needs of survivors.

Implications for the Student Assault Resource Center

This research is a small window into the lived experience of the Student Assault Resource Center Advocates. It has provided a glimpse into why the advocates choose to volunteer at SARC, how the training, retreat and work has impacted their lives, and how their internal experience of the world has shifted and changed. Following are this researcher's thoughts about how this information might inform the SARC program.

The Coordinator Position

The SARC Coordinator plays a fundamental and essential role in the lives of the SARC Advocates. This research has led to a better understanding of the specific skill set need to be an effective leader of volunteer student advocates. Because the work of coordinating an advocacy program is not purely educational, qualities other than being a capable instructor and trainer are required. Following, are the traits SARC Advocates reported as being highly regarded in their coordinator: well educated on issues pertaining to sexual assault and crisis intervention; commanded respect yet able to be playful; warm, encouraging and genuine; capable of speaking the advocates' cultural language; approachable both on a professional and personal level, had passion for trauma work and clear boundaries; and role modeled healthy self-care which included having a life outside of the job.

Given the significance of the coordinator position in the lives of the advocates and the health of the organization, it is of great importance to not only hire well trained and remarkable leaders but also do everything possible to retain them. I would further recommend that during the hiring process at least one advocate participate on the hiring committee.

Volunteers

How Many

One of the challenges of managing an organization that is staffed almost entirely by volunteers is maintaining an optimal number of volunteers. Advocates are needed at SARC to work, not only day shifts, but also night and weekend on-call shifts. Maintaining enough advocates to sufficiently staff shifts, but not so many that advocates are left feeling unneeded due to lack of available shifts, requires constant evaluation and a delicate balance. SARC is not just about providing services to survivors. It is also, as is evidenced by this research, about providing a positive volunteer experience for the advocates. It therefore becomes of some importance for the coordinator to monitor and balance how the shifts are distributed among the advocates.

Integration of Incoming Advocates

McMillan (2004) suggests that friendships with likeminded people, is an important factor, both in the recruiting and retention of volunteers. SARC Advocates identify training and the retreat as the main forums for creating and solidifying the group dynamics. Although creating strong relationships during training is positive and provides the structure for the remainder of the advocates' volunteering experience, it also creates a dilemma. Because the returning advocates are not typically included in the training, there

is by natural consequence, a lesser bond between returning and incoming advocates. To address this issue, it might be helpful to include the returning advocates in part or all of the training. This might encompass returning advocates leading group discussions, working individually with incoming advocates, or perhaps preparing and presenting portions of the training. Rath (2008) suggests that informal social gatherings may encourage friendships which in turn can increase volunteer sustainability. Therefore, social events, either before or after trainings, which include all the advocates might be helpful, as well as requiring or strongly suggesting, all advocates attend the end of training retreat.

In the End

This researcher recommends that as advocates either graduate or make the decision to no longer volunteer at SARC they be given both an oral and written exit interview. This would allow for a continuing conversation about the things SARC does well and those areas which need improvement. The advocates embody a vast wealth of knowledge about the SARC program. Tapping into this knowledge base, could supply SARC with a wide array of information that would help shape and inform future trainings, retreats, and the day to day activities of the program.

Training

SARC, in my opinion, currently does an excellent job of training advocates. Not only does the SARC Coordinator provide a safe environment for the advocates to explore and mature, but the information given during training is relevant, current and necessary. There are however, a few topics that might be explored more fully during the training. These topics include (a) the challenges of being on-call, (b) coping with too many and not

enough client contacts, (c) contacts that seem less important, (d) dealing with the ambiguity of not knowing what happens to clients, (e) the *scary* first call, and (f) addressing the problem of feeling disengaged.

These topics are subjects the participants of this study mentioned, as creating surprise and challenge for them. The advocate felt unprepared for their emotional responses to these issues. Adding conversations which further explore and normalize emotional reactions to these issues may prove helpful to the advocates. Additionally, it is suggested that ways to cope with these challenges be addressed.

Implications for The University of Montana

The University of Montana has made a commitment to the campus community and the greater Missoula community to provide services to those students who have suffered sexual assault, rape, sexual harassment, domestic violence, and stalking. The Student Assault Resource Center has been charged with providing these services to survivors. SARC, now 16 years old, has provided services to hundreds of men and women. SARC has also trained hundreds of students to do the emotionally demanding work required of a sexual assault advocate. This work is of the utmost importance. The survivors who walk through SARC's doors or contact SARC by phone, are often frightened, physically and emotionally wounded and have no other place to turn for the help they so desperately need. It is of paramount importance for The University of Montana and the Missoula community, to continue supporting and recognizing the valuable services provided by the Student Assault Resource Center.

I have several suggestions regarding how The University of Montana might continue and increase its support of SARC services. Newmann and Gamble (1995)

proposed a variety of ways organizations could support advocacy programs. Their suggestions include: adequate financial remuneration, private office space, and some control over the case load. Currently, the SARC Coordinator position does not required a secondary degree for its coordinator, and consequently the financial remuneration remains quite low, which increases the difficulty of retaining a coordinator for more than a year or two. The coordinator position, as is evidence by this research, is one of importance, providing stability not only for individual advocates but for the program as a whole. Frequent turnover of coordinators potentially weakens the program, decreasing advocate satisfaction and in turn may impact the quality of service survivors receive.

In order to be better able to retain coordinators, which in turn assures SARC's wellbeing, it is my firm recommendation that the person who serves as SARC Coordinator be required to have obtained a masters degree in Social Work, Counseling, Psychology, or some other related field and be professionally licensed by the State of Montana. In addition, the SARC Coordinator position calls for specialized education regarding working with survivors of sexual trauma.

The coordinator interacts with University administrators, security personnel, professors, therapists, doctors, advocates, and of course survivors. They must be well versed in The University of Montana code of ethics and legal proceeding. This position also requires interaction with Missoula police, First Step personnel, Crime Victim Advocates, and in some cases with the legal system. The coordinator must also be skilled at supervising advocates, interns and the Outreach Coordinator. And finally, the coordinator, who is on-call 24/7, must be nurturing, empathetic, passionate, able to recruit, train, motivate and retain advocates, prove a safe space for advocates to learn,

explore new ideas and develop relationships. This position calls for a highly skilled professional, one with many skills and talents. Therefore, it is recommended that this position be compensated at a level commiserate to what other counselors and psychologist working at the Curry Health Center are paid.

Although SARC is housed in a private space, the space is inadequate in several respects. The SARC space is quite small which does not allow for adequate privacy between offices. Because SARC is housed in the basement of Curry Health Center it is rather dark. Additionally, the space where advocates speak privately with walk-in clients is windowless, and so small that two chairs barely fit in the room. Honoring and supporting SARC must include providing adequate resources for the staff and advocates. This recommendation, was not brought forth directly from the data, and should be recognized as my personal recommendation, produced by the wisdom gained from doing this research.

Implications for Other Advocacy Centers

Training of advocates is of the utmost importance, not just for what the advocates learn in a concrete manner but also for the internal considerations and transformations that take place and for the deep relationship bonds that form. Training sets the foundation for the remainder of the advocates' experience.

For agencies such as SARC, training, by necessity, needs to encompass a broad range of educational topics. However, training is not just about imparting concrete knowledge. As this research suggests, training provides the forum for relationships between advocates to be established. This cornerstone of the advocate experience is primary and necessary, allowing for the opportunity of self discovery and the

development of self confidence and empowerment. It is of great importance that the training of advocates be done in an environment which inspires relationship, trust and safety.

As has been previously noted, advocates who are well informed of the inherent risks of trauma work are less likely to suffer with these symptoms and are more likely to recover quickly (Shubs, 2008). It is my recommendation that the symptoms vicarious traumatization along with specific coping skills be heavily emphasized during advocate training. Conversations regarding self-care must be an integral part of any advocacy training (Wasco et al, (2002). It is the coordinator's responsibility to educate advocates on the physical and emotional benefits of self-care. Additionally, coordinators must provide suitable examples of self-care and model appropriate self care.

I cannot stress enough, the necessity of a compassionate, well trained coordinator to lead and inspire the advocates. The inherent pressures of working as an advocate can be difficult and challenging and advocates must have the support of an intellectually and emotionally intelligent leader.

Conclusion

The Student Assault Resource Center is a unique and remarkable organization. Not only does SARC provide services to trauma survivors from The University of Montana campus and the larger Missoula community, it also provides an excellent volunteer opportunity for students. The advocates interviewed for this phenomenological research project were bright, articulate, passionate individuals, committed to SARC as a concept and a community. And although it is an unfortunate comment about our society that organizations such as SARC are in such high demand, The University of Montana

and the Missoula community can be proud of the service the Student Assault Resource Center and its Advocates provide.

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Appendices

Appendix A-G

Student Assault Resource Center Statistics and Forms

Appendix A

Student Assault Resource Center Statistics July 1, 2006 to June 30, 2007

Definitions of terms:

Primary Survivors: The total number of unduplicated victims served – primary

Secondary Survivors: The total number of unduplicated victims served – secondary

Unknown: The total unduplicated victims serviced – unknown

Total Number of Contacts: Combined service report – add crisis counseling

Total number of Services Provided: This number includes the total number of times SARC provided criminal justice support, follow-up, TOP, support group, etc.

Total Participants at SARC sponsored events: Includes presentations, events, and trainings:

<i>Victim Status</i>	<i>Victimization Category</i>	<i>Number of Victims</i>
Primary –	Adult sexual assault	9
Primary -	Assault	7
Primary -	Child incest/sexual abuse	7
Primary -	Domestic violence	20
Primary -	Harassment	9
Primary -	Sexual intercourse w/o consent	28
Primary -	Stalking	8
Totals for Primary		88
Secondary-	Adult sexual assault	2
Secondary-	Adults molested as children	1
Secondary -	Assault	3
Secondary -	Child incest/sexual abuse	2
Secondary -	Domestic violence	8
Secondary -	Harassment	1
Secondary -	Sexual intercourse w/o consent	12
Secondary -	Stalking	1
Totals for Secondary		20

Above represent the number of victims who sought services for the first time at SARC

Unknown: 0

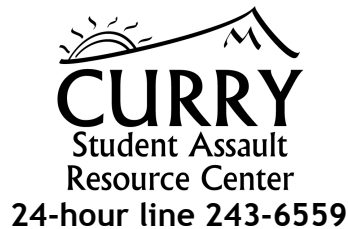
Total number of contacts: 123

Total number of services provided: 357

Total participants at SARC

Sponsored events 4675

Appendix B



Application For the Peer Advocacy & Educator Programs At the Student Assault Resource Center

Becoming a **SARC Advocate or educator** provides you with an excellent opportunity to become involved with positive change on campus while learning valuable skills in crisis intervention, advocacy and peer counseling, and public speaking. As a **peer advocate** working with Student Assault Resource Center (SARC), you will be a part of a program based on the empowerment model, or a model where survivors are assisted, supported and given tools to reclaim their power. You will be working with survivors of relationship violence, sexual harassment, sexual assault, rape, stalking, and child sexual assault. SARC Advocates provide the following services: crisis counseling, medical, legal and academic advocacy, resources/referrals and emotional support.

As an alternative to the SARC advocacy program you may also chose to volunteer with the Outreach and Violence Prevention program as a **peer educator**. Through presentations, campus-wide events, and a gender discussion group, SARC peer educators help raise awareness about sexual and relationship violence on campus while demonstrating how stereotypes and society bind both women and men into a “rape culture.”

Independent Study credits are available through some departments.

SARC Advocates and educators are carefully selected, beginning with a written application. **Applications are due on Sept 8th, by 5:00pm** and can be dropped off at SARC: located in the basement of Curry Health Center through the east entrance. You can also choose to mail applications to **Student Assault Resource Center, 634 Eddy Ave. Missoula, MT 59812**. Applications are also available via email. SARC appreciates all efforts to turn in applications early. After reviewing applications, we will select individuals for an interview before training begins on September 19.

Contact Kate at 243-5244, kate.pruitt@mso.umt.edu with any questions.

Application
For the
Peer Advocacy & Educator Programs
At the
Student Assault Resource Center

NAME:

ADDRESS:

Local

Permanent

PHONE:

Local

Permanent

MAJOR:

G.P.A.

YEAR IN SCHOOL:

Please answer the following questions: (use back of paper if you need more space)

1) Why do you want to be a peer advocate or educator at SARC?

What pertinent skills or experience do you have that you think would be helpful to you as an Advocate and/or Educator? Please list relevant experience in crisis intervention, peer counseling, public speaking, political activism, phone work, personal experience, etc.

2.) Why do you think interpersonal violence (stalking, relationship violence, sexual assault) occurs so prevalently in our culture?

3.) How are the issues of relationship violence, stalking and sexual assault related to forms of oppression such as racism, sexism, homophobia, heterosexism, classism, etc?

How do these issues affect you? How will they affect your work as an advocate?

Describe your comfort level with looking at these biases in yourself and our culture.

How would you address a fellow advocate or SARC staff if you heard someone make a homophobic remark?

How would you respond if a fellow advocate confronted you on a comment you made?

4.) Please address how you would work with the following groups: male survivors, gay men, lesbians, bisexual men and women, transgender men and women, women seeking abortions, people of color.

Describe your comfort level and ability to make a referral for an abortion.

5.) Imagine you are working with a person who is in an abusive relationship and not ready to leave that relationship. How might you feel about his/her choice? How would you respond? What services would you offer this person?

Why do you think a person might stay with an abusive partner?

6.) Imagine that you are working with a rape survivor. S/he has tells you that s/he does not want to report. Describe any feelings that might bring up. How would you respond?

7.) What feelings do you think may arise in your work with rape survivors, people in violent relationships, stalking victims and child sexual abuse survivors? What emotions come up for you in regards to these issues in general?

8.) An important aspect of the SARC experience is working closely with the staff and other Advocates. We emphasize the importance of teamwork, open communication, freely-offered feedback and support, and responding respectfully with differences and conflict. What aspects of working as a member of this team may be most challenging for you?

What strengths do you think would contribute to the process?

What would you do if a person you were working with asked you to refrain from talking with other SARC Advocates in order to keep his/her information between you two?

Would you be willing to seek supervision, or suggest a referral, if you find you are having difficulty working with someone?

9.) SARC relies on the dedication and commitment of advocates to ensure that we can offer the services we do. Please review the time commitment required to be a SARC Advocate, listed on the previous page of this application.

Are you willing and able to attend all of training and the weekly Advocate meeting?

Can you commit to taking a minimum of two shifts per week next semester?

Can you commit to a minimum of one school year?

RETURN THIS APPLICATION BY 5:00 PM, SEPTEMBER 8TH TO:

SARC

Information, Support and Advocacy
UM Curry Health Center
(private entrance east end of building)
Phone: 243-6559 24-hour line

Appendix C

Student Assault Resource Center – Prospective Advocate Interview

Name: _____ Interviewed by: _____

Phone: _____ Date: _____

1. Why would you like to be a SARC Advocate?
2. If you are selected as an Advocate, what do you think you'll be particularly good at?

What aspect of the work do you imagine will be the biggest challenge for you?
What do you think is the role of an advocate? (Give job description to applicant if they do not have one.)

3. What is your understanding of empowerment?
4. All of the work we do with clients at SARC is strictly confidential. What is your understanding of confidentiality and how it works in this kind of setting?
Are you willing to sign a confidentiality agreement?
5. What do you hope to receive from this training and program experience?
What do you hope to contribute?
6. Imagine that you are working with a rape survivor. S/he tells you that s/he does not want to report. Describe any feelings that this might bring up.
How would you respond?
7. Very often, people are drawn to this kind of work because they or someone they are close to have very personal experiences with sexual violence or other forms of abuse. Please talk about your personal interest and investment in this work.
8. ** Follow up with appropriate questions to clarify where the applicant may be in their own recovery process, such as:

What is your comfort level in talking about what happened?

When did it happen?

What kind of support have you had in dealing with it?

Family/Friends/Counseling?

Where do you think you are in your recovery process?

If you find that training or volunteering becomes difficult for you as a result of this past experience, how would you deal with it?

Are you open to seeking help, such as counseling, if that seems appropriate?

9. Go over expectations sheet together, be specific about membership expectations. Ask whether s/he understands and is willing to commit to each one.

10. Do you have any questions about SARC?

11. CONCERNS

Appendix D

Training 2007

Overview of most evenings—

- I. Staff starts with a quick role play (no more than 5 minutes)
- II. Check-in Question (10 minutes)
- III. Question Quiz-Discussion facilitated by advocates (15 minutes)
- IV. Topic (1-1.5 hour(s))
- V. Break (10 minutes)
- VI. Topic (30 min)
- VII. Advocate Role-play (20 minutes)
- VIII. Closing

Tuesday, September 25th 5:30—8:30pm

Topic	Presenter
Welcome	
Intro to SARC	
Brief history of the movement	
SARC philosophy (empowerment—language)	
Confidentiality	
The advocate experience	
Pass around sign-up sheet for shadowing (all new advocates must shadow 2 two-hour shifts)	

Goals: To set the tone for training—what we expect & what you can expect
An understanding of SARC philosophy of empowerment—the what and why of
An understanding of confidentiality—signing paperwork
Insight into the advocate experience

Thursday, September 27, 5:30-8:30pm

Topic	Presenter
Relationship Violence	
Survivor Story	
CVA office—TOPS, PMFA	CVA

Saturday, September 29, 9am—2pm

Topic	Presenter
Rape Culture—gender boxes	
-Rape myths	
Rape is...movie	
Sexual violence	
--Definitions, consent, affects on survivors	
Stalking	
Barriers to seeking services	
Reporting options	
**provide pizza	

Tuesday, October 2, 5:30—8:30pm_____

Topic **Presenter**

Active Listening
Tons of Role Plays

Thursday, October 4, 5:30—8:30_____

Topic **Presenter**

Crisis Counseling
Tons of Role Plays

Tuesday, October 9, 5:30—8:30_____

Topic **Presenter**

CSA
**find a good movie

Thursday, Oct 11, 5:30—8:30_____

Topic **Presenter**

LGBTI
Women with Disabilities (rural institute)

Wednesday, October 17, 5:30 -8:30_____

Topics **Presenter**

Intro to First Step
First Step Legal Night

Saturday, Oct 20, 10am—5pm_____

Topics **Presenter**

Concerns of Survivors
Diverse populations—barriers and resources
Examiner's role/rape kit/ medical options
Tour of 1st STEP
Reporting Options

Retreat—Nov 2-Nov 4_____

Training Topics

Friday 3-5 pm: NCBI workshop 3-5pm, on campus
Friday: 5 pm travel to retreat site - Relax and enjoy each other
Saturday morning: Mental Health & Suicide
Saturday afternoon: Self-care, boundaries, & vicarious trauma and Team Building
Saturday evening: Myers-Briggs activity
Sunday morning: Team building activity

Appendix E

Trainer Evaluations

Advocates: please rate the overall training that we have completed (If you are currently in advanced rape advocacy training, do not include that here). Please return to me on Thursday at the advocate meeting.

The sessions of this training that were most helpful to me were:

Because:

The sessions of this training that were the least helpful to me were:

Because:

The types of exercises or activities that were most helpful to me were:

Because:

The types of exercises or activities that were least helpful to me were:

A change I'd suggest for next time:

My opinion on the length of the entire training and the timing of the specific training sessions:

How I feel about the weekend training:

How prepared do you feel to be an Advocate? (in terms of your skills, knowledge of various issues, familiarity with procedures, how to respond in various situations, etc.)

Suggestions or other comments?

Individual Training Session Evaluation

Session Topic: _____

Date: _____

1. The specific skills and knowledge that I have learned in this training are:

2. The part of the training I liked best was:

3. The part of the training I liked least was:

4. I would like additional training in:

Appendix F

SARC
STUDENT ASSAULT RESOURCE CENTER

**SARC Volunteer
CONFIDENTIALITY AGREEMENT**

Strict confidentiality regarding all information gained from a client during a visit or call to Student Assault Resource Center (SARC), or advocacy interactions outside of SARC, is the highest priority of SARC. It is critical that all staff, volunteers, and others who provide sexual assault services, in addition to individuals training to be Advocates, and anyone who participates in educational presentations, honor and support this commitment to strict confidentiality. Failure to do so will result in serious discipline, including possible termination of all involvement with SARC.

Any information gained about a client, including the knowledge that she/he contacted SARC, must not be shared with anyone outside of SARC. SARC confidentiality includes all Advocates, SARC staff, SARC supervisors (Directors of Counseling and Psychological Services and Curry Health Center), and professionals serving as contracted consultants to SARC, and practicum or student assistants at SARC. Furthermore, in encounters with clients outside of a SARC context, volunteers should not acknowledge a relationship of any kind unless the client initiates that conversation. This is to protect the client from unwanted intrusion and risk of embarrassment. If you are unclear about what is confidential, assume information is protected until cleared by SARC staff or supervisor.

Exceptions to confidentiality include reports of child or elder abuse and threats of imminent harm to self or others, in circumstances detailed in Montana's child/elder abuse reporting laws, mental health law, and duty to warn law. Because the details of these statutes are complex, and because of the possibility of imminent danger, advocates and staff are required to **immediately** discuss such client disclosures with SARC supervisors. If specific legal conditions are found to have been met, notification of authorities is mandated by state law.

All clients are to be given a written confidentiality statement (entitled "Anonymity and Confidentiality at SARC") and explanation as soon as they are reasonably able to discuss it and no later than the end of their first visit to SARC. See also policy entitled "Record-keeping."

By signing this agreement, you, the volunteer, acknowledge that you have read this agreement and will protect the confidentiality of every client in contact with SARC.

Signature of Volunteer:

Date:

Signature of Supervisor:

Date:

Appendix G

SARC Personal Information Form

Date: _____ Advocate's Name: _____

All information requested is completely OPTIONAL, and all answers will remain CONFIDENTIAL. Your answers will be used by SARC to continue to improve our services. If you have any questions about any of the items, please ask a SARC staff person. Thank you!

Name: _____
Or pseudonym (if anonymous) _____

Gender: M F Age: _____ Do you have any disabilities: Yes No

Ethnicity: Caucasian American Indian Hispanic Asian American African American
International Other

Primary Language Spoken: _____

University Status Currently: University Status at the time of the incident:
Student: What year in school? Faculty/Staff Other (non-university)

Campus affiliation: Mountain (university) East (COT) West (COT)

Is your annual income (including assistance below \$6500.00)? _____

How did you hear about the SARC program? Kaimin Friend Poster/Flyer
Professor/TA RA CAPS Other Counselor Peer Education Presentation Other

Have you previously contacted SARC? Yes No Approximate date/year: _____

If you answered yes, are you contacting SARC today for a reason related to your previous contact? Yes No

**If you answered yes to all parts of the previous question, and you have already completed one of these forms, you do not need to complete the remainder of this form.

Which ONE of the following reasons is your primary reason for contacting SARC today? (circle one)

- a. reasons related to something that happened or is happening to you
b. reasons related to something that happened or is happening to someone else
c. research or academic purposes: please explain:
d. other:

Incident Information

Date of incident: _____

Did the incident occur within: Last 3 wks 3 wks-6 months 6 months-2 yrs
 More than 2 yrs ago Currently ongoing

Mark which one of the following most accurately describes what happened or is happening to you or someone else that brought you to SARC:

- Child Physical Abuse Relationship Violence Rape (non-consensual sexual intercourse)
- Child Sexual Abuse Stalking Sexual Assault (non-consensual sexual contact)
- Physical Assault Harassment Other _____

Was the incident reported? Yes No Unknown

If it was reported, to whom: Police Sheriff UM Public Safety Dean of Students
 Residence Life UM EEOC

Offender Information

Number of Offender(s): ____ (for multiple offenders, please use additional forms as necessary)

Ethnicity: Caucasian American Indian Asian American African American
 Hispanic International Other

Primary Language Spoken: _____

University Status Currently:
 Student: **What year in school?**
 Faculty/Staff
 Other (non-university)

University Status at the time of incident:
 Student: **What year in school?**
 Faculty/Staff
 Other (non-university)

Relationship of Offender to Survivor: Acquaintance Spouse/partner Relative
 Friend Stranger Professor/TA RA Employer/Supervisor
 Co-worker Other _____

Crime Victims Compensation

If you or someone you know is a victim of a crime, there may be compensation available to you through a program called **Crime Victim's Compensation**. The program provides financial compensation to crime victims (and others affected by a crime) for medical and emergency room expenses, loss of wages, counseling, and other expenses incurred as a result of the crime. **Please ask a SARC Advocate for more information.**

Please place a check on the line below to verify that you read and understand the above information about the Crime Victim's Compensation program: _____

SARC Contact Information Form:

Date of Call: _____ please circle: **Crisis Line or Walk In**

Advocate's name: _____

Client's name: _____

OR

Pseudonym (if anonymous): _____

Has the client previously contacted SARC this school year? ___Yes ___No

***If not, please fill out and** attach Personal Information Form. If this person has contacted SARC this school year, please attach this form with the PIF on file.

Incident information:

Were there weapons used? ___Yes ___No ___Unknown

Were drugs and/or alcohol involved? ___Yes ___No ___Unknown

Is there any concern that a date rape drug was used? ___Yes ___No ___Unknown

Services provided during this contact:

- | | |
|--|--|
| ___ Assistance in filling out Victims Comp form | ___ Emergency Legal Advocacy (includes TOP hearings) |
| ___ Crisis counseling (in person) | ___ Emotional Support |
| ___ Crisis hotline | ___ Legal Information |
| ___ Information/Resource Info./Referrals/ | ___ Library Materials/Handouts |
| ___ Follow up Contact | ___ Medical Advocacy (not Rape Kits) |
| ___ Support Group | ___ Academic or other Personal Advocacy |
| ___ Criminal Investigation Support/Advocacy (includes Rape Kits, police, and detectives) | |
| ___ Assistance with safety plan | ___ Other: _____ |

Referrals: please circle all that were given.

- YWCA Crime Victims Advocate MT Legal Services First STEP SARC
 Parenting Place Food Bank Child Care Resources Mental Health Hotline (532-9710)
 Salvation Army Counseling # _____ CAPS Sheriff/Police
 TANF (welfare) First Call for Help Partnership Health Curry Health Center
 Dean of Students Public Safety EEOC office Karyn Collins—med withdrawals
 Victims Compensation Other: _____

Reason for contact (Exclude identifying details): _____

Outcome of contact (referrals made, general safety concerns, etc.) _____

SAFETY CONCERNS

Does the survivor have contact with the abuser / perpetrator? ___ Yes ___No

Has a Temporary Order of Protection (TOP) been filed? ___Yes ___No

If the survivor has contacted SARC before about this incident, please answer the following:

Has the survivor reported the crime; if so, to whom? _____

Have there been developments in a criminal or UM judicial procedure? _____

Has survivor applied for/been granted a TOP? ___Yes ___No

If domestic violence, has the survivor, separated or divorced abuser? ___Yes ___No

Returned to abuser? ___Yes ___No _____

Follow Up:

Information for follow up contact with survivor:

Does the survivor wish to be contacted again? ___Yes ___No

Is it safe to call the survivor for follow-up? ___Yes ___No

Phone Number: _____

If so when is the best time? _____

Can we leave a message? ___Yes ___No

Is there anything the survivor needs from SARC (i.e.: counselor list, names of attorneys, information, etc.) _____

Who is following up with this survivor: _____

Appendices H-K
Forms for Interviews

Appendix H

Handout to Prospective Participants

Kerry S. Maier, M.A., LCPC
The University of Montana
Department of Counselor Education and Supervision
406.243.6569 ••• KMaier@mso.umt.edu

November 2008

My name is Kerry Maier and I am a graduate student at The University of Montana in Counselor Education and Supervision. I am doing research for my doctoral dissertation on the experience of being a Student Assault Resource Center Advocate. I want to understand how your work as a SARC Advocate impacts your life.

I am asking those of you who have gone through the SARC training and have worked as an advocate for at least one semester, to participate in my study. If you chose to contribute to my study, you would be asked participate in a 1 to a 1 ½ hour interview which will be audio taped. I would be asking you to discuss what it is like for you to be a SARC Advocate.

Your name, identity and anything you say about clients you have worked with will be held in confidence. The audio-recording will also remain confidential and will not be released without your written consent. Only the Project Co-Director, Dr. Cathy Jenni, and I will have access to the materials gathered. At the conclusion of the study the audio recording will be destroyed.

If you would like to participate in my study, please contact me by email at KMaier@mso.umt.edu or call by phone at 406.243.6569. You may also contact the Project Director, Dr. Cathy Jenni at phone number 406.243.2608 or email her at cathy.jenni@mso.umt.edu.

By sharing your thoughts and feelings about your experience as a SARC Advocate you may help to alter the shape of SARC in positive ways. I appreciate your time and consideration of my request.

Sincerely,

Kerry S. Maier, M.A., LCPC

Appendix I

PARTICIPANT INFORMATION AND CONSENT FORM

RESEARCH TITLE

The experience of the volunteer student advocate: A phenomenological study of The University of Montana Student Assault Resource Center Advocates.

PROJECT DIRECTOR:

Kerry S. Maier, M.A., LCPC
Counselor Education & Supervision
The University of Montana
Missoula, MT 59812
Phone: 406.239.5494
Email: KMaier@mso.umt.edu

PROJECT Co-DIRECTOR

Dr. Catherine Jenni, Chair
Counselor Education & Supervision
The University of Montana
Missoula, MT 59812
Phone: 406.243.2608
Email: cathy.jenni@mso.umt.edu

This consent form may contain words that are new to you. If you read any words that are not clear to you, please ask Kerry Maier to explain them to you.

PURPOSE:

You have been asked to participate in a study researching how volunteering at The Student Assault Resource Center impacts the lives of the students who work as advocates. The purpose of this study is to gain a better understanding of the benefits and challenges of working as a SARC Advocates which in turn may help shape changes in the advocacy program.

PROCEDURES:

If you agree to take part in this research study you will be asked to participate in a 1 to 1 ½ hour, one-on-one interview which will be audio-recorded and transcribed. The interview will be conducted in a quiet location either off or on campus, which is both comfortable and convenient to you.

RISKS/DISCOMFORTS:

You will not intentionally be exposed to any risks, however, the subject of sexual assault and rape can often bring to the surface unexpected feelings, particularly if you know someone or you yourself have been the victim of an assault. You may experience feelings that range from mildly uncomfortable to intensely distressing. These feelings may include sadness, fear, anxiety, feeling scared and/or depressed.

If you should feel distressed during the interview and wish to pause or stop, please alert Ms. Maier so that she can act accordingly. If you should become distraught after the interview is over and wish to speak to someone, please contact: The Counseling and Psychological Services at 243-4711.

BENEFITS to YOU and SARC:

Your participation in this study may help SARC gain a better understanding of the personal gains, the pressures, and the benefits of being a SARC Advocate. This study could supply valuable information regarding the potential advocate interview process, the initial advocate training and on going trainings, the weekly meetings, the fall retreat and the social gatherings. Additionally, your thoughts may shine a light on those things that SARC does particularly well and on areas where improvements need to be made.

You may personally benefit from this study by gaining a better understanding of your own thoughts and feelings about your experience as a SARC Advocate. There is no promise however, that you will benefit from participating in this study.

CONFIDENTIALITY:

The audio recordings of the interview, transcriptions, and any other records will be kept private and will not be released without your written consent, except as required by law. Only the researcher, Kerry S. Maier and Project Director, Dr. Cathy Jenni, will have access to the data. Your identity will be known only by an assigned pseudo name. No one other than the researcher will know your name this includes Dr. Cathy Jenni, the Project Director. If the results of this study are included in an educational journal or presented at an educational meeting, only the assigned pseudonym will be used for identification purposes. For the duration of the study, data will be stored in a locked file cabinet; this consent form will be stored in a locked cabinet separate from the data.

There exist conditions under which privacy may be breached. If you speak with the researcher indicating the intention to kill yourself or to harm someone else, and you can not or will not agree to keep yourself safe or to not harm the other person then, as the law mandates, appropriate authorities will be contacted.

COMPENSATION FOR INJURY:

Although we do not foresee any risk in taking part in this study, the following liability statement is required in all University of Montana consent forms.

In the event that you are injured as a result of this research you should individually seek appropriate medical treatment. If the injury is caused by the negligence of the University or any of its employees, you may be entitled to reimbursement or compensation pursuant to the Comprehensive State Insurance Plan established by the Department of Administration under the authority of M.C.A., Title2, Chapter 9. In the event of a claim for such injury, further information may be obtained from the University's Claims representative or University Legal Counsel. (Reviewed by University Legal Counsel, July 6, 1993)

VOLUNTARY PARTICIPATION/WTHDRAWAL:

Your decision to take part in this research study is entirely voluntary. You may refuse to take part in or you may withdraw from the study at any time without penalty. You may be asked to leave the study for any of the following reasons:

(a) failure to follow the Researcher’s instructions, (b) a serious adverse reaction occurs which may require evaluation, (c) the Researcher believes it is in the best interest of your health and welfare, or (d) the study is terminated.

QUESTIONS:

You may wish to discuss participating in this study with others before you agree to take part. If you have any questions regarding your rights as a participant, you may contact the IRB Chair at The University of Montana Research Office at 243-6670. If you have any questions about the research now or during the study, please feel free to contact:

Project Director:

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PARTICIPANT’S STATEMENT OF CONSENT:

I have read the above description of this research study. I have been informed of the risks and benefits involved, and all my questions have been answered to my satisfaction. Furthermore, I have been assured that any future questions I may have will also be answered by a member of the research team. I voluntarily agree to take part in this study. I understand I can receive a copy of this consent form if requested.

Printed / Typed Name of the Participant

Participant’s Signature

Date

Appendix J

Explanation of Research Study to Participants

Thank you for agreeing to take part in this research study. The purpose of this study is to understand how volunteering as an advocate at the Student Assault Resource Center impacts the lives of the student advocate. I am interested in hearing your thoughts and feelings about your experiences of being a SARC Advocate.

I will begin the interview by asking you some background questions about yourself. We will then proceed to the research question. I will be audio taping the interview and will later transcribe it, word for word. My research method involves analyzing your interview closely to identify themes that are important to your experience. I will interview and analyze interviews of eight SARC Advocates. After all the interviews have been analyzed I will gather together themes discovered in the interviews to see what common experiences you might have had.

I will review and explain the consent form and ask you to sign it as an agreement to participate in this study.

Appendix K

Date / Time of Interview: _____
Participant Name: _____
Participant Pseudonym: _____
Reviewed *Participant Information and Consent Form* with participant? _____

Participant Demographic Information

Age: _____ Gender: _____ Male _____ Female Ethnicity: _____

Academic Major _____ Year in School: _____

Interview Question

This phenomenological interview will begin with a broad, open-ended question designed to provide you adequate opportunity to comprehensively express your thoughts and feelings, as well as the meaning you ascribe to the phenomena of the experience of volunteering as an advocate at the Student Assault Resource Center.

Please tell me about your experience of being an advocate at the Student Assault Resource Center and how you feel this work has impacted your life. Feel free to share positive, negative and neutral thoughts and feelings, in as much detail as you would like.

Probing Techniques Questions

During the interview, I will help you articulate your ideas, feelings and the meanings you ascribe to the experience in greater detail and depth by using open-ended, gentle probing questions which may included:

Can you say more about that?

What does that mean?

Help me understand.

Describe what that was like for you.

If you are able, can you tell me more about that?

Thank you for participating in my study. It is my intent to respectfully represent your thoughts and feelings. If you wish to review a copy of the transcript of your interview, please let me know and I will make that available to you.

Copy of Transcript Requested? Yes _____ No _____

Appendix L

Definition of Terms and Acronyms

Appendix L

Definition of Terms and Acronyms

The following definitions will be used for the purpose of this study:

Acquaintance or Date or Non-stranger Rape: There are several subcategories to this definition. *Acquaintance rape* implies that the perpetrator and the victim were acquainted with each other previous to the assault. *Marital rape* indicates that the survivor and perpetrator were married at the time of the assault. *Date rape* indicates that the perpetrator and the survivor were involved in a dating relationship at the time of assault.

Advocacy Skills: Skills such as: active listening, telephone competence, knowledge of open versus closed questions, knowledge of community helping resources, ability to assess suicidal risk, and SARC operational and procedural skills; all these skills and others that are necessary and useful in providing assistance to victims of sexual assault.

Anonymous: At The University of Montana's SARC program, anonymous means that the client's name will never appear on any records.

Burn Out: is reserved for extreme circumstances, referring to anyone whose outlook on life has become negative or whose health is compromised due to the impact of their work (Rothschild, 2006).

CAPS: Counseling and Psychological Services.

Compassion Fatigue: a general term applied to anyone who suffers as a result of serving in a helping capacity (Figley, 1995)

Confidential: Within the SARC program, confidential means that the client has given his / her name to the advocate and all interactions within SARC regarding the client will note the client's name.

Dating and Relationship Violence: This is also known as domestic violence and is defined as a pattern of controlling behaviors in which an intimate partner uses physical violence and/or emotional, sexual, economic or cultural abuse to control the other partner in the relationship. This pattern of behaviors can exist in any relationship – between same sex partners, people with disabilities, those in short term or long term relationships, regardless of race, ethnicity and class.

Empathy: The action of understanding, being aware of being sensitive to, and vicariously experiencing the feelings, thoughts, and experience of another of either the past or present without having the feelings, thoughts, and experience fully communicates in an objectively explicit manner (Merriam-Webster's Collegiate Dictionary, 1996, p. 378).

Non-student: Persons above the age of eighteen years, who are not enrolled either part- or full-time in a college or university. Full-time enrollment refers to a student registered for a minimum of twelve credit hours a semester; less than twelve credit hours is considered part-time enrollment.

Perpetrator: A perpetrator is anyone, male or female, that assaults another person physically or sexually.

Primary Traumatization: refers to the impact of a traumatic event on the obvious person involved in the event (Rothschild, 2006).

Rape: This very specific term is defined as any sexual behavior that involves some type of penetration through force or attempted force; force is defined as psychological coercion and/or physical force. Penetration refers to vaginal, anal or oral penetration by the offender(s) and includes penetration by a foreign object. Also present must be the lack of consent by the victim, and/or the inability to give consent due to age, intoxication, or mental status (Abbey, 2002, Abbey & McAuslan, 2004, Bureau of Justice Statistics, 2003, Koss, 1992). In Montana state statute 45-5-501 the law defines “without consent” as: (a) A survivor submitting to sexual assault by ‘force’ of the perpetrator; or (b) A survivor is incapable of consent due to being mentally disabled or incapacitated, physically helpless, deceived, coerced or surprised, under the age of sixteen years, or incarcerated in an adult or juvenile correction facility and the perpetrator is an employee in the facility.

Rape Myth: Rape myth was initially defined by Martha Burt (1980) as prejudicial, stereotyped, or false beliefs about rape, rape victims and rapists. A broader definition was created by Lonsway and Fitzgerald (1994) which states that rape myths are “attitudes and beliefs that are generally false but are widely and persistently held, and that serve to deny and justify male sexual aggression against women.” Fonow, Richardson, & Wemmerus (1992) further note that “a myth is a traditional story with ostensibly historical content that is neither a total fabrication nor the only story that can be told.”

SARC: The Student Assault Resource Center.

SARS: Sexual Assault Resource Services

Secondary Traumatization: involves individuals who may suffer from a loved one’s trauma. An example of this would be the spouse of a partner who is raped.

Although the spouse did not witness the event they are vulnerable to becoming secondary victims if they are overwhelmed by what they see and hear in their partner (Rothschild, 2006).

Sexual Assault: This term is used to describe a full range of forced sexual acts including physically forced sexual contact (e.g., kissing or touching), verbally coerced intercourse, verbal threats, and acts that constitute rape (e.g., physically forced vaginal, oral, and/or anal penetration) (Abbey, 2002; Abbey & McAuslan, 2004; Bureau of Justice Statistics, 2003, Koss et al., 1987; Koss, Heise, & Russo, 1994).

Stalking: Stalking in this research will refer to “Any unwanted contact between a stalker and their victim which directly or indirectly communicates a threat or places the victim in fear” (Retrieved August 2008, from <http://www.ncvc.org>).

Stranger Rape: This occurs when a person is raped by a perpetrator whom she/he has never seen or been in contact with before.

Student: For the purpose of this study, this term will refer to any female or male who currently attends either of The University of Montana’s Missoula campuses and is enrolled either part- or full-time.

Victim: This term refers to anyone, male or female, who has been raped, sexually assaulted, either as an adult or a child, and/or has been in a relationship where there has been a pattern of controlling behaviors that constitute dating / relationship violence.

Victim Empathy: is defined as “a cognitive-emotional recognition of a victim’s pain and trauma” (O’Donohue et al., 2003, p 517).

Volunteer: A volunteer is someone who works without financial compensation.

Appendices M-R

Data Analyses, Levels One-Three

Appendix M

Participant One: Trish
Levels One – Three

<p>Please tell me about your experience of being an advocate at the Student Assault Resource Center and how you feel this work has impacted your life. Feel free to share positive, negative and neutral thoughts and feelings, in as much detail as you would like.</p> <p>1. Um, I think doing the SARC advocacy has been one of the greatest experiences of my college experience so far./</p> <p>2. Um, I learned a tremendous amount,/</p> <p>3. my favorite thing to learn was active listening/</p> <p>4. and how to sit back a little more, um, disengage enough so that you are not totally (pause)... hmm, wrapped up in their feelings but disengaging enough so that you be kind of just a listener and an active listener, rather than too much feeling because I can have a tendency to have too much feeling with someone./</p> <p>5. And, umm, someone gave me an example of having too much feeling and if someone is going over the cliff, you can't help them if you're going over the cliff with them. You have to be there supporting ah you know, providing a supporting hand - like if someone is telling you a sad story you can't start crying with them, which you know can happen, but... so, just learning how to be an active listener, disengaging. Kate's tip on rubbing your leg or being present in your self as well - was very helpful for me because I have a tendency to empathize ...way...way...to much/.</p> <p>6. Um, so that was great, um I'm still working on learning to control my energy levels so I do sit back and don't interrupt. That's something I have to continue to work on Um, which is really good, and that came out in the personality tests that you gave us or the ...hmmm.</p>	<p>1. Being an advocate has been one of her greatest experiences in college so far.</p> <p>2. She has learned a tremendous amount</p> <p>3. Her favorite thing to learn was about active listening.</p> <p>4. She learned how to disengage, sit back and listen rather than feel so intensely.</p> <p>5. Being an active listener requires providing a supportive hand and being disengaged. P1 tends to empathize too much, which is not helpful to the client.</p> <p>6. Kate provided her with helpful tips to control her energy and not interrupt.</p>
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<p>Oh, the Meyers Briggs?</p> <p>Uh huh, yes. Which I thought was very good too./</p> <p>7. Um, I really enjoyed the sessions with all these young people and listening to their stories and watching Kate facilitate the meetings and then your involvement and you just flowed with everything as well. And I really enjoyed learning from people by observing them; which I did a lot./</p> <p>8. I was watching Kate and you come in and the synergy of the group was very powerful and seeing the positive impact on everyone's life there. The acceptance, the sharing, um, the comfort level/</p> <p>9. um, continually being brought back – which Kate did often – to are you taking care of yourself? How are you feeling? Are you handling this well?</p> <p>Uh Huh.</p> <p>I thought that was wonderful./</p> <p>10. Um, (pause)... it was difficult going through the book.</p> <p>The book?</p> <p>Um, the book. The training manual, just because it's so much negative, you know./</p> <p>Uh Huh.</p> <p>11. And so, I think that is one of the reasons she kept bring us back to ...Are you taking care of yourself? How are you feeling? Because (pause)... that is a lot of impact. But then going through psychology and like abnormal psychology and sexual abnormalities, I think that, for a woman that is a lot to digest./</p> <p>And it sounds like going through the book it comes at you fairly quickly. I mean...</p>	<p>7. P1 enjoyed the sessions [training]. She enjoyed learning by observation of others individually and as a group.</p> <p>8. The acceptance and sharing of the group was powerful and a positive impact on the advocates lives.</p> <p>9. Kate often spoke about self-care.</p> <p>10. Going through the book [training manual] was difficult because it is so negative.</p> <p>11. Kate spoke often about self-care because of the impact training had on the advocates, particularly the women.</p>
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<p>Yes.</p> <p>Training sessions are pretty close together and rapid...</p> <p>Right.</p> <p>...and intense and lengthy.</p> <p>12. Right. So I do think it is important, as you and Kate brought up a lot, pay attention to how this is impacting you./</p> <p>13. Ummm. I do think that when you really see - look into this and you see that a lot of the sexual predators are pretty much men. It does kind of give you ahh (pause)... you do look at things a little differently./</p> <p>14. Which is good. Um, because I am not a negative person and I have a tendency to just open ended trust people. So, to have a little bit of a draw back is good for me too./</p> <p>15. And I think it is awesome training for these young girls because if you go through this and you learn to identify red flags maybe it will help them recognize dangerous situations or a person who is presenting a façade but their really something different behind it./</p> <p>16. um which is a life long learning, um, experience for most of us, well ahh, all of us. It's so easy to be taken in by people who are presenting something that they are not. So, to have red flags that can help you to trust your gut. Which is something Kate said ALL the time. Trust your gut, ummm, cause I do think that your intuition can pick up on things that you logically can't explain./</p> <p>17. And usually we want to trust people and believe in them, so we logically try to explain away our intuition – a lot. I do. And then I think back and go – oh yeah I did see that way back and saw it again, and I ignored it./</p> <p>So, do you feel like – you said that the</p>	<p>12. Kate suggested advocates paid attention to how the work impacts them.</p> <p>13. Knowing that most sexual predators are men caused P1 to “look at things a little differently.”</p> <p>14. P1 tends to “open ended” trust people, without “reserve,” drawing back is good for her.</p> <p>15. Identifying dangerous situations is helpful to the young girls going through the training.</p> <p>16. Learning to “trust your gut” helps identify ‘red flags’ and prevents one from being “taken in” by people presenting something they are not.</p> <p>17. When she trusts people she will use her logic to explain away or ignore her intuition.</p>
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<p>training has helped you look at things differently, and by that do you mean, look at men differently or look at situations differently, is that what you're saying?</p> <p>18. Yes. Looking at men differently, but also trusting you gut with women too. You know, it's not just men (pause)... it's everyone really. But yeah, with men, especially./</p> <p>19. As my daughter is dating and (pause)...you know and I'm, umm, (pause)...seeing difficult situations and being able to help her better. You know, umm/</p> <p>How do you help her better?</p> <p>20. Ahh, umm, listen more. And I've actually given her the manual and some of the papers, especially on red flags, ahh, so that she can....because she is very smart. She is actually in school now. At one time the three of us were going to school together, Actually at one time my husband was taking classes too, so that's four. The only person not going to the university is my autistic son, B. Although he goes for movies and stuff when go as a family. The U has become a family affair. Ah, so anyway, she understands all of this./</p> <p>21. And, the section on homosexuality and acceptance was fantastic. And when the girl came in and we all closed our eyes and she did that kind of role reversal...I thought that was very powerful. I've seen it again since in one of my psychology books./</p> <p>22. Umm, that and just the setting, and the acceptance of all of us there, cause you knew that we were in the same place. There wasn't one person – I don't know – I kind of pick up on things, and there wasn't one person who was kind of arguing with her and feeling uncomfortable with it. We were</p>	<p>18. P1 looks at men differently and trusts her gut more regarding both men and women.</p> <p>19. P1 is better able to help her daughter.</p> <p>20. P1 helps by listening and giving her daughter pages from the [SARC] training manual.</p> <p>21. The training on “homosexuality and acceptance was fantastic” and powerful.</p> <p>22. During training [on homosexuality] she appreciated knowledge the advocates were “in the same place.”</p>
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<p>all there./</p> <p>23. (Quietly) Well, there was one person, the India girl or Pakistan, or no... Where was she from? Hmm. Pakistan. She did.</p> <p>What was your take on that?</p> <p>She had a real discomfort level with it. Well, she told me, herself, that she did not agree with the homosexuality that we had here. She could not believe the homosexuality we had here. So I knew she was very uncomfortable and I knew she did not agree with our attitude. So, I feel like...but she was the only one./</p> <p>So how was that for you?</p> <p>24. I did kind of wonder about how – could she help other people, is she herself had kind of a stigma. But knowing that we don't deal with very many, umm, men, I thought, the odds of her getting some guy coming in with problems were pretty nil, so...and I did at one point wonder, should I talk to Kate about this? But then I thought no she's trying and she seems to have a really good heart with women and there's just this one little area that she was struggling with. So I don't know if she was just (pause)... you know (pause)... 'Sarah Pallinish' (laughter). That shows a lot (laughter continues). You said I could be honest (laughter).</p> <p>You bet.</p> <p>So, I decided against saying anything, um because I thought she's ok, she has a good heart, she's going with it, she's trying you know and none of us there are perfect. So.../</p> <p>25. (pause)... I digress, but I thought was very powerful.</p> <p>When the person came in a talked about</p>	<p>23. P1 knew one advocate was uncomfortable about the topic of homosexuality.</p> <p>24. P1 wondered how this person could help a homosexual person. She considered addressing the issue with Kate but decided against it because the odds of this person working with a homosexual man were remote.</p> <p>25. The training [on homosexuality] was powerful.</p>
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<p>homosexuality?</p> <p>Yes. And the booklet.</p> <p>Was there something specific about that really touched you?</p> <p>26. Well, that meant a lot to me, that particular exercise because it helps throw you into seeing things from their vantage point instead of just looking at them./</p> <p>27. Kind of like how I do it with autism. You get into their world instead of look at them with this diagnosis. You get into their world. Well, what is their sensory perception? An autistic person's is totally different than ours and so instead of trying to change them, you know, you get into their world and you help them. I think this exercise did the same thing with the gender difference. Knowing, seeing just the little subtle things that our society does and our judgmentalness ... or how our restrictive attitude comes across to them. I thought it was marvelous./</p> <p>Did you find some of your own judgmental thoughts? Did anything come up for you that was new?</p> <p>28. Probably just not seeing the degree that they would interpret all of our little subtleties,/</p> <p>29. like – Oh here's a good one and I've actually shared this in class. Ummm, when two lesbians get married and you always think, ok, who's the male in the relationship? That is totally restrictive in our way of thinking. There doesn't have to be – actually I had a girl tell me this – there doesn't have to be a male in the relationship that is way we love each other. There is not male dominate (pause)... deity or person, oh not deity that's a god, ah personality./</p> <p>30. And I thought WOW, just those little</p>	<p>26. For P1 being able to see things from the vantage point of a homosexual was important.</p> <p>27. This training [homosexuality] allowed her to understanding of the “subtle things our society does and our judgmentalness” against homosexuals. “I thought it was marvelous.”</p> <p>28. Previous to the training P1 did not see the degree that homosexuals interpret all the subtleties.</p> <p>29. P1 discovered an area of her own restrictive thinking regarding lesbian relationships.</p> <p>30. P1 found that even though she thinks</p>
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<p>things that are, ahh, just in your little, ahh, rotational mind way of thinking (small pause)...are so good. Even if you think – Oh, I’m accepting. Then you go, oh my I’ve got these things that I haven’t really looked at closely. And I thought that was very powerful. So anyway, that kind of woke me up./</p> <p>31. And ummm, I have taken this manual and given it to some of my professors. Um, one, I’m in abnormal psychology now, um, and she didn’t know as much about some of the statistics and everything. So, I volunteered in class and she asked me for it. So went into her office and I had marked some things that I thought were so poignant and she loved it. /</p> <p>32. So those are the kinds of things that ...I pass on the information and there is a ahh, ahh, film that I gave to SARC, in their library. It’s called Middle Sex. She showed that in class. I brought it into our class, cause it’s about sexuality. It’s very powerful. This is about all the different – the transgender, transsexual, um, and all the differences and um it helps you empathize. It actually even has a guy from India that goes through the sex change and it actually shows the operation. And if you think that these people are just putting this on or ... you ... you don’t do that. This is something so biological. And he talks about ahh being a woman in every way and he would look down and he would see this male genitalia and he always hated it, from a little child. And so he was having it removed, he saved up his money and it’s ahh it’s not, it’s kind of...what do you call it? Ah, black-market operation because they don’t approve of it in India. I mean these people are so serious. It’s a wonderful movie. It’s wonderful. You’ve got to watch it./</p> <p>Yes.</p>	<p>she is accepting [about homosexuality], there are things she has not examined closely, keeping her from being as accepting as she thinks she is. This realization “woke her up” and felt “very powerful.”</p> <p>31. P1 has given the SARC manual to some of her professors with some poignant things highlighted. The professor “loved it.”</p> <p>32. P1 has passed on a film, she found very powerful, to SARC. The filmed helped her empathize with people going through a sex change.</p>
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33. So anyway, I love it when I can take what I've learned in SARC and kinda pass it on too./

34. Because I think the training you get in SARC is phenomenal./

35. And I think that it ah, if someone asked my opinion, as you are, that I would have it taught in high school. I would have it taught in high school to both male and female. I would have it taught right around the dating age so that they can understand what is going on and it helps umm, enlighten them and helps them know that they can stand up for who they are and watch out for people who are going to take advantage of them. I just think that it would help open up dialog. I just think that's where it should start./

What you are talking about makes me think that the boys often don't understand what the definition of rape is...

36. Exactly. They just think that unless a woman kicks and screams and shouts that it's not rape. And well, you see it in all these – well of course they don't watch old movies but where the woman says no, no, no and the more they pressure, the more the woman gives in and all of a sudden melts in the guys arms and ...you go...ohhh. This is an especially wrong message and I mean 1940's on they've had that and even now I see it every once in a while. It's almost like a woman doesn't know if she wants to kiss you so if you just pressure her enough, all of a sudden she'll just swoon in ecstasy and that is just so totally wrong. So, I think it should be taught much, much sooner to everyone if we really do want to change this cycle./

Do you feel like you learned much of what you know from SARC or was a lot of what you learned from the training

33. "I love it when I can take what I've learned in SARC and kinda pass it on."

34. "I think the training you get in SARC is phenomenal."

35. P1 thinks the SARC information should be taught to all high school students. It would open a dialog and encourage them to stand up for who they are.

36. P1 thinks movies perpetuate give young people the wrong message about sex and rape. In order to "change the cycle" information like SARC's should be taught early.

manual new to you?

37. Ah, it wasn't new to me, because being a personal trainer for 16 years and, ah/
38. having... and so I trained over 600 women and especially down in the Bitterroot when I... I trained there for 10 years. And there's a lot religion, a lot of fundamental, whether it's Baptist or Mormons that are so severe. So I would say that at least (pause)... 20 to 25% of the women I trained were in abusive relationships. It was really high in the Bitterroot. When I came to Missoula it was **so** much lower. I trained two women that were from Pinesdale. Do you know what Pinesdale is?/

I do.

39. Ya, ok. And one was the fourth wife and she couldn't have children. And she was the youngest and she got married when she was like...she was picked when she was 14 and got married when she was 16. I trained her for 2 years and she left. And another woman who left, she had six children, and ah she has communicated with me a little bit since; she had to go back because she had no way of supporting her six children. So, ahh, I've been to Pinesdale and ah fortunately I, I, we moved down there and I had no idea. I didn't know Pinesdale and my daughter wanted to go to a girlfriend's house to spend the night and I would also go to the home and meet the...it was our rule. And I went to the home and I don't know, there were probably 7 kids in this one room and diapers piled, two little babies and the older kids were watching the younger kids and I don't know where the parents were. But huge ... have you been to Pinesdale? Huge houses half finished and um 12, 13...um, I just I remember...I remember when we were in the house the house that we have

37. Most of what was taught during the [SARC] training was not new to her.
38. P1 was a personal trainer for 16 years; about 20 to 25% of the women she trained were in abusive relationships.

39. P1 trained women who were in polygamist marriages; from this she gained some understanding regarding their challenging lives.

other things to do. But it gave me a real understanding of oh, um, this is pretty hard./

So you knew some of the SARC training just from your life experiences...

40. Oh, just from life. And having a woman come in that I trained for ...some of these women I trained for 10 years while I was down there. They were waiting for me to open my gym. And here's the kicker. When I went there, there was not a personal trainer in the Bitterroot, there... male or female. And there was no gym for women at all. And women didn't work out. Um, so I got a lot of – Boos and you'll never make it and here I was opening my own gym, only for women. But I started training women in a unisex gym and the men would just stare at you and it was not comfortable and we couldn't talk. And I thought this isn't gonna work. I want my own gym. So, I did that. And what I didn't recon on was that men were so angry that I had a women's only gym. And I had several men, three, who would try to sneak up into my gym. I had pepper spray stationed all over cause I had a little kitchen area, it was so sweet, and then a huge work out area. Because they would come up...because see they were excluded and they didn't know what we were doing, what we were talking about. They had no control over it. They weren't even allowed up into it. And it made them twice as angry. I thought that it would just open up all the doors, but it didn't, and as soon as a woman got strong enough with these abusive relationships to stand up, they would be out of there./

Sounds like along with your personal training you also did some talking and you'd ...

Oh.

40. Some of what was taught during training P1 knew from previous life experiences.

...hear these stories where you...(P1 interrupts me)

I didn't do therapy or anything but I was their friend. Right. It was beyond me. But what I learned was that you can't get on their side too much because they'll come in one day and OHHH he is Satan incarnate, especially this one, I'm quoting her, he's Satan incarnate, I can't ah, stand...ah, she'll come in with a black eye.

Don't ask. Don't even ask. You know and so we would train. But I knew this was going on and ah, so I could talk with her but not really say anything because the next time he would send her rose or write her a love note, Oh he was so creepy. So I had to walk this fine line of listening, not supporting what was going on but supporting them. But I found that when they got stronger physically, felt better emotionally, then they would have a chance to leave and she did leave him. Um, he's the guy – here's my favorite story about how abusive this could get. I walked into a laundry mat to pick up some dry cleaning and he was there and he was flirting with these two guys and he put on this southern accent – he had lots of money – he put on this southern accent and he was flirting with these two women working there. And I came in and he said 'Hi P1' and I knew who he was and I didn't look at him and didn't say hi. 'I said Hi P1 aren't you going to talk to me?' And I said I don't want to talk to you and he was so angry – that's all I said – he was so angry that I wouldn't look at him, wouldn't engage him, wouldn't pretend that he was this nice guy. He stormed back into her – she owned a salon – and said if you'll quit training with P1 I'll stop having my affair with so and so. That was his bargaining chip. Can you believe that? He hated me so much. And he is one that would call and see if she

was still there and he would sneak up the stairs and see what we were doing. And he is one that I had the pepper spray for. He actually did go to jail, for beating her. And I had several like that and they would actually go and visit them in jail. I had another one, she had her own money. She was wealthy, her own money. And she still put up with an abusive man. No children. And still visited him in jail. She's gone from him now but it took two years – it usually takes two sometimes four years um, before they actually get enough strength in them, and that is what I did. I helped make them strong. I listened to their problems and to tell you the truth the best time to talk with someone is when they are on the treadmill. Because their endorphins are going, they feel better when they are done, the oxygen. And I've had so many women crying on the treadmill, I can't count them. So anyway you asked me.../

Sounds like you were doing some of this work before you...

41. ...I had the training. I learned so much especially about empowering. Don't solve their problems, boy let them be ah, what are their options. I do think there does come a point where you help them know that their thinking is right. And that is pretty much what I did. Ahh the hardest was when I knew they were abusing the children too. That was the hardest. Um, and one that I trained, in Missoula, had – we didn't know when she came to me, I didn't know she had an autistic son and she didn't know I had one – that's why I say I'm an autism magnet. Um, so when she came in, and it took a long time, two years, and she started telling me the stories about what happens in her home and his treatment of the abusive son or ah the autistic son and he was whacko in other area too. I did finally stand up and say you've got to stand

41. From the training, P1 learned about empowerment; not solving a person's problems but helping them to find options.

<p>up and be like a she bear and defend your autistic child. This is crazy you know. You know when he starts beating on him, you've got to stand up and you've got to make a stand here. This isn't something you can just let go./</p> <p>42. I didn't know that I should have called authorities. I didn't um – this is what I learned in SARC. Um and she did go home and talk with him, but I said don't tell him I told you that, you know. She went home and started talking to him and said you've got to quit doing this. You know what he said? You've been talking to P1 haven't you? So there's a fine line that was so difficult. But she did continue to train with me for quite awhile. And um, but I did find that after a while – because she was going to leave him and then she, you know, didn't. It's so difficult when you're in this situation. So I understand how difficult it is./</p> <p>43. Um, but after a while – and we became friends too, but I couldn't maintain the friendship with her, just because it was so hard to watch and not be able to help. (This last sentence slows down considerably). So that is one area, that I've been ah wrong about, that I've learn from SARC. Kate even talked to me about that – boundaries. I would become friends with my clients and I give them parties – birthday parties – and I've have them over to my house. We became really close knit group in the Bitterroot and even in Missoula too. And we all supported each other which I've found is not, ah... can be kind of rare amongst a big group of women. To support each other with no competition and no cat fights and we had that. In fact my song in my gym in the Bitterroot was the cheer song because we all know you name and we're always glad you're here. Because that was the truth about my gym, it was such a wonderful place. The only reason I could leave the Bitterroot was because B</p>	<p>42. Through SARC, P1 learned that the authorities need to be contacted when a child is abused.</p> <p>43. Kate spoke to P1 regarding boundaries; an area P1 feels she was wrong.</p>
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(her son) graduated from high school. We had this beautiful old Victorian house on 20 acres in the Bitterroot, beautiful, pristine but he was just so lonely after graduating from high school cause all his friends left. Um so, here we move and picked the home we did because it's in the university area and I hire college student to work with him. It's a win-win all the way around. They can even get credit for internship, they get paid 11 bucks an hour, and they are close to the university. He's got friends that are computer geeks, likes games so, its beautiful energy. But it was really hard for me to leave my building that I had decorated and landscaped and (laughs) and it was our place you know./

Sounds like you really loved what you did.

44. I do, and I miss it in some ways. But I wanted to learn more. In fact that's what I thought I was going to go more into.

You were going to go more into...?

Just helping women. Counseling women. I thought that my studio might be more like having a treadmill instead of a couch. Having both, really. And kind of working with them to get them stronger and doing the psychological help as well.

You said that is what you had thought at one time ...(She interrupts me)

Well, that is when I quit my business and started college. That was my bent. I was going to help women. I was going to help women my age just make their life better. But then I see this big need for autism. And then I think so should I go with what I feel comfortable with and love or should I go with also what I feel comfortable with and love but what I also see a huge need. That's

44. P1 came to college to learn more, work with women, and make their lives better.

my dilemma. (Laughter)Ok back to SARC.

So when you started school then, SARC was something that drew you attention because of the work you had been doing with these women.

Right, Right. I thought I need to learn more. I have some experience. I was fairly good at what I was doing; um I always had a waiting list. I rarely – I advertised once a year just to let people know I was there, um, same in Missoula. It took me a little while to establish who I was but once I started getting clients, you know, just like you, word of mouth. I loved it.

So you don't do this anymore?

I don't do it anymore. I was going to do both, go to school and keep training but I started school and my daughter had the baby and then she got the divorce, and I knew I had to help. I had to keep the autism thing going, help the girls, go to school and I had to drop something. So I dropped the training, even though I loved it.

But I still have the flow of six people of working with B, and I have to keep that going and B. And I'm helping my daughter; she's got two children now, three and one. He was – she got pregnant just before the divorce. So I'm helping her with the children, B and the autism and going to school. I'm taking 12 credits and doing the psychology club. And that actually is taking more of my time./

You're not in SARC this year but you were last year?

45. No, because I wanted to do the psychology club because it was kind of non-existent. Um, so I wanted to open that up. We're doing to major community projects. Jay's place which is a mental

45. P1 is not participating in SARC this year due to other demands.

group home. It's the only one in Missoula and they take Warm Spring's clients that are ready to integrate back into the community. They have 12 people there. So the psychology club goes over there every Friday and does art projects, does fun things, brings fun snacks and just socials. And then the neuro-networking club which is the autism socializing group. That's what I do. So, I've got Amy, who's in SARC, she does Jay's place she's the leader ah, the coordinator at Jay's Place and then I do the neuro-networking club. So that has kind of taken up any extra time I have. I love it. We have them at our house a lot.

So you were not in the psychology club the year you were in SARC?

Right./

And you participated in SARC one year?

46. One year. And I would have loved to continue but I wanted to move on and do something more, something different./

47. But, um, I learned so much from SARC and appreciated the training so much./

48. There is one thing I questioned, because I was trying to think – Do I have any criticism? No, not but one. There was a lady who came in to tell us about her abuse in the past with men. And she had a child and had another child, and as she was talking I was wondering – because she was obviously wasn't really out of the cycle cause she started talking then about her present boyfriend. And she was going into great detail about the sexuality they had together. And I was wondering if we weren't reinforcing by giving her so much attention – this cycle she is still in. Cause, I saw that she was still in it. She was repeating with this new boyfriend the horrific story that she had had with her ex-

46. P1 participated in SARC one year and while she would love to continue she also wanted to do something different.

47. She “learned so much from SARC and appreciated the training so much.”

48. P1 had one criticism regarding the guest speaker on abusive relationships. She was concerned that the woman was repeating the abuse pattern with her new boyfriend and wondered if having her speak at SARC was helping her or reinforcing her problems.

husband. And she had gone through many boyfriends in the interim. Um, that was my only question. Are we helping her or reinforcing her problem? It was someone Kate brought in and it was toward the beginning of the training. And I don't remember her name or anything. I just remember thinking – is this good for her? That was just my opinion./

Did you mention this to Kate?

49. No I didn't because I wasn't sure. And that was my only question. And I still don't know if I was right or not but that was my gut feeling./

So, as far as the training went, pace wise and time wise, how did it flow for you?

50. Um, I would recommend for someone going into SARC that they make sure that they have the time. Don't be taking 18 credits and try to do SARC. If you're doing twelve credits, which I was at the time, and no other extra curricular./

51. I think the pace and time involved is good. I mean it's not too much./

52. But I could see how it would be really difficult if you were going to give your all to SARC, to do too much else. Because I do think that if you reading all the material and you're listening and going to all the meetings that it's a commitment./

53. And it's definitely worth the commitment, is the thing./

54. And if I ever do – because I plan on going to the Dean's office and telling them how awesome this training is./

55. Because I think it is marvelous for all these young girls. In fact I was so impressed with all the maturity of level of these young girls and their willingness to – and how will they picked up the training. I was very impressed. The caliber of girls that are in SARC I think is just marvelous./

49. P1 did not mention her concern to Kate. While she had a gut feeling she was not sure she was right about the situation.

50. P1's recommends the person volunteering at SARC be cognizant of the time it takes, limit academic credits and not participate in extra curricular activities.

51. The pace of training was good; not too much.

52. To be fully engaged in SARC makes it difficult to do much else. SARC is a commitment.

53. "And it's definitely worth the commitment"

54. P1 plans to tell the Dean how awesome the [SARC] training is.

55. P1 was impressed with the caliber and maturity of the girls in SARC.

Did you have men involved in the year you were there?

56. Just J, and he was great. I felt comfortable with him./

57. Kate called me to ask about this guy who was 40 and wanted to be in SARC. And I told her I'd have a hard time with it. I didn't know, I didn't know the guy, didn't meet him, so I couldn't judge really. But um, just – the hard thing was – well my first question was this guy is in his forties and he wants to do this? And my second question was how he would flow with the group. You know listening to all these young girls pour out their intimate feelings. J being a young guy is different than a 40 year old man coming in. You just kind of wonder? That's your gut intuition. You just wonder why is he there. Why does he want to be there?/

What was your take on it?

Well, my take was, she said he was trying to get more experience or he was going for a doctorate or something like that and that's more understandable...(long pause) I just had kinda, questions come up. That's all./

It's an interesting thing. Something you just said earlier about the idea of SARC being a commitment and then they way you said this other piece is that this fellow wanted experience. Those are to different things, a commitment versus experience.

58. Right. A commitment to help and learn versus I want experience, I want this on my record and I want... It's more of an observer. Almost an observer type feeling than a commitment to help and I'm here with my heart and sole type thing which I think everybody in our group, including J.

56. SARC had one male advocate. She felt comfortable with him.

57. P1 had concerns regarding a 40 year old man who wanted to be an advocate. She questioned why he wanted to do the work and how he would flow with the group.

58. P1 sees the difference between commitment to help and learn versus experience. P1 feels the SARC Advocates are committed to helping; heart and sole, not just be being an observer trying to built a resume'.

But if he is coming in as a 40 year old man trying to get the qualifications down, it may be a different (she physically shutters here). It didn't feel good. I didn't feel good. That was my opinion.

Are there any contacts with clients that come to mind that seemed like they impacted your life?

Oh, I just so, um, empathized with the guy that talked with me.....Oh! Can I talk to you about this?/

Yes. I will change all identifying information. (She spoke over me as I said this)

59. It was when I had the phone one night and he called and it was a suicide. And, OH, this was so hard, but I did it because of my training which I wouldn't have ever done. I asked him have you made – oh I couldn't ask it quite like that – I said, (in a softer, slower voice) well you haven't made plans have you? That was the best way I could do it. I couldn't ask him just (in a strong voice) you haven't made plans have you. I had to word it in a way I could feel ok saying it./

60. And it worked wonders. It helped him open up. So asking him that question and being seriously on his side, not being afraid I think. Not being afraid to get into the depth of how much he was hurting really opened him up to me./

61. Which I would not have, I would not have known to do that, you see to me that would have been almost too stark, in your face question. But because of SARC's training I did it anyway, even though I didn't feel comfortable, you see, and it was the right thing to do./

62. Um, and so he opened up to me and I so understand coming from a fundamental Baptist upbringing myself. He had that

59. P1 was able to speak with a client about his suicidal ideation. "This was so hard, but I did it because of my training."

60. Not being afraid to ask about suicide allowed the client to open up.

61. "Because of the SARC training" P1 was able to asked about suicide, which felt "too stark," "too in you face." "I didn't feel comfortable, you see and it was the right thing to do."

62. P1 understood her client's perspective in part due to her own upbringing.

<p>upbringing and he was gay and he was coming out and he had to go home and face it. His dad just went ballistic and his new wife and ... it was just this huge mess. And then he came back to school and he's failing his classes and he'd depressed and – just talking with him./</p> <p>63. But he was an incredible person. Um, just, and this was not his usual – depression was not his usual place where he's at. He's a very positive person, really tried hard. So just talking with him – I talked with him a couple of times because he called back./</p> <p>64. Um, and just listening to his – I called him once and just listening to his little voice mail message, it was like a poem, so intense. Um, so I just so connected with him that it was hard for me to just go, well ok, he's out there somewhere./</p> <p>65. You know that's that hardest part for me with SARC is touching bases enough to know what's going on and then you never know again how they did./</p> <p>66. But Kate did tell me he contacted her and I had encouraged him to contact Kate. And that he was going on and he was fine. And she did an intervention for him with his grades and that was good/</p> <p>67. But yeah, that was an awesome experience for me and that was, ah, it pushed my limits. I was out of my comfort zone asking him that question and yet seeing that it was the right thing to do, with an affirmation./</p> <p>68. And then after I thought about it, I thought that is right though, he is hurting so bad and nobody wants to look at it. Kinda like when you see a blind person or a CP person and you're afraid, because you don't know how to act, but really just going up and being real with them is the best thing to do. Well, suicide person, recognizing that they're at steps and acknowledging it and being strong enough to question, that's the right thing to do./</p>	<p>63. The client contacted SARC a couple of times allowing P1 to have further contact with him.</p> <p>64. P1 felt very connect with the client and it was hard for her to just say – 'well, ok, he's out there somewhere.'</p> <p>65. The hardest part of SARC for P1 is "touching bases enough to know what's going on and then you never know again how they [the client] did."</p> <p>66. Kate had follow up with the client and passed information on to P1.</p> <p>67. Asking about suicide pushed P1 out of her comfort zone; "pushed my limits." "It was the right thing to do. It was an awesome experience."</p> <p>68. P1 realized a suicidal person is hurting and "being strong enough to question, that's the right thing to do."</p>
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Sounds like this was a really powerful experience...(She jumped in before I finished my sentence)

69. Oh, very powerful for me, because it's something I've never dealt with for one thing and it's very intense. You can feel the intensity./

70. Um, and I had complete understanding coming from that judgmental critical environment how difficult it is to stand up to it. So, I understood exactly, well, not exactly but I had enough understanding to know./

The part that sounds like it was challenging is that place of not knowing what happens to him necessarily.

71. Yeah, you know. You do want to know. Are you ok? Is everything good for you?

How do you handle that?

Well, you just have to let go of it because there is nothing you can do about it./

72. You hope, I mean I think of him every once in awhile. I even actually wrote it down - just in case I ever heard from him again - because he was talking about the depth of his suffering. And I was studying at the time, Beethoven and he went totally deaf. And that was the worst thing that could happen to him. And yet out of that he created his best work, Symphony number Nine. It's my favorite and he wrote that completely deaf. And so, my little thing that I wrote down - I wrote it in some of my books, I wrote it in my SARC book - sometimes out of the depth of suffering greatness is born./

73. Cause he was talking about the depth of his suffering and hopefully he will learn from it and go on. And I thought that's the thread, that if he capitalizes on that, you know, and sees an equation to Beethoven,

69. It was powerful for her to deal with something so intense [suicide] that she had not dealt with before.

70. Due to similar backgrounds that were judgmental and critical, P1 felt she had a good understanding of the client's situation.

71. She would like to know how the client is doing. But "you have to let go of it because there is nothing you can do about it."

72. P1 thinks of this client every once in awhile. She wrote something down to tell this young man if she ever spoke to him again.

73. The client spoke out of the depth of his suffering. He called [SARC] so he wouldn't let go.

and a lot of the greats in our history have had this kind of intense suffering. Even in our own lives that is when we grow the most.. So, ah, I was so excited for his (she laughs). Cause he wasn't letting go, he was struggling. He called so he wouldn't let go./

74. He called because he was wanting that affirmation which is probably the most powerful way you can help someone as a therapist. Don't you think? Um, is when they are at that level. I mean you try to get them up to this level but when they are at that level, that's when you know that – ok, now they can blossom. Sometimes it can take years to get them to that level./

75. And that's what I thought when training women it can take years. That's one thing that I learned when training women, at first – because I didn't have the SARC training –when you're confronted with women who are in abusive relationships that are so horrible that you wonder why don't you just leave? Which is what my husband would be saying in the background; why don't they just leave? And I would go, but it's not that simple and then after years and years of listening and going through so many of them um, um, you learn that it is **so** complex and you do learn that in SARC but not to degree that experience gives you./

76. It is so complex and that you can't judge if it's time for you to leave. As a person you can not judge, you cannot, and SARC tells you that. You do not have the right to tell someone else this is what they should be doing. No./

77. You don't know everything (she laughs) is what it comes down to. You try to help them, give them the tools, give them support and it's their decision./

It's like you said, there is something about them walking along that pathway getting to that point that is important.

74. Affirmation is what she sees as the most powerful way you can help someone.

75. P1 learned by listening to women in abusive relationship that leaving the relationship is complex. She learned this at SARC but not to the same degree experience gave her. She would wonder "Why don't they just leave?"

76. Through SARC, P1 learned that abusive relationships are complex and she has no right to tell the woman what she should be doing.

77. "You don't know everything, is what it comes down to. You try to help them, give them the tools, give them support and it's their decision."

The process is important

78. Exactly. It is important because they do pick up the skills and the knowledge and sometimes they do have to repeat – just like all of us, we have to repeat the same mistake over and over and then – Oh (she claps her hands). And then you may still repeat it. Oh. Oh yea! I learned that a hundred times, so ok. You know whatever it is, ruminations. I still do that every once in awhile and you go, ok that’s not helpful (she laughs). I loved that word. I learned that this year.

What’s that?

Ruminations. Ruminating on something give you, lets see I need a word. Ruminations make you catastrophize which will give you cognitive distortions. Those are the three words I learned like in one chapter so I thought I’d make a sentence out of them. Ruminations can wake you up at night. Did I do the right thing? Did I think the right thing? Those are just ruminations. Not very helpful. Ok back to SARC. I’m sorry I kind of go off.

You’re just fine.

Did I cover things you wanted to cover?

Yes. Do you feel like there is anything that you, as you moved out of SARC and made the decision not to go back, are there things that you feel have altered because of your experience with SARC? Either negative or positive. One of the things I heard was you are a little more weary.

Yea./

You look for red flags. I heard you walk away with a little bit better skill set to

78. Even though a person has skills and tools, sometimes they need to repeat the same mistake.

Oh yes.

81. Not inviting them to your home, not giving them birthday parties. It got overwhelming, they were my friends, we were a support group and one hand it was wonderful and sweet and I've got photo albums full of pictures and you know, I just love them dearly. Um (pause)... and on the other hand, I think if you're going to survive (pause)... intact, because I could get emotionally exhausted. It wasn't nice./

82. And I use to tell people this because I could train – my max was 10 people a day, mostly it was 6 or 8. And that's an hour of working out with them – I was really, really active. I would tell people, it's not the physical training it's the emotional involvement. (pause)... So, it was high energy./

So, it sounds like during that time, you were more engaged in their world. And through the SARC training you learned to back up a bit. You also learned it during your years as a trainer.

Right, through years of going through this I learned - but every once in awhile someone would get me though.

What would get you? Is there something specific?

Here's what gets me the most, and I think its borderline personality disorder – see I didn't know all this when I was working as a trainer. A woman would present this Susie homemaker, my life is happy, my children are happy, my husband is happy and then, two years would go by and I would totally believe this and then something would happen. And in one session she would be totally honest and I would see that it's all totally a façade. And some of the problems that were happening

81. Inviting her personal training clients into her home overwhelmed her. Her clients were friends together forming a support group. This was both wonderful and emotionally exhausting.

82. She limited the number of people she saw in a day due to the emotional involvement which took so much energy.

in her family – ahh – you know an anorexic daughter and – I mean not that that’s the cause of anorexia – and a son with real intense gut problems. I mean so intense that the doctors could not figure it out. And then she would be real. And then, this was the last one I cried with. And she was crying and I was crying. But I wasn’t crying for her because all of a sudden I saw clearly the devastation and havoc she was creating in her own family while presenting this ‘Father knows best’ image.

How was that for you?

It was so difficult to pretend afterwards, because it was one session. And I still trained her for probably another six months.

So after that one session she flipped back into everything is fine?

Yes, this is what happens a lot of times. A woman will have this image, this socially acceptable image of who I am. And she is a perfectionist, oh such a perfectionist. Um, manicured, coffered. My husband told me who she was by seeing her one time and watching her walk. (laughs) It can be so funny how you can become so involved in believing someone that you don’t – you let go of all your intuition. You know because I had a sense that something was off, something was wrong. But I couldn’t – I didn’t know because they are so good, some of these women are so good. And she gave me that one hour of enlightenment - this is what is really going on. Told me the whole truth about all of it and then the next time she came in was.....And so training her the next time knowing this, you see that was difficult. But pretending, have to pretend, talk about recipes, talk about her newly decorated whatever. Millions of dollars. Very competitive. Extremely

competitive. But you know she always won. Very thin. Very beautiful. Um. Another lesson I was learning was – obese people. They have this to – and you know it’s not true – I only ate salad. And then they would come in, in a moment of truth and say, I ate a whole pack of cookies and then I ate five candy bars and I just shoved them in – because their husband made her mad – but shoved them down my throat until it made me sick, but I was going to show him. You know, so they keep these layers of fat to keep the husband away because they hate him, but they can’t stand up to him. I mean so many problems underneath./

83. Those kinds of things would sometimes get me because I would believe them. But then going through the training now and seeing all the borderline personality disorders and other things, you go, oh yea, that’s what that was. That’s why. It’s not just a façade – I had my own words for it. It’s not just a veneer. I use think kind of like an icky wood underneath but they’ve got a nice layer of mahogany on top. Well that was what I use to describe these women as. They have a veneer but underneath it is rotten wood.

Does it help you then to have the terms and labels?

Yes./

How did it help?

84. It helped me to see with clarity all the other little cogs that were working and why everything, everything just kind of clicked with the manifestation that I was seeing. But I didn’t know why. Why could they be that behind the scenes? Why could they be sunny miss sunshine, and the next time come in and divulge these problems and then the next time they didn’t exist. You

83. The SARC training helped P1 find words to describe behaviors she saw.

84. Having language to describe behaviors gave her a better understanding of people and allowed her flexibility to deal with the person.

see? And you would have to be flexible enough to be – to deal with which ever person you were seeing, while you were training them.

That was a job.

Oh yea! Fascinating job, my work (laughs). I had two in a row though that were – actually both of them I had to quit training. One I trained for a year and one I trained for 6 months and I'd go into – cause they were back to back – and I'd go into my husband's office because his office is in our home too, and I'd go (shakes her head). You know, trying to get it out of my head you know. The majority of my clients were beautiful, good looking women, with problems.

With interior problems.

With interior problems. Helping them get physically strong, help them with their problems and we'd talk and listen, you know./

So, is there anything else you think that you want me to know about your experience at SARC?

85. I just can't say enough good about it. That's all. I just think that it will remain the highlight of my college experience. Yes. Learning and just being in the group and/

86. watching Kate facilitate it. I think she's got a real gift. And umm her high energy, her greeting everyone, by name and then saying goodbye when they left, I think that's important too you know. And you know I do it but watching someone else do it is really powerful./

87. Ah, I just can't say enough good about SARC. I recommend it to everybody, even a woman who I know who is a college

85. "I just can't say enough good about it [the SARC experience]. That's all. I just think that it will remain the highlight of my college experience; learning and just being in the group."

86. She thinks Kate has a real gift: high energy, greeting everyone by name, saying goodbye, these things feel important. Watching Kate treat people like this is "really powerful."

87. "I just can't say enough good about SARC. I recommend it to everybody, even a woman who I know who is a college

<p>student who has been in an abusive sort of relationship; I think that if she went into work with SARC, it would help her./</p> <p>88. Um, I just think its incredible training for these young girls and guys too, that will fit and be there for the right reasons. Just incredible. That's all I can say. Sorry I told you my life's story. You're such a good listener. You're very warm.</p> <p>Thank you. I like to listen to people's stories because I think it's fascinating how we all come to be where we are. Thank you so much for taking time from you busy schedule to talk with me.</p>	<p>student who has been in an abusive sort of relationship; I think that if she went into work with SARC, it would help her.”</p> <p>88. The training is incredible for these young girls and guys. That's all she can say.”</p>
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P1: Level Three, Narrative Based on Emergent Themes

P1 is a non-traditional student who for sixteen years before attending The University of Montana owned her own gym and worked as a personal trainer exclusively for women. She estimates twenty to twenty-five percent of the women she worked with were in abusive relationships. This previous experience encouraged P1 to attend college with the goal of learning more about how she could help women makes their lives better. During her sophomore year she participated in SARC Advocate training and then worked as an advocate for the remainder of the academic year.

P1 describes being an advocate as one of her “greatest college experiences.” She learned a tremendous amount and “loved it” when she could pass information onto others. Training encompasses a wide variety of topics and P1’s favorite topic was active listening. She feels active listening requires the person listening to be somewhat disengaged allowing for the listener to sit back, be supportive, empathize and yet not feel too intensely. In the past P1 feels she over empathized and became too involved with her personal training clients. She learned, through the SARC Advocacy training, over empathizing is not helpful to the client and can create problems for her own emotional well being. She feels active listening is about empowering a person and “not solving a person’s problems but helping them to find options.”

During her years as a personal trainer, P1 found she could get overwhelmed by her clients. Together, her clients formed a support group that was both wonderful and emotionally exhausting for her. P1 would have parties for her clients, inviting them into her home. She listened to the stories of their lives, their struggles, the abuse they were suffering from husbands and partners and she found that the emotional involvement took so much energy that she had to begin limiting the number of people she worked with each day. The most challenging clients were women in abusive relationships, she wondered “Why don’t they just leave?” P1 thought if she could get the women strong physically then they would be emotionally strong as well allowing them to leave the relationship.

The active listen training taught P1 to disengage from the client’s world thereby creating boundaries and distance. Although active listening skills helped create

boundaries for her they also helped her realize that she did not know everything about what was best for the women. “You don’t know everything, is what it comes down to. You try to help them, give them the tools, give them support and it’s their decision.”

P1 trained women who were in polygamist marriages and abusive relationships, from this she gained some understanding of the challenges these women faced. This understanding was deepened through the SARC training as P1 learned about the complexities of abusive relationships. She learned she has no right to tell a woman what she should be doing. She also realized sometimes mistakes need to be repeated and just because a person has the skills and tools to change their situations doesn’t mean they can or will.

Some of the women P1 worked with during her years as a personal trainer had emotional and behavioral challenges. Watching and working with these women was difficult for P1; she had trouble understanding and making sense of the behaviors. Through the training at SARC she was able to find words to describe the behaviors she had seen in these clients. Finding the language to describe behaviors gave her greater understanding and allowed her more flexibility in dealing with people.

Potential advocates begin intensive training during fall semester. P1 describes the training as good and not too much. However, she recommended those who are considering volunteering at SARC be aware of the time commitment required and make sure they have the time. She recommends limiting their academic credit load, “don’t be taking 18 credits and try to do SARC.” She took 12 credits and did not participate in extra curricular activities. To be fully engaged in SARC, reading all the material and going to all the meetings, makes it difficult to do much else. SARC is a commitment, “And it’s definitely worth the commitment.”

Some of what was taught during the training was not new to P1, as previous life experiences have taught her much. However P1 feels the “training you get in SARC is phenomenal” and she plans to tell the Dean how “awesome the training is.” She would like to see the training taught to all high school students in order to “change the cycle,” open dialog and encourage young people to stand up for who they are.

The training manual was difficult to go through given the negative nature of the topics; however P1 also found the manual very useful. She has shared pages from the manual with her daughter, who had been in an abusive relationship, and the entire manual with a psychology professor. This professor provided the class with some statistics P1 knew, from her SARC training, to be incorrect. P1 addressed the issue in class and later gave the professor a copy of the manual with some “poignant” things highlighted. The professor “loved it.” P1’s sharing of information also comes back to SARC as she has given SARC the film *Middle Sex*, which is about a man who undergoes a sex change. She found this film very powerful and feels it has deepened her ability to empathize.

Advocacy training on “homosexuality and acceptance was fantastic,” powerful and marvelous. Unlike other training P1 had received on this topic, this training allowed her to better understand, from the vantage point of a homosexual person some of the “subtle things our society does and our judgmentalness.” The trainer walked the advocates through an exercise that encouraged them to put themselves in the place of being a heterosexual in a homosexual world. Being able to see things from this vantage point was important and helpful to P1. Even though P1 feels she is accepting of homosexuality, she discovered areas of her own “restrictive thinking” which had not yet

been closely examined, thereby keeping her from being as accepting as she thinks she is. This very powerful realization “woke her up.”

During the training on homosexuality P1 appreciated the other advocates being in the same place as she was. However there was one person, a foreign exchange student who P1 knew to be uncomfortable with the topic of homosexuality. She wondered how this woman would be able to work with a homosexual person given her beliefs and discomfort. P1 considered addressing her concerns with Kate but decided against it because the woman was doing well in other aspects of being an advocate, she thought the chances of this person working with a homosexual man were remote, and although P1 had a gut feeling about the situations she was not sure her assessment was correct.

The one criticism P1 had regarding the training had to do with a guest speaker; a woman who was the survivor of a violent partner relationship. P1 was concerned the woman, although out of the abusive relationship she was speaking about, was currently in an unhealthy relationship with another man. She wondered if by allowing the woman to speak in this particular forum she was being helped or if her problems were being reinforced. P1 remembers wondering, “is this good for her?”

P1 “learned so much,” not just from the training manual and guest speakers but also by observing other advocates, both individually and as a group. She saw the acceptance and sharing of the group as having a powerful and positive impact on the advocates’ lives. “The training is incredible for these young girls and guys. That’s all she can say.”

In the past P1 tended to trust people “open ended,” without reserve. Through the training she discovered she is inclined to “explain away” or “ignore her intuition” if she trusts without “reserve.” Working as an advocate she has learn to draw back” and “trust her gut” which has helped her identify red flags and has prevented her from being “taken in” by people presenting a façade. She feels that she now looks at things a little differently, specifically men. She has learned to trust her “gut instincts” more, both with men and women and feels this has been good for her.

The Coordinator of SARC sought P1’s opinion about a 40 year old male doctorate student who wanted the experience of working as an advocate. P1 did not know the person, had never met him and felt she really could not judge him, however P1 trusted her gut intuition, which questioned his motives and was concerned with how he might change the flow of the group. P1 also saw a difference between being committed to helping and learning versus gaining experience. She sees being an advocate as being committed and recommended he not be allowed to become part of SARC. Kate concurred with her and did not accept the person’s request.

P1 describes Kate, the Coordinator of SARC as someone who has high energy and “a real gift.” She enjoyed watching Kate facilitate the groups and especially appreciated Kate greeting everyone by name and saying goodbye as advocates left trainings and meetings. These things felt important and powerful to P1. Kate provided P1 with helpful tips about how to control her energy and not interrupt. P1 also got help from Kate around the issue of boundaries, an area P1 felt challenged. Due to the impact training could have on the advocates, particularly the women, Kate spoke often about self-care and encouraged the advocates to pay attention to how the training and the work was affecting them.

Although P1 had a number of contacts with clients over her year at SARC there is one client, Bob, who remains vivid in P1's memory. Bob contacted SARC on a night P1 was on call. He was a young man with whom she shared a similar background. They both came from judgmental and critical home environments based on fundamental Baptist beliefs. Sharing similar backgrounds made P1 feel like she had a good understanding of Bob's situation. Bob contacted SARC on a night that P1 was on call. He had been home during a break to see his father and step-mother. While he was home he disclosed to his father that he was gay; his father went ballistic. When Bob called the SARC crisis line, he had been back at school for awhile and was struggling with his classes and grades and feeling depressed. P1 was concerned about how depressed Bob sounded and asked if he was feeling suicidal. Although she found her own way to ask about his suicidal ideation, it did not feel comfortable for her, it felt "too in your face," "too stark," but she did it and "it was the right thing to do." "This was so hard, but I did it because of my training." By not being afraid to ask this man about suicide it allowed him to open up to P1.

Feeling so connected to this young man made it difficult to not have continuing follow; it was hard to just say, "Well, ok, he's out there somewhere." This is the most challenging part of SARC for P1, "touching bases enough to know what's going on and then you never know again how they [the client] did." She would like to know how Bob is doing, but "you have to let go of it because there is nothing you can do about it." P1 still thinks of this client every once in awhile and she has something written down to tell him on the off change she might get to speak to him again. Kate, SARC' director spoke with this client several times after P1 did and passed some information on to P1.

P1 realizes a suicidal person is hurting and Bob spoke out of the depth of his suffering. He called SARC so he wouldn't let go or give up. She feels like he was seeking affirmation and she sees that as the most powerful way you can help someone. P1 was strong enough to ask about his suicidal thoughts; it "pushed her limits," pushed her out of her comfort zone and "it was the right thing to do." It felt powerful for her to deal with something so intense especially something she had not previously dealt with. "It was an awesome experience."

Through training the advocates are taught how to identify dangerous situations and P1 believes this is helpful for young women. The SARC training information has allowed P1 to better help her daughter. She is better able to listen to her daughter and she has shared with her daughter, who is dating, information about dangerous situations and how to avoid them. P1 recommends "it [SARC] to everybody, even a woman who I know who is a college student who has been in an abusive sort of relationship; I think that if she went into work with SARC, it would help her."

P1 was impressed with the caliber and maturity level of the young women who worked and volunteered with her at SARC, this included the one male advocate with whom P1 felt very comfortable. She feels that everyone in her group of advocates was there with their "heart and sole."

Due to other demands on her life, P1 is not participating in SARC this year. She volunteered the one year (2007-2008) and although she would love to continue she also wanted to be involved in other campus programs. "I just can't say enough good about it [the SARC experience]. That's all. I just think that it will remain the highlight of my college experience; learning and just being in the group."

Appendix N

Participant Two: Jane
Levels One – Three

<p>Please tell me about your experience of being an advocate at the Student Assault Resource Center and how you feel this work has impacted your life. Feel free to share positive, negative and neutral thoughts and feelings, in as much detail as you would like.</p> <p>1. Um, my experience, well, I think I became a SARC Advocate without knowing what SARC was. I just...was...wanted to major in Social Work and I knew it was kind of something similar./</p> <p>2. I actually thought it would be more of a children's program and then training began and I was like, Oh, this isn't really what I expected. And ah, so, but I was kind of committed to it, so I stuck with it./</p> <p>3. And it ended up being really like, rewarding as far as, ah, feeling like I was making a difference. I kind of have this, I like to ah, I want to make a difference. Ah, so feeling that I was just helping people and/</p> <p>4. ah, also it really benefited me as far as, like I said, self-care. Just like learning... (pause)...Self-care was never like important to me before SARC, like I didn't know what it was. You know how it was if I was stressed... if I went and bought myself a CD, how much like, just doing little things for myself, I think it has helped me, like, take care of myself a lot more. Even physically as far as like meditation and stuff like that. Just learning that I deserve to just do things for myself./</p> <p>Tell me more about your self-care. Sounds like you do some meditation, what other kinds of things do you find helpful for self-care?</p> <p>5. Um...I journal, a lot. Um....I like to, ah</p>	<p>1. P2 became involved with SARC not knowing what it was. She thought it would be something similar to her major in Social Work.</p> <p>2. During training she discovered the program was not for children. Even though it was not what she expected she was committed to it.</p> <p>3. P2 wants to make a difference and with SARC she feels like she is doing that; it is "rewarding" and she is "helping people."</p> <p>4. Previous to SARC she did not know what self-care was and it was not important to her. Learning to take care of herself when she is stressed is helpful. "Just learning that I deserve to just do things for myself."</p> <p>5. For self-care P2 journals daily, noting</p>
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<p>you know, journal about my day and my feelings and then go back and um, read my journal entry from like a year before and see what I was doing like a year ago. And like how I've improved since then with my self and stuff. Um..(pause)... Some forms of self-care, I like to treat myself to coffee if I've had a rough day. Ah, just like little things like taking a bath. I love to take a bath if I've had a stressful day./</p>	<p>how she has improved over the year; treats herself to coffee; takes a bath if she's had a stressful day.</p>
<p>Sounds like your work at SARC has made you more aware of paying attention to what you need?</p>	
<p>6. Definitely. Yea. Ah, just like with training and ah, realizing that it you know can get tough and stuff, some of the calls and people we talk to and that if you're not taking care of yourself you will burn out. Just be done with it. Some people have just...can't do it cause they haven't been taking appropriate care of themselves./</p>	<p>6. Training, taking calls and working with people who walk in can "get tough" and if people are not taking care of themselves they can burn out – "just be done with it." People burn out because they have not taken appropriate care of themselves.</p>
<p>Have you seen people burn out in your time here?</p>	
<p>7. I don't...I mean...I don't really...I think I have but I don't know the inside of it, but I definitely – people have come and gone and some people have, you know, stopped in the middle of the semester and I just assumed that it got kind of a little too stressful, but, I really don't know for sure what peoples' reasons have been./</p>	<p>7. She has seen people come and go – stop mid-semester. She is not sure why; but assumes it's because it got to stressful.</p>
<p>You mentioned training previously and how stressful it can be. Please tell me a little bit about training.</p>	
<p>8. It was really long and ahh (pause).../</p>	<p>8. Training was long.</p>
<p>9. it was really interesting./</p>	<p>9. Training was interesting.</p>
<p>10. I like learning new things. I like trying to retain information. Ah, and I had never like learned about stuff like that before./</p>	<p>10. She liked learning and retaining new things [in training].</p>
<p>11. Ah and it just seemed like at first –</p>	<p>11. During her first year as a volunteer she</p>

<p>even thought my first was just volunteer – ah, it was like all the knowledge I was gaining and like, able to apply in my life besides SARC. You know, like active listening and ahh, resources around the community./</p> <p>12. So, like if my friend had an issue not only could I actively listen and ah, but I could feel like ‘Oh you know what we could go here’. And I was just like, knew – you know – I just learned a lot of stuff and I’ve been able to like, because of my practice, I’ve been able to remember it now. You know in the beginning I didn’t know all the resources and now I can just list them off and tell you where you need to go and – its like definitely helped./</p> <p>Say more about using these resources in your private life.</p> <p>13. Ah, specifically people who know I work at SARC will come to me with stuff like that./</p> <p>14. Which gets hard because you know I have to keep SARC separate from my personal life and I’ve had to tell certain people that, like I would love to talk to them in the office sometime but not on a Friday night when I’m out and about./</p> <p>15. Um, but definitely I think like if a friend has like an ex-boyfriend that, you know, is harassing them or um, or just issues like that I can tell them where to get a restraining order or just like...just things like that./</p> <p>Tell me a little bit about how you keep your private life and SARC life separated? Where do they overlap and how do you keep it separated?</p> <p>16. They overlap, again, like with friends doing ah, coming me to for stuff like that. Ah people just – I mention that I work at SARC and then its ‘Oh I have a friend that</p>	<p>gained knowledge applicable to SARC and her personal life including, active listening and community resource identification.</p> <p>12. She now uses active listening skills and knowledge of community resources to help friends; she can “just list them off.”</p> <p>13. People who know P2 works at SARC come to her.</p> <p>14. She finds it difficult to keep SARC separate from her personal life. She tells people that they need to contact her in the SARC office “not when out and about.”</p> <p>15. P2 helps friends in difficult situations find appropriate resources.</p> <p>16. Her private life and SARC life overlap. Friends who know she works at SARC come to talk to her about their issues.</p>
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has issues' and they want to talk about it./
17. Ah, and for awhile I was kind of being the advocate all the time, whenever someone needed me to./

18. And then I talked to Kate a little bit about it and ah, you know she really emphasized that I probably shouldn't be doing that, because you know I didn't want to constantly be doing crisis counseling. I didn't want to be in a state of counseling constantly./

19. Umm, so I don't know, I remember times when I would be working on a paper or like, ah, if I had the crisis line and was in a ridiculously bad mood, like maybe I was just about to have a break down and I would get a call. And it would be like – at first I would mad that I was getting a call but I like I had to – 'I signed up for the crisis line that night' and I needed to ah, just like transfer over to helping them instead of focusing on me. You know./

Is that what prompted you to talk to Kate about this?

20. Ah, what happened was I had a client who, um, ah, I talked with a few times and we got pretty close. And she asked me if I would go to court with her. Um, ah, to get her restraining order and court was in Bozeman. And ah, at first I was like 'yea, I'll totally go to court with you'. Um, I talked a little bit to Kate about it. And ah, we decided that I was kinda, instead of being an advocate I was becoming her friend. And like that was fine but ah, as a SARC Advocate that probably wouldn't be appropriate because I work with her within the SARC setting. And that's when I started to differentiate./

Sounds like what you and Kate were talking about was setting some different boundaries for yourself?

17. For awhile she was: "being the advocate all the time."

18. She did not want to be in a constant state of crisis counseling, so she spoke to the program director.

19. Sometimes when P2 was on call, working on a paper, in a bad mood or ready to have a break down, she would be mad when she'd get a call. She would remember she had voluntarily signed up for the crisis line, helping her shift from focusing on herself to helping the client.

20. P2 agreed to go to Bozeman to court with a client she felt particularly close to. After speaking to Kate it was decided, due to her SARC role this would not be appropriate as P2 had shifted from Advocate to friend. This was the beginning of P2 differentiating her personal life from SARC life.

<p>21. Uh, yea definitely, cause...Well this girl that I had talked to she – I ran into her at parties on the weekends. And she would want to talk during parties and it just became a little overwhelming and then she asked me to go to court with her. And I said like yea because we'd been bonding and ah...so it just was a different setting I think, that didn't work./</p> <p>Sounds like it must have been challenging to talk about her issues during a party.</p> <p>Ya.</p> <p>I would like to go back to something you mentioned at the very beginning – making a difference. Talk to me about that.</p> <p>22. Ok. Um, I feel like I just (pause)... I don't know. People dream of fame and stuff. I want, ah, I don't know. I like want to get on Oprah for doing something positive. And ah, I've always wanted to ah, and I kinda (pause)... Lots of times I'll be like – Oh you don't want to be on your death bed and be like I should have done that right before. You know, ah, so I'm kinda into that kind of stuff like going out there and I want to try new things and go a lot of places and try new things. I just want to be successful and like influential. I do, I want to make a huge difference./</p> <p>Do you think that SARC has influence you in that in anyway?</p> <p>23. No. I think that it's gotten me closer to ah, being able to do something that big. But, ah, I think the reason I joined SARC was because of my desire to do that. And started out slowly, helping a couple of people a week and (pause)... hopefully get bigger./</p>	<p>21. Even though P2 felt bonded with the client it became overwhelming when she was approached at parties to talk about SARC issues.</p> <p>22. P2 has always dreamed of making a difference.</p> <p>23. P2 joined SARC because of her desire to do something big and she feels SARC has gotten her closer.</p>
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<p>Do you feel like you have impacted peoples' lives in the way you have wanted to while you've been at SARC?</p> <p>24. With some people I have, just the sense that they ah, don't have anyone else to listen and just being there to listen and just like being there to listen or ahh or encouraging them in the things we do and say. Like, you know it's so brave of you to call. I'm really glad you did that. Just like if they're not getting that encouragement from anywhere else, then yea, I feel like it definitely makes a difference to them when someone else says it./</p> <p>Is there any one who particularly comes to mind for you?</p> <p>25. Umm, I can think of someone where I felt, that (pause)... I kinda failed.</p> <p>Tell me about that?</p> <p>Um, my first crisis call was extremely intense. And I had, ahh, I had talked to people in the office before but I had not gotten a phone call before.</p> <p>So, this was a phone call at night or on the weekend?</p> <p>Yea, it was like in the evening. And it was just an intense phone call. This girl had been through everything throughout her life./</p> <p>26. Umm, she was very upset and ahh. I did the suicide assessment and it seemed like she was a little suicidal./</p> <p>27. And, ahh, she was crying and the phone ended pretty abruptly. Like she got very upset and hung up and we're not allowed to call back./</p> <p>28. And so, I don't really know how that ended or, you know I didn't feel like I helped her./</p>	<p>24. P2 has the sense she has made a difference by "just being there to listen" and encouraging clients at SARC who do not get encouragement anywhere else.</p> <p>25. P2's first crisis phone call was "extremely intense" and she feels like she failed.</p> <p>26. The client was upset and seemed like she was suicidal. P2 did a suicide assessment.</p> <p>27. The client crying and upset, ended the call abruptly. Advocates are not allowed to call back.</p> <p>28. P2 doesn't know how things ended for the client. She feels like "I didn't help her."</p>
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<p>29. You know she hung up and that was, was <i>really</i> hard to deal with./</p> <p>Tell me a little bit more about that please – that feeling at the end when she hung up.</p> <p>30. Ahh, well, I didn't know if she was in danger./</p> <p>31. You know she had been talking quietly and umm, seemed like she was in a dangerous situation and she had expressed, um, that she had tried to kill herself before. And ahh you know we had learned that people are more likely to do it again if they've already tried./</p> <p>32. And she just, she was so upset and emotional and I had to keep from becoming emotional as well./</p> <p>33. And so, um you know when she hung up I was just shocked that she had hung up and wondering, you know, in my head going through scenarios like what she was doing. You know, did she hand up so she could go hurt herself? Was she in danger? Or did she just need to cry for a little bit? You know./</p> <p>34. I never found out.</p> <p>You didn't?</p> <p>No. So I don't even know if she is still around or (pause).../</p> <p>So there is something about that ambiguity about not knowing about what has happened to someone after you've been on the phone with them, especially when they seem at risk.</p> <p>35. Ah huh, Yea, there is no follow up and it's like I have no idea if they took any of the advice or, or if they just when right back to doing what they were doing. Yea./</p> <p>How do you incorporate that? How do</p>	<p>29. Having the client hang up was 'really hard to deal with'.</p> <p>30. P2 did not know if the client was in danger.</p> <p>31. The situation seemed dangerous especially because the client had attempted suicide once before. Training taught that people are likely to attempt [suicide] again if they've tired previously.</p> <p>32. The client was upset and emotional. P2 had difficulty not becoming upset and emotional.</p> <p>33. P2 was shocked after the client hung up. She went through scenarios in her head about what the girl did after she hung up.</p> <p>34. P2 never found out what happened to the client and is not sure if she is in the area.</p> <p>35. There is no follow up and P2 has no idea if the person took any of her advice.</p>
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<p>you figure out how to settle with that?</p> <p>36. (pause)... Well, I just had to ahh...you know I talked to Kate about it. And had a nice little cry and umm, you know we just talked about how I did the best that I could do./</p> <p>37. And there wasn't really wasn't anything else I could do, you know. I gave her all the knowledge I had and incorporated the listening and umm, you know, if I thought about it, it was like...um...I could have done (pause)... what? I couldn't have done anything else really, so.../</p> <p>It's interesting because I just heard you just say that if you think about it there wasn't really anything else you could have done and when we started talking about this you talked about it as a failure.</p> <p>38. Umm, yea that's true (said with some laughter). Well I just felt like ahh, it was a call that failed, I guess, in a sense.</p> <p>Help me understand that a little bit. Just talked to me about what means to you.</p> <p>Umm, well, there was no resolution. It was just like empty (pause)... I don't know.</p> <p>39. Yea, just not knowing, I don't know. I wonder.../</p> <p>40. I guess I don't take it as a personal failure, but definitely like (long pause) a failure to come up with a solution. Like it didn't end in success kind of, it just got cut off./</p> <p>That ambiguity can be difficult to hold.</p> <p>Uh huh.</p> <p>How long ago did this call take place?</p>	<p>36. P2 coped with the ambiguity by talking with Kate, crying, and discussing how she did the best she could do.</p> <p>37. P2 listened and shared her knowledge with the client. "There wasn't really anything else I could do."</p> <p>38. She feels like this call failed because there was no resolution.</p> <p>39. The not knowing is difficult.</p> <p>40. While this is not a personal failure it is a failure to find a solution. It did not end in success because the call 'just got cut off.'</p>
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<p>41. Two and a half years ago. I was a freshman.</p> <p>Sounds like you still think about this person?</p> <p>Yea. Well, she is definitely my hardest contact I think. It was my first year as an advocate. We had just gotten back from Christmas break. And so, I'd even had a month and a half off and was a little rusty I think. And just jumped right in there, so...and it was my first phone call.</p> <p>This was a challenging call.</p> <p>Yea./</p> <p>Are there others contacts that come to mind?</p> <p>42. Definitely yea, I mean, I think about my first contact a lot. Um, cause I feel like that was what kinda pushed me to like, keeping doing it. Cause it was pretty straight forward and you know, successful. Like something got done and she ended up coming back and talking more./</p> <p>Is that what made it successful?</p> <p>43. Yea ahh definitely I mean, like she ahh... It was successful because she left, I think, we left each other thankful, she was thankful that I had been there. And I was thankful that she had come in./</p> <p>44. And we had talked about like different things she could do and you know, she was deciding to do that. So like as far as not only did we plan, we like implemented the plan and like started taking the actions to, to get something done./</p> <p>45. And I'm not like not a very physically touchy person and ahh, I just remember her coming in to hug me after the talk and I was just totally ok with her hugging me.</p>	<p>41. This call was 2 ½ years ago and P2's hardest contact. She was a freshman, it was her first phone call, and she had just returned from the semester break and felt her skills were rusty.</p> <p>.</p> <p>42. P2's first contact is what pushed her to keep working. The contact was straight forward and felt successful because something got done and the client came back to SARC.</p> <p>43. P2's first contact was successful because the client was thankful for P2 and P2 was thankful the client had come in.</p> <p>44. A plan was devised and implemented for the client.</p> <p>45. P2 does not like to be hugged but she was ok with this client hugging her.</p>
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<p>And I usually, I don't like hugging./</p> <p>What made that different of you?</p> <p>46. Well, I don't know. She just, I felt like she needed a hug. And after that talk I needed a hug too. So we just embraced./</p> <p>47. And I was thinking that you know, if she was brave enough to come in here and talk to a stranger and she wants a hug, give her a hug, you know./</p> <p>It sounds like that some of the clients that you've served in the number of years that you've worked at SARC - you've talked with a lot of people I'm guessing.</p> <p>Uh huh.</p> <p>That you, for lack of a better way to say this, it's almost like I hear you carrying some of those people with you. And I don't mean that in any kind of odd of negative way but that those people – some of their story reside with you. Is that true?</p> <p>48. Well, yea. I think that when I talk with certain people I can think back about what has worked with other people and what hasn't worked./</p> <p>49. And uh, tuning into peoples' reactions to what, you know, what you say, and umm, you know just feeling around their mood./</p> <p>48. And just like, I can be like – Oh well, I remember when I talked to her and she had a similar situation and she reacted well when I mentioned this, and I can kind of incorporate other clients in with new ones, I think./</p> <p>So, using those examples for what you've learned and moving them forward into working with new clients sound like a</p>	<p>46. P2 felt like after their conversation they both needed a hug.</p> <p>47. P2 felt that if the woman was brave enough to talk to a stranger she should get a hug if she wanted one.</p> <p>48. P2 remembers things that do and don't work well with clients.</p> <p>47. Turning into peoples' reactions allows her to feel their mood.</p> <p>48. P2 pays attention to how clients respond and uses successful techniques again.</p>
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<p>really smart and useful way to do that. Is there anything that gets carried over into your personal life?</p> <p>49. Ahh, yea (pause)... I think...well, I think when friends...friends know that I work at SARC and they ask me about clients and that kind of stuff. I do, umm, I get to thinking about it too much or talking about it too much, it can definitely, like, affect my night./</p> <p>How so?</p> <p>50. Ahh, I just start thinking about rape and sexual assault and how it's going on and ahh, how it's so common and um, it just gets me down. It's not a mood lifter really and I would rather just, just sit, and ...I don't know...not do anything./</p> <p>So talk to me a little bit about that piece of it. That idea of the knowledge you have now about the extent of rape and sexual assault. What do you do with that?</p> <p>51. Well, I'm trying to do something positive with it./</p> <p>52. And just, I don't think, you know, people just see the signs like one in four women raped, before they're twenty four or whatever. You know, that statistic, that sign is everywhere. And I think people see it but I don't like, actually think about it, apply it like...if they, you know, think about 12 of their friends and three of them have probably been raped, it's kinda just...And ahh, there's...it happens every thirty seconds or whatever./</p> <p>53. And I just like, if I start thinking about that too much then I'm like – oh someone was just raped, oh, someone was just raped. And it's just, like, awful to be constantly thinking about it./</p>	<p>49. P2's night can be affected is she talks or thinks to much about SARC</p> <p>.</p> <p>50. It gets P2 down when she thinks about rape and sexual assault and how common it is. When she is down she wants to sit and do nothing.</p> <p>51. She tries to do something positive with it [the knowledge regarding sexual assault and rape prevalence].</p> <p>52. Signs indicating 1 in 4 women are raped by age 24 are everywhere; she thinks people do not think about it or apply it to their lives.</p> <p>.</p> <p>53. P2 can think too much about it [rape] and "it's just, like, awful to be constantly thinking about it."</p>
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<p>54. So instead, it's kinda like you have to thing about, ahh, someone, you know getting help after she was raped. Or someone taking care of themselves, you know healing and spreading the word./</p> <p>55. But it just seems like no one really applies it to their life. You know, if it hasn't happened to them no one takes it that seriously./</p> <p>56. And people think that rape occurs, you know, the stereotypical stranger rape in the alley or the frat boy who are drugging the drinks. And that like, people think that if they avoid the alleys and the fraternities that they are not going to get raped. And it's just crazy. It's not true. So, many of the (pause)... I have only had one client that was raped by a stranger, in all my years. (laughs) Well, not in all my years./</p>	<p>54. P2 shifts and thinks about the victims getting help, talking care of themselves, healing and spreading the word.</p> <p>55. No one really applies it [the rape information/statistics] to their life unless they or someone they know has had it happen to them.</p> <p>56. People think of rape in the stereotypical stranger rape scenario. P2 has worked with one client what has been raped by a stranger.</p>
<p>Well, you've done this work a long time and intensely. Do you have a guess as to how many people you've spoken with?</p> <p>I don't. I would say maybe fifty.</p> <p>It's a lot of people.</p>	
<p>57. Yea, it is a lot of people (surprise in her voice). But yea everyone, I mean, it's ahh, always acquaintance, almost always (pause)... or friend, or trusted friend./</p>	<p>57. She has worked with about 50 people. And usually the rapist is an acquaintance, friend or trusted friend.</p>
<p>Has that knowledge altered how you walk in the world personally? That knowledge that it's a friend or an acutance that rapes primarily?</p>	
<p>58. I think it's made me more (pause)... picky with friends and relationships. Umm./</p> <p>59. (long pause)... I don't know, I also feel like I'm a lot more scared. Um, we were talking about that recently actually./</p> <p>60. Um, how knowing it makes you like constantly fearful of it. Like you know it</p>	<p>58. P2 has become more picky with friends and relationships.</p> <p>59. P2 feels scared more often.</p> <p>60. Knowing how often it happens "makes you constantly fearful or it."</p>

<p>happens so, ah I don't know,/</p> <p>61. I'll be walking at night, walking to my house and there's a jogger and I will get so nervous when they are running toward me. It's just like, um, I have like pepper spray that I'm gripping in my purse and it's just.../</p> <p>62. I think that is definitely a negative aspect, I am just constantly afraid of it. Just cause I know how common it is.</p> <p>Is that different than before you learn about how common it was through the training?</p> <p>My reaction?/</p> <p>Yes. You weren't that afraid before?</p> <p>63. No definitely not. Again it was the avoid fraternities and alleys. Don't go anywhere alone kind of thing./</p> <p>So, one of the negative parts of having the knowledge that you have is that it has made you a little more fearful.</p> <p>64. Uh huh. Definitely. My little sister came and visited me and she wanted to go out into the town of Missoula and umm. I was a little bit hesitant and I didn't want to go out and I texted my older sister, our older sister and said – Hey, if I let her go will she be ok? And in the back of my mind I was worried about her getting a date rape drug or raped or whatever. And my older sister was like – Yea, just give her the cop talk. And just like, it was crazy how we were both worried about her but on completely different scales. She didn't want her to get in trouble and I didn't want her to get raped. And I was like – oh I didn't even think about the cops. It was just like – that was what I was thinking of and that's what she was thinking of. I wasn't even worried about cops./</p>	<p>61. P2 is nervous walking home at night; she keeps her pepper spray gripped in her purse.</p> <p>62. One of the negative aspects of this work is that because she knows how common it [rape] is, she is constantly afraid.</p> <p>63. She is more afraid now .</p> <p>64. P2 worries about her younger sister; she doesn't want her getting raped.</p>
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So, I'm curious to know what you said to her, your younger sister.

65. Oh, I gave her all the rules. Don't accept drinks from other people. Umm, make sure you open your own drink. Don't go alone with guys anywhere. Kinda, just you know, the rules. Which you know you think is common knowledge but it's really not. You know little high schoolers at a party and a guy offers her a drink, she's going to take it. So, I just, I kinda gave her and her friends the low down and told them to call if they needed me.

I think I heard you say, and because you know this stuff and you've worked with this stuff long enough, that it's like everyone should know it.

Yea it seems like self explanatory. It's common knowledge. Of course you wouldn't do that./

And not so, necessarily.

66. No, definitely not and I can think of times in high school where I did not abide by any of those rules. And ahh, I'm just a lot more careful I think. Long Pause...

So SARC has had the negative impact of making you a little more anxious around strangers, around situations where you know you might be at risk or where anyone would be at risk. Are there other negative things that feel like they have attached themselves to you through your work or your training at SARC?

67. Umm, I don't...no. I think that SARC has been overall positive influence and I, 68. aside from the fear and extra knowledge, it's ahh, if I apply that in a positive way then like it doesn't even become a negative aspect./

65. P2 gave her little sister the rules, which she thinks should be common knowledge, self explanatory, but she knows they aren't.

66. P2 is more careful than she was in high school.

67. SARC has overall has been a positive influence for P2.

68. Aside from the fear and extra knowledge P2 applies what she knows in a positive way and it no longer negative.

<p>69. And I think that um, if it was a negative aspect it would be because of my lack of self-care, like caring for myself./</p> <p>70. And it definitely could turn negative at any point but you know, I chose, if I chose to let it keep getting in my personal life and affecting me in a negative way. But I think that as long as you keep it on the positive track then you're not going to have much negativity./</p> <p>And keeping it on the positive track means taking care of yourself and that piece I heard you say about – yes you can know that a woman is raped every thirty seconds and you can also say that a woman is getting help. Is it that kind of balance that helps keep you feeling solid?</p> <p>71. Yea, yea definitely. And also just being able to draw the line, like um, knowing your boundaries as far as like, me being able to tell that girl that like – It's appropriate for me to talk to you at SARC and I would love to but not when we're at this party together. That's not appropriate./</p> <p>How was that for you to tell her that?</p> <p>72. It was hard because I knew she was coming to me because we had developed that trust and personal relationship and I was becoming her friend but like at that point because I was becoming her friend I wanted that boundary there. And I didn't want to do that counseling whenever I saw her, so, you know I was definitely afraid of her reaction but.../</p> <p>73. She was totally understanding and um...you know...she was like 'When are you going to be in the office next? Maybe I can come in and talk to you then.' So, it definitely helps when people, like, have an understanding and you're able to explain yourself a little better./</p>	<p>69. The knowledge and fear become negative if she is does not take care of herself.</p> <p>70. It [her knowledge and fear] would be negative is she let it into her personal life and did not keep it on a positive track.</p> <p>71. Taking care of herself means setting boundaries between her personal life and SARC.</p> <p>72. It was difficult and scary for P2 to set a boundary with a client with whom she had developed a personal relationship She did not want to do counseling whenever she saw this person.</p> <p>73. P2 was able to explain herself; the client understood and suggested they speak together in the SARC office</p>
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<p>She took it pretty well?</p> <p>74. Ya, she did. I think I did an ok job of, I don't know...I talked to Kate before and she kinda gave me some advice about what to say. Just explaining my role and um, when my role is appropriate./</p> <p>Feels like this experience gave you lots of information about the difference of being in the advocate role and being a friend.</p> <p>Yes.</p> <p>What do you understand about that now?</p> <p>75. Well, with friends I always want to give advice and tell them – well not even give them advice really, but just be like 'You need to do this. And that's messed up that that happened and he's a jerk and stuff'. And I can't do that with clients and I've realized that that doesn't really help my friends either./</p> <p>76. As far as, like, um, even when I'm in a bad situation and I have friends being like 'Oh you should do this', I will be like 'I wish you had had active listening training'. I wish they knew how to do this right cause they're not helping me at all,/</p> <p>77. so...just with friends and family I've been able to steer clear from the advice road, and, and, you know, kinda be an advocate. But, but again you're closer with your friends and you definitely want to like, put in what you think will be best. But it's just a little less pushy and little more like 'you could do this and I would support you, or you could do this' you know, it's just kind of different./</p> <p>Sounds like you have incorporated active listening into not only your advocate role but also in your private world.</p>	<p>74. P2 and Kate discussed what P2's appropriate role was. P2 thinks she did an ok job of dealing with the situation.</p> <p>75. P2 wants to give friends advice. "And I can't do that with clients." She realizes advice is not helpful for friends either</p> <p>.</p> <p>76. P2 wishes her friends had active listening training. "I wish they knew how to do this right cause they're not helping me at all."</p> <p>77. P2 steers clear of giving advice to family and friends; she is more of an advocate, giving them options and being supportive.</p>
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<p>78. Ya, defiantly, cause I wish more people would do it for me, so....</p> <p>Talk to me about the difference for you when someone does or doesn't use active listening with you.</p> <p>It's almost like when somebody does, I'm thinking like, oh they...they know that, the active listening stuff (laughs) and it's fake or whatever, almost, ah to that point. You know someone is like repeating what I say in different words or being like 'Oh that must be tough' I think that they're just using their skills, you know, on me./</p> <p>79. But, ahh, it doesn't matter. It's like if they are sincerely talking to you then those skills are sincere and their using it for your benefit and ...and it's definitely much nicer when...I mean when my mom gives me advice all the time. And I don't want the advice. I just want her to be like 'That sounds like its really hard' you know. And ah, people don't know, they think that their doing the best and they're doing the best as far as they know. They have good intentions but it just would be nice if we were all born with that knowledge of how you're supposed to listen to people. And, and not steer them down certain paths – a self determination thing./</p> <p>When you're talking with a client is there anything that makes this less or more difficult?</p> <p>80. I think with people – there's been clients that experience in this stuff before. I wonder if they are doing the same thing I did, kinda....</p> <p>Experience in this stuff before?</p> <p>Like, they've had training in this./</p> <p>81. Or I had a client once that she was like 'Oh I use to work for the YWCA, so I</p>	<p>78. P2 wishes people would use active listening skills with her even though she thinks it seems fake.</p> <p>79. Active listening skills used in a sincere manner are beneficial.</p> <p>80. P2 wonders if client who have experience with active listening wonder the same thing she does [it feel fake].</p> <p>81. P2 worked with a client who worked at the YWCA whom she knew everything</p>
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<p>know everything about this, I just, you know. And so I'm like 'Oh so you're a professional and they know, you know, the lines I'm going to say, you know that are sincere but ahh, but you know like I said./</p> <p>82. You know sometimes when people say it to me I sometimes I'm like – Oh they're just using that./</p> <p>83. But, that definitely makes it hard when they know as much if not more than you. And you're supposed to be helping them and they already know it all./</p>	<p>about active listening. P2 was concerned that even though her responses were sincere the person would know 'the lines I'm going to say'.</p> <p>82. Sometimes when people active listen with P2 she feels like "they are just using that."</p> <p>83. Its difficult if the person P2 is helping knows as much if not more than her.</p>
<p>You've bumped into that?</p>	
<p>84.. Ah, yea, recently. I had a lady that said she had worked at the YWCA and she was just there to get some...she was older and had worked there like 20 years ago. So she was like there to get new resources in the community. But she knew all the stuff, she didn't need to talk, she just wanted the resources. So...I just had to do that. It was very intimidating. I felt like (pause)... she wanted to put me in my place and be like 'I don't need you, I just need a list' you know. Kinda felt like she was there (pause)...she didn't want to talk to anyone. Which is fine but sometimes when I'm like – when I'm ready to talk and when I –/</p> <p>85. you know you can't take it personally, because you don't want them to be like 'Oh I'm hurting her feelings. I should talk to her'. That would be an awful situation./</p>	<p>84. P2 was intimidated by a woman who previously worked at the YWCA. The woman did not wish to talk and "put me in my place...I don't need you, I just need a list."</p> <p>85. P2 does not "take it personally" if someone does not want to talk. It would be an awful situation if a client talked just so her [P2's] feelings were not hurt.</p>
<p>Tell me about clients that you've had that may not have been as talkative. They actually were coming for help but they aren't very forthcoming. What is that like for you?</p>	
<p>86. I think that's a lot harder. Um, cause um, verses just like nodding and you know just listening so that people who just want to talk, you know. And instead I have to like, um, you know, I have to tune in as if,</p>	<p>86. Working with non-verbal clients is difficult due to not being sure why they have come in. She watches for their reactions and listens to see if they use emotional words.</p>

if they want to talk about it or if they just want resources. And so I can be like 'Well there are a couple of things we can do here'. Talk about resources, see if they um, you know react to that at all like, 'oh I would like to do this' or if they are more like 'yea, I'm feeling kinda sad' and if they you know, focus on the feelings. I have to - gotta instead talk, you know, turn directions and talk a little more about that. But it's hard to know what they want. Why the came for sure, because you don't want to start rattling off resources if they just want to talk about how they are feeling./

So, how do you know? What do you look for?

87. Um, their reactions I guess. And their questions./

88. Um, (pause)... yea. Some people, they just want to know what they can do. And some people just want to tell you what happened./

89. Um, yea I like said. If I list the resources and their reaction goes back to how they're feeling then I know that that's what they want to talk about. Or if I'm like 'How are you feeling about that?' it's almost like 'I just want to know, you know if I can go to the cops' or whatever. Then I can like go, you know, they're more in the action phase and they want to get it done./

Sounds like you pay attention to both what they are saying and how they are responding to you.

90. Yes. I think people are a lot more hesitant to share feelings than ask for help. They would much rather just ask for help than talk about it I think./

What do you make of that?

91. I understand. I would hate talking – I

87. P2 know what the client wants by their reactions and questions.

88. "Some people, they just want to know what they can do. And some people just want to tell you what happened."

89. P2 lists resources and if the person responds with how they are feeling she knows they want to talk about their emotions. If she tries to address their emotions and they want to know how to get something done then she knows they are more in the action phase.

90. "I think people are a lot more hesitant to share feelings than ask for help. They would much rather just ask for help than talk about it."

91. P2 could not talk to a stranger about

<p>don't think I would talk to a stranger about something like rape that is so invasive and traumatizing. And sometimes I can't like believe people are brave enough to come in, cause I like don't think I would do it. I, I think about um, people that go into First Step and um, and are willing to talk to me right after a rape. That's courage. And I can't not believe that and I always think that if I was raped, I would go to First Step and I would just get it done and I would not talk to anyone./</p> <p>92. I cannot believe that people like allow me to talk to them. And to ah put in my ah...you know they don't even know me./</p> <p>93. And for lots of people you know, I'm only twenty and so lots of people are...you know and 'How old are you?' And I get judge because I'm young. And like how would I know any of this stuff and...you know,/</p> <p>94. if I talking to a forty year old woman, you know, she probably feeling kinda weird about the fact that I'm giving her advice and counseling her kind of. Just because I'm so young and so that makes it hard./</p>	<p>rape. "Sometimes I can't like, believe people are brave enough to come in [to SARC]" People who go to First Step and talk with her right after a rape are courageous.</p> <p>92. People do not know her and they allow her to talk with them.</p> <p>93. P2 feels people judge her because she is young and may wonder how she knows this information.</p> <p>94. She wonders if a 40 year old woman feels weird about the fact that P2 is so young and giving her advice and counseling her. Being young "makes it hard."</p>
<p>It feels special that someone can trust enough to share these feelings with you?</p>	
<p>95. Yea, I think it's taking them a huge step in understanding that they...it will probably benefit them, you know. Whereas if they didn't talk to anyone, the nurse would check on them and they would get a packet of information but um, they might not ever ah, like take another step or anything besides like that first step./</p> <p>96. And so I think it's almost like, having them respect themselves enough to be like 'I should probably talk to this person and see what needs to be done'./</p>	<p>95. As a victim, talking with someone will be beneficial, helping them to take another step.</p> <p>96. P2 thinks talking to someone shows respect for themselves.</p>
<p>Tell me about what it was like for you when you walk away from an experience</p>	

at First Step.

97. I (pause)... well, I immediately start planning what I'm going to do that evening to calm myself down, I think. Schedule for a little, umm...my heart is usually like...I just get really anxious. So, um, you know I'll start thinking about what I should go do to calm down./

98. And um, I try not to think about it all night, cause that's what can happen is if I'm just thinking about it all night./

99. Um, once I went to First Step and then a couple of hours later I um, remembered that I had gone to First Step earlier that day and felt bad – Oh that was a big experience you should have, you know, you forgot about it already. And I realized that that's good that you forgot about it and you're not like dwelling on it./

100. Like, it doesn't mean that you don't care and it wasn't – that it didn't mean anything, it just means that you know, that you're separating it fine. And I had to like convince myself that it wasn't bad that I wasn't thinking about it./

Was there a time early on when you did think about it a lot?

101. I think before I started practicing um the ah self-care stuff. And also, um, I usually stopped thinking about it when I picked it apart with someone. So like with Kate, I would get to go into her office and she would close the door and I could talk to her about it./

102. And it would definitely be on my mind until I could talk about it. And it was confidential; I couldn't talk to my friends about it really and so...Lots of times it would be on my mind over the weekend until I got to the office and could tell Kate about it. Or I could just call her and let her know./

97. "I just get really anxious" after talking with a client. P2 starts thinking about she should do to calm down.

98. She tries not to think about the contact all night

99. After a contact P2 forgot about the contact. She felt badly, "that was a big experience you should have...you forgot about it already. She realized to forget meant she was not dwelling on it.

100. Not dwelling a contact doesn't mean anything about herself or that she doesn't care. It means she is separating SARC and her private life. "And I had to like convince myself that it wasn't bad that I wasn't thinking about it."

101. Before P2 practiced self-care she would think about a contact until she picked it apart with someone, usually Kate.

102. "And it would definitely be on my mind until I could talk about it. And it was confidential; I couldn't talk to my friends about it really." It would stay on her mind until she spoke with Kate.

What was helpful about talking to Kate about the contact?

103. Well, not only does Kate like encourage and ah, you know, one of things she always says is ‘Sounds like you did a really good job’. So, just like ah, reinforcing and you did all you could do and it sounds like you did pretty well./

148. And ahh, um, and you know pointers for ah, maybe next time mention this and it’s like building you’re ah...yea that’s a good idea and you’re a little bit more confident next time./

105. And also she doesn’t have like boundaries as far as what you can tell her. I think ah, she says you can tell her anything you know. So like, you know, if there is this disturbing detail or something I don’t have feel like I’m sliming her by telling her the details. I can just get it out there you know./

106. And she I feel better when I think about knowing she talks to someone too about that stuff. And that person doesn’t have any boundaries for her, so it’s just like this line of people talking to each other and ah...yea she just.../

107. I can talk about anything I want to with her whether it’s about SARC or not./

So talking about the details of the contact is helpful but also how you feel about what happened.

108. Yea definitely. And then she is like so good about realizing that like your feelings are unique and that no one else is you and stuff but also letting you know that it is normal to feel that way you know, without like putting you into a category of like, ‘Oh you’re sad today’. You know, unique but it’s ok that you feel that way. That’s very helpful./

One of the things you said earlier is that

103. Kate encourages her by saying things like “sounds like you did a really good job” and reinforcing that P2 did all she could do and did it well.

104. Kate gives P2 pointers and P2 is more confident the next time.

105. Kate allows P2 to talk with her about anything, even disturbing details. P2 “can just get it out there.”

106. P2 feels better knowing Kate talks to someone about this stuff [feelings, disturbing details].

107. “I can talk about anything I want to with her [Kate] whether it’s about SARC or not.”

108.. Kate is “so good about realizing that like, your feelings are unique and that no one else is you...but also letting you know that it is normal to feel that way...without like, putting you into a category...unique but it’s ok that you feel that way. That’s very helpful.”

<p>those of us who know active listening can sometimes sound like we're active listening. And it sounds like Kate actively listens to you but that it doesn't feel like that to you.</p> <p>109. Yea, I think she's been doing it for so long that it's like natural. I mean she's not even, like consciously being like 'Oh here's and active listening line'. She's like, natural and ah, she's so genuine about it. Just putting your situation apart from everyone else's. The unique, it's just you, you know./</p> <p>Tell me about your relationship with Kate.</p> <p>110. I have a very positive relationship with Kate./</p> <p>111. I respect her more than anyone./</p> <p>112. I mean, just think that she – I think as far as making a difference she is doing it/</p> <p>113. and I've never felt so appreciated at a job. For sure. I mean working at day cares and stuff it's so stressful and I never had bosses giving me flowers and telling me great job and stuff. And so I think that is what helped me want to stay here, knowing that I am appreciated, you know./</p> <p>114. She has nominated me for awards and given me flowers and gift certificates and always constantly like 'Thanks for being here and thanks for taking the phone'./</p> <p>115. Ahh, you know, and then she offers, you know, if things are getting stressful I can take a break, and she respects that. Kind ofyaa....I love Kate./</p> <p>Sounds like a really positive working relationship. Remind me, are working as a volunteer and as a paid employee as well?</p> <p>116. I get paid for my office hours as an</p>	<p>109. P2 feels that Kate has been active listening for so long that "It's natural and genuine." P2 feels like Kate makes her situation unique</p> <p>.</p> <p>110. "I have a very positive relationship with Kate."</p> <p>111. 'I respect her [Kate] more than anyone."</p> <p>112. Kate is "making a difference."</p> <p>113. "I've never felt so appreciated at a job." "And so I think that is what helped me want to stay here, knowing that I am appreciated, you know."</p> <p>114. Kate has nominated P2 for awards, given her flowers, gift certificates and constantly tells her thanks for being there and for taking the phone.</p> <p>115. Kate offers the opportunity to take breaks if things are stressful. "I love Kate."</p> <p>116. P2 is a paid intern for office hours and</p>
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<p>intern and then the crisis line is a volunteer. This is the same as I did last year but last year I only did five hours a week so my hours upped a little this year.</p> <p>How many are you doing now?</p> <p>10-15/</p> <p>You juggle all that with you school work?</p> <p>117. Yaa, yaa. I have a personality where I get really bored. And when I get bored I get sad and I like to keep busy. I have two other jobs besides SARC and I'm taking 16 credits. It's just that <i>I have to do it</i>, otherwise I go crazy. And I love staying busy and working hard. I've always had lots of jobs.</p> <p>And you are also taking the phone as an Advocate?</p> <p>Yea. I like it. I think I just – as long as I – night time is where I like– I'm a night person. So I can't do jobs where I work late at night and all of my jobs allow me to be off by 8. So, they're not, it doesn't stress me out because they're not cutting into my time. Like, day time is for when I work and then my time is night time. And if it doesn't cut in then ...yaa.</p> <p>It doesn't feel stressful for you?</p> <p>No/</p> <p>Thinking of stress; has there been anything that has been particularly stressful at SARC</p> <p>118. I think it gets stressful, when (pause)... in the beginning of fall semester when we're training new advocates. And there's like six people to take the phone and you're</p>	<p>volunteers as an advocate with the crisis line. She did the same thing last year but has more internship hours this year.</p> <p>117. P2 carries 16 credits and has two other jobs besides SARC.</p> <p>118. The beginning of fall semester when new advocates are being trained is stressful. The returning advocates are waiting for training to be over so the new</p>
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<p>like, waiting, waiting for the training to get over so like these people can help out./</p> <p>119. And, so that is definitely stressful, like in taking a lot of work on that should be, you know a little more dispersed among a larger amount of people. Taking the phone a lot in the fall gets pretty stressful./</p> <p>120. And I'm so glad that I don't have to do training every year, like just redo the training. I thought, you know, when she asked me if I wanted to be an intern the second year – the thought of like redoing the training, I was gonna be like 'No'. And she was like no you don't have to redo the training./</p> <p>121. And this year she actually let me train, um, some of them. So she would give me certain subjects and I would do a little research on and would get to do some of the training. And I felt like, um...it was great. I loved it cause I felt like a professional and um, all these new advocates, you know, looking up to me and I knew my stuff. So it was definitely pretty cool that she let me do that./</p>	<p>advocates can help out.</p> <p>119. “And, so that is definitely stressful, like in taking a lot of work on that should be, you know a little more dispersed among a larger amount of people. Taking the phone a lot in the fall gets pretty stressful.”</p> <p>120. P2 was glad she did not have to redo training in order to volunteer the second year.</p> <p>121. This year Kate gave P2 a topic to research and presenting as training to the incoming advocates. “it was great. I loved it cause I felt like a professional and um, all these new advocates, you know, looking up to me and I knew my stuff. So it was definitely pretty cool that she let me do that.”</p>
<p>When you first talked about the training you said something like it was long. Talk to me a little bit about the training process.</p>	
<p>122. Just seemed that (pause)... at first, we could just do a day training and then jump in. Ahh, so at first it seemed like – Ahh, do we really need to be learning all this? Like suicide, because this isn't a suicide hot line. Ahh, do we need to be learning about, you know, gay relationships? Cause like that doesn't happen that often, you know, in my mind./</p> <p>123. And then just once the work started you realize that all of its pretty important information cause there are suicide calls and you do talk to gay people in relationships. And it's just like all of it ends up applying./</p>	<p>122. P2 thought training could be one day and then they could “jump in.” She didn't think they [the advocates] needed to learn suicide assessment because SARC is not a suicide hot line or about gay relationships because “that doesn't happen that often.”</p> <p>123. Once P2 began working at SARC she realized all the information was important; there are suicide calls and you do talk with gay people. “And it's just like, all of it ends up applying.”</p>

<p>124. And it doesn't matter how long it takes, but it ends up, like coming back, and I'll be like 'Oh I remember learning that in training'. And that if you didn't learn it you'd have no way like, of dealing with it./</p> <p>125. I had to deal with lots of um, things that were uncomfortable with me once training started./</p> <p>126. As far as I, ah, you know, I grew up in a Christian family and my parents think it's wrong to be gay. And um, so I kinda grew up, like um, uncomfortable with, you know not thinking that it was wrong necessarily but uncomfortable with gay. And ah, it's fine I just don't want to be around it kinda deal. And then I had to like address that and be like 'you know, these people, their real too, and like, and I'm going to be working with them and I need to treat them as equals'./</p> <p>127. And it started as, like me coming out of my comfort level and turned into like, respect and now I just view them – them (she laughs catching her use of them) – as anyone else. It's just, ah; they are no longer like in a separate category.</p> <p>That's a big shift. Has that impacted your life with your family?</p> <p>Yea, definitely. It really has. My, I mean, I think when I went to college I started researching other stuff, like as far as religion and um. So, I disagree with my family on lots of things but ah, I have a very supportive family. And they're kinda, you know, you do what you want to do and we'll support you and ah...So despite, you know that we might disagree on stuff still, it doesn't matter at the end of the day. We disagree and it's whatever. The same with like, the, you know, abortion too./</p> <p>128. In the application process when I was a freshman, it said is there anything, ah...would you be comfortable giving a referral for an abortion. Which I answered</p>	<p>124. "Oh I remember learning that in training and that if you didn't learn it you'd have no way, like of dealing with it."</p> <p>125. "I had to deal with lots of um, things that were uncomfortable with me once training started."</p> <p>126. P2 grew up uncomfortable with homosexuality. "And then I had to like address that and be like, you know, these people, their real too, and like, and I'm going to be working with them and I need to treat them as equals."</p> <p>127. P2 began by coming out of her comfort level and she gained respect for homosexuals who are no longer in a separate category.</p> <p>128. In the application process for SARC P2 stated she would be uncomfortable giving a referral for an abortion since s was pro-life.</p>
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<p>no, I would not, because I didn't believe, you know, I was pro-life./</p> <p>129. And I've ah changed my view on that too. I mean, I still, I don't know how I feel about abortion necessarily but like, I think that are times when like it's ok. You know, it's like not a sin any more. Ah, you know, someone been raped and gets pregnant I would totally give them a referral and if they wanted me to be there I would be there, just like.../</p> <p>130. Leaving your comfort level and then like, it just changes your perspective. Not only are you doing it because you have to, it's the right thing to do but you doing it because that's what you believe now. So.../</p> <p>Can you describe that shift for you? What moved you from this place from where you first came in as a freshman to where you are now at almost the end of your junior year?</p> <p>131. I think just working with the people. I mean I had to be around it in order to, ah, to shift. And I couldn't, I could in my mind be like 'ok, I'm going to be ready for this' but you know, I wouldn't be ready until I actually did it and experienced it and um. (pause)...And you know, again it shifted in my personal life too./</p> <p>191. I had a friend that came out as gay. And he, I'm sure before had always you know, been aware of my homophobic remarks and um, you know, un-comfort with the gayness. Um, just the fact that, um, that if I hadn't started to pick away at that shell then he might never have felt comfortable to even telling me and might still be like hiding that part of himself, which, which just makes me sad. But, like he would feel like he had to do that cause my homophobia, so...</p> <p>During your time at SARC have you worked with someone who has been gay</p>	<p>129. She has changed her view on abortion. She would now give referrals for abortion.</p> <p>130. "Leaving your comfort level and then like, it just changes your prospective. Not only are you doing it because you have to, it's the right thing to do but you're doing it because that's what you believe now."</p> <p>131. Working with people helped facilitate the shift in attitude for P2. Things shifted in her personal life too.</p>
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<p>or lesbian?</p> <p>Yes./</p> <p>How has that been?</p> <p>132. It's definitely different because, um, well it's like the most different because of the words you use. Just like, he or her, like 'Oh how did he make you feel' kinda and you have to like...Or like someone who like refers, as ah, their partner and you don't know if that means, like, are they gay or does that mean they are just referring to them as their partner?/</p> <p>133. I think that like the language that you use, just like, as far as victims versus survivor, ah partner versus boyfriend, you know, you can't just make any assumptions./</p> <p>134. But it seems like as far as I have experienced the relationship among like, the gay community is the same as the relationships among the straight community. And everyone has the same problems and it's happening everywhere in all the relationships and so I just try to treat it the same because they're basically the same. It's just that it may be that they are a little harder./</p> <p>It's little harder to keep track of the language?</p> <p>135. Yes, except I just think that you know, people, it's a little harder for, for minorities like gay people or foreign exchange students. It makes it a little more difficult for them.</p> <p>In what way?</p> <p>As far as the society around them, being judged./</p> <p>136. I don't know, my parents would always say like, they would support a</p>	<p>132. Working with homosexual people is definitely different because of the language. The usage of he, she or partner can be confusing.</p> <p>133. The language used is important, "You know, you can't just make any assumptions."</p> <p>134. In P2's experience relationships in gay community are the same as relationships in the straight community. "And everyone has the same problems and it's happening everywhere in all the relationships and so I just try to treat it the same because they're basically the same."</p> <p>135. P2 thinks it's harder for minorities like homosexuals or foreign exchange students, because society may be judging them.</p> <p>136. She thinks it's important to be aware that homosexuals may be dealing with "a</p>
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relationship with a different race but it would definitely be harder you know. So like *heads up*. Um, which I think you have to be aware of, but they might be dealing with a lot more crap from people than, than someone who would be in a straight relationship./

Sounds like what you've learned at SARC and some of your experiences at SARC have changed who you are in the world in some significant ways. And it's caused some challenges in your family, not breakage, just challenges.

137. I think that my family just assumes that I'm being a rebellious teenager still. Instead of like accepting my opinion they're like, you're young and brainwashed. And it's like, well I just don't feel that way anymore but...But yea, like I said, my family is really supportive and we're all allowed to have our own beliefs and to express our opinions without the need to argue about it. And I'm not going to get kicked out of my family if I tell them I'm not a Christian and... definitely. And I think they bring new perspectives to me and I bring new perspectives to them. It just helps to like see it from other people's point of view.

Sounds like you have a family, including you, that listens to each other. And these are difficult topics to listen on; many families can not do that.

Sometimes we end angry at each other for sure, but, but it's never an issue.

I think what I just heard you say is that it's not an issue of them loving you. It's an issue about disagreeing about something but not about you not being part of the family.

lot more crap' than people in straight relationships.

137. P2's family assumes she is being a rebellious teenager. "I just don't feel that way anymore." She brings new perspectives to them. "It just helps to like, see it from other people's point of view."

<p>And they're not going to be mad at me the next day about it and I'm not going to be mad at them./</p> <p>Is there anything else that you feel is important for me to know about your experiences at SARC?</p> <p>138. Um, well (pause)... I guess it's just – I don't know, I feel like it's been a major stepping stone and it's like setting me on my way kinda like, ah to achieving my goals./</p> <p>139. SARC was never a specific goal. Like I didn't want to like, counsel rape victims, that wasn't one of my goals and ah, but just by doing it like, launching me off./</p> <p>140. And I feel I'm appreciative of SARC/</p> <p>141. and I feel appreciated at SARC and/</p> <p>142. it's just, it's been (pause)... a huge influence in my life./</p> <p>143. So, ah, yea. And I feel like it's really setting me up for success as far as going out into the world and having all these skills that I can apply in the business and in the personal./</p> <p>Thank you so much, I appreciate your time and thoughts.</p>	<p>138. SARC has been a major stepping stone for P2. It's setting her on her way to achieving her goals.</p> <p>139. SARC was never a specific goal for P2. She did not want to counsel rape victims "but just by doing it like, launching me off."</p> <p>140. "And I feel I'm appreciative of SARC"</p> <p>141. "I feel appreciated at SARC"</p> <p>142. "it's just, it's been a huge influence in my life."</p> <p>143. "And I feel like it's really setting me up for success as far as going out into the world and having all these skills that I can apply in the business and in the personal."</p>
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P2: Level Three, Narrative Based on Emergent Themes

P2 has always dreamed of making a difference and with SARC she feels like she is doing that; it is rewarding and she feels she is helping people. P2 became involved with SARC not really understanding what it was. She thought it was similar to her Social Work major and was geared toward working with children. By the time she discovered it was not what she expected, she already felt committed. P2 has a desire to "do something big" and she feels SARC has gotten her closer. P2 senses she has made a difference by "just being there to listen" and encouraging SARC clients.

Sixteen credits, two jobs, a SARC internship and working as an advocate keep P2 busy; however she doesn't like being bored. When she gets bored she gets sad so she feels "I have to do it, otherwise I go crazy." P2 loves staying busy and working hard and she has always had lots of jobs.

P2 remembers the training as long and interesting. She enjoyed learning all the new things but at first when she began training she thought it could be one day and then

she could jump in. She didn't think the advocates needed to learn suicide assessment because SARC is not a suicide hot line or about gay relationships because "that doesn't happen that often." However, once P2 actually began working at SARC she realized all the information was important; there are suicide calls and you do talk with gay people. "And it's just like, all of it ends up applying." She realized it doesn't matter how long it take for training because "if you didn't learn it you'd have no way of dealing with it."

P2 had lots of uncomfortable things she had to deal with once training began. She comes from a Christian background and she grew up feeling uncomfortable with homosexuality. During the SARC training she felt she needed to address her preconceptions of homosexual people in order to work with them and be able "to treat them as equals." She did this by coming out of her comfort level and viewing homosexuals just like anyone else, "they are not longer in a separate category."

In the application process for SARC, P2 stated she would be uncomfortable giving a referral for an abortion because she was pro-life. P2 still does not completely understand how she feels about abortion but she does think there are times when it is ok and she no longer feels it is a sin. Not only would she now give a referral for an abortion she would "be there" if the woman wanted.

Working with people and pushing herself out of her comfort level helped change her perspectives. "Not only are you doing it because you have to, it's the right thing to do, but you're doing it because that's what you believe now." This attitude has shifted P2's personal life as well. P2's family assumes she is still being a rebellious teenager but P2 states "I just don't feel that way anymore." She feels she brings new perspectives to her family, "it just helps to see it from another person's point of view."

In P2's experience, relationships in the gay community are the same as relationships in the straight community, "everyone has the same problems" and she tries to treat them all the same. For P2 the one challenge in working with homosexual people is some of the language. She finds it confusing and best not to make assumptions regarding the usage of partner, he or she. P2 does think it is more difficult for minorities like homosexuals or foreign exchange students because society may be judging them. She thinks it's important for herself and other advocates to be aware homosexuals may be dealing with "a lot more crap" than people in straight relationships.

P2's first contact was a walk in and it is what pushed her to keep working at SARC. The situation was straight forward, a plan was devised and implement and the client returned to SARC for follow up. After the initial conversation young woman expressed gratitude to P2 and asked for a hug. Although P2 does not usually like to be hugged she felt ok hugging this client. P2 thought if this woman was brave enough to talk to a stranger she should get a hug is she wanted one. In fact, P2 felt like after their conversation they both needed a hug.

P2's first crisis phone call was "extremely intense" and she feels like she "failed." The call came 2 ½ years ago, P2 was a freshman and just returning from the winter semester break, hence her advocacy skills felt a little rusty. A female client called in the evening, upset, crying and P2 feared she was possibly suicidal. The client was so upset and emotional that P2 had difficulty maintaining her own emotions. She attempted to do a suicide assessment but the woman hung up abruptly. P2 wasn't clear about the woman's level of dangerousness to herself but because the client had attempted suicide previously and training had taught this put the client at higher risk, P2 was concerned.

Unless specifically asked, advocates are not allowed to call a client back, this left P2 wondering if the client took any of her advice and how things turned out for her.

Having the client hang up was really hard to deal with and it “shocked” P2. She went through various scenarios in her head wondering what the person did after she hung up. P2 feels like “I didn’t help her.” To cope with her intense emotions and the ambiguity of the situation P2 spoke to Kate. Kate reassured her, telling her she had done the best she could by listening and sharing her knowledge with the client. P2 states “there wasn’t really anything else I could do.” P2 knows she did her best and yet because there was no resolution, she continues to feel like the call was a failure, because the call “just got cut off. Not knowing what happened to the woman is difficult.

This is P2’s third year with SARC. She volunteered as an advocate her first year. This year, like last, P2 works as a paid intern at SARC and volunteers as an advocate, however this year her internship hours have increased. When first asked to return to SARC as an intern for a second year P2 thought about having to redo training as was “like, no.” When she found out she did not have to go through training again she was excited to return. This year Kate requested P2 participate in the training by researching and presenting certain topics to the incoming advocates. P2 “loved it cause I felt like a professional and all these new advocates were looking up to me and I knew my stuff.” P2 thought it was pretty cool that Kate let her do that.

During her first year as an advocate P2 gained knowledge which was applicable to her personal life as well as to her work at SARC; specifically active listening skills and community resources. When a friend had an issue P2 was pleased to be able to actively listen and give a list of appropriate resources and because she practiced she was able to “just list them [resources] off.” P2’s private life and SARC life began to overlap when friends who knew she worked at SARC came to talk to her about their issues. For awhile she felt like she was “being the advocate all the time” and “it’s just awful to be constantly thinking about it [rape].” She sought help from Kate on how to cope with this situation. Through the conversation with Kate, P2 realized she did not want to be in a “constant state of crisis counseling.” She now tells people they need to contact her in the SARC office “not when out and about.”

There are signs everywhere telling people that 1 in 4 women are raped by age 24 but she thinks people don’t think about these statistics in their own lives unless they or someone they know has had it happen to them. P2 knows the rapists are usually an acquaintance or a trusted friend but she thinks people believe in the stereotypical stranger rape scenario or the frat boy who drugs the drinks. In all the people P2 has worked with (over 50) she has only seen one stranger rape case. It can get her down and she wants to sit and do nothing. To cope she shifts her thinking and contemplates people who are getting help, taking care of themselves, healing and spreading the word.

One of the negative aspects of this work is that she is more afraid than previously. Knowing how common rape is “makes her constantly fearful of it.” She feels she has become more picky about friends and relationships, she feels nervous walking home at night and she keeps her pepper spray close at hand. She feels scared more often.

P2 worries about her younger sister; she doesn’t want her getting raped. When her sister came to visit P2 gave her “the rules” which P2 hopes are just common knowledge, self explanatory but realizes they are not. And P2 realizes she did know or follow these rules when she was in high school. She is more careful now.

Even though P2 can be more fearful due to her knowledge she thinks overall SARC has been a positive influence for her. She tries to apply her knowledge in constructive ways, such as taking care of herself and setting boundaries around her personal life which keeps her on a sanguine track.

P2 thinks people “would much rather just ask for help than talk about it.” She can identify with this because she does not think she would talk to a stranger if she were raped. P2 finds it difficult to believe people are brave enough to talk with her right after a rape. They “allow” her to talk with them, not even knowing her. They are courageous and P2 thinks they show respect for themselves by seeking out help.

Sometimes P2 wonders if clients judge her because she is young and they may wonder how she knows this information. She is concerned that a 40 year old woman may feel weird about the fact that this young woman is counseling her and giving her advice. P2 is 20 and feels like being so young sometimes makes it hard.

After talking with a client P2 gets “really anxious.” To cope with her anxiety P2 tries to focus on something else and will spend time thinking about how to calm down. Before P2 practiced self-care the contact would definitely be on her mind until she picked it apart with someone. Due to the confidential nature of the situation P2 could not talk to her friends so usually it was Kate she debriefed with. Kate listens, encourages and gives her pointers so P2 feels more confident the next time.

P2 had contact which she “forgot” about or stopped thinking about shortly after it was over. She felt badly at first thinking “that was a big experience...you forgot about it already.” Now she realizes to forget means she was not dwelling on it and this doesn’t mean anything about her or that she doesn’t care. It means she is separating SARC and her private life but that the time she had to “convince myself that it wasn’t bad that I wasn’t thinking about it.”

Sometimes when P2 is on call and she is in a bad mood or working on a paper, a crisis call can feel inconvenient. Reminding herself that she volunteered for the crisis line helps her shift from focusing on herself to focusing on the client. There are other SARC intrusions into her private world which are challenging to deal with. A particular client with whom P2 had had several contacts, asked P2 to travel to Bozeman with her for her court case. P2 liked this woman and felt particularly close to her, so she initially agreed. P2 and Kate discussed what P2’s role was with this client and together decided she would shift from advocate to friend if she went with her. Setting a boundary with this client was difficult and scary and yet P2 did not want to do counseling whenever she saw this person. It got overwhelming for P2 when this person approached her at parties to talk about her issues. So P2 explained the situation to the client and the client suggested they speak together when P2 was in the SARC office. P2 was pleased with how she handled the situations and this was the beginning of her differentiating her personal life from SARC life.

In her personal life P2 wants to be able to give her friends advice and she “can’t do that with clients.” Actually P2 realizes advice is often not helpful to her friends either so she tries to steer clear of giving advice to family and friends. Instead she gives them options and is supportive. She wishes her friends were able to do the same with her; use active listening skills, “I wish they knew how to do this right cause they’re not helping me at all.”

Active listening skills create a bit of a dilemma for P2. She would like more people to use active listening skill with her and yet she often feels like it is “fake” and “they are just using that.” She doesn’t like the idea that someone may be “using their skills on me.” However, at another level it doesn’t matter to her if the person is sincere. She does wonder if clients who have training in active listening skills feel like she is fake and know the lines I’m going to say. This was of particular concern for P2 with one client who had worked at the YWCA. P2 was intimidated by what she thought the woman knew. The client did not wish to talk; she just wanted a list of resources.

If a client does not want to talk with her, P2 does not take it personally; it would be an awful situation if a “client talked just so my feelings were not hurt.” Working with clients who are somewhat nonverbal is a challenge because they may not be clear about their needs. P2 has learned to watch a person’s reactions and listen carefully to the questions they ask. “Some people, they just want to know what they can do. And some people just want to tell you what happened.” P2 pays attention to how clients respond, remembers the techniques that do and don’t work well and then uses the successful techniques again. By tuning into peoples’ reactions she is able to feel clients’ moods and respond appropriately.

“I love Kate. She is “making a difference.” This is how P2 begins talking about Kate, the Coordinator of SARC. P2 feels like she has never felt so appreciated at a job and feels like this is “what helped me want to stay here, knowing that I am appreciated.” Kate has nominated P2 for awards, given her flowers, gift certificates and constantly tells P2 thanks for being there and for taking the phone. P2 has a very positive relationship with Kate.

P2 can speak with Kate about anything, personal or SARC related there are no boundaries. She is even able to tell Kate disturbing details of client contacts so that she can “just get it out there.” P2 feels better knowing Kate also speaks with someone who has no boundaries for her, thus creating a line of people supporting each other.

Kate has been active listening for so long that P2 feels like “it’s natural and genuine” it does not feel fake. Kate makes P2 feel like her situation is unique while letting her know “that it is normal to feel that way.” It’s very helpful to P2 that Kate does not put her into a category, but allows P2 to feel unique.

Throughout the advocate training and in daily life Kate stresses self-care. Kate encourages P2 to take care of herself and provides opportunities for her to take breaks if things are stressful. Through SARC P2 learned that “I deserve to just do things for myself.” Previous to SARC P2 did not know what self-care was and she did not feel it was important to her. Learning to take care of herself has been helpful. P2’s self-care techniques include daily journaling, looking back through the journal noting how she has improved, treating herself to coffee, taking a bath if the day has been stressful and talking to people.

The beginning of fall semester, when new advocates are being trained, is a stressful time. Returning advocates wait for training to be over so the new advocates can step in and help “And, so that is definitely stressful, like, in taking a lot of work on that should be, you know a little more dispersed among a larger amount of people. Taking the phone a lot in the fall gets pretty stressful.”

P2 has seen people come and go from SARC; some have stopped mid-semester. And although she is not sure of their reasons she suspects it’s because it got to stressful

and they were not taking appropriate care of themselves. Training, taking calls, and working with people who walk in can get tough and if people are not taking care of themselves they can burn out, “just be done with it.”

P2 feels SARC has been a major stepping stone for her, setting her on her way to achieving her goals. Although working at SARC and counseling rape victims was never a specific goal she feels that “just by doing it...launched me off.” P2 feels “appreciative of SARC” and “I feel I’m appreciated at SARC.” It has “just been a huge influence in my life.” P2 feels like SARC has set her up for success by giving her skills that she can apply in both business and in her personal world.

Appendix O

Participant Three: Anne
Levels One-Three

<p>Please tell me about your experience of being an advocate at the Student Assault Resource Center and how you feel this work has impacted your life. Feel free to share positive, negative and neutral thoughts and feelings, in as much detail as you would like.</p> <p>1. Ok. Um, well, I guess just all the training that we went through and the active listening training and um, the crisis counseling training and stuff has helped me so much. Just talking to people, just my friends and everyone who has problems; my boyfriend, anyone I feel like. I'm a better listener. And people are more willing to come to me to talk about their problems./</p> <p>2. Um, what else...SARC...I've met so many amazing people through SARC. SARC is such a good connection for like minded people who just want to help people./</p> <p>3. I don't know and (pause)... I guess it's made me more confident in myself. I guess through the training we did a lot of empowerment training and stuff like that. And it's just that I know that I can help someone if they need it. That makes me feel a lot more confident./</p> <p>4. And (pause)... it's really time consuming (laughs). That can be really frustrating. It's like a job; a second job really, so...that's kind of hard but...I could never quit. It's just so nice. It makes me feel good and like, it makes you feel like, you have more of a purpose besides just sitting in a classroom, you know./</p> <p>Big reasons to be involved. Are there other things that come to mind?</p> <p>5. I always thought, ah growing up, I always knew there was a place like SARC out there. So it always made me feel safe,</p>	<p>1. All the SARC training (active listening, crisis counseling) has helped P3. She is a better listener and people are more willing to talk to her about their problems.</p> <p>2. SARC has been a good connection for meeting amazing, like minded people.</p> <p>3. The empowerment training and the knowledge that she can help someone has given her more self confidence.</p> <p>4. SARC is 'really time consuming.' It can be frustrating and feel like a second job but she would never quit because it makes her feel like she has a purpose.</p> <p>5. P3 always knew a place like SARC existed; that thought has made her feel safe. If makes her feel good to be involved.</p>
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<p>you know. And now to be involved in it, like, makes me feel really good, you know./</p> <p>6. And you just experience different things. Like through SARC I did the outreach thing where you go to the dorms and they do presentations on safe sex and stuff like that. And that was an interesting experience, especially in the boys' dorms. So, I guess that kind of impacted me; cause of the boys would be really good about it and like respectful and stuff and some wouldn't. Yea, it was just an interesting experience. Freshman, in the dorms.</p> <p>Is there anything else that comes to mind when you think about SARC's impact on you? We can add to list as we go along.</p> <p>Not that I can think of./</p> <p>Ok, so go back and tell me more about the training.</p> <p>7. Well in training you go through so many different areas, like you do the active listening training and then the actual facts; like what to do if this happens and what numbers to call, and like you have a directory and how to take action and payment plans and stuff like that. Um, so that's good to know. It makes you feel smarter./</p> <p>8. And um, what else...and then we had like, the guest speakers, who like really touch you and stuff, and it's great. And then ah, um, the role playing is scary (laughs). But that makes you more confident ahh when you can get through it. It's just empowering I guess./</p> <p>Tell me about the guest speakers that touched you.</p> <p>9. Um, well, there was one. I don't remember her name or anything, but she</p>	<p>6. She did SARC Outreach to the dorms on issues such as safe sex. The experience of presenting to the boys' dorms impacted her.</p> <p>7. There were many topics involved in training: active listening, facts, resources, and how to respond to a call. It made P3 feel smarter.</p> <p>8. Training included guest speakers and role playing which was scary and also made her feel more confident and empowered when she got through it.</p> <p>9. A speaker that impacted P3 was a Mormon woman, a survivor of domestic</p>
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<p>was, she was a survivor of domestic abuse, I think and she talked about it a lot. About how she was, she was Mormon and she went to like her pastor or preacher or whatever they are, like he didn't really help. And that, I don't know, that was really interesting. And now Kate's doing the interviews with the church leaders and I'm interested in doing that./</p> <p>10. So, ya, that was, it was just good to hear like, someone talk about it face to face. Cause you hear the case studies and stuff and of course you don't want to make people come in and tell you this stuff but ah, in the training it's good to hear, I don't know, hear somebody who is comfortable talking about it talk about it./</p> <p>Was there something that you understood differently because of something she said?</p> <p>11. Well, I guess I understood how hard it is to actually - like before I didn't understand why. Why didn't she just leave him? Like it seemed pretty easy; but then once she talked about it and how close and tied she was to him for like, her confidence and her well being and everything, like she had a son with him and everything. So, it kinda helped me understand how hard it is to leave someone.</p> <p>Sounds like it helped give you a window into her life.</p> <p>Yes, exactly./</p> <p>Anyone else in the way of speakers that were particularly thought provoking for you?</p> <p>12. Well, there was one woman who came; I think she was from the GLBT Alliance or something like that. And she did like a role play, no not a role play, but she made us</p>	<p>abuse. The woman's pastor did not help her. P3 is interested in doing interviews with the church leaders with Kate.</p> <p>10. It was helpful to hear someone comfortable talk about their experience rather than just hearing about a case study.</p> <p>11. Having this woman speak in training helped P3 understand how hard it is to leave a relationship. She felt it should be easy until she understood the ties the woman felt with the man: her self-confidence, well being, child.</p> <p>12. A woman guest speaker did an exercise at training which helped the advocates imagine a world where they were the minority because they were heterosexual.</p>
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imagine ourselves – I don't know if you've heard of the activity or not – but she made us um, imagine you're in a world where everyone is homosexual and you are in the minority because you're heterosexual. And it kinda puts you in there shoes I guess, and it was really interesting./

What was interesting about that?

13. I've tried to – I've always been really open to that, to homosexuals. And totally fine with that and um, but, it even – made me even more comfortable and/

14. it made me really understand even more of their struggles. I'm pretty good at empathizing but after that – /

15. I didn't think of some of the things she brought up. Um, like imagine you go to a church where everyone is homosexual and they believe you're going to go to hell if you love a...if you're a woman and you love a man, and stuff like that. And I felt like I'd thought about that before but through that exercise I really thought about it. And I really had to (pause)... ah, really think about it more./

Sounds like this exercise encouraged you to feel what it would be like rather than think about it.

16. Yea. It was *really* good. And that was the second time she has come actually. I the first time I had to miss the meeting so I was really glad I got to see her the second time./

So the other thing you spoke about in trainings were the role playing and that they are a little scary. Tell me about that.

17. Well, I guess it's mostly scary because all of the other people are there in the room. I feel like it would be easier I guess,

13. P3 has always been accepting of homosexuals and the training made her more comfortable.

14. This training gave her a greater understanding and empathy for the struggles of homosexual people.

15. The experience of imagining a church suggesting she would go to hell if she loved a man made her think more deeply than she had previously.

16. P3 missed this presenter the first time she came to SARC. She was glad to see her the second time.

17. Role plays are scary because of the others watching and listening. P3 knows there isn't time for one on one role plays

<p>if it was more like a one on one thing. But I know, Kate or whoever, doesn't really have to the time to take us on one on one./</p> <p>18. And I guess it is a good learning experience for everyone else to hear what you say and learn from it.</p> <p>Tell me how the role play happens so I understand.</p> <p>Well, um, we all sit in a group, it's like a fish bowl thing. And then um, - well one time we had like an object or something and we passed it to the next person when we felt like we were done. But someone sits in the middle and pretends they have a crisis or something./</p> <p>19. And yea, it's just kind of intense because everyone is listening to you try to help and you're kinda new. And I don't know, you just have to rely on your natural abilities and then try to remember what you have learned./</p> <p>What do you think you're afraid of when you are doing that?</p> <p>20. I guess just like saying the totally wrong thing ever. And then, I don't know, everyone hearing you say that and then like – Why is she an advocate? What...yea.</p> <p>Worried about some judgment?</p> <p>Yea./</p> <p>So training helps prepare you but is also scary in that you should know a lot.</p> <p>21. Yea, and know exactly what to say. I guess it's important. The role play is probably the most important thing. It's actual, like practice. So it's good. Maybe the scary is good cause then you get, the same scary, the same sort of the same scary feeling you get when you get a call. It's</p>	<p>but she thinks it would be easier.</p> <p>18. Role plays provide experience for everyone.</p> <p>19. Role playing in the fish bowl, felt intense given that all the other advocates were listening. Being new and trying to help, P3 had to rely on her natural abilities and try to remember what she had learned.</p> <p>20. During role plays she was fearful of everyone hearing her say the totally wrong thing and wondering why she is an advocate.</p> <p>21. Role playing was the most important thing, it was practice. Scary with lots of adrenaline; the same scary feeling when she answered a call the first time.</p>
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<p>like 'OH'. Maybe...</p> <p>Is that what happened for you?</p> <p>Yea; so much adrenaline./</p> <p>Tell me about your first call.</p> <p>22. Oh, I think it was someone looking for the Curry Health Center in the end. But I'm all relaxed in my house, except that I have the phone for the first night. So, I've been checking it like every two minutes; making sure the ringer is on loud enough and stuff. But it finally rings and <i>so</i> much adrenaline just pumps through your body and like.../</p> <p>23. I live in a studio apartment with my boyfriend so I have to like run into the bathroom and like shut the door. It's like the only door we have in the house. And, yea... and then it was the Curry Health Center. That's like our most frequent call, people looking for the Curry Health Center. Like you get a call 'I broke my leg and I was looking for some pain killers'. /</p> <p>Go back a moment and tell me about the length and timing of training. How was it for you?</p> <p>24. Um, it's a big time commitment. But I feel like it's important. It's <i>really, really important</i>. So, it's worth it. Um, yea, it's a lot of long nights and stuff but it was so like so much fun because it was so, I guess, enriching./</p> <p>25. or ...you don't really mind how late you're there because you're with these amazing people and learning really important stuff and ...just being able to discuss these important issues with people, I guess, like minded people and just really understanding them.</p> <p>Does SARC provide a forum for these issues that is available elsewhere?</p>	<p>22. When P3 was a home when she got her first call. She was relaxed except for checking every few minutes to make sure the phone was working properly. She felt lots of adrenaline when the call came in.</p> <p>23. She had to use the bathroom for privacy for the call. The caller was looking for the Curry Health Center. This is the most frequent call SARC gets.</p> <p>24. Training is a big time commitment; lots of long nights. P3 feels like it was worth the time, it's important, enriching and fun.</p> <p>25. She didn't mind the late hours since she was with amazing people, learning and discussing important things with like minded people and understanding them.</p>
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26. Well, I guess I feel like it is discussed a lot. But for me, I guess I would discuss these topics with my friends and my friends are a little bit different. I feel like we've kinda gone different ways now cause I went to college and none of them did. And they're more way into like parting and stuff like that. So I didn't ever really get to talk about things the way I do with the other SARC Advocates. I don't know, I guess they kinda see things differently than me and...and...it's.../

Tell me about the friends you've made at SARC.

27. Well, it's just – I like remember the first day of our training. You look around at all these people and I don't know, it's just scary because you don't know any of them and stuff. But then I got so close with all of them./

28. And then it's like you have these trainings, I think it's like every other night for a really long time or something (laughs)/

29. So you really get to know these people. And then Kate does these awesome activities in the beginning where everyone goes around and answers the question; some funny question about themselves. So you get to know people really well/

30. and then we do the retreat at the end of the year. And that was really fun. We all spent the night there. I guess it just makes you feel really comfortable because they all have been trained too./

31. So you know if you need to talk to someone you can come to them and they can come to you. It's like a better of form of all my other friendships pretty much. It's really, really good because you can trust them. And their just nice people./

Tell me about the retreat.

26. P3 feels her old friends have taken a different path. She never talked to them about the things she speaks to the SARC Advocates about.

27. The first day of training was scary since P3 did not know anyone. But she did get close to all the advocates.

28. Trainings were every other night for a really long time.

29. Kate did introduction activities which helped people get to know each other.

30. The SARC retreat, held at the end of training was fun and made P3 feel comfortable because all the other advocates were trained too.

31. P3 trusts the other advocates and knows she can go to them and they can come to her to talk. The advocates are nice people and her relationship with them is “a better form of all my other friendships.”

<p>32. It was really fun./</p> <p>33. Um, (laugh) oh, I ahh, went out the night before with my friends from work. And so I was really hung over. Ohhh man. I love Kate so much and I respect her so much; she's like a role model to me. I love her./</p> <p>34. And so, I'm all hung over and she's driving me and another girl out there and then her husband in the front seat too. And I was so sick. She had to pull over and I puked. (laughs) It was like the most embarrassing thing ever because I just want her to like know that I'm like going to be a trust worthy, good person and I'm all puking. It was fine; it's all kind of a joke now./</p> <p>35. Ok but once we got out there it was really good. We has some team building exercises that were pretty interesting because I thought it would work out that we're all connected and we're through training so we should able to like. - We had to do this one thing where we all stuck our fingers out and we had this fishing pole, no it was like a tent rod or something. And put it on the ground or something like that. And it just kept falling and going all uneven and stuff and it was way harder than I thought it would be. And I don't thing we ever ended up getting it but we were all just laughing. And, um, yea, so we did the team building exercises and then we got to make dinner together and eat dinner. And then me and some other people stayed up kinda late and talked. It was good to get to know them on another level besides training./</p> <p>So training is long and the retreat took a weekend out of your life but it sounds like it was worth it.</p> <p>36. Yea, you have to study and it's work but it's so important and worthwhile. And it's not like work because it's a life skill</p>	<p>32. The retreat was really fun.</p> <p>33. P3 loves Kate; respects her and thinks of her as a role model.</p> <p>34. P3 rode with Kate to the retreat. She was sick/hung-over on the ride to the retreat and was embarrassed that Kate had to pull over so she could puke. She wanted Kate to know she is a trust worthy, good person.</p> <p>35. The retreat included team building exercises, making dinner and eating together and getting to know other advocates on a level different from training. It was really good.</p> <p>36. Training creates life skills, it took studying and work. It feels important and worthwhile.</p>
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you're building. It's just, you know..../

Do you anticipate being connected with some of the SARC Advocates long term?

37. Yes, definitely. I know one of them, C, she's like one of my best friends from the SARC world and I think we'll be friends for a long time. But, yea, everyone is just really – they're all really, really good people. And I'd feel honored I guess, to be friends with them forever./

Tell me about you as a new advocate beginning to work with the returning advocates.

38. Well, I was getting credit for SARC for internship credit so I had to take a class and that's how I got to know some of the old advocates more because they had to go to the class too. And I think there was one girl, I think her name was V or M or something like that. She was there and then there was another girl and J. I think there were three./

39. It didn't really work very well. I mean J went to our retreat and everything so we got to know her really well. But the other girls didn't go to the retreat and um, I don't think that they were even volunteering very much. I think that they were seniors, so they were really busy. And I think that they were really glad when we came because there were a lot of us to take some of the shifts and stuff. I think that they were kind of burnt out. And then there was only one girl besides J that came back the next semester with all of us and I don't think she was as involved as J or any of us./

Did this impact the work you were doing or the relationships in the SARC office?

40. Not really. I just never really knew about her. She just wasn't there very much.

37. P3 feels that she will have long term friendships from the people she's met through SARC, one of which is her best friend. She feels honored to be friends with the SARC Advocates.

38. P3 got an academic credit for SARC by taking an internship class. Through the class she got to know the three returning advocates.

39. Two of the returning advocates did not attend the retreat and stopped volunteering. P3 thinks they were burned out due to the time commitment before the new advocates took shifts. J stayed involved and attended the retreat.

40. The new advocates "took over the office" after training.

We kinda took it over. It was kinda crazy./

There was something else you mentioned earlier I wanted to go back to. Tell me about how you have more confidence from doing this work?

41. Well I think it's not – hmm – I don't know if it's just the SARC – but just getting to know Kate and being in the office./

42. Kate is just such an empowered woman. I really look up to her/

43. and then all the other SARC Advocates are really empowered and like.../

44. I don't know. I guess before (pause)... I was kinda in a different place, I guess from high school, cause I was right out of high school. And...I...I...guess I kinda went through a crazy evolution when I went through SARC. I kinda realized what matters to me and I guess (pause)... um, I guess reading this – Ah have you read Female Chauvinist Pigs? Yea. That book changed me a lot. And it kind of ties into SARC too, a little bit./

45. And...it just makes you a more confident person because you know that you can help people and um, and you just know that you're doing a good thing and .../

Tell me about what being empowered means to you?

46. (pause)... I guess just.(pause)... Wow it means a lot of things to me. I guess just knowing what you want and knowing who you are. And um, kind of taking care of yourself more and being more important to yourself, I guess. And (pause)... kind of a drive to something./

Help me understand what it means to be important to your self.

41. P3's sense of confidence does not just come from SARC but also from knowing Kate.

42. She looks up to Kate as an empowered woman.

43. The other SARC Advocates are empowered.

44. The SARC training and the book entitled Female Chauvinist Pigs changed her. She realized what mattered to her.

45. She feels more confident because she knows she can help people and is doing a good thing.

46. Being empowered means knowing what she wants and who she is. It means taking care of and being important to herself. "Kind of a drive to something."

<p>47. Um, (long pause)...I guess with SARC I got a lot of skills and tools to help other people but also to help myself. And to kind of, know when I need to talk to someone about something, know when things are weird, and also to call people on the things they say and things they do and stuff like that. Does that help?/ 48. So not to just sit and be quiet and just listen you know. Like I use to go to parties and guys and people would take about terrible things and just be rude and obnoxious and stuff and I use to just sit and take it and just be quiet and laugh when I was suppose to. But now I like speak up and I'm like – that's not cool at all. Cause it's kinda...I kinda have to now that I'm an advocate; it's my responsibility.</p>	<p>47. P3 gained skills and tools to help other people and to help her self, such as: knowing when she needs to talk with someone, knowing when to call people on inappropriate behaviors and comments. 48. In the past P3 would not speak up at parties when someone would say something rude or obnoxious. Now she feels it is her responsibility as an advocate to speak up.</p>
<p>You found your voice.</p> <p>Yea./</p>	
<p>Is that part of taking care or yourself?</p>	
<p>49. I think so. Yea. Cause when you're just sitting there and listening to all this stuff it kinda starts to bottle you up. And you just feel like you're quiet all the time and just don't know what to say to make them understand that what they are saying is wrong and you don't have the confidence to speak up to them or anyone./</p>	<p>49. Listening quietly began to bottle P3 up. She felt she did not have confidence to speak up to people who saying inappropriate things. Bottling things up can kill a person.</p>
<p>50. so...By speaking out and taking care of myself because I ah, I am standing up for myself and I'm like growing. And if you just bottle yourself up all the time it's (pause)... gonna kill ya – I think. (Long Pause).../</p>	<p>50. P3 found that by speaking out she was taking care of herself, standing up for herself and growing.</p>
<p>Tell me more.</p>	
<p>51. Well, they do a lot of self-care stuff in training. Because obviously this can be pretty draining and you can hear some scary stuff and situations and ah.../</p>	<p>51. Due to the draining and scary information heard during training, self-care is discussed a lot in training.</p>

<p>52. um, so we go over like if you ever need a day off or can't handle it anymore. Kate, you can talk with her and she won't make you take shifts if you don't think that you can. And then she gives us all these hand outs for self-care and they're pretty fun. (laughs). Have you read some of them (laughing). They're like 'take off your bra'.</p> <p>So, some of them on the list are not helpful. But does it get you thinking?</p> <p>Yea./</p> <p>So what do you do for self-care besides speak up?</p> <p>53. Knowing when I can't take anymore. You just have to like take – make sure you're not going to go crazy and be stressed out. So, like I guess after 5 pm I just don't do anything. I like sit down with my boyfriend and watch TV and talk but I don't think about anything else during that time./</p> <p>Talk to me about it being draining.</p> <p>54. Well, if you're in the office and taking overnight shifts all the time then you're always thinking about rape and suicide and all that stuff constantly, cause you know it's there./</p> <p>55. And you're waiting for someone to come and talk to you about it and it's just too much you know. You still want to know that the world is good...you know.</p> <p>So even if you're not taking calls, just being on shift makes you wonder if the world has decent people in it?</p> <p>Yea./</p> <p>How do you restore that belief for yourself?</p>	<p>52. Kate gives people time off from shifts if they need time off or are struggling. Kate also has hand outs regarding self-care, some of the ideas are 'pretty fun'.</p> <p>53. P3 pays attention to when she feels stressed out. One of the ways she cares for herself is by "knowing when I can't take anymore" She takes time off after 5 pm to watch TV with her boyfriend and she doesn't think about anything else during that time.</p> <p>54. It is draining to constantly be thinking about rape and suicide; this happens if P3 is in the frequently in the office or taking lots of overnight shifts.</p> <p>55. Waiting for a contact is 'too much' it's draining. P3 wants to know that the world is still good.</p>
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<p>56. Well, I just have conversations with people and just...a lot of people...there's so many good people out there. So I just try to talk to the good people and realize that the bad people are in the minority, or something. (long pause) Balance it so I don't get burned out./</p>	<p>56. P3's faith in people is restored in people by conversing with good people and realizing that bad are in the minority. Balance is the key to avoiding burn out.</p>
<p>How do you think people get burned out?</p>	
<p>57. I guess just over extending themselves; just being in the office and taking shifts all the time and just...yea, you just need to balance it with everything else./</p>	<p>57. Over extending, being in the office and taking shifts all the time causes burn out. Balance with everything else is needed.</p>
<p>So, it's being unbalanced. Have you come close to that?</p>	
<p>58. Yea, um, (pause)... I don't know (pause)... there was a time when I was working a lot and going to school and everything and then I was having to be in the office a lot because I needed to get enough hours for that credit, that internship credit. So when you're forced to get enough hours plus you have to do school and stuff it does really seem like you're doing it for the right reasons. So I'm not doing it for internship credit this time because I felt like, I was doing it for credit, to be a full time student and not because I love it and want to do it, you know. I think that you can burn out when you're doing it for different reasons than you originally were./</p>	<p>58. When P3 was working a lot, going to school full time and in the SARC office lots of hours to gain internship credits she felt like she was not doing SARC for the right reasons. Internship credits were not her original reason for participating in SARC and it felt like this could lead to burnout. "I think that you can burn out when you're doing it for different reasons than you originally were."</p>
<p>How did you cope with that?</p>	
<p>59. I just kept going. I don't know. I just did it. I just did it. I just tried not to take as many over night shifts and just tried to be in the office more cause the office one is more fun./</p>	<p>59. P3 coped with feeling burned out by not taking as many night shifts and being in the fun atmosphere of the office more. "I just kept going. I don't know. I just did it. I just did it."</p>
<p>60. On call is stressful because you want to be prepared all the time. And if you relax</p>	<p>60. Wanting to be prepared all the time makes being on call stressful. It's different</p>

<p>and you get the phone call and be like - not prepared. But I guess if you were relaxed that would be better. I don't know. And then you're kind of bringing it home with you so it's different./</p>	<p>taking SARC home.</p>
<p>You're bringing it into your personal life.</p>	
<p>61. Yea. And it's not usually there so you're so aware of it when it's there./</p>	<p>61. P3 was very aware of being on call.</p>
<p>Has this altered your personal relationship with your fiancé?</p>	
<p>62. He doesn't like it when I like too many over night shifts because we can't, like do anything. Well, he can but he likes to hang out with me, so I just have to stay home and...stuff. Like even going to the grocery store, I have to bring my SARC handbook with me if I'm on call, you know. So, I just kinda stay home, which is actually kind of a good excuse to just stay home and not have to go anywhere (laughs)./</p>	<p>62. P3's partner did not like her taking too many over night shifts since they had to stay home. P3 took her SARC handbook with her if she left the house while on call.</p>
<p>Thinking about burnout do you think you've had particular clients that have been more challenging than others?</p>	
<p>63. Um, I haven't had as many contacts as I think other advocates have had. Because I did a lot of office hours, I think, that's my guess, or something – just fate./</p>	<p>63. P3 does not think she has had as many contacts as other advocates due to having lots of office hours versus over night shifts.</p>
<p>64 I've had, I think three or four, so I remember them pretty clearly. Most of them have been acquaintances of survivors. Like there was a mother who called for her daughter, which was really touching. And um, she was so worried and it was really, really good./</p>	<p>64. She remembers all four of her contacts; they have been with acquaintances of survivors. One contact was a mother calling for her daughter</p>
<p>65. And then there was a friend who actually came into the office and I got to take her into the little room and feel like a grownup. That was great./</p>	<p>65. P3 got to go into the advocate room with the friend of a survivor. She felt like a grown up; it was great.</p>
<p>66. So, I guess from my little sample,</p>	<p>66. She has worked with friends and</p>

<p>there's, I guess there were more friends and mothers and parents and stuff than the actual survivors that call SARC, I think. That's my guess./</p>	<p>relatives of survivors.</p>
<p>How did you feel about helping them versus helping a survivor?</p>	
<p>67. I guess it feels good because, I mean, I would like to be able to actually talk to the survivor but if the friend talks to me and gets the tools they need and gets everything out of their system – because it freaks them out too – then,/</p>	<p>67. P3 would like to talk with a survivor. Working with the friend of a survivor is good because they get to talk about how it affects them and they get tools to help their friend.</p>
<p>68. then they can probably help their friend better than I could maybe. Because they know them and the survivor trusts them more and stuff like that./</p>	<p>68. The friend may help the survivor better than P3 because they are known and trusted by the survivor.</p>
<p>Was it scary for you?</p>	
<p>70. It is scary but you just try not to think about it, I guess. Yea, you just think that 'I just need to talk to this person because they need me, I know this stuff'./</p>	<p>70. Working with the client was scary for P3. She tried not to think about it, focused on the fact that the person needed to talk and that she knows this stuff.</p>
<p>Is it scary for the same reason the role plays are scary?</p>	
<p>71. Hmm, um, a little bit, I guess in the same active listening way. Because you want to active listen and do that stuff, that, that's important./</p>	<p>71. Contact with clients is scary. She wants to be able to active listen and do the other importance stuff.</p>
<p>72. But the person on the phone isn't going to know when you mess up really. Unless you really mess up and then they're going to know that you shouldn't have said that, but, I don't know. I guess the training is scarier because everyone is going to know when you say something that you shouldn't have said. (Long pause).../</p>	<p>72. The training is scarier; all the advocates know if I say something I shouldn't have. Clients don't know if P3 messes up.</p>
<p>73. I want to get more involved. I feel like, even though I was pretty involved last year I want to take more overnight shifts and actually get some contacts more and um, um some good experience./</p>	<p>73. P3 wants to be more involved in SARC that last year, take more overnight shifts, have more contacts and gain good experience.</p>

<p>So it feels like there are two things you're looking for. One is experience.</p> <p>74. Yea, I just want to strengthen my skills and be able to not get all freaked out every time the phone rings because I'll have experience behind me I guess. But I'll probably still freak out./</p> <p>The other is helping someone. When did you get you're first contact?</p> <p>75. Yea. I got my first contact just a week or two after I was done with training./</p> <p>You're half way through you're second year of being an advocate. You've had just a handful of contacts. Tell me about how that is for you?</p> <p>76. It's kind of frustrating./</p> <p>77. I mean I guess, for me it's good and reassuring because friends are calling, I guess, that's really good./</p> <p>78. But at the same time when I tell people I'm a SARC Advocate they like 'Wow! That's amazing, that's really cool that you do that but I couldn't do that' or whatever. And I kind of feel like a poser (laughs) or something because I haven't had any serious, you know, contacts. So like yea, I'm great but I haven't really...it's not really that big of a deal I guess. But it is because I'm waiting for it to happen./</p> <p>What's a serious contact?</p> <p>79. Well, I mean one from like a real, I mean, a real survivor and then...yea. (pause)... I guess? I guess they're all serious. I would just feel like it would be (pause)... a bigger deal if it was like from a survivor to me.</p> <p>Talking to a survivor is what you're</p>	<p>74. Gaining experience feels like it will strengthen her skills and keep her from freaking out every time the phone rings. She may still freak out.</p> <p>75. P3's first contact was a week or two after she finished training.</p> <p>76. It's frustrating to not have had more than a handful of contacts in a year and a half.</p> <p>77. If's good that friends call her to talk.</p> <p>78. People think it's amazing that she is and advocate. She feels like a poser since she has not had any 'serious' contacts; it's not a big deal. She is waiting for 'it' to happen.</p> <p>79. A serious contact is one from a real survivor. All the contacts are serious but it would be a digger deal to P3 if she spoke to a survivor.</p>
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trained for; so I wonder if it feels like some of your training is not getting used?

Yea./

I would like to go back again to something you mentioned earlier. You spoke about SARC has helped you have an evolution of yourself. Tell me about that?

80. Well, I guess (pause)... I've always want to help people - always. Like even in, in high school I unintentionally made friends with people who always needed help and like were in really bad situations and stuff. But after – I couldn't help them and I was just their friend. I kinda turned into – being in a bad situation./

81. Like through, through my mom and step dad's divorce and all this stuff I ended up kind of partying and being – and turning into kind of a bad kid I guess, or whatever. And, but then, I guess when I joined SARC (pause)... I (pause)... kinda - it brought me back to who I was before all that kind of trauma in high school and stuff. I guess it kind of – instead of an evolution, I guess it was bringing me back to like my true self minus all the drama and stress and stuff./

How did it do that?

82. It's just – cause there's a lot of - in the training they ask you a lot of questions and you kind of have to look in yourself and see 'oh I never really thought of what my theme song is' or you know. It kind of makes you realize who you are and then when you want to help someone you have to kind of, (pause)... make yourself believe you have the strength and confidence and stuff like that. And...yea.../

How do you make your self believe you

80. P3 has always wanted to help people, but found she could not help them. Being their friend put her in bad situations.

81. P3's parents divorced; she turned into a bad kid. SARC brought her back to her true self, who she was before the trauma, minus the drama and stress.

82. The SARC training made P3 look at herself and realize who she was. She discovered she had to believe she had the strength and self confidence to help other peoples.

<p>have the strength and the confidence?</p> <p>83. Well, you just kind of remind yourself – I’ve went through the training; I’ve done this with my friends before the training; I think I can do this; all I have to do listen and empathize and understand and be there so it’s not that big of a deal./</p> <p>You really draw on the training and trusting something in yourself.</p> <p>84. Yea, I think it’s kind of natural. If I just only relied on the training then I would just be a robot and like – I don’t think I would be very effective. But it just – I’ve listened to my friends and I’ve listen to people in my life before this and I feel like I can do it.</p> <p>85. I, I think it’s in all of us to just be there for someone./</p> <p>Sounds like being in SARC changed how you felt about yourself?</p> <p>86. Yea. I guess I just kind of changed my priorities. (pause)... I don’t know, I guess just being needed – ya, being needed, being need for someone. When you have to be there for people and stuff (long pause) it changes you priorities. And it feels good. (long pause).../</p> <p>You mentioned earlier that while the training has been good it has also been really time consuming, kind of like another job.</p> <p>87. Yea it is. It’s hard. And I don’t know, it’s really hard for me (pause)... because I have to work and go to school and everything you know. I think that a lot of the other advocates don’t have to work I think. Some of them have their school paid for by their parents and they’re set and stuff and that’s totally fine. I’m fine with that.</p>	<p>83. P3 encourages her self confidence and strength by reminding herself she went through training, she listened to her friends before she was trained and all she has to do is listen, empathize, understand and be there for the client. “It’s not that big of a deal.”</p> <p>85. Drawing on only the training when working with clients would make P3 feel “like a not very effective robot.” It’s natural for her to listen, as she always has with her friends.</p> <p>85. P3 believes it is in all of us to be there for someone.</p> <p>86. SARC has changed P3’s priorities. Being needed, being available for people changed her priorities. It feels good.</p> <p>87. Due to working and going to school, the time training took up was hard for P3. She feels she has more on her plate than some of the other advocates.</p>
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But I guess I have a lot more on my plate I feel like sometimes./

88. And, I don't know, so sometimes I'm late for my shift in the office and I feel so bad because I really do want to be there. And one time Kate was like: you have to be on time here, it's like another job and I'm really sorry but you have to be her because we count on you. And I'm like, I'm so sorry and I felt really bad cause it really matters to me so much, what I do. Because this is a big deal for me and I want to be there. It's just hard to make it sometimes. I'm all about schedule./

This makes me appreciate the time you are spending with me because I can clearly hear how busy you are.

89. Thank you. I really wanted to do this because I think it's important and I have to spread this karma of research because at some point I'll be doing this (laughs)/

You find a way to balance your life. Is there something that you don't get to do that you might want to do?

90. I don't know. I'm all about my quiet personal time, you know. And I don't get that as much, like my reading time and my relaxing time. But I love everything that I'm doing right now so much that I can't complain. I mean I'm really busy and I don't have enough time for different things I love you know, but its fine. I'm just running you know. It makes me feel really important because I'm at school from 9 to 5 everyday. It's cool./

You said this makes you feel like you have a purpose. What is that purpose?

91. Well, to be that person that's, like, there, you know. Because like I said, growing up I always knew there was

88. Due to her busy schedule P3 can be late for her SARC shift. Kate told her SARC is like another job and she is being counted on to be there. She felt badly because SARC matters to her and she wants to be there and it's hard to make it at times.

89. P3 wanted to talk with me, she believes it's important and she hoping for good karma when she does her research.

90. Due to her busy schedule P3 does not get as much quiet, relaxing, personal time as she would like. She loves all the things she does and being busy makes her feel important.

91. P3 feels good being the person that someone can call and she will be there. She has always known such a person existed,

<p>someone that I could call and would be there. And to be that person is pretty cool. And um, (pause)... and I think that it is such a good purpose to have to be there for someone. I mean...I was always – when I was really – um I guess – my freshman or sophomore year my friend lost her virginity. She was the first. We were a really tight group of friends and it happened at a party and right after she told me. And I like freaked out and I went: oh my god we have to call someone, you need to talk to someone. And I like, I probably really over reacted and because I knew someone was there to talk to. And to me that person was pretty cool. So I like dialed 0 for the operator and like: my friend just lost her virginity and she needs to talk to someone (laughs). And she’s like I don’t need to talk to anybody, (laughing) I mean like...Are you sure. It just freaked me out because I hadn’t and none of my other friends had./</p>	<p>“to be that person is pretty cool.”</p>
<p>So helping someone helps you feel empowered?</p>	
<p>92. It makes me feel more rooted in a way 93. cause I’m like someone’s rock/</p>	<p>92. Helping people makes P3 feel rooted. 93. Helping other makes her feels like she is “someone’s rock.”</p>
<p>94. and I feel more, I guess balanced as a person because people rely on me and/</p>	<p>94. She feels more balanced when people rely on her.</p>
<p>95. it makes me feel powerful because of the things I’ve learned and stuff like that/</p>	<p>95. She feels more powerful due to what she has learned.</p>
<p>96. and how I’m growing.</p>	<p>96. She feels like she is growing.</p>
<p>Would you not feel as rooted if you weren’t helping people?</p>	
<p>Probably not./</p>	
<p>You mentioned outreach work you’ve done. Tell me about that experience.</p>	
<p>97. Well, I um, I was originally going to be doing the presentations. But I chickened</p>	<p>97. P3 was going to give presentations for the SARC Out Reach Program. She</p>

<p>out at the last minute. So I was there and I just tabled at the SARC table just in case someone needed to talk. No one ended up coming to me but it was so interesting watching the people watching the presentation./</p> <p>98. Because, I don't know, it's just, I guess some of them were amazed that we need this presentation. They're like what? This is really unnecessary or something./</p> <p>99. But we really do and then I was really amazed by some of the boys. The boys were the most interesting, the girls were all about it and really happy. But, um, there was this one dorm where the boys were really, really respectful and totally taking all the information in and it made me so happy. It made me think of my boyfriend and my brothers and everyone and boys are great. Like if there were more of these that were more open, loving and respectful that would be great./</p> <p>100. Then there was another dorm where they were – I was in the back. And I could just hear their comments and just being really rude; just joking about everything. And I mean, it's an uncomfortable topic and so I can see why they were joking for sure; and trying to be comfortable with each other. I think it was the end of the semester and they probably new each other and they were all buddies. But it just kind of broke my heart like, hearing all these guys, like, they even read case stories of men and women who have been raped. And I think that kind of touched them a little bit but they were still like joking and stuff. I guess it's different and I, I can't be mad at them./</p> <p>101. But I came home that night to my boyfriend and I was just mad. Mad at him and mad at men in general. And he had to like talk to me and he was like: you have brothers, you know boys aren't all like that, they were just goofing off./</p>	<p>'chickened out'. She found it interesting to watch the presentations.</p> <p>98. Students were amazed at the need for the Out Reach Program; didn't think it was necessary.</p> <p>99. Most interesting to P3 were the boys. One dorm of boys was respectful which made her happy and brought to mind her boyfriend and brothers. The girls were all about it and really happy.</p> <p>100. P3 sat in the back and could hear rude comments and jokes when the Out Reach program was given at another boys' dorm. The topic is an uncomfortable topic and it "broke her heart" to hear the boys joking. She hopes they were somewhat touched by the case stories.</p> <p>101. P3 came home after they Out Reach presentation angry at her boyfriend and men in general. Her boyfriend reminded her of the good men in her life.</p>
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<p>What were you angry about?</p> <p>102. That they were not taking it seriously./</p> <p>What's your thought about what happens if they don't take it seriously?</p> <p>103. Well, then, they'll just let it happen. They'll be at a party and know that it's happening and just be like: oh, that's fine. Or they'll just laugh it off or whatever./</p> <p>How did you work through that?</p> <p>104. I just...It was good talking to Erin, the one who does outreach, cause she said that does happen a lot in the boys dorm. It's not uncommon and they're just rowdy and stuff. And it is hard but -/</p> <p>105. I just thought how amazing it is for the presenters to be up there and doing that. It takes so much strength to be up there when they're making comments and stuff. And it just made me really, really thankful for Erin and the whole outreach thing. I think it's so important and good./</p> <p>106. I guess I just kind of hoped that once the boys are back in their dorm room and before they go to bed that they actually thought about it. And like, maybe it sunk in, in the later days or something./</p> <p>107. And I can understand, like, you're forced to go to this thing. I mean they brought pizza and that was kinda why people came; for the pizza. I can totally understand it. If you're not in the mind set of how serious this is and don't know the things that me and the outreach people know..../</p> <p>Is there anything you would suggest the outreach program do differently?</p> <p>108. I feel like Erin does such a good job and she just tries really hard. I don't think that anything can make it better./</p>	<p>102. P3 was angry the boys were not taking the information seriously.</p> <p>103. If the information is not taken seriously they will just let sexual assault happen, or laugh it off.</p> <p>104. P3 spoke to the head of the Out Reach program to work through her feelings.</p> <p>105. It is amazing and takes strength to give Out Reach presentations. P3 is thankful for that program.</p> <p>106. P3 is hopeful the boys in the dorm may think about the information and it may mean something to them.</p> <p>107. People are forced to go to the Out Reach programs; they come for the free pizza. They do not understand how serious the issues are.</p> <p>108. The Out Reach coordinator does a good job. P3 can't think of anything she should do differently.</p>
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<p>109. I just think that they're in an awkward freshman phase where, they're not ready for it. I think that maybe (pause)... I don't know. I was going to say that maybe it would be better if they could just seek it out on their own – like the information; to find it on their own time. But I think some of them need to be forced and I think it's good that.../</p> <p>110. And like at that bad one, if I had been up there I would have just snapped and like: you guys need to listen, this is serious and just broke down./</p> <p>111. And she was just totally calm and like: let's stay on topic here. Just really amazing. We're just so lucky to have her on campus here. She's amazing./</p>	<p>109. Freshman are in an awkward phase; sometimes they need to be forced to attend.</p> <p>110. P3 feels like she would have snapped at the boys who were joking and being rude.</p> <p>111. The Out Reach Coordinator stayed on topic. She is amazing “We're just so lucky to have her on campus here. She's amazing.”</p>
<p>Would you want to do this kind of work; the outreach or what Kate does?</p> <p>112. That would be awesome to be in a position like Kate's. That would be very cool. Cause then I would get work with people like me, the advocates, the young college girls' to train them and be a role model like she is and then to do the counseling side of it too. It would be exciting./</p>	<p>112. P3 would like to do what Kate does: working with advocates, training and being a role model for young college girls, working with people like herself and doing counseling on the side.</p>
<p>Are there other things that we have not talked about that feel important that have impacted you life?</p> <p>113. (long pause) Um, I don't know. It's good on so many levels./</p> <p>114. And just being engaged to J too, he knows that I am, I guess an empowered woman, an advocate and I'm going to stand up for women and men. And I think he really respects that and he like supports me so much and he loves that I do SARC. And he thinks it's amazing and he tells me that. And that makes me feel good. And it makes me love him so much more that he loves SARC and what they do./</p>	<p>113. SARC is good on many levels.</p> <p>114. P3 is engaged to J who knows she is an empowered woman; advocate who will stand up for women and men. J respects, supports her and loves that she does SARC. P3 feels good and loves J for caring about SARC.</p>

You've been with J since you were in high school and he's seen you during what you called your bad girl phase and now during your time at SARC. How has your 'evolution' during your time at SARC impacted your relationship with J?

115. I think he was a big part of it because he is like such a steady person. He hasn't changed at all. He is a really good guy. I think he helped me, you know, he kind of saved me through this stuff. And he's always been there for me to talk to and stuff, but...I don't know, I'm free to be involved in whatever I want to and he just supports me. I think he probably saw some changes in me./

116. I was fascinated by everything and I just loved it so much that I think he was just happy for me that I found this. I would come home and tell him all the stuff; like the crazy statistics and the sad things and he would just listen to me and we would talk about it. I would always want to come home and show him all the handouts and we'd just talk about everything. And he thought it was really interesting too./

Sounds like it actually strengthened your relationship. Is that right?

117. Yea I think so. I think that he just realizes that I can recognize a good relationship now, so he's like...I think he's just really proud of me; which feels really good. /

Thank you for speaking with me.

115. J is a steady person and a big part of her evolution during her SARC training.

116. P3 was fascinated by what she was learning at SARC and J was happy for her. They would discuss the information P3 was learning. He thought it was interesting.

117. P3 feels like she can recognize good relationships now. J knows this and is proud of her. This feels good.

P3: Level Three, Narrative Based on Emergent Themes

Growing up P3 “always knew there was a place like SARC out there. So it always made me feel safe, you know. And now to be involved in it, like, makes me feel really good.” P3 is a senior, returning for her second year as a volunteer advocate at the Student Assault Resource Center. During her first year at SARC she also held the paid position of an intern.

The first day of advocate training was scary because P3 didn’t know anyone. Kate’s “awesome activities” at the beginning of training coupled with trainings every other night for a really long time (she laughs as she says this) created an atmosphere for P3 to get close to the other advocates. “You really get to know these people.”

For P3, the amount of time training took up could be frustrating; it felt like a second job. P3 goes to school full time and has a part time job, she feels like this is more than some of the other advocates have to contend with. She’s ok with having to do more than others and she feels it has made her life a little more challenging. Although training was a big time commitment with lots of long nights, P3 felt “like it’s important. It’s *really, really important.*” There were a lot of long nights but P3 didn’t mind the late hours because she was with amazing, like minded people, learning, discussing and understanding important things. Training took studying and work but “it was worth it”; it felt important, worthwhile and created life skills.

Even though SARC is really time consuming P3 would never quit because “It’s just so nice.” It makes me feel good and like, it makes you feel like, you have more of a purpose besides just sitting in a classroom.” She feels the training has helped her become a better listener and people are more likely to now seek her out to talk about their problems. She “feels smarter.” P3 describes training as worth the time, important, enriching and fun.

Besides giving P3 the tools to help people she feels training made her look at herself, giving her a greater understanding of who she is. She discovered she has to believe she has the strength and self confidence to help other people; after all she has gone through the training and she has always listened to her friends. Now all she has to do is listen, empathize, understand and be there for the client. “It’s not that big of a deal.” P3 recognizes the benefits of training but realizes that if she were to draw only from the training when working with clients she would feel like “a not very effective robot.” It’s always been natural for P3 to listen and her friends seek her out more now that they know she is trained so she feels like she “can do it.”

There were many topics included in training; topics such as active listening, facts, resources and information regarding how to respond to a client call. Training also included guest speakers. The speaker P3 found most interesting was a Mormon woman who was the survivor of domestic abuse. Hearing this woman comfortably talk about her experiences, rather than hearing or reading a case study of domestic violence, helped P3 better understand the complexities of leaving a violent relationship. P3 had previously thought “Why didn’t she just leave him? Like it seemed pretty easy,” but once the speaker talked about how her confidence, her well being, her son – everything was tide up with him, P3 began to understand how difficult it is for someone to leave.

This woman originally sought help from her church leader but found the advice he offered unhelpful. This information spurred Kate, the Coordinator of SARC into

action; she is interviewing and educating various church leaders, something P3 would like to become involved with.

Another guest speaker during training which impacted P3 was a woman who spoke about the challenges of being homosexual. This speaker led an exercise encouraging the advocates to imagine a world where being heterosexual put them in the minority. The experience of imagining a church where, as a heterosexual she would be told she was going to hell if she loved a man made P3 think more deeply than she previously had about this issue. Although P3 has always been accepting of homosexuality this training made her more comfortable and gave her greater empathy and understanding for the struggles of homosexual people. P3 missed this presenter the first time she came to SARC and was glad to be able to see her the second time.

One of the scarier aspects of training for P3 was that of role playing. Role plays were done in a fish bowl style; one person, playing the client, sits in the middle and the advocates take turns asking questions and helping the person. P3 realizes there is just not enough time for one on one role plays but does feel like it would be easier. The fish bowl exercise provides experience for everyone because you learn not only from what you say, but by listening to the other advocates. This is also what makes it scary; because the other advocates are watching and listening and P3 was fearful of everyone hearing her say “the totally wrong thing ever” and then asking “Why is she an advocate?”

Although role playing was scary and intense P3 felt more confident and empowered when she made it through them. As a new advocate, the role plays pushed her to remember what she was learning and encouraged her to rely on her natural abilities. Role playing was “probably the most important thing. It’s actual, like practice. So it’s good. Maybe the scary is good cause then you get, the...sort of the same scary feeling you get when you get a call. It’s like ‘OH’. Maybe...”

Both newly trained and returning advocates participate in the SARC overnight retreat which is held in October at the end of training. There were only three returning advocates the year P3 was trained. Unlike the other newly trained advocates P3 knew the three returning advocates because she was taking an internship class with them. Only one of the returning advocates attended the retreat. P3 thinks the other two advocates were burned out due to the time commitment demanded of them before the newly trained advocates began taking shifts. J, one of the returning advocates stayed involved and attended the retreat.

The retreat included making dinner, eating together, team building exercises and getting to know the other advocates on a different level. P3 was surprised at the different level of connection formed during the retreat; she thought that through the training they would already be as connected.

Being at the retreat was fun and comfortable and because the other advocates had gone through training P3 knew she could go to them to talk and they could come to her. SARC has provided P3 a good connection for meeting like minded people. P3’s ‘old friends’ have taken different paths than P3 and she does not talk to them about things she talks to the other advocates about. P3’s relationship with the other advocates is “a better form of all my other friendships. It’s really, really good because you can trust them and their just nice people.” One of P3’s best friends is from the SARC world and she thinks they will be friends for a long time. P3 would “feel honored...to be friends with them [the other advocates] forever.”

P3's first contact was a week or two after she finished training. She was at home when she got her first call and except for checking to make sure the phone was working properly every few minutes she felt relaxed. When the call came in she felt lots of adrenaline. Because she and her partner share a studio apartment so in order for her to take the call in private she had to go into the bathroom. The caller was looking for the Curry Health Center. P3 believes this is the most frequent call SARC gets.

P3 does not think she has had as many contacts as other advocates. She thinks this is due to the fact that she has lots of office hours and does not take many over night shifts. She has had four contacts, all of which she clearly remembers. Her contacts have all been with acquaintances of survivors; friends or relatives of the survivors. One of the contacts P3 had was with the friend of a survivor who came into the office. P3 "got to take her into the little room and feel like a grownup. That was great."

P3 feels working with the friends of survivors is good because she talks with the friend about how they are affected and the friend will take information and tools back to the survivor. She thinks maybe the friends can be more help to the survivor because they are known and trusted by the person.

People who know P3 is a SARC Advocate are like "Wow! That's amazing, that's really cool that you do that, I couldn't do that." P3 laughs as she says "and I kind of feel like a poser or something because I haven't had any serious...contacts." She's waiting for the serious contact to happen and in the mean time feels like what she does is not "really that big of a deal." P3 admits all contacts are serious but she feels like it would be a "bigger deal" if it was from a "real survivor." P3 has felt frustrated not having had more than a handful of contacts in the year and a half she has been an advocate and none of those from survivors.

P3 would like to be more involved with SARC this year. She plans on taking more overnight shifts which hopefully will allow her to have more contacts and gain her more experience. P3 is hopeful that gaining more experience will strengthen her skills and keep her from "freaking" out every time the phone rings. She smiles as she says she may still freak out. Although working with clients has been scary for P3, she tries not to think about being scared and focuses instead on the fact that "I just need to talk to this person because they need me; I know this stuff." She feels talking with the client is less scary than role playing in front of the other advocates because the other advocates would be more likely than the client to know if she said something she shouldn't have.

P3 laughs as she tells the story of getting to the retreat. She and some friends from work, had gone out drinking the night before and P3 was feeling hung over. P3 was riding with Kate, another female advocate and Kate's husband. On the journey to the retreat Kate had to pull over so P3 could "puke." "It was like the most embarrassing thing ever because I just want her to know that I'm going to be a trustworthy, good person and I'm all puking." It's a bit of a joke now.

P3 loves and respects Kate. She thinks of Kate as a role model and an empowered woman. P3's sense of confidence comes not just from SARC but also from knowing Kate and spending time in the office with her. P3 would like to do the same kind of job Kate does: working with advocates, training, being a role model for young college girls, working with people like herself and doing counseling on the side.

Because P3 is so busy with school and a job she struggles to get to SARC on a timely basis. P3 really wants Kate to know how much she wants to be involved with

SARC and how much it means to her. She felt badly when Kate talked to her about being late to her SARC office shift. Kate encouraged P3 to treat her work at SARC like another job and to know she was being counted on to be there. P3 felt badly because SARC is “a big deal to me and I want to be there.” It’s just difficult for her get there on time sometimes.

SARC training and the book entitled *Female Chauvinist Pigs* changed P3 by helping her realize what mattered to her. In high school P3 always wanted to help people. She was drawn to people who were in bad situations and needed help, however she found she couldn’t help them and instead ended up being their friend or as she puts it “being in a bad situation.” P3’s parents divorced while P3 was in high school and she went through a period of time when she was a “bad kid” who ended up partying a lot. When P3 joined SARC she was brought back to who she was before the divorce, it brought her back to her “true self.”

The empowerment training and the knowledge she can help someone has given her more self confidence. Being empowered means knowing what she wants and who she is. It also means taking care of and being important to herself. P3 feels more confident because she knows she can help people and she is doing a good thing. P3 has gained skills and tools to help other people and to help herself, such as: knowing when she needs to talk with someone and knowing when to call people on inappropriate behaviors and comments. In the past P3 would not speak up at parties when someone said something rude or obnoxious, now she feels it is her responsibility as an advocate to speak up. Listening quietly without speaking out began to bottle P3 up. She felt she did not have the confidence to speak up to people who were saying inappropriate things. She feels like bottling things up can kill a person, so by speaking out she is taking care of herself, standing up for herself and growing.

P3 feels good being the person that will be there when someone calls. She has always known such a person existed “and to be that person is pretty cool.” Helping people makes P3 feel like she is “someone’s rock” and she feels “rooted.” When people rely on her she feels more balanced. P3 feels more powerful due to what she has learned and she feels like she has been growing as a person. Being needed and being available for people has changed P3’s priorities and it feels good. She believes it is in all of us “to be there for someone.”

P3 was fascinated by what she was learning at SARC and Jay, her finance’, was happy for her. Jay thought the information was interesting and together they would discuss it. Jay knows P3 is an empowered woman, an advocate who will stand up for women and men and he respects P3 for this. He supports P3 and loves that she is involved in SARC. P3 loves Jay in part because he loves SARC and what they do. Jay has been a steady person in P3’s life and a big part of her “evolution” during her SARC training. P3 feels like she can recognize a good relationship now and she thinks this is in part due to her work with SARC. She thinks Jay recognizes this and is proud of her; that, feels good.

P3 was also involved with the SARC Outreach Program where she was going to help give presentations, but she ‘chickened out’ and instead tabled and was available as an advocate in case someone needed to talk. The Outreach program makes presentations in the dorms on issues such as safe sex. P3 found it interesting to watch the presentations

and was surprised many of the students did not recognize the need for the program; they did not think it was necessary.

Most interesting and impactful to P3 was watching the boys respond to the presentations. Boys from one dorm were respectful during the presentation, which made P3 happy and brought to mind her boyfriend and brothers. During another presentation, P3 was sitting in the back of the room which enabled her to hear rude comments and jokes being made by the boys. She recognizes the topics as uncomfortable, but it “broke my heart” hearing their comments. P3 was angry at her boyfriend and men in general after observing these young men’s behavior. To help her gain some perspective her boyfriend reminded her of all the good men in her life.

P3 was angry with the boys because they were not taking the information seriously and her fear is that if the information is not taken seriously they may let sexual assaults happen or just laugh them off. To work through her feelings about this situation P3 spoke to Erin, the coordinator of the Out Reach Program. Erin helped P3 gain some understanding. P3 appreciates the fact freshman are in an awkward phase of their development and they are being forced to attend these presentations. Actually she thinks most attend because of the free pizza. P3 is concerned because they do not appear to grasp the seriousness of this topic. She thinks it might be better if the boys could seek the information out on their own and she also thinks it’s ok to force them to attend. P3 is hopeful some of the information may have “sunk in.”

P3 is amazed at the strength it takes to give an Out Reach presentation. She thinks she would have “just snapped” if she had been giving the presentation where the boys were being disrespectful. Erin, who was presenting that night, was totally calm, suggesting they stay on topic. She feels like Erin does a great job and P3 can’t think of anything she should do differently. “We’re just so lucky to have her on campus here. She’s amazing.” P3 is thankful for the program.

Self-care is something discussed frequently during the advocate training. This is due in part to the draining and scary information heard during the training. Kate provides handouts with a variety of self-care strategies, some of which are “pretty fun,” such as taking your bra off. Kate also lets the advocates know if they are struggling they can have time off from their shifts.

As noted previously one of the ways P3 takes care of herself is by speaking up when she sees or hears things that are inappropriate. Another self-care technique is for her to recognize “when I can’t take anymore.” When this happens she makes time in the evening to watch TV with her boyfriend and does not allow herself to think of anything else. P3 finds it draining to constantly be thinking about rape and suicide.

Overextending herself by being in the office too frequently or taking a lot of overnight shifts can cause her to feel burned out. Waiting for a contact is “too much,” it’s draining, and she needs to know the world is still good. For P3, balance is the key to avoiding burn out. She needs to have conversations with good people to restore her faith in people. It’s important for her to realize the bad people are in the minority.

P3 experienced a bit of burn out when she was working a lot, going to school full time, working as an Advocate and fulfilling her internship credits by being in the SARC office a lot. The internship credits were not P3’s original reason for participating in SARC and she began to feel like she was not participating in SARC for the right reasons. She was doing it for the credit, so she could be a full time student and not because she

loved it and wanted to do it. “I think it can burn you out when you’re doing it for different reasons than you originally were.

How did P3 cope with feelings of burn out? “I just kept going. I don’t know. I just did it. I just did it.” She found that limiting the amount of time she was on call in the evenings and weekends was helpful and instead she spent more time in the office where the atmosphere was more fun and she was more prepared for contact with clients. This year P3 is not taking SARC for internship credit, she is just volunteering; doing SARC for the right reasons.

P3 was very aware of being on call, especially because her fiancée’ did not like her taking too many overnight shifts due to the fact they had to stay at home. If P3 left the house while she was on call she took her SARC training manual with her. Being on call was stressful because P3 wanted to be prepared all the time. She took SARC home with her.

“I’m all about my quiet personal time.” Due to P3’s busy schedule she does not get as much quiet, relaxing, personal time as she would like, however she loves everything she is doing and doesn’t want to complain. “I’m just running” but it makes “me feel really important. It’s cool.”

P3 ended by noting that “SARC is good on many levels.”

Appendix P

Participant Four: Mary
Levels One-Three

<p>Please tell me about your experience of being an advocate at the Student Assault Resource Center and how you feel this work has impacted your life. Feel free to share positive, negative and neutral thoughts and feelings, in as much detail as you would like.</p> <p>1. Ahh. So experiences...I guess, I'll kind of start at the beginning with SARC. When I came into college I didn't know anyone. I knew one girl and then she ended up leaving after the second week of school. So I didn't really know anyone. So I was kind of at that point where I really wanted to find a group, find something to do, find something to keep me involved and then, umm, I heard about SARC probably at one of those fairs that they do./</p> <p>2. In high school I had worked at Planned Parenthood. And I really – it was fine – but I really enjoyed talking to the people about like what they had done. And I felt like this was kind of along that line ...so I got involved with that./</p> <p>3. You know after the training and going through and then starting work – I think, ah, well the first semester I didn't even get any contacts, the first semester. So, I mean like I learned all about these things and I heard other people talk about it but it wasn't any direct contact./</p> <p>4. So, the first semester I was a SARC Advocate but I felt like I hadn't been, like, initiated yet./</p> <p>5. So...my benefit out of that was just really, just the group./</p> <p>6. My class seemed to be pretty similar coming in, ahh, we had a lot of psychology students, a lot of quiet students. Umm, so we all got along really well. Two of my best friends now, I met through that program. So, in that sense just the community of advocates is really</p>	<p>1. P4 got involve with SARC to be part of a group/community. She heard about SARC through a SARC fair.</p> <p>2. P4 enjoyed talking to people and felt SARC was kind of along that line; so she got involved.</p> <p>3. P4 went through the training, started working at SARC and did not have any direct contact with clients the first semester.</p> <p>4. “So, the first semester I was a SARC Advocate but I felt like I hadn't been, like, initiated yet.”</p> <p>5. Her benefit was the SARC group of Advocates.</p> <p>6. Most of the advocates in her class were psychology students. They all got along well and she met two of her best friends.</p>
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<p>just...helped me./</p> <p>7. You know I'd go in there sometime when I was upset and just because we are trained to listen, you know, it is just a great place to go and express your feelings and talk about it. And I mean that's not even technically what we are supposed to do, you know. That's not our job but it's kind of a community that we built, umm, which is kind of cool./</p> <p>8. Umm. So, the other experiences... Then, um Spring Semester I did finally start getting contacts. Umm. So that made me feel a little bit more involved, it wasn't so theoretical it was actually practical I guess./</p> <p>9. And then this semester too, when the new class was in training there were only like five of us, so, a lot of time – a lot of time on the phone and a lot of contacts too. So it got me a little bit more involved./</p> <p>10. So, I'd like to say that a lot of what I learned from SARC - a lot of it has just kind of opened my eyes and made me realize that there is a lot of stuff out there and a lot of good that can come from bad experiences and a lot of growth./</p> <p>11. ahh, but there is also a lot of it that has made me really cynical and really not as happy. I can remember in training, umm, we would learn about these horrible things that can happen to people and/</p> <p>12. I would come back – and I had a lot of guy friends that I would hang out with and I was actually kind of scared. You know, just like...in the back of my mind I was close to these people but it was like I don't want to be in a room by myself; just immediate after the training and then I'd get over it the next day./</p> <p>13. We had this saying, that like, most rapists are male but most males are not rapists. You know, which is just kind of a good mantra to keep going, cause I was, I don't know./</p> <p>14. And now I'm fine with it but for awhile there, I was really, I was probably</p>	<p>7. P4 talks with other advocates when she is upset because they are trained to listen. This community has "helped me" "it's kind of a community that we built, which is kind of cool."</p> <p>8. Her second semester (Spring) P4 started getting contacts which made her feel more involved. The work was less theoretical and more practical now.</p> <p>9. P4 got more involved fall semester when there were only five returning advocates to do all the shifts.</p> <p>10. P4 has learned a lot from SARC. It has opened her eyes and made her realize that good and growth can come from bad experiences.</p> <p>11. During training P4 learned about some horrible things that happen to people which made her cynical and unhappy.</p> <p>12. P4 would be afraid to be around her guy friends. Right after the SARC training she did not want to be in a room with her male friends. She would "get over it" by the next day.</p> <p>13. Her SARC mantra is: "most rapists are male but most males are not rapists."</p> <p>14. P4 was overly cautious after hearing stories in SARC training. She feels like she is fine now.</p>
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really...probably overly cautious from hearing all these stories./

Were there particular things about the training that encouraged that kind of fear for you?

15. Well, I'm not sure. I think it's because we're given all these situations and the people who train, like Kate or people who come in, really make it clear that like, even though it is common it's not like something ...they try to find the balance of giving us all this information but then making sure that we're not scared by it./

16. But some of it does get internalized you know, even, even when you try to be rational about it./

17. Umm, so I think it was just, for awhile after you get that information all your senses are just *super* aware and *super* heightened and it'll go back down to their normal levels for awhile./

Do you feel like there are piece of that heightened awareness which remain with you today?

18. Um, I think it's not so much in myself because I feel like I know - which you know probably is not true. You know you can't just look at someone and know whether or not, like they are fine or not. But I feel like with me, I'm aware of it and I'm cautious./

19. But I think sometimes with other people I do get a little bit protective. I get a little bit worried./

20. Umm. I don't know. It's almost like I take it and I realize that I have that thought and I just kind of accept it and like move past it. Like there's part of me that is - Oh, I don't want to be alone with someone but it's ok. I'm not really alone, you know, like we're meeting in a coffee shop. Not that big of a deal. And I just kind of rationalize

15. Kate and other trainers encouraged the advocates find a balance between the information they were receiving and the fear they may experience.

16. Some of the fear got internalized even when P4 tried to be rational.

17. P4's senses were "*super* aware and *super* heightened" right after the trainings, but would return to normal levels after awhile.

18. P4 feels she is aware about how afraid she is. She is cautious.

19. P4 gets protective and worried about others.

20. She rationalizes her fears.

<p>it out there./</p> <p>So, it sounds like you've reached this kind of a balance where you're using this knowledge to help keep you safe but not letting it make you afraid.</p> <p>21. I think that's true. I'm aware of it and I do think about it a little bit before I, you know, I'll go anywhere. Before I'll walk home at three in the morning. You know, I think like that. I don't think it scares me so much as I'm aware of it./</p> <p>Was the information that you learned at the trainings something new to you?</p> <p>22. I think it was more specific. You know like you hear, you hear these things and then you got, you got the facts. Sometimes it backed up all those things that you heard about stereotypes but then other times just really disproved it. Umm, so I think I have been aware of it just because, I did not live a sheltered teenage life. I worked at Planned Parenthood and I was very politically active as like a twelve year old you know. (Laughter) I knew what was going on. I think it just really kind of nailed it down.</p> <p>It added to your information in specifics.</p> <p>Yea/</p> <p>Is there anything else about training that strikes you ...that was important to you?</p> <p>23. Well, it was awhile ago. But I think (pause)... I think what was important is that they're giving you these facts and these statistics and like ways to deal with things and talking and resources./</p> <p>24. And then I think it was really important afterwards to have a discussion where we could talk about – ok this is how I'm</p>	<p>21. P4 is aware of her fear and thinks about her safety before going somewhere. "I don't think it scares me so much as I'm aware of it."</p> <p>22. The SARC training gave her specific facts which proved and disproved some of her stereotypes. The SARC training "nailed it [the information] down.</p> <p>23. It was important the Advocates were given facts, statistics and resources.</p> <p>24. The discussion after the training where the advocates talked about how they were feeling was "really important" to P4.</p>
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<p>feeling after I just got all that knowledge and what do I do with it. I mean we usually had that./</p> <p>25. And I mean a lot of our training was like fact based and statistics. But a lot of it was, you know, roll plays and practicing calls. And that was good./</p> <p>26. It was really important to have an open discussion and that everyone was talking about what we were learning./</p>	<p>25. Training was fact base. Roll playing was also a large part of training. This was good.</p> <p>26. “It was really important to have an open discussion and that everyone was talking about what we were learning.”</p>
<p>What did the open discussion do for you?</p> <p>27. I think it kind of rationalized things a little bit. Like you have all these feelings and if you can get them out then you kind of hear what they sound like to other people or have other people reflect it back to you or maybe see that someone else if feeling the same way and then you can discuss it. And if you’re both feeling the negative way, kind of balance that out; find the good things./</p>	<p>27. Having the open discussion allowed for P4 to hear what her feelings sounded like to other. It also allowed for others to reflect back to her what they were feeling. This allowed for a “kind of balance” between positive and negative.</p>
<p>Balancing the negative has been important to you?</p> <p>28. Yes. We definitely...self-care is one of the big things that Kate promotes and we talked about a lot. Because a lot of what we do here is negative and really, really hard to deal with./</p> <p>29. So we have these things...you know what’s great about us going through that training together is that we got really close. So like after, after something happens with SARC or maybe just something that you’re aware, of you know, then you can kind of discuss it afterwards. We talked about different things, like take a bubble, or light some candles, or have some tea. You know just some kind of self-care to just kind of center you back again./</p> <p>30. And when you’re talking to people you don’t want to be cold and like have this</p>	<p>28. Kate spoke often about self-care being one way to balance the negative. “Because a lot of what we do here is negative and really, really hard to death with.”</p> <p>29. “What’s great about us going through that training together is that we got really close.” This closeness allowed for discussion and encouragement of self-care which helped center P4.</p> <p>30. “When you’re talking to people you don’t want to be cold and like, have this</p>

<p>barrier around you/ 31. but at the same time you don't want what is happening to them affect you, you know cause then you're not strong for them either./ 32 So it's definitely...you have to find the right level of empathy./</p> <p>Tell me more about the empathy. Is it something that you feel like you have been developing or was it already there?</p> <p>32. I think on some level it was already there. You know obviously if you come into that kind of work you have to have some of those feelings. Like Kate would say, you're here because you're already good at this. For most of us we've already been counseling people since we were like, third grade (laughs)./ 34. People come and talk to us because we're good listeners, you know./ 35. For me it's really just, it's dependent on - their not cases – depending on the people who come in. You know sometimes I don't feel any connection to them. I give them the resources and its fine. You know, I'll go home at the end of the day; it's not a big deal./ 36. And then there's other cases that maybe aren't even that, that bad, maybe not even that gruesome but I think that I can see myself in them; that makes it a lot harder for me. You know, some of the people that we've had come in are males or their older, or like I did not feel any connection to them at all. But then you get people who are 19, their first year of college, its like – that could've been me. And that's when it's hard (much softer) harder./</p> <p>Tell me about that hard spot.</p> <p>37. Umm, I think, for awhile after, after – it's not just me too, we talk about all our contacts in the meetings. So it might not</p>	<p>barrier around you.” 31. “You don't want what is happening to them affect you, you know, cause then you're not strong for them either.” 32. It's important to “find the right level of empathy.”</p> <p>33. P4 came to this work [SARC] with a certain level of empathy developed. She's been counseling people since “third grade.”</p> <p>34. “People come and talk to us because we're good listeners.” 35. When P4 does not feel a connection the contact is “not a big deal.”</p> <p>36. “I can see myself in them. That makes it [the contact] a lot harder for me.” When she encounters people who “could have been me” it's more difficult.</p> <p>37. The Advocates talk about all their contacts with clients in their meeting. So sometimes the hard spot is not direct, it's</p>
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<p>even be direct, but just hearing it./</p> <p>So, it might not even be someone you've worked with directly but it could be someone somebody else is talking about in the meeting?</p> <p>38. Yes. And we're trying to balance it this semester. We've really started limiting the information because last semester we just shared everything, everything that happened. And because we did get a lot of that kind of secondary concern....Kate talked a lot about it because she wanted to restructure it. Your hearing all these stories but you're not actually there to be able to do anything. Which was hard./</p> <p>39. This semester, you know, we're just kind of doing the basic information, like what happened. So if they do call back we'll kinda know but not the whole story. Which has helped a lot since then, I mean, you talk to people all the time, you know and it's kind of our way of handling it. So we talk to other people. We talk about John's contact, the contacts that other people have had and then you do get all the details./</p> <p>Do you think it's more difficult hearing those details from someone else or for an actually client that you're working with?</p> <p>40. Yea, um, I'm not sure. I kind of wondered that same thing a lot. Umm. In some places when you're talking to the person who actually had the situation happen to them you do have that power that you can give resources and be an active listener./</p> <p>41. Umm, which you don't have when you're hearing it second hand. But at the same time hearing it second hand it's not so raw and emotional and it usually accompanied by other advocates' commentary on it. And in that sense um,</p>	<p>passive.</p> <p>38. Last semester during meetings the Advocates shared everything regarding the contacts, which was hard. Hearing about the events but not being able to help, caused secondary trauma.</p> <p>39. This semester only basic facts are told, giving Advocates adequate information if the person should call back. More information about the contacts is shared privately if needed or wanted.</p> <p>40. Speaking directly to the client, being the active listener and giving resources is empowering.</p> <p>41. Hearing about contacts second hand is not so raw and emotional, and it is usually accompanied by other advocate's commentary. "You're not talking to the person but it's almost like you're being an advocate for the advocate, giving them</p>
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<p>you're not talking to the person but it's almost like you're being an advocate for the advocate, giving them support just as they probably did it to the other person; kind of a nice cycle.</p> <p>You're advocating for the advocate.</p> <p>Yes./</p> <p>Are there particular times that stick out in your mind of times when you sought help from other advocates?</p> <p>42. I have talked to two people in the office I think. Most of my contacts have been on the phone. And the people in the office – one of them was secondary, it was for a friend. And the other one, just like, really wanted the fact sheet. They did not want to be reflected upon or anything like that. Those two are kind of..../</p> <p>43. and I think on the phone – I mean it's not like I forget what they've told me, it's just that because there is not a face to put to it, it's kind of harder to remember what happened./</p> <p>44. A couple of months ago I had a call from someone and it just – it wasn't that bad of a story, you know, it was just some trouble like with a relationship. And I don't know, maybe it was just that connection, that I was similar to that person. Like her voice just sounded like someone I would be friends with. And I think that, that's when it gets the hardest./</p> <p>45. It's not even that I go and I cry or I'm depressed. It's just this kind of extra weight on you that you're just not really sure how to get off (softly) I guess. Yea for awhile I didn't even realize why I was in kind of a bad mood; I didn't think it was related to this./</p> <p>Sounds like talking to someone similar to yourself has been powerful for you.</p>	<p>support just as they probably it to the other person, kind of a nice cycle.”</p> <p>42. Most of P4's contacts have been on the phone. She has had two people who have walked into the office; one who wanted a fact sheet and one that came in for a friend.</p> <p>43. It's challenging for P4 to remember the client's story when they call in since she doesn't have a face to put with the information.</p> <p>44. P4 had a call from someone who sounded similar “maybe it was just that connection, that I was similar to that person...her voice sounded like someone I would be friends with.” This is when the work gets the hardest.</p> <p>45. P4 has felt an extra weight and has been unsure why it was there and how to get it off. At first she didn't realize that her bad moods were related to this [working with someone who is similar to her].</p>
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<p>46. Yes. I thought coming in to this that a lot of the people we'd talk to would be college students, female college students. And because there are not a lot of services like this in Missoula we get a lot of people who are older, who aren't even in college. And that was a little different than what I was expecting. So, I don't connect on that level to a lot of people or to a lot of the stories./</p> <p>47. So, yea, when it is someone similar to you, you know it's almost like, kinda like what I was talking about being aware, you know, maybe if they were a SARC Advocate they would have been much more aware. You know?/</p> <p>48. How does that...just talking to people...we have the educating, educator program which goes out and talks with people. I remember going to those as a freshman and I did not pay attention. They try to make it all fun and engaging and then it's like, you know, my dorm has to go to it. And it's not like it's a bad program and it's definitely a good message but I think that unless there is some degree of seriousness to it or if you had some prior, prior experience with it then it's really hard to, to pay attention to it or to really believe it./</p>	<p>45. P4 thought the work at SARC would be with female aged college students, however much of SARC's cliental are older people who do not attend college. "So, I don't connect on that level to a lot of people or to a lot of the stories."</p> <p>.</p> <p>47. When P4 talks with someone similar to herself she wonders if being a SARC Advocate would have made them more aware.</p> <p>48. As a freshman, P4 attended a SARC Out Reach program. The presenters made it fun and the message was good but she thinks they are unless there is a degree of seriousness or the people listening have prior experience with these issues. She did not pay attention and it was hard to believe what they were telling her.</p>
<p>What do you think makes it hard to pay attention to that message?</p> <p>49. I think because it's so distant. You just come in and you probably don't know anyone who's been raped, or passed out, or been in a really abusive situation. So, it's like, I don't know anyone and it's not going to happen to me. And it's just distance./</p> <p>50. And it's not until it happens to you or it happens to someone that you know that you will start paying attention or you will get that wake up call. Which is sad because you don't want anyone to have, to</p>	<p>49. The information given in the SARC presentations is "too distant," people can not relate unless they know someone who's been raped and they do not believe it will happen to them.</p> <p>50. People don't listen at the Out Reach Programs until it happens to someone they know, then they pay attention, they get "a wake up call," then they are more aware.</p>

<p>have that wake up call. But it's like, after that then people are more aware of it, start paying attention./</p> <p>Do you think that the out reach program is doing what the staff is hoping it's doing?</p> <p>51. I don't think so. The students just talk about it like it's a joke./</p> <p>Please go back and talk to me about one of the first things you mentioned after I asked you my question. You said that there was community built for you by being part of SARC. Tell me a little bit about this process.</p> <p>52. Umm. I feel like in the people I went through training with there were definitely some people who were pretty funny. And you know we didn't really connect with that much./</p> <p>53. But I think there were, I don't know, like eight of us or something, except for J no one returning from the year before. So, it was like we had this community in training and then we moved it all over to SARC cause there wasn't anyone we had to like compete with you know. So, it was like we built it and it kinda became our office./</p> <p>54. And we went on the retreat which definitely built up some group dynamics too./</p> <p>55. So, there are a lot of really cool people that I work with./</p> <p>56. And I don't really know too many of the new advocates so far, but they're fine too I'm sure. I like them. Like I said our class is really similar and this group is cool but they are just a little bit more diverse than we were./</p> <p>Talk with me a little about the coming in of the new community to the existing;</p>	<p>51. "The students just talk about it like it's a joke."</p> <p>52. P4 went through the training with some people she didn't connect with.</p> <p>53. Her group of new advocates moved their community from training to the SARC office and it became "our office." There was only one returning advocate from the previous year, so there was no competition</p> <p>54. The retreat at the end of training built the group dynamics.</p> <p>55. She works with lots of "really cool people."</p> <p>56. She doesn't know many of this year's new advocates; they appear more diverse than the group she came in with.</p>
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from both sides. How was it for you coming in as a new advocate and then the other way?

57. Well last year the only old advocate was J. So, we didn't really have to. J kinda had to join our group, which was very cool. Yep, only J. So, that part I don't really know. It was kinda like a whole new staff. But it was good and because we had been working with Kate and with Erin a little bit, we were pretty comfortable in there with the other people and with J. She came on our retreat which I think was really good for her./

58. Umm, then this year with the new class, there's a lot of us returning. Probably six or eight. So, it's a little bit more of the two different groups. But we had, we really wanted to integrate them a little bit more so we had an advocate buddy for a little bit. So it didn't really – I mean we introduced ourselves person but that was pretty much about it./

59. And in the office, sometimes there isn't too much to do but there will be two of you there so you talk about it. I think going through training together really gets you to know each other cause we talk about things a lot./

60. So, I don't have that with the new class, but just sitting in the office with the other people – and we've had a couple of little pot lucks and things like that./

61. It doesn't feel like there is a huge division. It's just that there are people that I know better than people that I don't, but it's not like ahhhh... There's people that I knew better but there's people that I know better in my own class and people that I didn't really know in that group too. So, it's not like there is that big of a difference./

Sounds like training was a bonding experience for you.

57. Last year only one advocate (J) returned and it felt like she joined the incoming group, which was cool. J went on the retreat which P4 thought was good.

58. This year eight advocates are returning and it feels like there are two distinct groups. To integrate the two groups a buddy system was employed, it didn't work very well.

59. "I think going through training together really gets you to know each other."

60. P4 does not feel close to the incoming advocates since she was not in training with them. She gets to know them through being in the office and SARC social activities.

61. She doesn't feel a large division between the new and returning advocates.

<p>62. Yes. Spending three hours together in the evening two or three times a week. Long. You had to get to know these people and like them if you were spending that much time together./</p>	<p>62. Training is long, three hours in the evening two or three times a week. People “had to get to know these people and like them if you were spending that much time together.”</p>
<p>Tell me about the timing on training? To long? To short? To condensed?</p>	
<p>63. You know, I don’t know. We had all those forms to fill out at the end and I definitely remembered when I had to go them, I was like – three hours that was three hours I could be doing homework or eating at the food zoo or something (laughs) something that was way more important in my life. But it wasn’t that bad. Sometimes the three hours, depending on what the topics were, could be a little bit long. But most of the time it was fine./</p>	<p>63. Training “wasn’t that bad. Sometimes the three hours, depending on what the topics were, could be a little bit long. But most of the time it was fine.”</p>
<p>Do you feel like the training provided adequate coverage on all the topics you needed to know about?</p>	
<p>64. Umm, yea. And if there are topics that we feel like we want a little bit more information on we can get that at the meetings too. We’ll have people come in again or talk about it. We had a little trouble with resources, a lot, because that is more like facts and they change all the time. So we go through that pretty often, just knowing where to refer people to./</p>	<p>64. Training provided adequate coverage on topics. If more information is needed, as with resources, it is address in the weekly meetings</p>
<p>Any particular training topic that felt like it was powerful or important to you?</p>	
<p>65. Um, I really enjoyed the topics about people who might come into our – traditional 19 year old college female./ 66. You know like we had people come in to talk about male victims or talk about even male perpetrators, which was really interesting. And we went to one of their groups, the court sanctioned groups that they have to go to. And disabilities too, it</p>	<p>65. P4 liked the training topics pertaining to traditional 19 year old college female the best 66. Other [training] topics that she found interesting were about male victims, male perpetrators, and people with disabilities.</p>

<p>was pretty awesome./</p> <p>67. But I enjoyed those kinds of things that make you think about other people. A lot of the talking and reflecting is really important but it was kind of interesting to get a different perspective. I really liked those ones./</p> <p>68. It's been surprising this semester and last semester, there have been a lot of males who have come in or called. A lot more than I expected, I mean, I mean we don't get that many contacts per week but unfortunately I feel like it more than I had expected. People come who are supporting survivors, guys who are supporting survivors. I kinda like that, that people are caring or aware of it, willing to reach out./</p>	<p>67. She enjoyed topics that made her think about other people and gave her a different perspective.</p> <p>68. It is surprising to P4 that lots of men use SARC services. Many of them are supporting survivors. She likes that these men are caring and willing to reach out.</p>
<p>Tell me more about working with men at SARC.</p> <p>69. I don't know, I didn't think it would really appeal to them to call or talk about it. You know if your girlfriend is mean to you, then like, I don't know it's probably because you're a wimp or something – like all the stereotypes that go with it. Or your girlfriend is a bitch you know, but you put up with it. But that's not always true./</p> <p>70. We just put some new posters advertizing to the male sector, which I think helps get more people to call and realize this is not just a place for females. There's one that is like, 'Is your girlfriend the wicked witch of the west all the time?' There are those pop culture references. And you know they probably weren't as PC as they could be but they got attention you know and that was the deal, to promote them to call and think about their relationship./</p> <p>How else you feel SARC has impacted you're life?</p> <p>71. I'm more aware/</p>	<p>69. P4 did not think coming into SARC would appeal to men. She thought the stereotypes of them being wimps or their girlfriends being bitches would deter them.</p> <p>70. SARC has new advertizing that P4 thinks will help people realize SARC services are not just for women. She hopes the pop culture references will encourage people to think about their relationships.</p> <p>71. [SARC has] made her more aware.</p>

<p>72. and have more friends./</p> <p>73. I think a lot of what happens is just, um, just thinking about things differently. Um, not just about domestic abuse or sexual assault, things like that, but just being really aware to keep an open mind/</p> <p>74. and to be aware when you hear things or see things that aren't ok. And, um, and maybe doing something really active to stop that or maybe just saying it, so that you don't internalize those images you know./</p> <p>75. I took a woman's study class my freshman year which I loved. Like, I loved that class. And going along with SARC and working at Planned Parenthood it's all these things combined that make me realize that I don't have to look like that girl. I don't have to be like the dominated one in the relationship, you know, that...you don't have to follow those stereotypes. And like on some level that totally makes me feel better about myself./</p> <p>76. But I think sometimes that kind of awareness has a little bit of a negative affect. Um, my roommates that I live with, their great, their great girls; but they, they don't really question things that much. And I'm like I'm pretty sure that they voted in these past elections. But they didn't really care. They didn't really care about Proposition Eight, they didn't care about these things, they didn't really care about banning abortion. And like, I just cannot, I can't understand that./</p> <p>77. And part of it is just me and the way I am and then part of it, you know, working with SARC and things like that, that just make you aware of how important these things are. And the community at SARC knows how important these things are. How can you <i>not</i> do it? How can you not care?/</p> <p>78. And , oh...they are so good people and the people you meet, they are so good people but it's almost like I loose a little bit</p>	<p>72. She has more friends.</p> <p>73. SARC has encouraged her to think about things differently and keep an open mind.</p> <p>74. She is more aware of things that are not ok and more likely to do something active to stop the offending behavior. This keeps her from internalizing the images.</p> <p>75. Working at SARC has made her realize she can go against stereotypes and not be dominated in a relationship. This makes her feel better about herself.</p> <p>76. Awareness can also have a negative affect. P4 has a difficult time understanding why her roommates don't question things and don't care deeply about issues she sees as important.</p> <p>77. Part of really caring is who P4 is and part is due to working with SARC and becoming more aware. The SARC community knows how important these issues are.</p> <p>78. P4 loses respect for people when they don't care or they follow traditional gender roles in their relationships. These things</p>
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of respect for them when it just seems like they don't, they don't care, or that they totally follow the gender roles in their relationships. All those things make it really hard for me to carry on normal relationships with people. Yea...

Tell me more about this.

It feels like a lot of the people that I've met just take things at face value and don't question why something is like that. Or don't, don't look deeper and I can't comprehend that way of thinking. I could **never** comprehend that way of thinking. And on some level that is good. It makes me really kind of selective of my friends and the people I hang out with. And those people I can connect with better and we can talk about more things. But then at the same time it makes it really hard to connect with normal people, normal people who don't think that hard about international issues or domestic things that are going on. And, um, so there is both good and bad with that. Like it's good that --- I like who I am. I like that I question these things and that I think about it, but don't like that I look at people who don't question them in a negative way. And that's...that's really hard, cause I feel bad for not liking someone who doesn't vote. I feel really bad about that, but I don't know what to do with it, you know.

Is this a shift for you since your training and work at SARC?

Yea. There is part of me that, that is a little bit like, how can you not know. But more of it, more of it is just confused. Like confusion on my part. Like 'Really? You didn't know about that important issue? Like how? How did you not know? How did you not care?' And a lot of it is not their fault; a lot of it is just our culture, that

make it difficult for her to carry on normal relationships with people.

doesn't place value on that kind of knowledge. So, I have to be really aware of that and really aware of the way I treat other people or look at other people even if they are different than me on that level./

79. With SARC, accepting people with where they are at and then also trying to help them more forward and there are some people who are just not, they do not want to move forward. Like they are perfectly fine where they are at. And some people, yea, maybe they are perfectly fine. So, a lot of it is recognizing when people want to change and want to learn more and when they don't. And a lot of the times when you have people come in or talk to you, you have to recognize when people are ready to make that next step and when they just need to figure out how to get through where they're at right now./

How do you know that?

80. A lot of that is just how receptive they are to ideas that you put out there./

81. Umm. I had a woman who called the day after our suicide prevention training or the night after. And she was just so depressed and she was like 'I don't know what I want to do. I don't even know if I want to get up in the morning.' And, so, it was ok, so here' is what you can do. You can probably go see a counselor or like how can I make this better for you? And she just, she didn't want to do anything. She didn't want to go out and she didn't want to be with people. She didn't want to make new friends; she didn't want to go.....Like she just didn't want to do any of these options that I was putting out for her./

82. And I think that at that point she just wanted someone to talk to or someone who seemed like they cared. She didn't – she wasn't ready for that next step./

83. And the people who come in for ah, abusive relationships – well ah, you should

79. Through SARC she has learned to accept people while trying to help them to move forward. "You have to recognize when people are ready to make that next step and when they just need to figure out how to get through where they're at right now." "Like they are perfectly fine where they are at."

80. She knows [if people are ready for change] by how receptive they are to ideas she puts forth.

81. P4 gave her suggestions to a female caller who was depressed and possibly suicidal; the woman rejected P4's options.

82. The client "just wanted someone to talk to or someone who seemed like they cared. She didn't – she wasn't ready for that next step."

83. When working with people in abusive relationships P4 has found "you have to

<p>probably leave him. And they are just not ready to do that, so you have to help them where they are at. You have to help them stay safe and protect themselves, without breaking up with their boyfriend or breaking up with their girlfriend. And you know when they are ready hopefully they'll come back./</p> <p>84. You just have to match what they want done. You have to help them and not give them more than they are ready for. It's hard for me./</p> <p>85. Oh, especially with relationships. I'd like to think that if I was ever in a relationship that I wasn't happy in that I would just leave. But then, you know you hear these conversations and I think about it a little bit more, I'm not as sure that I would you know. If it was someone who I felt loved me or if I thought that there wasn't a chance for me to have anyone else you know, that you would want to stay in that relationship. And that, putting myself in that place, has really helped me. But there is still a huge part of me that wants to be able to get out of there, like don't stay./</p> <p>86. And you just kind of have to find that...you don't want to alienate them, you don't want to make them angry or feel like they're not worthy of it you know, if they're doing something wrong. And it's really hard, you just kind of have to recognize and put yourself in their place and in the way that they are feeling and kind of think about what you'd like to hear or what you need to hear./</p> <p>Sounds like as you do this work there is some self talk that is going on.</p> <p>87. Yea. Get the hell out. (laughs) Totally internal dialog going on the entire time. What is the appropriate thing to say? What does this person need to hear?/</p> <p>Tell me more about this internal voice.</p>	<p>help them where they are...hopefully they'll come back.”</p> <p>84. “You just have to match what they want done. You have to help them and not give them more than they are ready for.” This is difficult for her.</p> <p>85. P4 thinks she would leave a relationship if she was unhappy but she is uncertain. Putting herself in the position of uncertainty has helped her feel the confusion of abuse women.</p> <p>86. Re: working with abused women: “And it's really hard, you just kind of have to recognize and put yourself in their place and in the way that they are feeling and kind of think about what you'd like to hear or what you need to hear.”</p> <p>87. She has internal dialog going on the entire time during a contact. She is trying to figure out what the person needs to hear and what is appropriate to say.</p>
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<p>88. I think...I thought about...I can't remember...I vividly remember having like just the... the words...that I really put into thinking about – ok, say you're in a relationship and this guy is great and then he hits you once. What would you And I remember spending a quality chunk of time just doing this imagining and I can't remember if it was during SARC training or before SARC training, maybe. I can't remember when that happened but it was really important that it did happen. I realized that it's not as black and white, um. And a lot of situations like that...that is the one that I remember as the most important to me; I feel that abusive situation, that abusive relationship.... /</p> <p>89. I was always aware that that is what I would want to do. If I was in that I would want, like I would hope that would happen but realizing that it would not be that easy of a position for me so it's probably not for someone else too. In relationships I have never been <i>that girl</i>, the one...I have never been my roommates, who make dinner for their boyfriends every night and like do their homework. And, like, that...that is not going to happen. My last name is (a very long difficult name to pronounce) and my mom refused to take my Dad's last name, like refused. That is just how I was raised. They share all their chores at home and like I will share all my chores too. It's not, it's not going to be stereotypical gender roles in my relationship but with that, I think it is different. You don't have to be the submissive woman who does all the cooking and in every other aspect of that relationship you don't have to follow gender roles but you could still get hurt in someway, like you could still be in an abusive relationship. If everything else is equal or everything else seems equal, it doesn't....there's not one picture you know, it's not the woman who stays at home and cooks and cleans and then her</p>	<p>88. P4 spent a considerable chunk of quality time imagining what it would be like to have someone she was in relationship with hit her. She realized that the situation is not black and white. Lots of situations are not black and white.</p> <p>89. P4 has always been aware that she would like to be able to recognize an abusive relationship if she were in one. She realizes that it would not be an easy position for her and therefore would not be for anyone else.</p>
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husband comes home and hits her. They can be equally powerful, they can both have jobs, they can both have solid support systems but still have an abusive relationship between the two. And it's not as black and white as you would think it would be./

You said something earlier about being scared when you were going through the training and then you got past that; trusting your judgment. I was thinking about that as you were talking about this. How do you trust your judgment? Someone can look good on many level and then get to this spot where...

90. Yea, they have a dark spot in them. Umm, yea, we talked a lot about intuition and just knowing when something doesn't feel right and... And a lot of times we are kind of taught to just suppress that. Suppress our intuition – I'm sure it's fine. But you just have to be – you can't suppress it. If it doesn't feel right it's probably not right, maybe there's something that maybe your subconscious is noticing that your conscious isn't. On some level that you know, it's just listening to that part of you.

What are your thoughts about not trusting your intuition?

I think a lot of it if you look at it from kind of a ...point of view – that we're taught, women are taught to take things as they are, to do what they are told. Um, and a lot of time intuition is one of those things that goes along with, you know, auras and spirituality. You know (laughter) intuition – what is that? I think it kind of goes along with that kind of thinking. It's the irrational. That contributes to it./

Do you think your intuition has been

90. SARC [training] encourages the advocates to trust their intuition. "If it doesn't feel right it's probably not right."

<p>honed or sharpened since you've done this work?</p> <p>91. I'm not sure. I'm still on the rational side just by the fact that my mother is a yoga teacher. I'm still on the rational side. Umm, so I don't know. I think it kind of comes in waves. Sometimes I definitely feel connected to it, I definitely feel like I know what is going on and other times I don't even know if it's there. It's not around all the time. I mean I'm a product of this society too. I suppress it sometimes. It's not really a conscious decision, it just kind of happens. I think it gets internalized even if you don't want it too. It's still a part of you./</p> <p>Go back and talk to me a little bit about something you spoke about at the beginning; self-care.</p> <p>92. When we first talked about self-care, we got a list and the things on the list were not extreme but just kind of, you know...take a bubble bath and light a candle, drink some tea and reflect. You know just very kind of ah, (laughter) and we all thought -whatever, not a big deal./</p> <p>93. But when it happens you know – when I go home this weekend – I will probably take a bath, it's been a long semester. You know in general I don't take a bath after a stressful day. So it was those kinds of things that were maybe a little too extreme for us but maybe got us thinking about other things to do./</p> <p>94. I think what my self-care is and what self-care is with some of the other people that I hang out at SARC is that it really helps to talk about it and maybe not talk about the contacts in general but just be like, I just had this – my stomach hurts from the contact./</p> <p>95. And then just kind of going out, and it's not like you're avoiding it when you talk</p>	<p>91. P4 is more on the rational side [and is not sure that SARC work has sharpened her intuition].</p> <p>92. During training the SARC Advocates received a list of self-care ideas. The advocates thought some of the suggestions were – whatever (laughter).</p> <p>93. P4 takes a hot bath after a stressful day. The things extreme things from the list got her thinking about other self-care ideas.</p> <p>94. P4 and some of the other advocates find talking to each other good self-care. “It really helps to talk about it and maybe not talk about the contacts in general but just be like, I just had this – my stomach hurts from the contact.”</p> <p>95. Going out and talking about other things is another self-care method P4 uses.</p>
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<p>about other things but just kind of focus on the positive./</p> <p>96. I think what kind of happens for me is just kind of taking it in, accepting that that's what happened and then looking at the positive. Like looking at how did you help that person or how did that person help you. And what can you do afterwards with that information./</p> <p>Talking about what you're feeling sounds important.</p> <p>97. For me, there are some contacts that I want to talk about right away and I want to say what happened./</p> <p>98. And then the other ones - like ones that are not that bad....like that girl in that abusive relationship. It wasn't that abusive, it wasn't like he hit her or anything, it was just that he was kinda mean. So it wasn't like I really felt the need to talk about that one in all the details and get that one all out. But it was just the effect or my affect that I was getting from it. She was really close in age to me and her life was similar to mine./</p> <p>Say more about this.</p> <p>99. Most of us that work there, are 20 or 21 and most of the people who come in are not 20 or 21. So you have to, you still want to be able to help them you know and, and still be able to connect with them on some level. Umm and not treat them any differently than any other person. But it's a little harder for me. Especially when their older and I am 19, I'm 5 foot 2 and 19, I feel kind of awkward giving advice, you know to a 35 year old man or a 35 year old woman./</p> <p>100. I don't know if I have authority over you (laughter) to do this? But you do have knowledge that, that they don't have to help them. It doesn't feel like I'm</p>	<p>This allows her to focus on the positive</p> <p>96. P4 accepts what has happened and then looks for the positive. "Like looking at how did you help that person or how did that person help you. And what can you do afterwards with that information."</p> <p>97. "...there are some contacts that I want to talk about right away and I want to say what happened."</p> <p>98. Some contacts "are not that bad" and she doesn't need to talk in detail about it.</p> <p>99. Most of the SARC Advocates are 20 or 21 and P4 is 19 and 5'2". She feels her size and age make it difficult to connect with older people.</p> <p>100. Due to her age, she is not sure she has the authority but she does have the knowledge to help them. "It doesn't feel like I'm disrespectful but it just feels a little</p>
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<p>disrespectful but it just feels a little bit different than I'm use to./</p> <p>101. And sometimes I see it in their eyes that 'I'm asking for help for this little girl'. That can sometimes be hard. I can help you. I do know./</p> <p>102. Kind of breaking that barrier and some people come in – not with me because I haven't had a long standing relationship – but some people you can see that kind of breaking that barrier a little bit, both with the contact and the advocate as well. Because their both growing out of it a little bit and gaining respect for each other./</p> <p>Say more about this.</p> <p>103. With me I had one of my classes and the professor said something that just didn't sit well with me as far as ... it was in a forensic class and it was about rape kits and just the way he was talking about it. I went and talked to him about it afterwards and had said something that was wrong too when we were talking about First Step – just plain wrong facts you know./</p> <p>104. And it's weird to go up to a professor or someone who is older than me and be like – here's the deal – you're wrong. That's weird. And then for them too their...like, am I just getting corrected by a student here? (laughter) It's kinda weird. He's a crazy professor anyway, but now he always, after we had the conversation - I told him a little bit about SARC and what we do, after I had this conversation with him now he's always like 'How's it going? How's that SARC working out for you? You going to go to that event coming up?' Yea, Yea. Are you going to be there? Yea, cool, I'm really glad you're going to take back the night, like awesome./</p> <p>105. It's still awkward for me and probably still awkward for him a little bit. And I mean it doesn't make us equal, he is still the professor and I am still the student,</p>	<p>bit different than I'm use to."</p> <p>101. P4 can see in some clients' eyes that they are not sure about asking 'this little girl' for help and that can be hard. She knows she can help.</p> <p>102. She can see the age barrier being broken with some of the advocates that have had long standing relationship with clients. This promotes growth and respect both for the client and the advocate.</p> <p>103. A professor in one of P4's classes gave said something that "just didn't sit well with me," he also gave out incorrect information about First Step. She spoke with him after the class.</p> <p>104. It was "weird" for her to tell him he was wrong. And she feels it must have been odd for him to be corrected by a student.</p> <p>105. Talking to the professor, although awkward for her, feels like it shifted their relationship; they have connection and some equality.</p>
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but on that – on one level where you have something that is a little bit different than that normal relationship; some connection and equality in that relationship./

106. He corrected his error in his class too. He said when he was wrong. And there was another professor from last year, a psychology professor who one of the girls talked to. She addressed something he said and he corrected it too. It's nice to be able to do that./

It sounds like you are talking your SARC knowledge and using it in the bigger world too.

107. Yea. Cause I don't get that many contacts, I don't have that many opportunities to share all this knowledge. So it...it does not feel like it is wasted time, it definitely does not feel like that but it kinda, you know...Most of the time when I'm in the office I do my homework./

108. So it's nice to feel like I'm still benefiting the community somehow by like talking to other people, like talking to the professors. Doing something extra that makes it feel like it's worthwhile./

Say more about being in the office.

109. Yea there's been like a couple people who have come in the office but they already have an established relationship with another advocate, so like, she'll be back in 5 minutes, sit and wait for her./

110. It's not wasted time;/

111. sometimes people will call or come in. I don't know if I'm just there at the wrong times but I usually end up helping Erin make buttons or stuff goody bags. Things that need to be done but aren't necessarily things that I'm suppose to be doing./

112. But we're there if people do come in and it's important that we're all there./

106. The professor corrected his error in class. Another SARC Advocate spoke with a psychology professor who corrected a mistake he had made in class. It's nice to be able to do that.

107. P4 doesn't get many contacts so her opportunity to share her knowledge is limited. It does not feel like wasted time to her but she does spend much of her time in the SARC office doing homework.

108. It feels good to P4 to be able to benefit the community by talking to others like the professor. Doing this makes SARC feel worthwhile.

109. Other advocates have established relationships with clients; this precludes them from talking with P4.

110. "It's not wasted time"

111. P4 wonders if she is in the office at the wrong times since she usually ends up doing things that need to be done but are not what she was trained for.

112. "But we're there if people do come in and it's important that we're all there."

I'm curious about that place of not doing what you were trained to do. What's that like?

113. It's kind of hard. I haven't had a contact – I've taken the phone – I haven't had a contact in a month. Maybe not that long but in awhile and it does kind of make you question you're importance./

114. First couple months of school I had the phone a lot and I would get like two contacts in a week. And it really made me feel validated you know./

115 And now, I never get contacts and S gets contacts all the time. And different people get them. And it's not like you *want* them, like they're hard but, at the same time I just sometimes feel like I'm not, I'm not really doing anything./

116. And there is nothing I can change. I can't make more people come in and want to talk with me or anything like that. But it does feel a little bit like, what am I doing?/

117. And so, I have been helping out with different things, different events that we do and that's been making it a little bit better. Tabling at the UC, and that women's summit that we had. Because I have extra time, because I'm not having contacts. Doing something else to stay involved./

There's an interesting balance to stay engaged; you need contacts but not so many that you are overwhelmed.

118. I think that's a balance of how many shifts you take and how many over nights you taken it./

119. I honestly feel like the new group was huge, I think there is like 20 active advocates now. And I honestly feel like that's too much./

120. Like we're all good, we're all worthy of being there, but I mean, you have some people who sign up for the phone every Tuesday night and then there haven't been

113. It's hard [not having contacts]. She has not had one for a month and it makes her question her importance.

114. P4 felt validated during the first months of the semester when she had the phone lots and had two contacts a week.

115. "And now, I never get contacts and S gets contacts all the time." P4 doesn't want contacts because they are hard and "at the same time I just sometimes feel like I'm not, I'm not really doing anything."

116. "And there is nothing I can change. I can't make more people come in and want to talk with me or anything like that. But it does feel a little bit like, what am I doing?"

117. Since P4 is not having client contacts she stays involved by doing other SARC related things.

118. P4 feels the way [to be engaged and not overwhelmed] is to balance day shifts and over nights shifts.

119. There are about 20 active advocates right now, "And I honestly feel like that's too much."

120. "Like we're all good, we're all worthy of being there" but some people take lots of shifts and then "there just hasn't been anything for me to do."

<p>any shifts for me to sign up for. There just hasn't been anything for me to do. My normal shift that I was in the office for, umm, when the new advocates came in, then there were four of us signed up for the same shift; too many. So I had to reschedule something so I could still be in there and get something done./</p> <p>121. And I understand because you're not sure how active everyone is going to be and some people might get busy. And it's nice to have more people, but with that many people there is just not enough work for all of us. There is not enough for all of us to do./</p> <p>122. Like in the fall it was a lot of work. I took the phone like twice a week. I was in the office a lot and that was a lot, but now it's too little./</p> <p>123. Last year it was like 12 of us. And everyone got to feel like valued, which was important./</p> <p>124. And now you know there are just so many of us – and so many people who want too help, which is great but it's like – we don't really need that many people.</p> <p>125. And some people have pulled away because they don't feel valued. Some of my friends from last semester just don't do it. They weren't able to make it to the meetings, they didn't feel like Kate cared because she had everything covered, so I just stopped coming, I didn't feel needed./</p> <p>126. You have to feel needed in order to come in. You have to have something to do. I still go to the meetings and I still go to my shifts but I don't need to, there is always somebody else there./</p> <p>127. Kate also has three of four people who are doing internships there and one practicum student, so those people really need their hours. So, yea, I'm not doing my internship here but I feel like I should be just as valued as that person; have just as much right to the hours./</p> <p>128. We've talked about it but...it's not</p>	<p>121. “And it's nice to have more people, but with that many people there is just not enough work for all of us. There is not enough for all of us to do.”</p> <p>122. During fall semester P4 took the phone twice a week and was in the office often; now it's too little.</p> <p>123. Last year when there were 12 advocates she felt more valued, which was important.</p> <p>124. It's good to have so many people who want to help but not that many are needed.</p> <p>125. “And some people have pulled away because they don't feel valued or needed.”</p> <p>126. “You have to feel needed in order to come in. You have to have something to do.” P4 continues attending meetings and goes to her even though “I don't need to, there is always somebody else there.”</p> <p>127. The interns need hours. “So, yea, I'm not doing my internship here but I feel like I should be just as valued as that person; have just as much right to the hours.”</p> <p>128. There does not seem to be a solution</p>
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<p>like you're going to kick people out. Like, alright, you're fired. It's not a job. You can't fire us.</p> <p>It sounds like this is a challenging issue.</p> <p>Yea it is./</p> <p>Is there anything else that you would like me to know about how SARC has impacted your world?</p> <p>129. I feel like I keep saying the same things over and over again about that balance of being more and more aware. I guess that they must be the main point, probably not because I have a limited vocabulary but because they are true./</p> <p>130. Also, people know that I – I say that I work at SARC, that I volunteer at SARC and umm, and I think that makes people – people might not come to the office but they'll come to talk with me. And sometimes it's not like a personal thing but they'll be like 'hey, what do you think about this situation?' And that's kind of nice/</p> <p>131. I think I mentioned this before that most of us have been doing this all our lives, talking to That, that is still continuing on but now that people know that I'm trained to listen, it a little bit more, umm, they're a little more willing to approach you./</p> <p>How's that feel to you?</p> <p>132. It feels pretty good. There are sometimes when I have so much going on. And when I have a lot going on I can take a week off from SARC/</p> <p>133. but you can't take a week off from people who need to talk when it's not a job but it is friends. I remember one specific incident when I kinda got in trouble for not talking to someone. They were having</p>	<p>to the problem of limited hours. Volunteers can't be fired.</p> <p>129. SARC has taught her the importance of being balanced.</p> <p>130. People who know she volunteers at SARC may not go to SARC but will talk with her. That feels nice.</p> <p>131. P4 feels she and many of the SARC Advocates have been talking to people about important issues all their lives. P4 now feels trained to listen which makes people more willing to approach her.</p> <p>132. Even though it feels good to talk with people there are times when she takes time off from SARC.</p> <p>133. A negative is when people expect P4 to be there all the time to listen. She just can't be; she doesn't sign up for the phone when she has her own personal issues to cope with.</p>
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issues but I was having issues too and I can't, I can't separate myself and listen to you right now. And yea, she was upset with me and so, it definitely comes with deficits also. Those negatives when people expect to be there all the time and be there to listen. And you know sometimes I'm just not - there's a reason I didn't sign up to have the phone tonight because I have to deal with my own issues you know, like that./

There's that balance you spoke about again.

134. Yea, yea. And that's a big thing, boundaries. And letting people know when you're available to talk and when you're not. I'm not a counselor, I'm not a psychologist, like I don't have all the answers, I'm not available 24/7./

Do you feel like you learned things about boundaries from participating in SARC?

135. Well I think internal boundaries as far as that kind of empathy, learning the right level of empathy, that sort of boundary. Other boundaries I'm just not sure I've learned yet. It's still that very difficult thing about learning how to say now. I'm not sure about that yet.

So, anything else you'd like to say?

I think we're good./

Thank you.

134. Boundaries are important. "And letting people know when you're available to talk and when you're not. I'm not a counselor, I'm not a psychologist, like I don't have all the answers, I'm not available 24/7."

135. P4 learned about the internal boundary regarding levels of empathy from her SARC work. She is not sure if she has learned about other boundaries yet.

P4: Level Three, Narrative Based on Emergent Themes

P4 came to The University of Montana knowing only one person, who left after the second week of classes. She wanted to find a group, something to do, something to keep her involved. P4 heard about SARC at some presentation and thinking it was similar to the work she had done at Planned Parenthood, she decided to get involved. She is currently completing her second year as a volunteer advocate.

Even though P4 describes training as long; three hours in the evening, two or three times a week she also says it wasn't that bad. The three hours, depending on the topic could be a bit long, but most of the time "it was fine." She felt training gave adequate coverage on all necessary topics plus if more information is needed, as often is the case regarding changing resources, it is addressed in the weekly meetings.

The training topic P4 liked best pertained to traditional 19 year old college females. Originally she thought this group would be reflective of the major number of SARC clientele, however the bulk of clientele are older. P4 has found it challenging to connect with this older population. Other topics of particular interest were about male victims, male perpetrators and people with disabilities. Topics which gave her a different perspective and encouraged her to think about other people were most enjoyable to her.

It was important to P4 that training gave facts, statistics and resources to the advocates. The specific facts given during training both proved and disproved some of P4's long held stereotypes. P4 felt it was good role plays and practice calls were a large part of training. Additionally it was really important to have open discussion about what they were learning and how to emotionally deal with the information. The training encouraged P4 to trust her intuition, "If it doesn't feel right it's probably not right." P4 tends to rationalize her feelings and intuition, so open discussion allowed her to express her emotions, have others reflect back to her and for her to hear their feelings. This allowed for a kind of a balance between the negative and positive.

During the training Kate spoke often about self-care being one of the ways to balance the negative. One of the benefits of the long evenings of trainings was people got to know and like each other. "What's great about us going through that training together is that we got really close." This closeness allowed for discussion and encouragement of self-care which helped balance the negative, "because a lot of what we do here is negative and really, really hard to deal with."

The group P4 trained with had lots of psychology students and lots of quiet people. Even though there were some people P4 did not connect with she felt everyone got along really well. She met two of her best friends through the program. When she is upset P4 talks with the other advocates because they are trained to listen. P4 feels SARC is a great place to express her feelings; the advocates have built this SARC community which has "helped me" and that, is "kind of cool."

P4's group was a community during training and with the completion of training they moved it all over to the SARC office. With only one advocate returning that year, no competition existed, so it became *our* office. J, the lone returning advocate, joined their incoming group and also attended the retreat which P4 felt helped build the group dynamics. "There are a lot of really cool people that I work with."

There are eight returning advocates this year which creates the feeling of two distinct groups. A buddy system was employed to integrate the incoming advocates with

the returning advocates, but it was not very successful. There is not a huge division between the groups; it's just that P4 doesn't know many of the incoming advocates. Sharing office hours, pot lucks and weekly meetings has helped her get to know the incoming advocates better. She thinks "going through training together really gets you to know each other."

A list of self-care suggestions were given out during training. P4 and the other advocates laughed about some of the more extreme suggestions; however it got her thinking about other self-care ideas. P4 finds talking with other advocates helpful, not just about contacts in general but "just be like, I just had this – my stomach hurts from the contact." An occasional hot bath, going out with friends, talking about other things and focusing on the positive are all techniques P4 uses for self-care.

P4 found boundaries, both internal and external, to be an important part of self-care. Internal boundaries have to do with the level of empathy she experiences and expresses with clients. It becomes a delicate balance, she does not want to be cold or have a barrier around her and she does not want to be overly affected by what is going on for the client. It's important to find the right level of empathy without which she can not be fully present with the client. P4 feels she comes to the SARC work with a certain level of empathy already developed.

External boundaries have to do with taking time off. People who know she's a SARC volunteer come to her for help outside of the office. P4 feels trained to listen, which in turn makes people more willing to approach her. She thinks people talk to the advocates because they are good listeners. Even though it feels good to talk with people and have them coming to her for help she also recognizes the need for time off from SARC; it becomes a negative being expected to "be there" and listen all the time. "I'm not available 24/7." P4 takes a break from the crisis line when she has lots going on and is coping with her own issues. Balancing how many day shifts versus night shifts she takes has been helpful. She feels SARC "has taught her the importance of being balanced." Being balanced also has to do with acknowledging and accepting what has happened and then looking at the positive. She looks for how she helped the person, how the person helped her and what can she do with the information she has gained.

P4 has learned a lot from SARC. It has opened her eyes and she realizes good and growth can come from bad experiences. During training she learned about some horrible things which made her cynical and unhappy. Immediately after some of the trainings she became afraid to be around her guy friends, overly cautious and her senses would be "*super* aware and *super* heightened." Things returned to normal after awhile and now she feels fine. She has a SARC mantra: "Most rapists are male but most males are not rapists."

Kate and other trainers encouraged the advocates to find a balance between the information and the fear they may experience. P4 feels even though she tries to rationalize the fear some of it got internalized. SARC has made her more aware, cautious. She thinks about her safety before going somewhere, "I don't think it scares me so much as I'm aware of it." Her awareness sharpens her worry and protectiveness of others.

Following her training and through the remainder of the semester P4 had no direct client contact. This left her feeling like she had not yet been "initiated," "so...my benefit out of that was just really, just the group." P4 began getting contacts during her second semester, which in turn made her feel more involved and the work less theoretical and

more practical. This fall (2008) with only five returning advocates available to take shifts while the new advocates were in training, P4 got much more involved. She had more shifts and was getting one or two phone contacts a week which left her feeling validated.

“And now I never get contacts.” Once the new (2008) advocates completed training, the ranks of working advocates swelled to 20 and P4 feels that’s too much. She has difficulty getting shifts leaving her limited opportunity to have client contact and share her knowledge. She is frustrated, feeling like there is nothing she can change, she “can’t make more people come in and want to talk with me” and although contacts can be difficult she feels like she is not really doing anything. She clearly states “It’s not wasted time,” it is important to be available if people come in. Not having had a contact for the past month makes her question her importance.

P4 appreciates so many people want to participate and all the advocates are well trained, but feels like there is not enough for everyone to do and “there just hasn’t been anything for me to do.” An additional challenge is the advocates who are also interns and need a certain number of hours for their internship. P4 feels strongly that she should be just as valued as the intern and she has just as much right to the hours. To stay engaged P4 often ends up doing things that are needed but not what she was trained for. She continues to attend meetings and going to her shifts even though “I don’t need to; there is always somebody else there.”

P4 knows advocates who have pulled away; unable to attend the meetings and feeling like Kate didn’t care because all the shifts were covered left them feeling unimportant and devalued, and unneeded. “You have to feel needed in order to come in. You have to have something to do.” P4 is unclear how to solve the problem and the issue is being talked about but “it’s not like you’re going to kick people out...it’s not a job....you can’t fire us.”

P4 has found ways other than working with clients to share her knowledge and remain engaged. A psychology professor said something that did not sit well with P4 during a class and he gave inaccurate information regarding First Step. Although it was awkward and weird for P4, and must have been odd for the professor, after class she addressed the issues with him. This shifted their relationship which now feels more connected and equal. This professor, like another who had an inaccuracy pointed out by a SARC Advocate, corrected the mistake in class. “It’s nice to be able to do that.” It feels good to P4 to be able to benefit the community with her knowledge. It makes SARC feel worthwhile.

P4 has had two walk in clients; one who wanted a fact sheet and one who came in for a friend. The remainder of her client contacts has been via the phone and because she does not have a face to put with the information it becomes more challenging for her to retain the client’s story. The work becomes most difficult for P4 when someone sounds similar or the client’s voice sounds like someone she “would be friends with.” Working with someone similar has caused her to feel an “extra weight” or in a bad mood. It took her some time to understand the extra weight or bad mood was related to working with someone who was so similar to her. When working with someone similar to herself she wonders if being a SARC Advocate would have increased their awareness and kept them safe.

P4’s age, 19, and her size, 5’2,” can make it difficult for her to connect with and feel like she has the authority to help people, especially those clients who are

considerably older. P4 thinks she can see in some client's eyes their uncertainty about asking "this little girl" for help but she "knows she can help." Most of the SARC Advocates are 20 or 21 and P4 sees the age barrier broken with advocates that have long standing relationships with clients. She feels this promotes growth and respect for both clients and advocates.

After some contacts, P4 needs to immediately speak to someone about the details of what happened. Others, where what happened was "not that bad" she may not need to discuss details but she may need to talk about how it affected her. When P4 can see herself in the client or she imagines "that could've been me" that's "when it's hard...harder." This can be challenging for P4 whether it is a direct contact or if she hears about it from another advocate.

This past semester, due to her concern about secondary trauma, Kate restructured the amount of contact detail shared in meetings. For P4 it "was hard" hearing the details of the stories and feeling disempowered to help; for the most part it feels better to her to have the information limited. However, hearing the stories secondhand it is not so raw and emotional and it is accompanied by the other advocate's commentary. P4 feels like she can then be an advocate for the advocate, giving them support just as they did the client; it's "kind of a nice cycle."

Through SARC P4 has learned to recognize and accept where people are in their healing process. This allows her opportunity to understand how she can be helpful without pushing her agenda; "Like they are perfectly fine where they are at." She can tell if someone is ready for change by how receptive they are to ideas put forth. P4 worked with a client who "just wanted someone to talk to or someone who seemed like they cared." This woman rejected P4's suggestions, "she wasn't ready for that next step."

Working with women in abusive relationships has been a challenge for P4. She recognizes the need to "help them where they are" and "not give them more than they are ready for." P4 has spent a "chunk of quality time" imagining herself in an abusive situation and although she would like to think she would leave an unhappy relationship, she is uncertain. Realizing it would not be an easy choice for her and putting herself in the position of uncertainty helps her feel the confusion an abused woman might be experiencing. She can better understand what the woman might need to hear. P4 experiences an internal dialog during these contacts, she is asking herself what is the appropriate thing to say and what does the person need to hear.

P4 has been surprised by the number of men accessing SARC services. She thought the stereotype of them being "wimps" or their girlfriends being "bitches" would deter them. Instead, what she has found are men are seeking information to better support the survivors in their life. P4 likes that these men are caring and willing to reach out.

During her freshman year P4 attended a SARC Outreach program and "I did not pay attention." Although the presentation was fun and the message was good she felt it was hard to believe the information, it felt too distant. P4 thinks people do not believe it will happen to them and therefore they don't listen. She feels people do not relate unless they have been raped or know someone who's been raped; they get "a wake up call" and this is sad because she doesn't want anyone hurt but she know that after that they are more aware. P4 does not think the Outreach program is help and states, "The students just talk about it like it's a joke."

P4 struggles with understanding how people do not care deeply about important issues. The SARC community knows about the important issues and working at SARC has heightened P4's awareness. She loses respect for people who don't care or just take things on face value, making it difficult for her to carry on normal relationships. She has also become more selective of people she hangs out with.

P4 has more friends, thinks about things differently and keeps an open mind all because of her training and work at SARC. She is more aware of things that are not ok and more likely to do something active to stop the offending behavior which keeps her from internalizing the images. Working at SARC has made her realize she can go against stereotypes and not be dominated in a relationship.

She thinks people who are drawn to this work are already good at it. She laughs as she notes most of the advocates have been counseling people since third grade. She, like many of the other advocates, has been talking with people about important issues all their lives. She feels better about herself.

Appendix Q

Participant Five: Susan
Levels One-Three

<p>Please tell me about your experience of being an advocate at the Student Assault Resource Center and how you feel this work has impacted your life. Feel free to share positive, negative and neutral thoughts and feelings, in as much detail as you would like.</p> <p>1. Well, let's see. SARC has been a very good opportunity for me to reach back out into the community and do work for other people and towards other people. And strictly for the sake of helping and getting back out there. I kind had gotten on a self central track and it was an opportunity to do volunteer work and reach back out there./</p> <p>So it has provided you the opportunity of being part of a community in a helping way.</p> <p>2. And the reason I chose SARC specifically was that it, you know, it hit home closer than maybe other organizations did and I felt like it was – both in my time in psychology as well as just off, off the record clinical work that I've done with people, um, I felt like I was pretty geared toward that specific type of work./</p> <p>Had you done this sort of work with people previously or did it feel that your past experiences had prepared you to do this work?</p> <p>3. The latter. Ah, in my own – let's see I can't find the right words. But ah, yea I have, I, I, I have been around family members who um, have been raped or assaulted or have had personal experiences in that same vein. So, I felt like that lent empathy and an ability to understand the</p>	<p>1. SARC has been an opportunity to reach back out to the community, to volunteer and to get off a “self central track.”</p> <p>2. P5 chose SARC specifically because it hit close to home. She also chose this organization because of her time spent in psychology, her “off the record clinical work” and she feels geared toward this specific type of work.</p> <p>3. P5's personal experiences have drawn her to the work at SARC. These experiences have given her empathy and an ability to understand people. She listens and asks questions; advocacy is verbal work.</p>
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<p>people that, um, I'm working with and then also like in my training to be able to listen and ask questions. You know, kinda do the verbal work it took to be an advocate.</p>	
<p>What is important to you about being part of the community?</p>	
<p>4. Ahh, let's see. Well, I think that change is always something that I hope for. And so, to me, change takes a lot of actions. And I can sit and dream about change all I want but unless I'm out there doing, I'm not really doing anything to help it./</p>	<p>4. P5 hopes for change and recognizes she has to be "out there doing" something to make change happen.</p>
<p>When you talk about change are you speaking of interpersonal change or change in the world?</p>	
<p>5. Change in the world, I mean in the broader sense. Like, I feel like there are tons of people out there that need help there are tons of ways the system could be done better. I mean, in the very broadest sense, like, there's, there's just, we need a lot of hands on board as far as I'm concerned. And I've got really capable hands. So...unfortunately I've only got two hands. I'd like 500 of them (laughs)./</p>	<p>5. P5 realizes she only has two hands to help change the system. She would like to "have 500 of them."</p>
<p>So SARC has provided the vehicle for you so that you can be part of the change. What kind of change were you hoping would happen with your involvement with SARC?</p>	
<p>6. Well, see now that's where dreams and reality are like, come to head. Change is a long, slow often unnoticeable process and especially with the work done at SARC you don't know -/</p>	<p>6. P5 understands change is a slow process, often unnoticeable, especially with work done at SARC.</p>
<p>7. you don't necessarily know what happens. You know you're there for somebody, you're there to help meet them half way, you're there to help hold a hand when they need it. But at the same time,</p>	<p>7. It is "bittersweet" that she is there to help but due to SARC's short term nature she doesn't always get to see change. "you don't get to see them through the longer journey."</p>

um, you're not there as long term provider for that person. You're not a therapist for them; you don't get to see them through the longer journey. And so, who knows? And I think that that's something that (pause)... is both bittersweet./

Tell me about that?

8. Um, well, cause you can wind up working with clients more intimately than say if it was just a crisis line./

9. You know, like somebody comes in and they come in repeatedly and you see them to a court situation or you see them to the CVA or, or somewhere. And ahh, you know, you get to know them more than just a phone call and so...I don't know./

10. You take personal – and you do your best not to – but you take personal investment in that person. You say, you know, I mean it depends on who it is but like – you know there are some really incredible people out there and so, ah tough stories are tough stories, and especially when they happen to incredible people. So, you know, you wish the best for them and you hope the best for them but you now you're powerless in some of it. And that's the bitter part.

Living with the ambiguity is part of the bitter part?

Yes.

When you talk about clients that are amazing people, are there certain people, clients or situations that come to mind?

Yea, there is one situation in particular, a woman that I worked with, who was ...Should I tell you about this since it's confidential?/

I will change anything that may identify

8. P5 feels the work at SARC is more intimate that "just a crisis line."

9. A SARC Advocate may see someone repeatedly.

10. It's difficult to not take a personal investment in her clients, especially when they situation is "tough" and the people are "really incredible" "You wish the best for them and you hope the best for them but you now you're "powerless" in some of it. And that's the bitter part."

someone and I will eliminate or change all names.

11. Ok. So, there is this woman that called in last semester. And she is from Afghanistan and she's been working on her Doctorate in Chemistry. And she has been a fugitive from a marriage that she met, she met an American contractor over there and they came over here. Both he and his mother were abusive to her. And she got out of that situation. And has been on the run. She's like moved like two different places before here. And, and he ah, I don't know I think he's a very ah very intelligent. Which makes him that much more dangerous, you know. And, ah, and she had come up here and started school and he tracked her down through the internet and found out where she was. He found out her student account, ah her student email; which there should be no way he could do that, but he's a smart guy. And she doesn't really have any contact with any family and she had just gotten here and so, she had some formations and some work drama, and this and that. And ah, you know, and then you have to contend with the legal system which doesn't always work in favor...I mean its set up to try and help people but its flawed like any system is. So um, she wants to put a restraining order on him or ah, you know like some sort of - just stay the heck away from me. But the problem is that he has to be here in order to do that. Well, that's perfect for him. He would love that opportunity. And she doesn't want to see his face ever again. So it's one of those situations where it's like, we're pretty powerless. You know, I can walk her to her resources and that's what I did. And we went there but the resources can't give her what she needed, you know. It was a situation where this woman is like, working hard to get on her feet and do some really incredible stuff and like, and

11. P5 worked with an Afghani woman who was on the run from an abusive relationship. "It's one of those situations where it's like, we're pretty powerless. You know, I can walk her to her resources and that's what I did. And we went there but the resources can't give her what she needed."

ah, it's just one thing after another for her.

What's it like for you to work with a client in that spot, where not only is she powerless but in some regards you're powerless?

12. Absolutely. Ahh (long sigh). Well, there is, you gotta have a certain amount of surrender to it, um, like you just have to accept it for what it is. And ah (long pause) you know I, ah, it can be slightly consoled that in a sense I'm still there for her emotionally. So that is where I can be present and that's where I can give what I am able to give and help. It can be frustrating but I think its things you tackle along the way./

You try to find a balance between realizing what you can't do and being available for her, and that helps.

13. Well, the frustration is there and it has to be there...and you just try to bring in the rest of the perspective. You know, keep it, keep it balanced, you know. It can be what it is and you can be frustrated at it but it can't be what governs you./

Do you know how this situation turned out for this woman?

14. I don't. She (sigh), he had been calling family members and dragging her through them and ah and she was going to think of doing a restraining order and then Christmas break started. And I don't, I don't know.../

Do you find that there are some situations that are harder to shake emotionally than others? Situations more difficult to leave at the office, like this situation?

12. P5 has a certain amount of surrender and acceptance in situations where both she and the client feel powerless. She is consoled by the fact that she remains emotionally available and present for the client, giving what she can. It's frustrating and part of what she deals with doing this work.

13. P5 tries to balance her frustration by maintaining perspective, "it can be what it is and you can be frustrated at it but it can't be what governs you."

14. P5 does not know how the situation turned out for the Afghani woman.

15. Ahh, let's see. Ya, I think there can be. (long pause)...Let's see in situations where you feel more helpless. I think are the harder ones to leave there./

16. Like in situations where you know it's pretty direct resources referral and it's a pretty one to one match up, you know. They have a need, you provide a referral, or you know, you send them to the right place; everything goes nice and smoothly. You know you pat yourself on the back and say you did a good job and you move on./

17. Then you get those phone calls that are heavy and intense and frantic and there is no really direction. You know, it's a different kind of navigation./

18. And I think, you know, when you do a good job, it's easier to leave it at the office.

19. But it's tough when people are – you can't rescue people you know. That's not your job and ah, so it's, those ones are tough though. Because you see the pain, it's all exposed to you. It's all right there, you know. You can't rescue them, you just gotta sit there with them, you gotta be with them./

20. And you give a lot to in that process so at the end of it all you've give all this out and you're sitting there kinda...you know it'll take a little bit to get over it./

How do you get over it?

21. How do I get over it? (laughs) I think, well, let's see. Sometimes I'll talk to another advocate or something. Kate's really great about being there and giving support to her advocates and ah/

22. ah, a lot of times I'll talk to my boyfriend. He's really good about listening. Obviously, you know, confidentiality respectfully. Um, I'll go and work out or paint or I'll just sit or I'll just walk for a little bit, you know, something to get my body moving. Kinda let it out of my body./

15. It's most difficult for her in situations where she feels helpless.

16. In situations where she is providing direct referrals or resources and it goes smoothly, P5 can pat herself on the back, tell herself she did a good job and move one.

17. Heavy, intense, frantic phone calls feel like they have no direction. These calls demand a "different kind of navigation."

18. When P5 does a good job it is easier for her to leave the work at the office.

19. The calls that are "tough" are the ones that "you see the pain, it's all exposed to you. It's all right there, you know. You can't rescue them, you just gotta sit there with them, you gotta be with them."

20. "And you give a lot to in that process so at the end of it all you've give all this out and you're sitting there kinda...you know it'll take a little bit to get over it."

21. To "get over it" [a tough contact] P5 talks with another advocate or Kate. "Kate's really great about being there and giving support to her advocates."

22. Other self-care includes talking to her boyfriend, working out, painting, moving her body to "let it out of my body."

So you have some ways to take care of yourself after one of those difficult contacts. Were you as conscious of and did you know how to do that self-care before you attended SARC or was that something you learned through SARC?

23. SARC does a good job of teaching and emphasizing self-care./

24. I knew it before because of my psych degree and I had done a lot of intensive, what I would consider therapy work with people before that. Um and during that period of time - I started pretty young doing that and continued pretty heavily for awhile but had a tendency to neglect myself in that I was absolute juvenile in the whole process and ah totally burned out. And I think that's part of the reason that I kind of when through a lull. I quit doing any kind of outreach work because I was just so burned out. And um, and then that's really actually when I started with SARC again. When I was ready to start giving back emotionally. So, um, I think I learned a big like, it's imperative that you take care of your self in that process. Ah, ah from that experience./

You said that you've learned about self-care along the way and that SARC does a good job of teaching it. Talk to me about that teaching part of SARC.

25. Ah well, SARC does, you know, they do about a month of weekly training. They do about one three or four hour training sessions a week for a month. Is that right? Is it once or twice a week?

I think it's twice a week.

It's twice a week. I was only there for half of their training this last time. Yea, so it's like twice a week, it's pretty intensive and so...and then you'll have every other

23. "SARC does a good job of teaching and emphasizing self-care."

24. P5 learned from her work at SARC that "it's imperative that you take care of your self in that process" [giving emotionally].

25. SARC training is "pretty intensive," it's twice a week, every other weekend and "then you'll have your lovely retreat."

<p>weekend as well and then you'll have your lovely retreat./</p> <p>26. And so like during the training they do, you know, they teach you about your resources, they teach you about the nature of sexual assault, battery, ah, any number of the symptoms and issues that we work with. Um as well as then um, self-care. And self-care doesn't really come in until later and until you realize that Whoa this is some heavy stuff...Ahh...life line (laughing). And ah, Kate is pretty good about integrating it to. She makes sure that it's in our every day. We start every meeting with like, you know, meditation, just let go of things. Which I think is important to keep practicing./</p>	<p>26. Training teaches resources, the nature of sexual assault, battery and symptoms and issues the advocates will work with; "some heavy stuff". Into this, Kate talks about self-care integrating it into every meeting; "which I think is important to keep practicing."</p>
<p>Did the training train you adequately for what you do?</p>	
<p>27. Yes it does but you know, you can, you can teach somebody tons and tons of things but until you throw them in the water they won't know how to swim (laughs). You know, so, ah, training is great and it's really efficient. And we have a lot of resources that help us when we need them. But at the same time you learn a lot just when you get your first call, so./</p>	<p>27. "Training is great and it's really efficient. And we have a lot of resources that help us when we need them. But at the same time you learn a lot just when you get your first call."</p>
<p>Is there anything about training that you would have like to seen done differently?</p>	
<p>28. Um, I think at some point in time the advocates and the educators could do some cool things together. It's pretty divided right now and I think that it would be cool at some point to integrate those two. And that's, that's the only big one. Like I think that the training was done very well./</p>	<p>28. SARC if divided between advocates and educators. P5 would like to see it more integrated.</p>
<p>How was it for you as you moved into working with the old advocates?</p>	
<p>29. I think initially it was a little</p>	<p>29. At first it was intimidating to work with</p>

intimidating. I mean I'm not, I'm not generally intimidated by many situations, ah but, you know there was a little bit of like – oh, these people know more than I do and you know, I've got to perform well. But that, that worked out really quickly because the meetings are pretty relaxed and you know, everyone was pretty interactive.

The experiences advocates welcomed you in?

Yes./

You talked about the idea of the training being really good and that you really didn't know what you were doing until you just jumped in. Do you remember your first call?

30. Ahh, you know, the interesting thing about how it worked for me is that I ...the first year that I worked, I only got hang ups or wrong numbers. You'll get a lot of people who call and ask for like the Curry Health Center. So I'd get all these calls and I'd get hang ups and I'd get this and that. And so my first call was actually this last semester.

So you went a whole year with out getting a call?

Yea. I didn't have a walk in, I didn't have a call./

What was that like for you?

31. Well, I mean, I think it was (pause)... I think that I learned a lot vicariously through other advocates. And I paid attention a lot when they would tell stories. I think that I was maybe both a little frustrated and at the same time like – maybe it's a good thing. You know, like, nobody's calling. You know maybe it's

the returning advocates “these people know more that I do...I've got to perform well.” This feeling quickly changed for P5 because the meetings are relaxed and interactive.

30. During P5's first year as an advocate she did not have a walk in and she only had hang ups, wrong numbers or people asking for the Curry Health Center. Her first call was last semester.

31. To cope with not getting a contact she paid attention and learned vicariously through other advocates, however she felt like she didn't have anything to share. She had mixed feelings; frustration because she would have liked a call earlier and hopefulness that perhaps it meant fewer people were being injured.

like a lesser number year. I mean that doesn't always reflex what is actually happening in the community. But, um, I had mixed feelings. I felt a little like all these people would be talking about there calls and I didn't have anything to share. And I think I was a little frustrated, um, I would have liked the opportunity to kinda taken a call before that. And I would take the phone a lot. Like I would take the phone, I mean, it certainly wasn't an avoidance of duty and you know. It's just sometimes when it rains it pours and sometimes it's just nobody calls for awhile./

You wanted to be part of change and you're not getting calls. What prompted you to sign back up given that you had not had a call?

32. Well, I think it was partially because of that. I didn't have calls and I didn't have – but I knew that we received calls and I knew that I just needed to give it more time. Cause like I think that – because I had my own personal healing from my own personal history. Um, ah, I was raped when I was 18, 17 one of those – I was a virgin so – my own stuff to work through. And that first year, maybe it was a blessing in disguise that I didn't get any calls because it was an opportunity to listen closely to the way other people dealt with calls and to have all this stuff come up and watch it. Because I know just listening to other people's stories, that it did affect me, especially that first year./

33. Um, this year I'm, I'm in a whole different spot because I went to Korea and then came back. And then signed on again. So, um, and right now I'm also, I'm working for SARC. I do the advocate stuff but I also do other things, the out reach events and stuff. And ah, you know since I've come back I've had a ton of calls. This

32. P5 is a rape survivor and had her own personal healing to do; so not having calls the first year was perhaps “a blessing in disguise...because it was an opportunity to listen closely to the way other people dealt with calls...because I know just listening to other people's stories, that it did affect me, especially that first year.”

33. P5 traveled for a year, came back to school and to SARC. This year she is an advocate and an intern. Since returning she has had “a ton of calls.”

last semester I had a ton of calls. And so.../

As a survivor, has this work changed your view of what happened to you or your view of the world?

34. (Long pause) Well, let's see. I think it has – I am more aware of how prevalent it is in the community. I don't think I was as aware of that as beforehand. Ahh, (pause).... I don't really know./

Do you feel the training was at an appropriate level for you given that you are a survivor?

35. Yea it was. There were definitely days that I would go home and I would feel very heavy at the end of it and I mean, I mean, it's just tough studying about tough stuff whether it's happened to you or not./

36. If it has happened to you it can hit home even more. I think for me I, I, I had a tendency to ah, what's the word for it? Dissociate, from my own experiences. I know that's how I dealt with it and that's why it took me so long to heal because I didn't realize all the areas that it infiltrated in my life I just, you know, blocked it all off and (laughs) it wiggled into other things./

37. Ah, I think that my sister was in an incredibly abusive relationship and she was engaged to this guy. She dated like for the first year that he was in pre-release. So, it started off you know from what you would expect and everything was kinda confirmed. And he was one of those big musclely guys covered in tattoos and he had like 'pride' tattooed on his stomach and stuff. And I don't know she has this interesting taste in guys. And ah, you know I think that he was, well I know he was taking steroids or something. I mean he was taking some stuff and I mean, I think he does have good side to him. I think he

34. [The SARC work] has made her more aware than she was previously of the prevalence of it [rape] in the community.

35. "There were definitely days that I would go home and I would feel very heavy at the end of it [training]...it' just tough studying about tough stuff whether it's happened to you or not."

36. Because P5 is a survivor [training] 'hit home'. She coped by dissociating from her own experiences.

37. P5's sister was in a violent relationship; due to that situation the domestic violence training "triggered" P5 the most. "It's not me so I can't deal with the, like – I can't just shut it off."

had a really rough time growing up, but long story short. I mean he basically played Russian Roulette with my sister and she called me and I came and whisked her up and moved her out of her house in like two days. And she gave me the tour of all the holes he had punched through the walls. So, and a couple of areas where it was her head involved in that. So, that, that was a situation that has been pretty tough and I think that has triggered me most during the training is when I hear about battery and like this kind of stuff because that was a situation where it was happening to somebody that I loved dearly. It's not me so I can't deal with the like – I can't just shut it off. You know it's her and I think there's a lot of anger and a lot frustration from that situation. And well, a lot of protectiveness you know and so when I hear of that stuff – and you just know and I mean she, she, she was like that standard, in that cycle of violence. He would do the whole like sweet talk and like things would move faster and faster as they got closer. And she was totally isolated you know she had, he stripped of any kind of contact with people. He basically like kept her locked in the house. And you know, my sister, you just wouldn't guess her to be that kind of woman you know and so...I guess my life experiences really taught me a lot too. You know like, so....

This reminds me of that feeling of helplessness that you spoke of earlier.

Well, the funny thing is she didn't tell anyone what was happening. So actually in this situation I was less helpless than in any other situation I've been in because by the time she called that was it, she was ready. She was done. And she said help me, get me out of here. It wasn't until she realized she could die in that situation that she was willing to leave it and so...She's in Italy

with my parents right now. This was a few years ago now. So there's been some healing time. She's, you know, I think she still is healing because she loved him very much you know and that was the tough thing. So, but ah, she had been living here. I moved her into my house after that and she had been living here, um but she's moving to CA to do animal training./

How do you think these life experiences impact your work with people who come to you for help?

38. Um, I think they help. I think its back to the whole empathy thing. If I didn't have, if I didn't have the experiences that I had, I couldn't, I couldn't completely, sincerely empathize with somebody like that./

39. Just not out of lack of compassion but just lack of understanding, I mean, just in that experiential sense, um, I mean...I just know what it's like and you know and I think that, /

40. I think it's also helpful in the sense that I understand some of the psychology that goes through the people. /

41. You know, like you know that – and different people respond to their situations in different ways, you know. Some people are really comfortable with reaching out and just totally laying it all out on the table. And some people, something so traumatic and so scary can happen but there's this wall that goes up you know. And they're numb to it all. /

42. And I think most people expect the first time. Most people expect this, you know, this drama that comes out of a person. And I think that maybe the people that are more collected, they don't...maybe advocates who haven't been through that, haven't seen that don't understand what is happening with that person, you know. /

43. And so, I feel like my experience has

38. "If I didn't have the [personal] experiences that I had, I couldn't, I couldn't completely, sincerely empathize with somebody like that."

39. Because of P5's experiences she has more understanding; "just know what it's like."

40. She feels "she understands some of the psychology that goes through the people."

41. Each person handles traumatic situations differently: some are comfortable reaching out, others are numb and look more collected.

42. Advocates who have not been through what P5 has, may not understand the person who looks ok but is actually numb.

43. P5 feels her experience has helped her

helped to me understand what is happening behind each of these peoples' minds. And it helps me, helps me tailor my response to that too.

So you feel like you can see past the façade of someone who looks pretty put together?

Right./

And so, when you see someone who has gone through something traumatic, how do you protect yourself?

44. Well, really what I did was I went to Korea for a year.

How did that help you?

Well, I was, let's see...hmm. Where to even start. You know before I left I had gotten done with school and my boyfriend that I am dating now – we had had a very rocky relationship. And ah, there were a lot of old patterns of mine that weren't completely out of me yet. When I...after the rape, see um. I kind of have a theory of the way women deal with their sexuality after a rape. And it seems like, more often than not, there might be more options, but, but I've seen two main tracks that come out of it. Either they become um, completely uninterested in sexual relationships and completely closed off um, or it goes the other direction. And women reach out and they go for anything. And that's what happened with me. And I was, now that I know it, I was trying to convince my self that it was something that I was ok with happening and that I wanted it to happen. Truth be told – that wasn't the case. Um but and so, as a result I went down this long road of just ill fitted relationships and romantic patterns and I wasn't treating my body right, I wasn't trusting in my

“understand what is happening behind each of these peoples' minds. And it helps me...tailor my response to that too.”

44. P5 spent a year in Korea away from “distractions” sorting out what had happened to her. “So, that's how I feel with, that whole year, “it tied up my knots.” So now when I receive calls “my stuff is in a neat place, it's been tied up.” And it's, it's sitting there. And it's there for me to pull resources from and my knowledge of situations but, ah it's not something that is open and can be zapped so easily. I'll, I'll feel it you know. I can still feel that stuff absolutely, but you know, it's not a hazard inside of me as far as when clients call.”

emotions. It was all screwy. I didn't have it all lined up. And, ah, where I knew my own truth to be. And so, for me um, that was still seeping into my relationship with C and um I had to go work some of this out. And so I went to Korea. And it was an opportunity for me to be celibate for a year, it was an opportunity for me to – just go with it. To go on a long journey. And it was a journey that was very needed um, because school can be very distracting from your personal journey. You've got all these outside things to worry about. You know, 'to do' lists that pile up on your calendar. It's all fine and dandy but if you've got that internal work to do you've got to take some time to do it. So, um and over there ahh, I realized that I wasn't a nymphomaniac. A good thing to find out, you know. And that was a huge one for me. And also that I was willing to forgive myself for what happened, because I think I held it against myself, and that came up too. And so I realized that – oh wait, I forgive you. Because I did blame myself and I think a lot of people do blame themselves. I think they get in the wrong situations where it seems like the results could come out in either direction and um...for me when it happened...I didn't have, I didn't have, I ... I said no. But in my mind that's all I needed to say was no. And I had been with older men, I had dated a lot of air force guys because I was, you know, they're mature – the high school guys are... And I had always said no and they had always respected me. I never once had to say anything more than that. They always respected me. Because they could have gotten in trouble is the biggest thing. They could have gotten their butts kicked out of the military which you don't want on your record. But this guy is a different story. And I didn't have the tools to deal with anything past saying no. And so, so that was that situation. But I blamed myself for

it because I was like ‘why didn’t I do this? Why didn’t I do that?’ I could have done things different. That’s how I feel. So, that’s how I feel with, that whole year, was, it tied up my knots. So now when I receive calls my stuff is in a neat place, it’s been tied up. And it’s, it’s sitting there. And it’s there for me to pull resources from and my knowledge of situations but, ah it’s not something that is open and can be zapped so easily. I’ll, I’ll feel it you know. I can still feel that stuff absolutely, but you know, it’s not a hazard inside of me as far as when clients call.

It doesn’t worm its way out or what was the word you used?

Right, yea. Wiggle.

Into place where you don’t invite it.

Right, right.

I love the way you speak about that idea of when there is so much on your calendar to do that it doesn’t allow an internal space for the introspective work that needs to happen to let you be peace with something that life changing.

Exactly.

So these experiences have lent themselves well to you doing this work. It allows you a place of empathy that you might not have as deep of knowledge of – and you protect yourself by having done your work.

Right, exactly./

You came back to SARC after a year because?

45. Let’s see. It just seemed right. I called

45. P5 returned to SARC after her trip

<p>Kate and I said ‘hey, do you need an advocate back?’ And she said, well yea, and you could even work for us if you want. And I said whoa, perfect. And that was that. It seemed like a good situation. I like being on campus. I um, I wanted to have an opportunity to have, to get a call and see that through. And um, I made a great decision. I’m very happy with – it seems like –/</p> <p>46. cause I also work as the art exhibit coordinator at the UC and I hang all the art work and um, it seemed like everything was kinda spread out all over the place. But really they all tie together cause really SARC does a lot of work with the UC and the Women’s Center. So it’s all kinda like tied together which was cool to find out.</p> <p>And you’re taking classes too?</p> <p>Yea, I’m doing a BFA right now too – it’s about 18 credits. So, it’s a lot. I get gun hoe. Cause I recharged my batteries. And so, I’m like ‘ding’ I’m ready to go. Last semester it was like 22 credits. But the cool thing was – see I tend to bite off more than I can chew, but ah, the really wonderful thing was that I met up with all my responsibilities and I got like all As and a B. So, I was like, alright, (laughs) I got it. So./</p> <p>Is there time for play?</p> <p>47. I play cribbage with C some. Ahhh you know, it’s been tough because I came from a graduating class before all this. And all my friends have gone. I have like one, two – C and another friend basically in town. So, it’s not the social life that I use to have but you can’t stay too focused and have a big social life either. So, I’m a bit of a hermit as it is. Um, I try, like I do. When it gets busy I have to meet up with my responsibilities. But I take big vacations. I</p>	<p>abroad. She returned as both an volunteer advocate and a paid intern. “I wanted to have an opportunity to...get a call and see that through.” It was a “great decision” to return to SARC.</p> <p>46. P5 carries 18 credits towards a BFA, interns and volunteers at SARC, coordinates the art exhibit at the UC. “I tend to bit off more than she can chew” and yet she gets all As and Bs.</p> <p>47. During the school year P5 finds some time for play with her partner.</p>
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take long times off, like when I'm not working, when I'm not in go mode. And when I like don't have to make money, I'm out. In the summer time I'll go pick raspberries. I get paid to do it but, I don't get paid much but it doesn't matter cause it's gorgeous, so and it's relaxing. I would like to be the type that could do a little less I guess. But I'm not very good at it and I think I'd start feeling guilty.

Guilty?

About doing enough. (long pause) There's a lot of stuff I want to accomplish and I have a short period of time.

Do you think you work at SARC has or will shape your decisions about your future?

48. Ahhhh, no. Um, I mean for awhile I was thinking – once again it's this I don't have 500 hands thing. I would love to go into ah, sex education, I think is huge. I think it's where some of this starts. Um, you know. We're taught about all these scary disease in these horrible photos um, but that's about the extent of our sex education. And I think there's a lot more to it that that. And so, I would be very interested in going into that someday. But um, women's studies I would love to go into – well like if I go into the medical field I'll probably emphasis in women's health. Um, so I guess in those respects, but I don't think I'll do this kind of life work, forever. I have other goals that are bigger, things that I want to do more. But ah I do really like doing and I'll probably be back next year./

Do you think that the first year you were involved with SARC was part of what pushed you to take the next year off?

48. SARC's influence on P5's future is limited however she likes participating in SARC and will probably return next year.

49. Um, you know it might have. There were a lot of – all I knew was that I had a frantic sensation that I had to get out and I had to go do this for myself, come hell or high water. This is what I had to do for myself in order to be the person that I needed to be. I had to do this. And that was the only feeling that I had inside me. And it might have come from some of the, you know, listening to people at SARC. Some of that kinda bubbling around and not as resolved as I had thought it was. My pocket book also played a part in it. C and I will go back after I'm done with school in a year./

Do you think that your work at SARC changed your relationship with C?

50. Hmm. (long pause) Well it is definitely an opportunity for – he's a social worker. And he works over at Partnership right now doing the medical social work. And so, he always has, quite some stories too. And ah, I think both of these, for each other are and opportunity for us to support each other and help each other give that positive feed back with, I think you did a good job. You know helping each other on the side lines kinda deal, so. I think it helps in that respect.

So what you're saying is he's in the same field so he has a similar language.

Yea, absolutely.

That's a great combination together; social work and nursing.

Yea, apparently there are big jobs there right now./

So, tell me how it is working at SARC and being and advocate.

49. P5's work at SARC may have been part of the reason she took a year off.

50. P5's partner is a social worker. They support each other in the work they each do.

<p>51. It's a nice balance. Um, because as an advocate your role is just the people walking in and out of the door or calling on the crisis line. And working there – I do that but I also get to do what like, what Kate sees as preventative stuff. So, like we had the women's conference or we had the Walk A Mile in Her Shoes or we had, you know all these different activities./</p> <p>52. And these are things that are going out into the community and building up strength or building up awareness or...And so I really like that part. I think that that's a lot of fun. And I think it's healthy and um, I think it does good things for the community. And so, I like that because it's an action thing. You do this work and you see it come to fruition and it's a success. And it was an action, it was something that you have power over, so I like that part. And then it just gives me that much more space and room for the advocacy part. So, I like that.</p> <p>This is tidier. It has a beginning, middle and an end. You see the results.</p> <p>Right.</p> <p>I wanted to go back to your very first call. Did I ask you about that?</p> <p>You did but we got side tracked because I didn't have a first call for so long./</p> <p>Right. So, you're very first call was just last semester after a year of being an advocate. What do you remember about it?</p> <p>53. Ahh, a woman came in. It was a case of stalking. We get a lot of stalking actually; it's probably one of the most common things./</p> <p>54. But her boyfriend was stalking her calling her repetitively. Um, it was a walk</p>	<p>51. Being and advocate and an intern is a nice balance; working with people who call or walk in and doing preventative activities</p> <p>52. Community outreach builds up strength, awareness and it does goo things for the community. She likes it because "you do this work and you see it come to fruition and it's a success." She has power over the actions which leaves her more [emotional] space and room for being an advocate.</p> <p>53. Stalking is one of the most common complaints SARC gets.</p> <p>54. P5's first contact was a walk in; a woman being stalked. The contact went</p>
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<p>in. My first call was a walk in. And ah, and you know it went, from what I remember it went smoothly. I ah, I was in a good space emotionally at the time and we were able to sit and we were able to talk about it. And I asked the right questions, gave her the resources, she left happy. She came back a little bit after that; had come to good conclusions about how she was going to deal with it and so it all went pretty well./</p>	<p>well; P5 was emotionally in a good space. The woman returned to SARC and was doing well.</p>
<p>How did you feel about it?</p>	
<p>55. Good. I was happy about it. It felt like it was a good way to start it all. It went pretty smoothly. It was definitely a conformation that I had made the right choice to come back./</p>	<p>55. Her first contact was conformation that she made the right choice to return to SARC.</p>
<p>And since that time it's been busy for you.</p>	
<p>56. Yes, I don't know if I can count how many calls I've had. I probably had at least, at least 10 calls last semester. So...in my mind that's a lot. You go from 0 to (laughs) 10./</p>	<p>56. She had at least 10 calls last semester.</p>
<p>When you add the layer of all your school work and work and private life, it's a busy time. Talk to me about being on call, having the phone over the weekend or at night.</p>	
<p>57. Um, well, let's see. It's really tough if you get a call after you've been asleep. And you wake up and you have to be on point. And I'm a, I'm a heavy sleeper. Ah, I get way off into the ethers, ah...it's ah, you know, it can be kinda tricky. You know you've got to make sure, you know you can't go out or anything. You've gotta stay home and ah you know – the tricky thing is if you're in transit. You know like I ride my bike. So you know I have to get from school to home. And I've got it in my</p>	<p>57. Being on call is “really tough if you get a call after you've been asleep.” When on call “you can't go out,” its tricky if you're in transit or in the shower; “just interrupting your daily life.</p>

<p>pocket and I've somebody call before when I'm on my bike and riding, you know. And it's like how do I deal with this situation and like, you're in the shower. So, like those, there's those tricky things where you can be, you know just interrupting your daily life. But you know, it's ok. Luckily now we have two bedrooms. C and I were just sharing one room in a house and now we have two bedrooms so now I can go into the other room and talk and that makes it easier. But, yea, it's hard, like when you're out on the street on my bike. It's hard cause you've got cars going by (laughs) you know./</p> <p>58. It can be hard to switch. Like you know when you're in the office you're in SARC mode. Like every things around you, your in SARC mode. Like about half the time I'm reading the literature off the shelf so, like I'm already there. But when you're in your daily life, like I'm dealing with my boyfriend, my friends, yea, it's a little trickier./</p> <p>Difficult to switch gears that quickly.</p> <p>59. Yea and it's hard to talk to people over the phone too. Like, I think phones are a lot, a lot more challenging than when there in person./</p> <p>60. When they're in person you can read all that body language, you can read face language, you know when pauses are good and when questions are good. And you can kinda hear it more like that./</p> <p>61. But on the phone there's reception, there's like my volume button doesn't go up high enough, you know, I can't see your face./</p> <p>62. And, and I think that people also let out more when their on the phone. Which is maybe good and can wind up in problems, like we get a lot of people who miss use our crisis line. Ah, I've never actually had to deal with that yet and I don't know what</p>	<p>58. "It can be hard to switch" from daily life to SARC mode.</p> <p>59. It's more challenging to talk with people over the phone than when they are in person.</p> <p>60. In person one can read body and face language, know when to pause and question and can hear better.</p> <p>61. Volume and poor reception are issues on the phone and things can get missed because the face is not seen.</p> <p>62. She thinks people let more out on the phone allowing for the release of a lot of emotion and challenging to be constructive. There have been repeat callers who misuse the crisis line.</p>
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I'll say if I have to. Cause we get some repeat callers, but I think that people let out a lot of emotion on the phone, which is good if they need to get that stuff out. Ah but it's ah, you've got to turn it constructive which can be challenging./

You're missing pieces of information when you're on the phone and you can't see all of what the person needs.

63. And like I don't always carry my manual around, so certain...I do have a little card that has a lot of major numbers. But if it's like an obscure number I need to get or something and I don't necessarily have it on me. And you know, at SARC, like there's all the phone numbers.

What do you do in a case like that?

Um, well, I probably, well hopefully the number is on my card. And I'll use that because I keep the card in my wallet. If the number is not on my card and I can't reach a phone book I ask them to call back during SARC's daily hours and we can get them that information at that time. I do a lot of explaining my circumstance so that they understand what is happening over on my end. You know, so it's not like, you know they probably think that I'm sitting in some room waiting for them to call. You know, you know like that somebody stays at SARC overnight or something. And so if I'm in a different situation I'll explain. Just to let you know this is what is happening on this end./

I never thought about what people who are calling must think about the person who is answering the phone. Hmm.

This has jogged my memory about something we spoke about earlier. I asked about how this work had impacted

63. She does not always have all the information she needs when on call. If more information is needed she requests the caller call back during SARC's daily hours. She'll let them know "what is happening on this end."

your life with your boyfriend. Does it impact your life at all with your friends?

64. Hmm. (long pause). Um, I think only in, um, only in the situation where somebody reveals something to me. You know, ahh, this is a little different than what we deal with but I just had a friend who went through an abortion. And my sister did actually as well. And you know, this kind of, it's different but they're similar emotional responses that happen with them. So you know with the whole training and everything like that, like I think that it just continues to help me be empathic. I mean I think that for me it's my relationships, it encourages you to stay balanced./

65. And like, the opportunity that I have is to see some realities of life that people don't see all the time. You know, I see what happens and its heavy stuff that happens. And, and but I'm also encouraged to stay balanced. And I'm forced to stay balanced and I force myself to stay balanced with it. And um, even in just taking calls, you have to listen and you have to respond mindfully. And I think that those two things do affect all of my relationships. Um, I think I'm better about listening and I think I'm better about responding and actually responding to that person, instead of just whatever is going through my head or um...so I think it's good for.../

Have you found that you have friends that seek you out to talk about SARC related things at inappropriate times?

66. Um, no, I don't. I'm, no. You know because it's a school and everybody knows every body and every once in awhile – like I lead a healing circle for Take Back the Night. And there were two women in there that were in my photography class you

64. The SARC training “continues to help me [P5] be empathic” with her friends, and “it encourages you to stay balanced.”

65. SARC affords her opportunities to see realities in other's lives that are difficult. She is “forced to stay balanced” and to listen and respond mindfully. This affects all of her relationships. She is able to listen and respond to the person instead of “just whatever is going through my head.”

66. P5 had a situation during Take Back the Night where she was careful to set clear boundaries before the event.

know. And it was a situation where it was very important that everybody felt comfortable and they were ok opening up. And I didn't want that 'I know you before hand and I'll see you after hand' kind of thing to interfere with that. So, I just made sure to say that everything in here is confidential and you know, it won't go out of this room and I made sure to make eye contact with them too. And so, ah that's the only situation where it's like, if we're not careful it could be an inappropriate situation./

67. I don't want somebody seeking help from me outside of my work because it's important to like – this is when I'm at work and I'm not on duty right now, you know. Oh, ok I have had somebody like know I work at SARC and so they start into these like stories you know. And those are tricky situations because you don't want to come off, you don't want to be rude you know, because this person obviously hasn't done any healing yet and they've been avoiding it and they need to go in and seek help. And so in that situation I try valid and move them on to the resource referral (laughs) I think that's a great idea, you absolutely should go into SARC. We've got some well trained advocates. Here's the number.

It's a challenge and I think what you're talking about it that boundary that you set for them.

Yea exactly./

So is there anything else that comes to mind when you think about SARC that seems important to talk about?

68. Well, um, I would say that one of the good, one of the things that I haven't really touched on is the other advocates. The experience of working with other advocates

67. In "tricky situations" where someone intrudes on P5's private life with SARC related issues she validates them and refers them to SARC. "I don't want somebody seeking help from me outside of my work...this is when I'm at work and I'm not on duty right now."

68. "The experience of working with the other advocates and the kind of environment that we have is really nice." The environment is supportive, a learning

and the kind of environment that we have is really nice. It's ah really supportive, it's a learning opportunity, it's ah, you know we keep it light and fun a lot of times which is really nice./

69. Our retreat is like the best thing since sliced bread. Ah. So.

What is good about the retreat?

All the heavy stuff that you've just been doing, you get to like shake it off and, and play you know. And sit by the fire and really relax and just absorb a lot of self-care time. That's probably the best part of the retreat. We talk about self-care just before the end and then you just go do it. Which is great and you eat good food./

How do you feel like you support each other?

70. Ah, well we all understand what is happening, you know, like with each other cause we've all gone through the training and so, somebody gets called – and everybody is on the same page. So everybody knows, um, and everybody's learning with it too./

71. Umm (pause)... so it's unconditional support you know and a safe spot to let it out./

Do you find that the unconditional support is there for personal issues as well as SARC related issues?

72. No, I try to keep my personal life away from my business life. Um, so, I don't really seek out, um yea, I don't seek out personal support. I mean unless it – with Kate and Erin I do. But I think it's mostly because I'm in the office most of the time with them, so, if I do have a question, I do go to them and they can help me./

opportunity, which the advocates keep light and fun.

69. "Our retreat is like the best thing since sliced bread." The retreat is time to eat good food, play and "shake off" the "heavy stuff" the advocates work with. The best part of the retreat is sitting by the fire relaxing and having lots of self-care time. Self-care is talked about at the end of training and "then you just go do it."

70. The advocates feel supported by the fact they've all been through training, they all understand what is going on for the other person when they get a call. "Everybody is on the same page." They are "learning with it too."

71. Other advocates provide "unconditional support...and a safe spot to let it out."

72. P5 keeps her personal life separate from her SARC life, however she will seek personal support from Kate and Erin.

Do you think that the other advocates do that as well?

73. I think there's more of a blend. I think that most of the other advocates are a little younger and a lot of them know each other anyways or they've form more friendships you know, during the process they all went through. Especially the new advocates that all went through training together. And I didn't go through training with the old advocates either. So, I'm kinda...that could be the nature of my situation to, but I think people form more friends with – if they've gone through all the training together./

Sounds like the training and the retreat afterwards if really bonding time for all of you.

74. Right, yea. Well, I think that the training...I don't know if you're lumping the retreat into that. But the retreat is especially like were you form the friendship bonds. The training is I would think, its right at the beginning of the semester and everybody is just meeting each other. And so they form more of the intellectual bonds, because it's more like – this is my opinion on this and this is what I think about this and I think this and I think this. So people get an idea of each other's minds during that process but then it's like not until the retreat where everybody gets to relax and have fun and you get to see all those different colors shine./

You get to see another side of people.

75. Yea, especially the quiet ones; the loud ones, it's easy enough to know those ones. But the quiet ones it always takes a little longer to know them./

Anything else that comes to mind that we haven't touch on that seems

73. Most of the other advocates are younger than P5 and they've formed friendships during training. "I think people form more friends with – if they've gone through all the training together."

74. During training people form intellectual bonds "getting an idea of each other's minds." People form friendship bonds in the relaxed and fun atmosphere of the retreat. "You get see all those different colors shine."

75. The retreat provides the opportunity to get to know people, especially the quiet ones.

<p>important?</p> <p>76. Hmm, I don't know I feel like we've touched on...(pause)... Umm. There have been an increasing number of males participating as advocates./</p> <p>How's that for you?</p> <p>77. Great. I think it's very good. I think it helps break down – ahh- makes us- there are all these assumptions that it's just women. That it just happens in heterosexual relations. There are all these assumptions on where sexual violence takes place./</p> <p>78. And also who could be support models, you know. Like who are the care givers? Women are the care givers, not the men. So it's really cool to see males going through this. And I think, you know, there are certain things that can make them uncomfortable and I mean, they've got to deal with a lot of estrogen in the group. But you know, they're really good champs and they've done a great job. And I like that they are challenging the stereotypes. So.../</p> <p>And have you enjoyed working with the men?</p> <p>79. Yep. Ya, you know, ah I don't see them too much I guess. I mean they are in there at different times than me. But they are fun. They're great./</p> <p>See any particular problems with having the men involved?</p> <p>80. Um, I think perhaps, like you know, and I think perhaps we went through some of this at training – you know every once in a while there might be a situation, if it is a female caller and she has some very personal stuff to tell that she might not want to speak to a male. It might trigger</p>	<p>76. There are an increasing number of males participating as advocates.</p> <p>77. Having males participate in SARC helps break down assumptions such as rape only happens in heterosexual relationships and to women.</p> <p>78. "It's really cool to see males going through this." Certain things can make them uncomfortable and "they've done a great job." "I like that they are challenging the stereotypes." They have to deal with lots of estrogen but "they're really good champs and they've done a great job."</p> <p>79. She works different hours than the men so she doesn't see them much, feels they are fun – great.</p> <p>80. The advocates talked about the issue of men working as advocated during training. In some cases a female may not feel comfortable telling a male personal details. It might trigger her emotionally.</p>
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<p>stuff for her and so I think it's a matter of if you sense that, saying, you know, if you want we can –/</p> <p>81. because I think that, I think that we always did it so there's one of the males and then a female with them. So that if a caller or walk-in preferred a female would be there. So, um, that kinda like helps back up the situation. I don't think there's ever been a problem./</p> <p>Seems like the men need to pay extra attention to the woman's comfort with speaking to a male?</p> <p>82. Yea, I think that's right. And I think also that it's probably less of a problem in a call in situation than a walk in situation. But that just reminded me of First Step that, that might special be a situation where they would be more comfortable. So in that situation a female advocate would be preferred. Just because it's so fresh and everything is right there. It's so important. Um, First Step is a wonderful part and we don't know if it's going to continue I guess. Apparently they are having problems over there./</p> <p>83. But it is a wonderful part of the training; it's a wonderful part of the services. It's huge./</p> <p>(The last 1 to 2 minutes is lost due to quality of the recording)</p> <p>I thank you for your time and thoughts.</p>	<p>81. P5 has not see a problem with have the men work as advocates. Typically in the office, a male advocate is paired with a female advocate, allowing for backup if the client prefers a woman.</p> <p>82. Phone calls present less of a problem for male advocates than walk in situations. First Step is a special situation where a female advocate would be preferred.</p> <p>83. "It [First Step] is a wonderful part of the training; it's a wonderful part of the services. It's huge."</p>
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P5: Level Three, Narrative Based on Emergent Themes

P5 describes SARC as a very good opportunity for her to reach back out to the community; a chance to work “for and towards” other people. SARC has provided the opportunity for her to do volunteer work, get off a “self central track,” and reach out strictly for the sake of helping. She chose SARC specifically; drawn to it because of her own personal experiences, her “off the record clinical work,” her studies in psychology and because she feels geared toward this specific type of work. P5 participated in SARC as an advocate two years ago, took a year off of school, traveled to Korea and returned to

The University of Montana and SARC. This year P5 is both volunteer advocate and paid intern.

P5 has always hoped for change. She recognizes change takes action and unless she is “out there doing” she is not helping. She has “really capable hands” but unfortunately “I’ve only got two hands.” She laughs as she says she would like 500 of them. Recognizing change is a long, slow and often unnoticeable process, especially with the type of work done at SARC makes the work at SARC “bittersweet.” For P5 the sweet is about being there for someone, meeting them half way, holding their hand when they need it. The bitter part is getting to know some of the clients intimately and then not getting to see them “through the longer journey.”

The work at SARC is more intimate than *just* a crisis line. P5 may work with a client a number of times, in a variety of settings. And although she tries to not be personally invested in a person or situation, it can be challenging, especially when the stories are “tough stories” and the people are “really incredible.” She wishes and hopes the best for them and then, she recognizes she is “powerless” in some of it.

P5’s work at SARC has been influenced by her own personal experiences of trauma. At the age of seventeen she was date raped and two years ago she helped her sister escape from a violent partner relationship. Although these events have altered her world, she believes the personal growth she has gained due to these challenges has enhanced her ability to understand another person’s experience; “I just know what it’s like.” P5 feels she has gained a greater ability to understand people and to “completely, sincerely empathize with somebody.”

P5 spent a year in Korea, away from distractions sorting out what happened to her. The time away let her “tied up my knots.” Now when she receives SARC calls her stuff is in a “neat place, it’s been tied up.” P5 acknowledges she can still feel “that stuff” but it is not a “hazard inside of me.” “And it’s there for me to pull resources from and my knowledge of situations, but, ah it’s not something that is open and can be zapped so easily.”

She believes each person handles traumatic situations differently; some are comfortable reaching out and others may be numb leaving them to appear calm and collected. P5 feels her experiences have helped her understand some of the psychology of what is happening “behind peoples’ minds” thus allowing her to tailor her responses. She thinks advocates who have not been through what she has may not understand as fully. They may look for the drama surrounding the trauma and not recognize what is going on in the mind of someone who looks more put together.

Training is twice a week and every other weekend; it’s pretty intensive. Included in the training are community resources, the nature of sexual assault, battery, self-care and any other number of issues the advocates will work with; “some heavy stuff.” Because of P5’s trauma history there “were definitely days that I would go home and I would feel very heavy at the end of it [training]. It’s just tough studying about tough stuff whether it’s happened to you or not.” P5 feels that training is great and it’s really efficient. The advocates are given lots of resources that help when they need them, “but at the same time you learn a lot just when you get your first call.”

Training maybe intense but “then you’ll have your lovely retreat.” For P5 “Our retreat is like the best thing since sliced bread.” The retreat is time to eat good food, play and “shake off” the heavy stuff the advocates work with. The best part of the retreat is sitting

by the fire, relaxing and having lots of self-care time. Self-care is talked about in one of the last training sessions, “then you just go do it.” The retreat is the time when new friendships bonds are made and old ones strengthened. It’s a fun, relaxed time where the quiet advocates can be more known or seen and for P5 it was a time to “see all those different colors shine.”

P5 had no client contact during her first year as an advocate. Even though she spent time in the office and was often on call, the only calls she received were hang ups, wrong numbers or people asking for the Curry Health Center. She did not receive her first contact until the beginning of her second year as an advocate.

P5 had mixed feelings about not getting any contacts. She was frustrated that she had not received a call and she was hopeful that perhaps that meant fewer people were being injured. To cope with the situation P5 paid attention during the meetings, learning vicariously through the other advocates. This however, left her feeling like she didn’t have anything to contribute.

P5 wondered if because of her own personal history, not having calls the first year was perhaps “a blessing in disguise.” Not having calls afforded her the opportunity to listen closely to the way other advocates dealt with client contacts and it gave her time to understand how the contacts might affect her because she knew just listening to other people’s stories “did affect me, especially that first year.”

P5 took a break after her first year at SARC and traveled to Korea. It was her opportunity to go on a long journey. This was a personal journey, an internal journey and because she blamed herself for the rape, a chance to forgive herself. Although P5’s personal history was the main reason for her to take a year off, P5 feels that her work at SARC may have been a contributing factor.

After a year P5 returned to Montana, her boyfriend and the U of M. P5 contacted Kate because she wanted to once again volunteer as an advocate and she “wanted to have an opportunity to get a call and see that through.” Kate asked P5 to return not just as a volunteer but also as a paid intern. So P5 returned to SARC and it was a “great decision.”

Being an advocate and an intern has created a nice balance for P5. As an advocate she works with people who call or walk in and she does preventative outreach activities during her internship. Community outreach builds strength and awareness which does good things for the community. P5 likes the outreach work because “you do this work and you see it come to fruition and it’s a success.” Doing this work leaves P5 feeling like she has power over the actions which leaves her more [emotional] space and room for being an advocate.

Since returning she has had a ton of calls, at least ten more than last semester. P5 laughs as she says this, “in my mind that’s a lot. You go from 0 to 10.” The first contact P5 had was a female client who came into SARC seeking help because her boyfriend was stalking her; stalking is probably one of the most common contacts SARC gets. P5 felt she was in a good space emotional and she was able to sit with the client, ask the right questions, give her resources and the client left happy. The client returned to SARC having made some decisions about how she was going to deal with the situation. P5 feels like this contact went well and it confirmed for P5 that she made the right choice to return to SARC. Contacts like this one, where she feels she’s done a good job, are easier for P5 to leave at the office than ones where she feels more helpless and hopeless.

The most memorable client for P5 is an Afghani woman who was working on a doctorate in chemistry and was on the run from her abusive ex-husband. P5 helped the woman connect with all possible resources, however it was not very satisfying and left P5 feeling powerless because the resources can't give her what she needed. It's a frustrating part of what P5 deals with when doing this work and perhaps the most challenging, feeling helpless. P5 has a certain amount of surrender and acceptance in situations like this, where both she and the client feel powerless. P5 tries to balance her frustration by maintaining perspective, "it can be what it is and you can be frustrated at it but it can't be what governs you." She is slightly consoled by reminding herself that she remains emotionally available and present for the client, giving what she can. P5 does not know how the situation turned out for the Afghani woman.

In situations where she knows all that is needed is a direct referral to resources and it goes smoothly, P5 pats herself on the back, tells herself she did a good job and moves on. And then there are those heavy, intense, frantic phone calls that have no direction and demand a "different kind of navigation." These are the tough calls, the ones where the person's pain is "all exposed to you. It's all right there, you know. You can't rescue them, you just gotta sit there with them, you gotta be with them." P5 gives a lot in the process of sitting with the client and "you know it'll take a little bit to get over it."

There are some challenges around being on call. For P5, because she is a heavy sleeper it can be "really tough if you get a call after you've been asleep." On call interrupts her daily life; she can't go out when she's on call, it's tricky if she's in transit or in the shower and it "can be hard to switch" from daily life to SARC mode. When she away from her home P5 doesn't always carry her manual however, she does always have available a card with most of the important numbers. If a caller should need more resources than P5 has available on her card she will request the caller contact SARC during regular office hours. She is always careful to let the caller know her situation so they will know "what is happening on this end."

P5 feels it is more challenging to talk with people over the phone than it is in person. Between poor phone reception, the volume on the phone not going high enough and the fact that she can not see the person's face she feels like a lot of things can be missed. In person she can hear better, read a person's body language, know when to pause and when to question. She also thinks people release more emotion on the phone which can be both challenging and constructive. It's good if people need the emotional outlet and it creates problems if the service is misused. SARC has had some repeat callers misusing the crisis line. P5 has never had to deal with this and is not sure what she would say if she has to.

P5 carefully sets boundaries to protect her private life from her SARC world. During Take Back the Night P5 was careful to set clear boundaries before leading a healing circle. And in "tricky situations" where a potential SARC client intrudes on P5's private time she validates the person's feelings, encourages them to seek help and refers them to SARC. "I don't want somebody seeking help from me outside of my work...this is when I'm at work and I'm not on duty right now."

As a rape survivor P5 found some of the training topics "hit home" and at that time she coped by dissociating from her own experiences. Additionally challenging for P5 was the fact that her sister had been in a violent relationship consequently making the training on domestic violence particularly challenging. This training "triggered" her the most because it was not about her and she could not just shut it off. One of the things P5

became more aware during her work with SARC was the prevalence of it [rape] in the community.

P5 learned from her work at SARC that “it’s imperative that you take care of yourself in that process [giving emotionally].” Kate, the Coordinator of SARC integrated self-care into every meeting and P5 feels “SARC does a good job of teaching and emphasizing self-care. P5 believe is “important to keep practicing” self-care.

After a difficult contact in order to “get over it” P5 will talk with another advocate or with Kate. “Kate’s really great about being there and giving support to her advocates.” Other self-care strategies for P5 include talking with her boyfriend, working out, painting, or moving her body to “let it out of my body,” or playing cribbage with her partner. Also helpful for P5 is the fact that her partner is a social worker which allows for a common language between them and an ability to empathize and support each other in their work.

The SARC training “continues to help me [P5] be empathic” with friends. P5 feels it also “encourages you to stay balanced.” SARC affords her opportunities to see difficult realities in other people’s lives and in order to listen and respond mindfully P5 is forced to stay balanced. Maintaining balance affects all of her relationships, allowing her to listen and respond to the person instead of saying “just whatever is going through my head.”

The experience of working with the other advocates in the supportive environment of SARC is “really nice” for P5. She appreciates that the other advocates keep it light and fun in the office much of the time. P5 feels the other advocates provide “unconditional support...and a safe spot to let it out.” The advocates feel and provide support by the fact they have all been through training and there is an understanding about what goes on for the other person when they get a call. “Everybody is on the same page.” And they are “learning from it too.”

With the exception of Kate or Erin whom she will seek personal help, P5 keeps her private life separate from her SARC life. Many of the other advocates are younger than P5 and “I think people form more friends with – if they’ve gone through all the training together.” P5 sees advocates forming intellectual bonds during training; they are getting “an idea of each others’ minds.” The retreat allows people to form deeper friendship bonds in a relaxed, fun atmosphere. “You get to see those different colors shine.”

When P5 first began working with the returning advocates she was a bit intimidated. She felt “these people know more that I do...I’ve got to perform well.” This feeling changed quickly due to the relaxed and interactive advocate meetings. SARC has two components; advocates and outreach educators. P5 would like to see more integration between the two components.

There are an increasing number of males participating as SARC Advocates and P5 thinks “It’s really cool to see males going through this.” She likes that the male advocates are challenging the stereotypes and breaking down assumptions such as only women are caretakers and rape only happens in heterosexual relationships to women.

During training the advocates discussed the positive and negative of men doing this work. P5 has not seen a problem with the men working as advocates. She thinks that phone calls present less of a problem for male advocates than walk in situations and in the SARC office a male advocate is usually paired with a female advocate allowing for back up if the client prefers a woman. First Step is a special situation where P5 thinks a

female advocate would be preferred. P5 speaks highly of First Step: "It is a wonderful part of the training; it's a wonderful part of the services. It's huge."

P5 works different hours than the men so she doesn't see them much. P5 laughs as she talks about the men having to deal with lots of estrogen in the office but "they're really good champs and they've done a great job."

P5 is a busy woman; she carries 18 credits towards a BFA, she interns and volunteers at SARC and coordinates the art exhibit at the UC. She tends "to bite off more than she can chew" and yet she gets all As and Bs. She plans to continue working with SARC next year.

Appendix R

Participant Seven: Nancy
Levels One-Three

<p>Please tell me about your experience of being an advocate at the Student Assault Resource Center and how you feel this work has impacted your life. Feel free to share positive, negative and neutral thoughts and feelings, in as much detail as you would like.</p> <p>1. I guess the first one that I am super aware of is the idea of noticing social injustice and oppression of women a lot more in my life. Ah I just feel like you watch things like on TV and you see how wrong women are being treated and ah like how it is a very unsafe situation. And I kind of notice even on just TV or where I'm at or other peoples' conversations and friends talking about a situation they're in where like maybe where That was wrong, that guy is sketchy, like from hearing other peoples' experience./</p> <p>So your radar goes off when something sketchy is going on. You're in-tune to that?</p> <p>Yes.</p> <p>How come?</p> <p>2. I think because at SARC we're dealing with it almost every day. I mean I don't always have a client come in everyday, but ah, like when we do supervision meetings you're just thinking about what is going on in the world. I'm just more aware (pause)...I just feel like I notice a lot more./</p> <p>You notice more in your private world. You're awareness of it is heightened?</p> <p>3. Definitely. I'm not able to turn it off, because like in the past...cause I'm a social</p>	<p>1. P7 is "super aware" of the idea of noticing social injustice and oppression of women. She sees it on TV, hears it from other's conversations and notices the unsafe situations that others don't seem to.</p> <p>2. Due to her work at SARC P7 notices social injustice and oppression of women a lot more.</p> <p>3. P7's social work class alerted her to social injustice and oppression of women</p>
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<p>work major and I have always notice social injustice and oppression of women. But when you're in the class room and when you're trying to focus on that and ah SARC has brought it to a personal level where I'm noticing I can't turn it off. Ah, I can't watch a reality TV show and see where they're getting a girl drunk, some guy is getting a girl drunk, without thinking, oh this is just entertainment but I'm thinking oh my gosh, wow, we're watching this and everyone thinks it's ok./</p>	<p>in a theoretical way. SARC made the issues more personal. P7 watches TV, which is just entertainment, and sees the oppression. It surprises her that everyone else thinks its ok.</p>
<p>Can you say more about the not turning it off piece?</p>	
<p>4. Um, well I guess. I am thinking more of like (pause)...I like to think I notice it more within my personal relationships with other people and other peoples' interactions, like my girlfriends with guys. I feel like, hopefully I didn't turn that off in the past but ah, like watching TV is a part of your life where you know, you just don't have to pay attention; it's all pleasure. So, I watch the guilty pleasure TV which I find like, reality TV you know where the girls are dating the guys. And I felt like I should be able to turn it off but I don't.</p>	<p>4. P7 would like to not analysis her entertainment and personal situations so much.</p>
<p>What is it that you're thinking you should be turning off?</p>	
<p>Um, I guess, its reality. I feel like I don't have to analysis things./</p>	
<p>So, it sounds like the SARC training heightened your awareness of what is happening in the world.</p>	
<p>5. Yea, it's a deeper awareness and a more personalized awareness. I think (long pause)...that I didn't get when I was getting the same information given to me in classes.</p>	<p>5. P7 has developed a "deeper awareness and more personalized awareness" of social injustice through SARC than she did through her classes. Because she sees the pain people are in when they come to SARC, the training information becomes</p>

<p>What made it different?</p> <p>I think, just ahh, well, one you get to see what is happening in life. Your clients are coming in and their in like a victimized state, they're still hurting from what has happened to them. And um, (pause)...maybe just because this is not theory and it's training for those you're going to see.</p> <p>So it's putting a face and story to the information?</p> <p>Yes./</p> <p>Talk to me a little bit more about the SARC training.</p> <p>6. The training was similar to my social work training. I felt really comfortable with the pieces. I definitely think it was a lot more realistic, not just so theoretical because we did role playing. Um, and I think just the way you talk about it cause it's very specialized. So when were talking about a client we're all going to have somewhat similar clients instead of when in the social work department when were talking about methods and working with a client. The professor may be talking about child protective services and I don't ever want to do child protective services. And even though it's just an example it doesn't make you think about it the same.</p> <p>So SARC training is more focused?</p> <p>Yes, definitely./</p> <p>Did it feel like the training prepared you?</p> <p>7. Yes. It prepared me for the gist of everything but I think that even after having ah, multiple clients, multiple people</p>	<p>less theoretical and has a greater sense of purpose. "It's training for those you're going to see."</p> <p>6. SARC training was similar to her social work training but more realistic and not so theoretical due to the role playing. The SARC training is specialized and focused on clients who are similar versus social work where a wider variety of clients and issues are addressed.</p> <p>7. Training prepared P7 for the "gist" of working with clients but she can still feel thrown "for a loop"; she feels like the</p>
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<p>coming in you still...someone can still throw you for a loop a little bit. Um, they want an answer to a question you don't know, cause they think I know everything./</p> <p>Is there something specific about the training that you recall?</p> <p>8. I think that mostly it was going over the general idea because a lot of the training I've had in my classes./</p> <p>9. Um, but doing the role plays it think was really good, even though I don't like them really. They seems silly but when you say it out loud...it's kinda like when you study for a test and you have to read it out loud and I don't know, when I'm studying and I have to memorize something it only works if I can go in my room and like – ok the answer to that is. But I think that role playing really does help.</p> <p>You didn't like it.</p> <p>No and it's not fun and it's weird and sometimes it makes you feel bad about yourself because you think you should have done better I think or you feel self conscious. Ah, not necessarily bad but self conscious would be the correct way of saying that. Because you're like, oh, I didn't know the answer./</p> <p>10. It can get awkward or something and um, but really it was interesting to see that that is the most awkward you ever get is the safe conversation with the person you know really well (laughs) that you've been spending hours with every week and but it's much easier with the person you just met./</p> <p>I wonder how come?</p> <p>11. Yea, ah I guess most of us we talked about that in the SARC meetings. Like why is it awkward or...and everyone seems to</p>	<p>clients think she knows everything.</p> <p>8. Much of what was taught during the SARC training P7 had learned in her social work classes.</p> <p>9. Role playing was helpful and she didn't like doing it. The role plays made her feel self conscious when she didn't know the answer.</p> <p>10. It was interesting to her that during the role plays she felt so awkward with the other advocates who she knows well and feels safe with. Doing the actual work with a stranger is easier.</p> <p>11. Even though P7 has a "really great relationship" with all the other advocates role playing is awkward and scary because</p>
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<p>say – because we do role plays during initial SARC training and we do role plays every once in awhile in our regular SARC meetings. Ah, everyone says to the new people that it gets easier. And Kate would say that ah usually it come natural to most of us later on and it’s not uncomfortable. And it really just does. Maybe because you feel like you’re being – it’s just a different hat you’re wearing you know instead of being with your peer, even though it’s a really great relationship with all the advocates at SARC, ah I think you feel like you’re trying to impress them or trying to be up to their level, make sure you are doing a good job, cause it’s like someone watching you. Whereas when you are with someone who comes into SARC you are definitely, you are, you have you’re helping hat on. You feel like a responsibility to help them and not think about yourself./</p> <p>So the shift is about thinking about the client versus thinking about how you are being perceived.</p> <p>12. Yea. I definitely think it’s a lot easier to ah, when you know the information or you know what to do and you’re well prepared, it’s a lot harder when you’re thinking about how you look and you’re doing it with your fellow advocates than when you ‘re focused on the client. You’re not worried that you slurred a word or you messed up the name or something. You know it’s for the greater good, you’re not worried about the little things that don’t really reflect on you./</p> <p>Can you say more about role plays?</p> <p>13. Well, ah most of the time for role plays it’ll be after we go over the anatomy of a call and anatomy of a call is when we’re talking about introducing SARC and the SARC services and confidentiality and that</p>	<p>she is trying to impress them. She wants to make sure she is doing a good job and she is trying to impress or be up to the other advocates’ level. When she is with a client she has changed “hats” and has a responsibility to think about the client and not herself.</p> <p>12. Acting as the advocate is easier for her when she is focused on what the client needs and she knows what she is doing is for the “greater good” and not thinking about how she looks to others.</p> <p>13. Role plays began after the anatomy of a call was explained.</p>
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they can share as much as they like and then the body of the call and then summarizing the call. Summarizing what you've gone over or services or their plans, their safety plan or things they are going to work on and then how to end the call./

14. It use to be one on one but we have a really big group of advocates right now. And I would definitely say that 15 of us right now are involved.

There are some not as involved?

Um, yea, like they can't make the meetings but they still take some shifts. Everyone still takes the phone at least once./

How is it working with that large of group?

15. Well, ah, it's ok. Sometimes it ah, seems like not everyone gets as many shifts as they want so ah, well sometimes I think people are a little unhappy about that but I think, because I'm an intern too that that is not such a problem for me./

16. I think the returning advocates were pretty busy before my group of advocates started taking calls ah, I saw them, and ah they worked a lot of hours at the beginning of the fall semester. I mean, ah well, I was there but couldn't really answer calls./

Tell me about that?

17. So, this is ah, my first year at SARC. I started right when school started, the first week school started and most of the new advocates had not started. So I just kind of did stuff in the office and then I would also attend the weekly meetings with the returning advocates from the year before, while I was doing training. I guess it was definitely like a different dynamic because I was like...I hadn't gotten the SARC training but like I said it's really similar to

14. The current advocate group is about 15 which has changed how role plays are done. Not everyone attends all the meetings but they do all take shifts.

15. Due to the large group of advocates not everyone gets as many shifts as they would like and this creates some unhappiness. Due to her job as an intern this is not a problem for P7.

16. Returning advocates work lots of hours in the fall before the newly trained advocates are ready to take calls.

17. P7 began working at SARC as an intern the first week of fall semester. Even though she had not yet gone through training her social work background helped her feel comfortable with the returning advocates. She went through training with the incoming advocates and even though the training was similar to her SW classes she "definitely got something out of it."

<p>social work so, I definitely got something out of it and it was important but it wasn't like I...felt out of place with the advocates who had had more training than me./</p> <p>18. So, I was kinda in this place where I was there and I was new and these people had worked together for a year but ah, and then the new advocates would always ask me ah, well ok P7 why are you...you know...did you do this last year because I'd always be like knowing the answers and you know, I was just more familiar and a lot more comfortable with things.</p>	<p>18. P7 holds an interesting place at SARC where she is not a returning advocate but due to her internship she holds more information than newer advocates. This odd situation worked because the advocates are so inviting.</p>
<p>You were an interesting bridge between the old and the new. How did that work for you?</p>	
<p>Well, ah, I, it wasn't really that odd, it's an odd situation but I didn't really feel it was awkward because all the advocates are so inviting and/</p>	
<p>19. I think that really the consciousness about SARC is that you gain this working family relationship. Like the little volunteer family where everyone works together and is really supportive. It's really friendly./</p>	<p>19. P7 feels the "consciousness about SARC is that you gain this working family relationship" and it's really friendly and supportive.</p>
<p>What do you think creates that working family environment?</p>	
<p>20. Um, well, I think, it's one, the people. I think the people that want to do this work are usually a lot more open and friendly and like and want to be good people towards everyone and be perceived as – well perceived well sounds like (laughter) wrong, but you know they care about other people and they can create connections fast. Um, because that is kinda essential when you have a client to have some connection with them right away./</p>	<p>20. For P7 the family environment is created by the open and friendly people who do this work. The advocates care about other people and are skilled at creating connections quickly which is essential in the work the advocates do.</p>
<p>21. And then I think, um, ah Kate is wonderful. She is really inviting too and I think that just brings it all together./</p>	<p>21. P7 feels Kate is wonderful, inviting, and "just brings it all together."</p>
<p>22. And then we do activities together also,</p>	<p>22. The family environment at SARC is</p>

<p>like there's the retreat. Um, and then we meet every week, do check in questions that are sometimes like really silly or about our own life and not pertaining to SARC really. And then we've done like pot luck things. I feel like we just spent time together./</p>	<p>created by retreat, the weekly meetings with their silly/personal questions and the pot lucks where advocates spend time together.</p>
<p>23. Um, and then at the weekly meetings we're giving each other support, like describing someone who called or came in and how that went. Everyone is always asking questions and being supportive like, 'oh that was a really good job, I wouldn't have thought of that.' You know, giving praise for how they did./</p>	<p>23. The weekly meetings, where advocates talk about the clients, feel supportive. Other advocates ask questions and give praise for the work.</p>
<p>Tell me about those weekly meetings.</p>	
<p>24. Ah well, they are a good learning tool. I think that I feel like I've had more experience than I have, ah, you gain more experience from that because some weeks I didn't talk to anyone and then you get to learn how other people deal with a crisis or um, different choices they had to make that weren't really ah straight. Like not yes or no, they weren't the easy questions that were like, oh we know you can't do that or we know the answer to that. Because it can definitely be a little on the line about what you should do./</p>	<p>24. The weekly advocates meetings act as a learning tool. P7 feel like she's "had more experience" than she has because she learns how others deal with crises or difficult situations where there is no clear cut solution.</p>
<p>25. Um, one of the things that arises is when people go to First Step and I think there is a lot of not knowing what to do when we're at First Step. I've never gone to First Step, but through the advocate meetings I feel a lot more comfortable with it I think. Um, like I know what's going to happen. I feel like we're grilling them after they go, like what door did you go in, how does it go, how was the nurse and you know, not just like the how do you feel you did. But we're all like ok, how did this go./</p>	<p>25. The weekly meeting provides a place for the advocates to ask very specific questions regarding how First Step functions. Even though P7 has never gone to First Step she feels like she knows what would take place because of these conversations.</p>
<p>26. And First Step tends to be not necessarily our main clientele. Like it might not necessarily be university</p>	<p>26. Those who utilize First Step's services are typically children or older people, not SARC's main clientele</p>

students, a lot of times they are just because we are a university town I think. Ah, but so, sometimes they are not university students, they might be older women or we've gotten a couple of times young women, like under the age of 18. I'm always like, what's the law for that, because it's a blurry line on whether or not they have to report, whether or not their a child, a teenager. They're engaging in these adult activities, they're out drinking with these other people and they're not being supervised by their parents, so it's different./

So the meetings allow you to continue your education. And part of what I think I'm hearing is that they allow you to experience vicariously through the other advocate's contacts.

27. Yea, well, saying it vicariously seems like it might be what we're not trying to get sometimes, because we try not to get too much like, emotional involvement from it. Like not sharing specific details that you just don't really want to hear again and again because it can cause more trauma to us I guess. I have definitely felt like this is hard ah, we've talked about that and how it's like talking too much about what happened with your client is possibly traumatic to the rest of us sitting their listening to it./

28. Um, I guess like because we're not like in our helper mode. I was kinda thinking about it like watching a scary movie or something where you're just like OH, cause it not reality, but you're not like trying to help anybody but you're just hearing the stuff. So we try to stay away from that./

29. But recently I have been noticing more that it's been bothering me. It doesn't normally but ah, this is hard to explain. Um, but the last, I think it was not the one

27. During the weekly meetings, to avoid traumatizing the advocates, specific details about client situations are not shared. P7 has felt too much secondary information can be difficult to handle.

28. Hearing the other advocates talk about client detail is difficult because P7 is not trying to help anyone, she is not in "helper mode." she is just hearing the difficult information.

29. P7 had a client right before the weekly meeting leaving her only a few minutes to shift gears before the meeting. This abrupt shift was stressful for her and left her

before that but the one before that and the one before that um, I had clients right before the meeting and um, really only got a few minutes before going to the meetings and just finishing talking with the clients. And I don't know if it was unhealthy – I think it was just more stress. I don't think that I was like had trauma from it but I was just like – at the end of the day I almost couldn't handle – I didn't feel good and I just went home. I couldn't do anything./

You were a little overloaded emotionally and didn't have much time to shift gears?

30. Yea. My days are all pretty much the same every week. The same amount of volunteering at SARC, so our meetings are Mondays and every Monday I go class and then I'm at SARC at ten, from 10 to 5 and our meetings are at the end of the day. But I normally do that so it's not usually like, if I don't have a contact right before I usually don't have a problem. I usually go to the gym and then go home and do homework. Those last couple of times I had a client right before I couldn't handle the meeting almost./

What happened in the transition?

31. Um, (pause)...when I think about that I don't think it was about the client. I think it was just the role that I was playing and not stepping out of it before going to the meeting. The last time this happened, the client wasn't, it wasn't severely traumatic in my opinion, like towards me. It was not like this huge crisis./

32. She was just coming in because of her past experience in domestic violence relationships. She was really looking at herself and just wanted to sit there and talk with me and ask me about ... Well, she wanted a counselor because at first she

feeling like she "almost couldn't handle it." She just went home since she didn't feel good and didn't feel like she could do anything.

30. P7's days are busy and typically don't vary too much. The few times she has had a client right before the meeting it has left her feeling like she couldn't handle being present in the meeting.

31. The shift between seeing the client and attending the weekly meeting was too abrupt for P7. She does not think her difficulty in changing roles had to do with the client's issue.

32. P7 worked with a client who had originally wanted to see a CAPS therapist and while P7 was clear that she wasn't a counselor she was able to find help the woman. They spoke for an extended period of time (1 ½ hours).

went to CAPS and they didn't have anyone and it wasn't a crisis so they sent her to me. Which was like ok, 'but I'm not a counselor but I can sit here and talk to you.' So there was like a lot of her wanting me to have a lot more knowledge than I did. She was looking within herself. I just gave her like some of the...ah the violence wheel and we have a quality wheel because she was talking about domestic violence. But she was like, I don't know if it is and she knew but she was like...she was in a relationship that I would call domestic violence. So like you know, I showed her that and 'you didn't talk about the physical stuff but maybe some of these would strike a cord with you and if not then this is what a healthy relationship would look like.' We ended up talking for like an hour and a half so it was a long one./

33. But it wasn't like crisis which are usually the ones that make my heart pound./

34. It wasn't like right there. She wasn't afraid of being physically hit she was talking more about emotional abuse. She wasn't in any of the relationships, she was having contact but it just didn't seem like a really scary situation. And I didn't feel really uncomfortable with it because she is in one of Kate's support groups too. And she was trying to get counseling at CAPS. So, I was like ok I'm not going to be able to give you what you were going there for but I didn't feel like she wasn't getting what she needed. I felt comfortable talking with her.

Sounds like she came searching for something different that what your skill set could give her and yet you were able to give her something. How was that balance for you of giving her something but knowing it wasn't exactly what she needed.

33. Crisis clients make P7's heart pound.

34. P7 knew she could not give this client what she had gone to CAPS for but she also felt like she found things she could help her with which was helpful to P7. The client got some things she needed and P7 felt comfortable talking with her.

Well, in the process of talking with her I found other things that I could help her with. So, that was helpful for me./
35. Like she was trying to find her own independence because she had noticed herself going into these controlling relationships one after another and she had just gotten done with a fight with her previous ex, which was short term and not – she didn't talk as much about his controlling behavior just that he was like her past relationship that was really bad. She wanted to talk with him and stand up for herself and she was ready to go talk with him but didn't know what she was going to say. So I just had her tell me what she wanted to say to him, just like say it out loud.

You role played with her?

(laughs) Yea I role played with her./
36. And so I felt like I could do that and she felt better and more confident with herself afterwards. So I found something I could do and I think she just want to tell someone too. So I was able to find a place for me. And it felt a little bit awkward because, ah I think it felt most awkward because CAPS brought her over to me and she was going for something and then you said – oh SARC can handle that. Um, but I definitely found a place that I was able to cover what she needed, like I was equipped to deal with it. I think she got something out of it and I felt ok about it or good about it. She was already in the support group and she was still wanting to go to CAPS and I gave her the number again to like set up a long term counselor. I told her about the costs and stuff so she was comfortable with it./

That was a long time to sit with her, 1 ½ hours. Sounds like it was really intense.

35. P7 role played with the client the things she might say to her abusive ex-partner.

36. P7 thinks the client needed to tell someone what she was dealing with and that she felt more confident after speaking with P7. It was awkward knowing the client wanted counseling and not advocacy but P7 feels she was able to help the person and the client got something out of their time together. "I was equipped to deal with it."

<p>37. I wasn't really self aware about it. I like to be really self aware but I think it was like I had to go to the meeting and I had the contacts in the little room with me so they couldn't do anything without me (laughs). But, I gave myself a little bit of time because I took a few minutes to close down the office and get upstairs. When I got up there they hadn't started, they had just been having snacks and talking. Then we did our normal stuff to get into a meeting like taking a breath and then asking a check in questions which is usually fun or something about our lives. So we did that and I thought I'd be ok with it and I felt like it until the end of it./</p>	<p>37. P7 was not aware of how the long contact impacted her until later.</p>
<p>How do you take care of yourself in situations like that?</p>	
<p>38. Well, um, after this instance and the last one that was hard that I ended up doing right before the meeting, um, I didn't do enough or I didn't do very much because I had already felt tired and sick. I don't like it when I get to that point and I don't always know what to do about that. I went home and watched a movie./</p>	<p>38. When P7 gets tired and sick feeling due to too much stress she doesn't always know what to do to take care of herself.</p>
<p>39. But normally I...when I'm being more self-aware as a long term care thing I like to go work out or go for a walks.</p>	<p>39. Self-care for P7 consists of a work out or a walk, hanging out with friends, or going to dinner.</p>
<p>So, move your body some. Are there other things that you do for self-care?</p>	
<p>Um, nothing in particular; like give myself time for things that I like to do, like hanging out with my friends, going to dinner, something like that. But those are usually the right after. If I'm stressed out from work I don't want to do it then but I know I have to do it a couple times a month to keep me sane./</p>	
<p>Did you learn things from the training about self-care that you didn't know</p>	

<p>before?</p> <p>40. I think it gave me more ideas for clients. I'm a pretty stressed out person most of the time. I tend to stress myself out with a lot of work and being busy. My boyfriend says I like being stressed out (laughs). It's not like I'm always stressed out but I give myself a lot on my plate and so I'm use to dealing with it so I think I already had a lot of my own personal ways. In some ways the training gave me ideas, it made me think more about self-care and how important it is. I think I've used a lot of those ideas toward the clients, to give suggestions./</p> <p>41. And ah, so, I think talking about the contacts is good self-care for us if we don't talk about the details too much.../</p> <p>So, talking about the client contacts is important self-care. Say more about that please.</p> <p>I think that is what has been promoted through the training and the meetings of like how the meetings go and how we're suppose to talk about the contacts. Like not the super big details but kinda like the idea of what happened and what maybe we could have worked on. How you feel after it and if you're happy about it or you feel like this wasn't your best work or it was – someone called you at two in the morning and you were half asleep and you had to go splash your face with water. Our training has gotten us to think that way. So when people are coming in and they've had a contact on the phone and sometimes they want to talk about it, we definitely talk about it. If they have had a contact they want to, ah I feel myself asking those questions./</p> <p>42. And you know it's safe to talk to the other advocates about this stuff because they've been trained to listen./</p>	<p>40. The self-care training gave P7 self-care ideas to pass along to clients. It also encouraged P7 to ponder how important self-care is.</p> <p>41. Processing client contacts, as long as there is not too much detail, is also good self-care for P7. Training promoted talking about what the advocates did well, how they felt about the contact and what they might have done differently.</p> <p>42. It feels safe to P7 to talk with the other advocates because they have been trained to listen.</p>
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<p>So the advocates provide a safe place to talk?</p> <p>43. Yea. I think that other people use it as self-care and I feel like I tend to not tell the other advocates about mine as much just because I'm always in the office and there is just this little bit of difference between me and the other advocates. Like me and J and S work and spend so much time and I spend so much time doing my practicum there, so it's kinda like we're 'go to.' So I kinda feel like we're peers but we're just slightly above their level – we're kinda like mentors or something. We're still peers.</p> <p>So you don't tend to do as much sharing with the other advocates as they do with you?</p> <p>Yes, I think so. I always share at the meetings but I don't think I do as much with them. I'm more likely to share with Kate./</p> <p>Tell me a little about your relationship with Kate.</p> <p>44. Um, I think, (pause) I've never really analyzed it. I feel good about it, so that's probably why I haven't really thought about it before. I haven't had to; we've never had any issues. I think she is very warm, welcoming and I feel like she is a great knowledge book for me. She's definitely a mentor. She has her masters in social work and like that is what I want to do. I look up to her. What she is doing is kinda my goals in some way. I think we have a common bond. She is awesome./</p> <p>Is she what encouraged you to become involved in SARC?</p> <p>45. Well, through social work I didn't know exactly what I wanted to do um, but I</p>	<p>43. P7 thinks other advocates talk to each other as a form of self-care. While P7 always speaks up in meetings she does not speak with the other advocates individual much because she is an intern and sees herself as a mentor or the “go to” person for the other advocates. P7 shares with Kate.</p> <p>44. P7 describes Kate as warm, welcoming and awesome. She sees Kate as a mentor and someone who possesses a great deal of knowledge that she is willing to share with P7. P7 looks up to Kate and sees that Kate has obtained some of the goals P7 would like to achieve. She feels they have a common bond.</p> <p>45. P7 became interested in social work through a personal connection and by</p>
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<p>wanted to help people so I thought I'd take social work 100. I know a little bit about people who have been social workers. My uncle had been in a car accident and he has a brain injury and he's in a wheel chair and so he's worked a lot of social workers. So I knew the profession a little bit but not enough. So I took social work 100 and didn't really know what I wanted to do with it; knew I didn't want to do child protective services. I knew that I wanted to work more with adults and not children. And then listening to speakers and ...I knew I wanted to work with domestic violence and with women./</p> <p>46. And everyone always asks were you in a domestic violent relationship or were you sexually assaulted. And I feel like I've experienced it but not personally, well personally but not directly. It was through my parents. My dad was emotionally abusive and my mom was always on the verge of being physically abused. He's physically threatening. So, like it was that he didn't hit her or punch her that often and she always says verbally abusive. You can tell it was like, he didn't have to. He's bigger than you so he doesn't have to, you know. So it's impacted me but I feel like I'm a little bit sat back from it because my mom got out of that relationship and so, it's like I experienced it and it was close to me but I'm able to move on from it. I'm not still in this emotional chaos.</p> <p>Do feel like your experience makes it more difficult to deal with the issue of domestic violence than with other things?</p> <p>No, I'm pretty settled with it./</p> <p>Are there any places where you feel like you experience what I might call secondary trauma from someone's story?</p>	<p>taking social work 100. Through her class work she made the decision to work with women's issues, particularly the issue of domestic violence.</p> <p>46. People frequently ask P7 if her work at SARC was spurred on due to her own experiences with assault or abuse. Domestic violence touched her life through her father's actions, however she is no longer "in this emotional chaos" and she feels settled with her feelings about what happened.</p>
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<p>47. I don't feel, like I said, I don't feel like the way we're doing contacts gives us secondary trauma. I think except for I've just had a client and I don't...cause that's what I feel I was getting from it. I was still stressed out by it not just because of the 'ok, the client I had today that I talked with for an hour and a half or it was a really rough one' but I think it was because I didn't get a second to stand back. Even though I tried to I still didn't get to. I think I was still taking this in. I was still listening to things and having emotional reactions. It's hard to say, cause it's not like trauma, cause it didn't stay with me. I'm not still upset about it, I didn't have a bad dream it was just like that the rest of the day./</p>	<p>47. P7 does not feel she experiences secondary trauma. She does experience feeling stressed out when she does not have enough time between clients and other activities or duties.</p>
<p>How does walking away from SARC with that kind of feeling impact your outside or private world?</p>	<p>48. P7 does not have anyone to talk to about her SARC experience so she tries to leave SARC at SARC.</p>
<p>48. I try not to have it interact with the rest of it that much just because I feel like there is no one to talk about it with. Like, I talk about it with my boyfriend but not to process feelings. Me and my boyfriend have been together over two years so we do have emotional connections and we do process our emotions, but processing social injustice and like um, oppression of women, just don't go with my boyfriend. He doesn't get it the same. We use to have those conversations but it's hard to have those conversations when you're still teaching someone about it and trying to get them to understand it. It's not like he's completely like, traditional and doesn't believe any of it but he doesn't sympathize the same way./</p>	<p>I wanted to go back to how you got involved in SARC.</p>
<p>49. Oh yea. Well, I'd seen social workers and wanted to know more about what they</p>	<p>49. P7 got involved with SARC because she wants to help people and work for</p>

<p>did so I took social work 100 and I really loved my professor. He was awesome. I just saw it as an opportunity to do whatever I wanted with it too, like under all the things I want to do is help people and work for social justice. I felt like I could take that and do whatever I wanted to do. And throughout the program I feel like maybe in the back of my mind I always wanted to do domestic violence stuff and I kinda like, one day it was kinda like ok I want to commit to that. And I don't really know what made me do that cause I was just kinda aware of it for a year trying to figure out what I wanted to do./</p> <p>50. I needed to do my practicum and I interviewed places. I interviewed the YWCA, CVA and SARC. So, it was very specialized in my idea of what I wanted to do. I interviewed at both of those places and I chose SARC because I felt like I could really get a rounded idea of things to do. I have a lot of freedom. Kate was saying you have all this time and you can work on projects that you want to and you can chose things, if you're independent and self motivated then you can do whatever you want. We can find someway for it to fit in SARC. And that has been my experience. I've kinda jumped into all these different hats like, being an educator and then working on fundraisers, helping coordinate volunteers for that, um doing some like facilitating the weekly meetings and activities at the retreat. I'm also doing research now with Kate and professor Doyle. They wanted to do research for the Missoula Family Violence Counsel for the faith based community that they're on. So, I was interested in that so I started helping with that and then I've kinda taken it on. So we're interviewing faith leaders in the community on domestic violence and how they handle that. So, I'm presenting at the UMURC, University of Montana Undergraduate Research Conference. And</p>	<p>social justice.</p> <p>50. P7 interviewed with programs that specialized in women's issues for her practicum site. She chose SARC because of the rounded education and freedom she would have. She has worked as an educator, an advocate, a coordinator of training, fundraising, the retreat and now is participating in research with Kate. She will present to the UMURC this spring.</p>
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I'm not ready (laughs). It's a small sample right now and it's really hard to get it to happen./

Thinking about the social justice piece that you began with is really pertinent here. What is your hope for this work?

51. Um, well, even though I'm really interested in social justice, I like to look at it on a one on one basis, kinda like starting on a one on one basis. Actually, my last interview, which made me feel really good about it, and I never thought I'd feel good while I was interviewing. I thought maybe what would come out of this would be good but not the interviews. The purpose is to get SARC and the Family Violence Counsels name out there and for them to have a good experience and to gather this information and being non-judgmental, being professional. Then learning a little bit but it's not a teaching role. So, I was hoping like out of that they would come to a training or something cause Kate has set up trainings and no one comes cause they just send out a flyer asking people to come. Maybe they'll come and we've asked if they want any training and they'll tell us yes or no. Hopefully if they feel like they've said yes to it they'll do it this time. Um, but my last one, the minister he was like 'well I really appreciated you guys doing this because it makes me bring to the forefront the idea that this is happening and we should be talking about it because it happens in the community and everywhere.' He was becoming very self aware about it and thanking us for having the conversation. And even though this is a minister when asked if he did talk about domestic violence, he said no. So I'm not just talking to the most introspective or the ones who feel like they deal with it a lot and they didn't feel like they really had to much of a problem so it was interesting to

51. Her hope for the research is to create change within the community at an individual level. This is the reason she wanted to work at SARC. She sees herself making social justice change one person at a time.

hear from someone who was excited that he could look inside himself and think about that and bring it to the forefront. He said 'oh you've made me think about something.' I think what we're doing is creating change in the community at an individual level. And this has been the reason I want to do this work and that I wanted to work at SARC. I see me making social justice change one person at a time./ 52. And I think that I more hope to change faith leaders like that that just don't do anything about it. I think it's a lot to help those who think you should just stay married and don't address domestic violence and just think that its God's will. I'm glad that I haven't had too many who have said specifically things like that. But the ones that are apprehensive about doing anything about it, I don't know that is going to help that and that would be a great goal but that's not what I'm looking for. I'm looking for people like the minister I talked to that, you don't do anything about it, and you're open to it but never thought about it. I mean it has a stigma and people don't talk about it./

Sounds like exciting and challenging work. Well, you go back and talk to me about your first SARC client?

53. I remember my first client because my first client was almost and accident I guess. I wasn't even done with training, I was still in the middle of training but I was working in the office. Normally there is someone in the office but Kate had a meeting for like half and hour or something like that and had just stepped out. And we had one come in and I was like Ohhhh. Ah, and I just felt like the best choice-I felt like I was prepared enough to handle that situation instead of saying oh there's no one here and calling Kate or something. I just made that decision to do that. (Pause)...it was

52. Her hope is to change those leaders who lack understanding about the issues of domestic violence.

53. P7's first client was an accident because she was not fully trained and she only got the person because no one else was in the office. It was scary for her, she felt like she was doing something wrong.

kinda scary I guess cause I felt like I was doing something wrong. Like maybe I shouldn't be doing this but I don't know./

It was scary thinking you'd done something wrong or scary actually working with the client or both?

54. Maybe a little of both, I think everyone is normally scared for their first one./

55. Ah, I didn't really notice being scared the second time so it was like get out the most nervousness as possible the first time (laughs)/

56. She came in and unfortunately the issue she was dealing with was about something we don't talk about as much or that we hadn't gotten to in the training. An ex-boyfriend was stalking her was what was going on. Um, but, she wasn't very ah, too concerned for her safety. It was like extra stress with him texting her and calling her and so, I referred her to CVA for a TOP. But ah...

Did this feel successful for you?

Yea, I think so/

57. She definitely, it was harder because she came in with an idea of I want this to be fixed. And she almost wanted to report in the office or something like that. But she wanted to get a temporary order of protection and she wanted me to tell her what happens, what's going to happen. I think sometimes those are the hardest because you have to gage whether or not they want something more or if you just need to stay at their pace of getting them the information and references that they want.

How do you know that they want?

You can always ask. But I think sometimes I just ask small little questions that

54. P7 thinks everyone is scared the first time they work with a client.

55. She has not been scared since her first client, she laughs as she says perhaps she got all the nervousness possible out the first time.

56. The first client P7 worked with was dealing with an ex-boyfriend stalking her. Even though this was something P7 had not been trained in yet she felt like the contact was successful.

57. For P7, not knowing what a client wants is challenging. She tries to figure this out by asking, reading body language and trusting her intuition.

don't...because if someone comes in and they want to report or they want to get a temporary order of protection or they just want this number and you can...I don't know. I feel like it's an intuition thing you know and you just kinda use body language.../

58. I've only had one contact over the phone, that's all, which is odd because I take the phone just as much as everyone else does. But I have a lot of walk-ins. But it's like, like one phone call and that was just a couple of weeks ago/

59. But...And sometimes my own body language can be more inviting. Like I make sure that I'm smiling, I'm leaning in and stuff. I'm thinking about one time this person had already worked with another advocate and she had forgotten her art board in the room. So she had come back for that and it happens to be a day when it was just me in the office. I was pretty informal and asked if there was anything else I could help her with and she was having another issues. But think she really had just come in for the art board. I think because I was giving her signs of being helpful and friendly-and I just barely said anything like 'is there anything I can do for you today?' and it was like there was a bigger issue. So I think that when people come in for what they need-when they come in for something in particular you just have to ask 'What else? Is there something else I can help you with?'/

So you listen, watch body language and use your intuition regarding what a client might need. Do you think your work at SARC has honed your intuition?

60. Um, yea I think so, I mean I've always, well I usually am pretty aware already but the SARC training helped me understand I need to listen to my instincts all the time. And (pause)...right now my only

58. P7 has only had one contact via phone all the rest have been walk-in clients.

59. To encourage a client P7 makes her body language more inviting; she smiles and leans toward the person. She thinks giving these signs of being helpful and friendly encourages people to confide in her.

60. SARC training encouraged P7 to pay attention to her instincts on a more consistent basis. She thinks much of her awareness is at a subconscious level.

interactions are close and intimate or SARC - like with the clients. So I feel like right now I'm just so busy so I'm not with like 'sorta' friends so it's kinda hard to think about intuition because if I'm spending time with my very closest friends, and my boyfriend and my family I already have a sense-it's not really intuition any more cause you already know the person. And I've never been able to describe my intuition. I'm not observant enough to know exactly what leads me to know (laughs). Like I observe unconsciously, my boyfriend brought this up to me the other day. He is really observant about specific things, like maybe I twirl my hair when I'm upset. That's not a real example but I'm not. He knows I notice the things he does, like 'Oh I twitch my foot' I have no idea that he twitches his foot but I always know when he is upset. I'm subconsciously noticing him twitching his foot./

You spoke about your friends a moment ago. Can you say more about them and if you're work as a SARC advocate has had any impact on your friendships.

61. Um, well, before I even started SARC friends would seek me out to talk about what was going on for them you know, boy friends issues and stuff. /

62. And just as I started SARC, people that I worked with at my other job would say something. Not necessarily an 'I need help' but just like 'Oh it's really great that you're in with that.' One person, who has children and in her mid-forties and I've talked with her and I work with her. She said 'well it's really great that you do that because when I was in college I was sexually assaulted and we didn't have anything like SARC.' It didn't really get to much past that, she definitely kept it at that. That was 25 years ago and um, but, I think I've had a lot of people say 'well it's really great because

61. Before P7 was trained friends sought her out to talk about personal issues.

62. People who knew P7 was training to be an advocate would tell her about their experience of being sexually assaulted.

I've experienced that.'/

63. But as far as my friends opening up later on, um, no and yes because one of my friends was raped while I've been working at SARC. That was interesting. Um, I don't know if she leaned on me because I'm in SARC or just because we're friends./

What was it like for you to have a friend assaulted?

64. (Long pause)...It's not as rattling as you'd think because through working at SARC I've always realized well, ah, it's always personal I think. Because it's like 'Oh it happened to J's client. I was in a situation that it just didn't happen.' But it's always that close. Because we're dealing with a lot of college students and acquaintance rape and drinking, and it's kinda like 'oh back in my day, when I use to be not so involved in school that you could be drinking.' And you could see the predatory things that were happening./

You can see yourself in some of the situations you hear about from your clients?

65. Um, definitely. I think I can see a lot of people you know...as you're younger-ah, not to out myself about under age drinking but, when...it's definitely at the beginning of college. Definitely in the smaller areas in my life where I'm going out a lot and I think maybe because I didn't have anything to do or I was dealing with something and you go out. And it's like not everyone you're around are good people. And I know that I haven't always been around good people. You know, I'm only hanging out with people that I know are great people and drinking and.../

Do you think the SARC training heightened your awareness and

63. While P7 has been working at SARC on of her friends was raped. The friend leaned on P7 but P7 is not sure if this was because they were friends or because she was a SARC Advocate.

64. The issues of rape are "always personal" to P7 and she realizes she could have had a bad situation happen to her just as easily as it happened to her friend or the survivors she works with.

65. P7 has gained a greater understanding that not everyone is "good" and that situations she has been have put her at risk.

understanding about people who are not good people?

66. Ah, yea and then I think it heightened the idea that it's not just people. From interactions, perhaps from just doing the educator part that when you talk about being intoxicated while having sex and people think it's normal or that it's completely ok. And it's not black and white./

67. People are worried about getting a perpetrator in trouble if they turn them in and they aren't even thinking about the fact that he ruined the girl's life. It's just...I feel like no other thing do people say, 'I don't really want to ruin someone's life' even though you did ruin someone else's life./

68. We had an advocate go to First Step the other day and she was talking to me about her experience. She told me a little bit about the situation. I just happened to ask if it was an adult and she said no the girl was 15. The girl had had sex, well she was raped and she didn't remember it at all. She had been drinking and I guess I don't really know what she remembered because she couldn't remember the person. But she hadn't remembered if she had consented. The advocate, I don't want to use the advocates name cause it wasn't in a good way. What happened was I asked her about it. She was talking to the mom because the girl was not really receptive about talking about what had happened. She had already talked to the nurse and didn't want to talk about it again I think or talk deeper about it at the time. So she talked to the mom and the mom was supporting the daughter but they didn't want to ruin the boy's life if her daughter had consented. And the advocate was telling me she felt the same way and that she just didn't agree with statutory rape laws. I was like well she can't consent and he should get prosecuted no matter what. And she said I don't like statutory

66. SARC training has heightened P7's awareness and understanding of people who are not good. She also has a heightened sense of how alcohol puts people at risk.

67. P7 is angry to think that someone would consider not getting the perpetrator in "trouble" because they don't want to ruin his life when he has ruined his victim's life.

68. P7 was troubled by another advocate's understanding of statutory rape and how it would or would not affect the perpetrator's life. She was able to talk the issue through with the other advocate and help her see the power imbalance between a 15 year old girl and an 18 year old boy. P7 feels if the man was 30 he'd be in jail forever but because a 15 and 18 year old don't differ so much physically "people don't see the grossness of it."

rape laws and I had this experience with my friend who was dating a young girl and she got pregnant and her parents pressed charges and now he's a sex offender. So I sat with her and kinda saw it from another point of view after I talked about it. Which I was glad that I was able to do it without offending her because when she first said it-when she was agreeing with the mom and didn't want to ruin someone's life-and I said well if you look at what happened it seems predatory. She was drunk with an older guy, 15. I can't even imagine at 15, because I experienced those feelings of guys being predatory, trying to get you drunk and take things to far when I was an adult and there was not this power difference. I had more coping skills cause I was older, so, I was like, can you see it that way? And obviously what happened, no matter what, one person is walking away from the sexual situation unhappy with it and hurt. And she wouldn't have got to First Step if wasn't really, really bad. And so, her idea, I don't know what she thought she consented to. But she did agree to the predatory thing after I talked about the power issues.

How old was the guy?

He was 18 and I think that is why she couldn't see it as that cause she was like 'oh I see people dating each other at 15, 16, 17 and it's all fine.' If it was a 30 year old guy it would be like put him in jail forever. Emotionally 15 to 18 is a huge difference but physically you don't see the difference so people don't see the grossness of it./

Is there a particular client that you think of that sticks with you for some reason or another?

69. Hmm, (long pause)...they all do and in some ways don't. (Pause)...No one that

69. There are no particular clients that stand out in P7's memory.

really stands out./

What makes a successful or unsuccessful interaction with a client?

70. Ah, I think that sometimes...it's hard to gauge it that way but in my experience it's what you leave it...how it ends. The idea that the person feels like they've accomplished something.

Accomplished something, tell me about what that means to you.

Sometimes I see it as-you get in there and they look like their about to cry, they're really unstable or upset and like you can tell they're emotional but they haven't let that out. And then they might start crying or at least they are verbalizing their emotions and so there is like this peak, peak of emotion. I might not be describing that the way I want to but yea, there's this climax and then this happy ending. But not necessarily happy, like I don't want to- it's not like you have to solve all their problems, but they feel like they've gotten some sort of information or gotten what they needed emotionally or affirmation. I feel like it just helps that after you leave a situation the emotional state they are in is a little bit better./

So you've given them a place to explore, be heard and/or they've gotten concrete information to use.

71. Yea, depending on what they needed and what they came for and where they are in their state of healing or crisis. And then, the second part to that is not being super worried after that. For me, it's successful when they feel better but I don't feel successful if I'm really concerned about their safety./

70. P7 gauges the success of a contact by how it ends; "the person has accomplished something." This means the client has been able to release their emotions either through crying or verbalization. It also means have gotten what they needed emotionally or an affirmation and/or they have received some sort of information. P7's hope is they leave feeling emotionally a little bit better.

71. A contact is successful if P7 is not "super worried" about their safety.

Have you had that happen?

72. Um, not my...(pause)...I felt that...maybe in the back of my mind a little bit. Not really horribly expect for through another advocate's client which...and I wasn't helping this client at all but she had come to SARC quite a few times and worked with Susan. Um, maybe I was just feeling it through Susan's issues a bit, but I was worried about her I think. And I know that one of the issues I brought up about why it bothered me was- I don't remember if this was just with Kate or at an advocate meeting but I was saying this one really stressed me out. In her, the client's situation, she had lost a lot of or ah, she didn't feel very empowered I guess. She really felt like she was being attacked in all ways, there was no way to fix it. She was being stalked by an ex-husband and he was threatening her and had found all these ways to find her even though she had changed her name. This had been like an ongoing thing where she changed her name and moved. And this women from what I know about her is super intelligent, super-you know-moving on with her life. She was a graduate student in some course and I guess the way that Susan talked about her was that she was so well put together and she was being attacked this man basically. And that he didn't even live in the city but he had access to getting there if he wanted to so they couldn't really give her an order of protection because he would have had to come here. And it was just that the laws weren't working for her at all and she wasn't-I just didn't feel like she was safe./

That makes me think about things that are challenging. What are your challenging issues?

73. When you feel helpless in helping the client in the end and they're unable to help

72. P7 has worries a little bit about some of her clients but has felt more concerned about a fellow advocate's client. P7 saw this client as disempowered and at risk emotionally and physically from an ex-husband who was stalking her. The legal system could not adequately protect this woman and P7 felt the woman was not safe.

73. A challenging and frustrating situation for P7 is when she feels helpless to help a

<p>themselves I think./</p> <p>74. I thought I'd have issues with people going back to like abusers or ...and I think that is what everyone's first inclination is, that I'm going to be upset if someone is talking to me and you feel like they are going to...like if you try to help them get out of situations and they go back. Maybe I haven't seen enough of it but I feel like I was prepared about that and so I've addressed it a little bit. And ah, I can separate that for a client that I'm not super emotionally involved with. And I understand that that happens. So, I thought that was going to bother me but it doesn't, not as much as I thought it would./</p> <p>75. So I guess the helplessness is really what it is. And not just necessarily me not being able to help them but they can't help themselves too. Cause I don't feel like it's bad when I give them tools and they can't or don't want to use it. So, I don't feel like bad when 'I can't get you out of the situation, cause I can't make you leave. I can't make you move, or can't make you do anything like that.' I don't feel like that bothers me but I feel like when they can't do anything and they're wanting to. So when the system lets people down and the situation...I mean the bad person, you know I don't even know how-I know it is the system but it's not really a big huge fault of the system. I mean it's not like it comes up all that often and it's like this huge problem. You don't always deal with people in another state so, it's definitely not an issue that comes up a lot so I don't know how to fix it and she doesn't know how to fix it and you don't know how to tell her to help herself.</p> <p>Do you know what happened to this woman?</p> <p>Not really. I don't know./</p>	<p>client and the client is unable to help themselves.</p> <p>74. P7 always thought she would struggle most with people who returned to abusive situations. She is somewhat surprise that she is not super emotional about this issue.</p> <p>75. Its most difficult for P7 when she can't help someone and the person can't help them self either. When she has given someone tools and they can't or don't use them she feels ok because she knows she can't rescue the person. However when the client "can't do anything and they're wanting to" and the system lets them down that's challenging for P7. It's difficult when "I don't know how to fix it and she doesn't know how to fix it and you don't know how to tell her to help herself."</p>
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What is it like for you to hold the ambiguity of not knowing what happens to the people you work with or that you know about through the meetings?

76. I guess it can be odd, especially on campus and you might run into them. I don't know how I'd deal with a situation if I knew someone and I ran into them on a more intimate basis than just passing them on campus. But you see them and then you wonder 'oh how did that go?' I can see it being troubling if I was worried for someone's safety a lot and they were...it hasn't really been too much of an issue. Knowing my boundaries at SARC, knowing what my role is and what I can give someone and the fact that I think that it is successful when their emotional state is better when they leave that, that helps me deal with that. That I have an idea of what outcome I'd like. But ah, it would be nice to know how they were doing I guess./

So it's not a struggle for you to not know the outcome?

77. Yea I think maybe not. I mean sometimes it comes from the idea that some of my interactions with people- they don't even really tell me the whole story and I think it's just good that...you don't get connected to the story. In the beginning I wanted to know everything, the curiosity, the human curiosity not this gossipy curiosity but the idea that you want to know what is happening./

We're almost out of time and I would like to go back to something you mentioned earlier before we're done. Tell me a little bit about the retreat.

78. Ok, um, hmm, I think it's just how, ah, it was a way to get to know each other and get more comfortable with the person so

76. P7 will wonder how a client she has worked with is doing, however unless she is worried for their safety it's not really an issue she worries about. For P7 knowing what her SARC role is, her boundaries, what she can and cannot give someone and the fact that she feels a contact is successful when a client's emotional state is better when they leave than when they came in allows her to cope with feelings of ambiguity. She also holds a vision of what she wants the person's outcome to be.

77. When P7 first began with SARC she was more curious about what happened to people.

78. The retreat provides a way for the advocates to get to know and be more comfortable with each other making it

<p>that I could call them after a contact./</p> <p>79. For some reason recently I've been thinking about it that we've had a lot of- even just little problems with ah, needing to talk to another advocate about how to answer a question. Like the other day we got a call from First Step and we weren't really supposed to be on call and the person who had the phone couldn't get there. She was like 'I was prepared for these hours' and that's like 'I don't know why their calling us and should we find someone for it or should somebody form YWCA already be on call?' So, they weren't able to reach Kate, she was in a meeting and I think it worked it's self out but the person ended up calling three people or something. But it makes you more comfortable doing things like that. I think if it's just a co-worker or a co-volunteer I think you would have trouble calling them. Sometimes you are apprehensive about calling people that you don't know on a personal level./</p> <p>80. It deepens the relationships. I don't know how it would have been different if we hadn't done the retreat. It was good, a good time./</p> <p>81. Through the training those bonds are already formed so it's like strengthening the bonds and its not intense either...it's more fun than training./</p> <p>Tell me a little more about training.</p> <p>82. Its long. It's like 40 hours. Like a month of twice - two nights a week, like Monday, Wednesday or Tuesday, Thursday. And um, then like two weekends. So, it's long but it was good and worthwhile./</p> <p>And was there anything that stood out for you?</p> <p>83. It was really good and I learned a lot</p>	<p>easier to seek emotional support after a contact.</p> <p>79. P7 has been thinking about recently the advocates have needed to be in contact with each other. The connection between the advocates formed at the retreat makes it more comfortable to ask questions of each other.</p> <p>80. The retreat "deepens the relationships"; it was "good." a good time.</p> <p>81. Training formed the bonds between the advocates but the retreat strengthened the bonds. The retreat was more fun than training and not as intense.</p> <p>82. Training was long, 40 hours, two nights a week and two weekends in a month. It was" good and worthwhile."</p> <p>83. Even though P7 had learn much of</p>
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but it's ah, I think the role playing really stood out. I think that because the training kinda blends with my past training in social work it's just kind of hard for me think of – I didn't have an epiphany moment on any of those trainings but they were more in depth./

What new information did you feel like you learned?

84. I already knew lots from my social work but the training on active listening you know, affirming, reflection and open ended questions it was good to go over that and I um I feel like I learned some new things while I refreshed my memory. Oh, yea, one training I remember that made me think a little differently was, um the training on homosexuality. The speaker was pretty cool and ah well...we thought about what it would be like to be the minority if we were heterosexual. This training made the ideas ah...less theoretical and they felt more real. I guess I kinda wonder how the guys ah, what they thought about that training./

How do you feel about guys being involved with this work?

85. Well, I think it's important in a general sense that guys are involved in domestic violence and sexual assault issues where you're mostly working with women who have been victimized by a man and had bad experiences. And I think that it's normally women that work in that field and it can be essential and a good tool to see a good example of a man. Ah, and then, but as far as what we do, I think I was a little apprehensive about that, because a lot of time we're working with crisis or we don't know if we're going to be working with crisis. There is no way to stop and know about the person's past experiences and say

what was covered in SARC training in her social work studies she still feels she learned a lot, the SARC training was more in depth. The role playing stood out for her.

84. The training on active listening helped refresh P7's memory from previous social work classes and she learned some new things. The other training which stands out for P7 is the training on homosexuality; it made the topic less theoretical and more real. P7 wondered how it affected the male advocates.

85. P7 feels it is important men are involved in working with issues of sexual assault and domestic violence. Since men are the primary perpetrators she feels it's good for women to see an example of a good man. She was originally apprehensive about men's involvement because she wanted to be respectful to a woman's feelings about working with a man.

'you should work with him or her.' But because you don't know it's kind of hard so I was apprehensive about that./

86. But the experiences we've had I feel like have been positive but again you just don't know. The two guys that work as advocates have done a pretty good job of being up front about it. And I know they were concerned about it to and I think that's good that they were aware of it too, like 'do they want to talk to a guy.' So, recently one of the guys was called by the CHC to come speak with a woman who may or may not have been sexually assaulted. They called SARC and she wanted to talk to an advocate. Over the phone he asked the person to ask if she would prefer a man or a woman. Not that is ok that it's a man but would you prefer. And instead of just showing up with a guy and girl and saying is this ok. The person said it didn't matter she was comfortable./

Have you seen any issues?

87. Yea, I've seen a few red flags in my mind for it being a challenge for them, at least one of them. I don't think he's bringing this to clients or anything like that but he shows like an aggression towards abusers, like that he wants to hit them with a baseball bat or you know...or if it was his friend he might get physical. It's against my ideals and what SARC is doing so it's not helpful. It's might just be another way that men are socialized to deal with it and they're more likely to be aggressive or to feel like they are man and will help the situation by doing that. Whereas women don't think about beating anyone up. I feel like that I've have to have a really strong connection with the person who is being victimized and the aggressor. I think I'd only feel like that if I knew they guy and girl and I'm not aggressive so I wouldn't do anything like that. But that is the only

86. Her experiences with the male advocates has been positive and she feels they have done a good job of being up front with clients they work with asking if they would prefer a woman.

87. P7 has had one concern about one of the male advocates. She does not think he comes across this way to clients but he makes aggressive comments toward perpetrators. P7 wonders if this behavior is in part due to him being male since she doesn't think women think about beating people up.

<p>time I'm feeling that is when men might have that connection right away./</p> <p>Is there anything else that seems important that you want me to know about your experience at SARC?</p> <p>88. I feel like it's been positive and very (pause)...positive, challenging, and um, I think has prepared me for a lot of other work. Even though I want to stay in this field I think I could apply anywhere. If I was to apply in any social work situation, even a different population I feel like I've done this and this and even though I'm not working with kids or even though I 'm not working with very many men.</p> <p>You skills translate.</p> <p>They definitely do./</p> <p>Thank you so much for your time.</p>	<p>88. For P7 SARC has been "very positive, challenging" and it has prepared her for future work. She feels the skills she has gained at SARC will apply anywhere with any population.</p>
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P7: Level Three: Narrative Based on Emergent Themes

P7, a senior in the social work program at the U of M, got involved with SARC because she wants to help people and work for social justice. She works as both an intern and advocate with SARC. Her internship provides her opportunities to coordinate some of the advocate trainings and the retreat, plus it allows her to work as an educator, fundraiser, and research assistant through the Outreach portion of SARC.

The research P7 is helping with focuses on talking with and educating church leaders on issues around domestic violence. Her hope is that these conversations will create change within the community one person at a time. The topic of domestic violence is of particular interest to P7 and she eventually wants to work with women in situations of domestic violence. P7 also has a personal connection to this topic; her father was abusive to her mother. P7 feels "settled" around her personal issues and feelings and does not feel they interfere with her work at SARC.

P7 describes training as long, about 40 hours, two nights a week and two weekends in one month. She also felt it was good and worthwhile. The content of the SARC training was similar to P7's social work training, however the SARC training was more realistic, less theoretical, more in depth, specialized to a specific population and it felt like it had a "greater sense of purpose." P7 feels she developed a "deeper awareness and more personalized awareness" of social injustice through SARC than through her classes. In part this is due because she has put the information to immediate use and she has been witness to people's pain.

The most challenging part of training and the most rewarding was role playing, it was helpful. P7 wanted to make sure she did a good job but she felt awkward and self-conscious when she didn't know or wasn't sure of an answer; it was scary because she found herself wanting to impress the other advocates. P7 found it interesting that role plays with people she has a great relationship with was more difficult than actually speaking with a client. She thinks it is easier to work with the client because she changes hats and is responsible for thinking about the client and not herself. Working as an advocate is easiest when she is focused on the "greater good," the client's needs and not about how she looks to others.

P7 found the training on active listening a useful refresher. The SARC training on homosexuality made issues around this topic more real and less theoretical to P7. The training also encouraged P7 to pay attention to her instincts on a more consistent basis. Although training was helpful and it prepared P7 for the gist of working with clients she can still feel thrown for a loop when working with clients. She feels like the clients think she knows everything.

The retreat which follows at the completion of training provides a way for the advocates to get to know and be more comfortable with each other; it deepens and strengthened the relationship bonds already formed during training. P7 feels this stronger connection makes it easier to seek out emotional support from the other advocates after a contact. For P7 the retreat was a good time, more fun than training and not as intense.

All but one of P7's contacts have been walk-ins and her first client contact was an "accident." She was not done with training yet and was alone in the SARC office when a client came in. P7 went ahead and talked with her but because she was not fully trained she thought she had done something wrong. P7 felt scared during that first contact and thinks perhaps every one is scared the first time they work with a client. She has not felt scared working with a client since that first one. She does however still feel that crisis clients make her heart pound. P7's first client was dealing with her ex-boyfriend who was stalking her. This was not something P7 had been trained in yet but she talked with her and gave her some referrals and felt the contact ended successfully.

P7 gauges the success of a contact by how it ends, "the person has accomplished something." For P7 this means the client has gotten what they needed emotionally, a release of their emotions either through crying or verbalization and/or have received appropriate information and/or referrals. P7's hope is that the client leaves feeling a bit better emotionally. She also considers a contact successful if she is not "super worried" about the client's safety.

There are no particular clients that P7 has worked with that stand out in her mind however there is another advocate's client which she has felt concerned about. P7 saw this client as being disempowered by a legal system that could not adequately protect her and an ex-husband who was stalking her. P7 did not feel this woman was physically safe. This circumstance represents the most challenging and frustrating situation for P7 that is when she feels helpless to help a client and the client is unable to help themselves. P7 thought she would struggle the most with people who continued to return to abusive situations but she found this not to be true. When she gives tools to a person and they cannot or choose to not use the tools she feels ok with the situation because she knows she can not rescue the person. However, when a person "can't do anything and they're

want to” and the system lets them down she is left feeling as helpless and disempowered as the client.

P7 worked with a client who had originally wanted to see a CAPS therapist but could not. P7 knew she could not give this person what she had gone to CAPS for but she found other things she could help her with and that felt good to P7. The client got some things she needed and P7 felt comfortable talking with her and like she was “equipped to deal with it.” P7 spoke with this client for an hour and a half and then needed to attend the weekly advocate meeting. The transition between client and meeting felt abrupt and was stressful for her leaving her feeling like she couldn’t handle being present in the meeting. P7 just went home after the meeting and watched a movie instead of doing her normal exercise routing. She feels her strong reaction is not about the issues the client shared but about having to shift her roles too quickly.

Not knowing what a client wants can be challenging, so P7 tries to figure out what a client needs from her by asking questions, reading the client’s body language and trusting her intuition. To encourage a client’s confidence in her P7 makes her body language more inviting by smiling and leaning in towards the person. She feels this signs indicate she is friendly and helpful and will encourage people to confide in her.

When P7 first began working at SARC she was more curious than she is now about what ultimately happens to people she has worked with. Unless she is worried about the client’s safety she does not spend much time considering what has become of them. For P7 knowing what her SARC role is, knowing her boundaries, what she can and cannot give someone and the fact that she feels a contact is successful when a client’s emotional state is better when they leave than when they came in allows her to cope with feelings of ambiguity. She also holds a vision of what she wants the person’s outcome to be.

During the weekly advocate meeting the advocates discuss the client contacts they’ve had; this time together allows them to ask very specific questions, support each other and give praise and feedback. For P7 these meetings are a learning tools; feels she has had more experience than she actually has because she learns vicariously through the other advocates’ experiences.

During these meetings the advocates will discuss their clients’ situations without specific details. The details are withheld intentionally to keep the advocates from hearing unnecessary information which could lead to vicarious traumatization. P7 feels too much information can be difficult to handle because she is not empowered to help, she is not in her “helper mode” and just listening.

Not all the advocate attend the weekly meetings, however they do all take shifts. Due to the large number of advocates not everyone gets as many shifts as they might like which can create some unhappiness. P7 has not had difficulties with this due to her internship job. P7 holds a unique place within SARC. She began working as an intern the first week of fall semester and she began training mid-semester with the other incoming advocates. Her internship put her in close working contact with the returning advocates months before the other incoming advocates however P7 was not able to share the client work load until after she was fully trained. Attending the training with the incoming advocates made her part of the incoming group however she held much more information than them. This odd situation worked for P7 because the advocates were so inviting. She feels SARC provides a friendly and supportive working family relationship. The

advocates are open and friendly people who care about others and are skilled in creating connections quickly with people which is essential in the work they do. This environment is created by the retreat, the weekly meeting with their silly/personal check-in questions, the pot luck where the advocates can just spend time together and by Kate who is wonderful, inviting and “just brings it all together.”

P7 describes Kate as warm, welcoming and awesome. She sees Kate as a mentor and someone who possesses a great deal of knowledge that she is willing to share with P7. She looks up to Kate and sees that Kate has obtained some of the goals P7 would like to achieve. P7 feels they have a common bond. Even though it is usually Kate P7 turns to when she needs to talk about a client contacts she feels the other advocates, due to their training on how to listen, are safe to speak with about client or personal issues.

P7 thinks the other advocates tend to talk to each other as a form of self-care. Although she processes her client contacts during the meeting she typically does not go to the other advocates to process one-on-one. This due in part to the fact that P7 feels like, as an intern, she is more of a mentor or a “go to” person for the other advocates. Processing her client contacts during the meetings feels like good self as long as there is not too much detail. It’s helpful to talk about what she felt, what she did well and what she might have done differently.

P7’s self-care includes exercise, hang out with friends, or go out to dinner. SARC training on self-care encouraged P7 to ponder how important self-care is and it gave her some self-care ideas to pass along to clients but she did not feel it gave her new ideas for herself. Sometimes P7 is not aware of how a situation impacts her until after the fact and when that happens she can feel too tired and sick to know what to do to take care of herself. In her private life P7 does not have anyone to talk with about her SARC experiences, therefore she tries to leave SARC at SARC.

Friends sought P7 out to talk about personal issues even before she became an advocate and how that she is trained she has found other will talk with her about their experiences of being sexually assaulted. During this year while she has been working as and advocate P7 had a friend who was raped. The friend leaned on P7 but P7 is not sure if this was because they were friends or because she was a SARC Advocate. P7 realizes she has also been in situations where she was at risk and could have been assaulted. Through SARC she has gained a heightened awareness and a greater understanding of how alcohol puts people at risk and that not everyone is “good.”

P7 expressed angry as she spoke about how people will often not report an assault because they do not want to get the perpetrator in trouble and ruin his life even after he has ruined someone else’s life. Recently she was troubled by a First Step contact another advocate had and by the advocate’s understanding of statutory rape and how it would or would not affect the perpetrator’s life. P7 was able to talk the issue through with the other advocate and help her see the power imbalance between a 15 year old girl and an 18 year old boy. P7 feels if the man was 30 he’d be in jail forever but because a 15 and 18 year old don’t differ so much physically “people don’t see the grossness of it.”

P7 is super aware of the idea of noticing social injustice and oppression of women. Although her social work classes alerted her to these issues on a theoretical level, the SARC training has made the issues more personal. P7 sees it in her entertainment and hears it from other’s conversations, she notices unsafe situations that others don’t seem to and it surprises her that others think it is ok. Her SARC training has

made these issues much more personal and sometimes she would like them to be a little less personal so she did not have to analysis everything, including her entertainment.

P7 was originally apprehensive about having men involved in advocacy work because she was not sure it would be respectful to the women seeking services. She now feels it is important men participate as it allows women to have a different experience with a good man. P7's own experiences with the male SARC Advocates has been positive. Although she has some concerns about one of the male advocates she feels like he is appropriate with the clients and does a good job of being up front with them by giving them choice and asking if they would prefer a woman advocate.

For P7 SARC has been "very positive, challenging" and it has prepared her for her future work. She feels the skills she has gained at SARC will apply anywhere with any population.