#### Trent University LogoOPSEU JOB DESCRIPTION

**Job Title:** Coordinator, Sexual Violence Prevention Education

**Job Number:** A-508 | VIP- 2022

**Band:** OPSEU-8

**Department:** Office of Student Affairs

**Supervisor Title:** Sexual Violence Prevention and Response Manager

**Last Reviewed:**  August 21, 2024

#### **Job Purpose:**

Reporting to the Sexual Violence Prevention and Response Manager, the Coordinator, Sexual Violence Prevention Education performs administrative, educative, and support tasks for the Consent at Trent portfolio, performing key support in coordinating projects and programming. Using a collaborative yet independent approach, the incumbent coordinates activities, develops and facilitates educational workshops and trainings, engages with on and off campus communities through social media and networking, and ensures effective operations of prevention education initiatives.

#### Key Activities:

##### Prevention & Education

* Develops, facilitates, collaborates, and evaluates prevention education to the campus community regarding sexual and gender-based violence, harassment, intimate partner violence, and the prevention of violence and harm, incorporating the diverse and intersectional needs of the Trent community.
* Collaborates and liaises with student groups including student associations, College Cabinets, etc., campus partners and groups, and applicable University Committees as needed.
* Collaborates and liaises with local Sexual Assault Centres and other on and off campus partners to implement training, workshops, and programming on campus.
* Liaises with specific high-interest/high-risk programs for education including nursing, social work, etc.
* Coordinates events and collaborates with Durham and Peterborough campuses to bridge programming.
* Supports local events such as flag-raising, Take Back the Night, October 4th,16 Days of Activism Against Gender-Based Violence, December 6th Vigil, International Women’s Day, etc.
* Participates in and coordinates Orientation Week programming, including Consent Education events.
* Creates and disseminates resources on relevant sexual and gender-based violence topics, including consent and consent culture.
* Supports social media presence and awareness campaigns.
* Coordinates program assessment and implements methods of monitoring and evaluating programming and workshops.
* Markets and promotes Consent at Trent programs on all Trent campuses.
* Engages with and participates in relevant meetings and committees at both the departmental and institutional levels.

#### Education Required:

* Honours University Degree in Education, Counselling, Psychology, Gender Studies, Social Work, Political Science, Nursing, or related Behavioural Sciences.
* ASIST or the willingness to attain ASIST.
* Domestic/intimate partner violence safety planning, mental health first aid, Anti-Racism/Anti-Oppression training, Safe Spaces, and other equity-focused training is considered an asset.

#### Experience/Qualifications Required:

* Three (3) years of experience required supporting populations impacted by sexual and/or gender-based violence, mental health, oppressive systems, etc.
* Experience with transitional students and/or youth an asset.
* Excellent communication, teaching, presentation, and interpersonal skills.
* Must be proficient in the use of computer applications such as intermediate level word processing, spreadsheets, and database applications, various social media platforms and graphic design tools.
* Ability to work independently and as a team player.
* Vulnerable Sector Check (dated within the last 6 months) will be required as a condition of employment.

#### Supervision:

* Supports the onboarding of Consent at Trent practicum students and additional student-staff.

**Job Evaluation Factors:**

##### Analytical Reasoning

This position requires intense analytic reasoning as the topics are sensitive and the population is at a high risk for impacts. The subject matter is complex and the language is always changing. There are many interests to balance including people who cause harm and people who experience harm. For example, while facilitating a workshop on sexual and gender-based violence, a student may share harmful ideas that could have a negative impact on other participants. The person in this role must remain calm and support the needs of all people involved while continuing to educate on the subject by role modeling accountability.

##### Decision Making

This position will have autonomy in decision-making relating to the development and facilitation of prevention education initiatives. For example, the position will coordinate workshops and events and the incumbent can use their discretion to determine which topics they would like to cover and how to coordinate the schedule.

##### Impact

Members of the community are engaged in the subject matter within this role, and therefore the responsibilities of the role may significantly impact the community. For example, when an incident occurs, students may look for accountability in the “lack” of prevention programming to address the issue. There may also be attention on the department and the University because of the high stake’s nature of the work. Working with people in crisis requires discretion and the ability to manage risk.

##### Responsibility for the Work of Others

This role is not directly responsible for the work of others, but provides support to student staff and volunteers, supporting the onboarding process for practicum students, student staff, and volunteers. Student staff and volunteers will work independently and as a team. This role will provide support with projects and tasks and will further support the enhancement of their autonomy.

##### Communication

Requires tact & courtesy, exchange of information, explanation and interpretation, judgment and recommendations.

* Staff members - collaborating on events, promoting events/programs, etc.
* Faculty/Departments - liaising with departments for training opportunities or class visits
* Students - as workshop participants, as collaborators (with groups), as volunteers, etc.
* Community partners - to coordinate workshops and events

##### Motor/ Sensory Skills

* Fine motor - Keyboarding
* Visual - Interpret/assess emotional state of students as expressed through visual cues
* Auditory - To interpret/assess emotional state of students as expressed through visual cues

##### Effort

* Remaining motionless
* Sustained concentration or focus
* Mobile responses required, travel across campus
* May require travel to Durham and Peterborough campuses
* Lifting and carrying up to 10kg of supplies and print materials

##### Working Conditions

* Stress - Some students are facing psychological or emotional crisis/distress and require professional advice, support and/or referrals to additional supports and resources on and off campus. The unpredictability of disclosures and supporting a crisis situation can cause increased levels of stress. Some students may present as agitated and/or confrontational.
* Mostly office work and site visits, interacting with students and staff members.
* May physically lift and move boxes, equipment, and storage items for dissemination at events and programs.