

New Advocate Training

8.14.2020



Context of CARE Program

- Decrease the number of people that know about an incident
- Streamline the process of accessing accommodations without students having to retell their story to different departments on campus
- Provide trauma-informed approach to help students navigate process and make informed decisions about next steps and reporting options
- Provide follow-up for planning next steps and connecting students to resources



Discussion: Gender Roles in Society

- What do we know about masculinity & femininity?
- How can these ascribed gender roles and stereotypes be harmful?
- How does these stereotypes promote and perpetuate rape culture?



Myth or Fact

- Only women are sexually assaulted.
- Victims “ask for it” by the their dress or behavior.
- Many people falsely report being sexually assaulted.
- Most assaults occur by a stranger in a dark alley.
- There is a “right way” for a victim to respond to a sexual assault.
- An erection or orgasm implies consent.
- The gender of the rapist or victim determines their sexual orientation.

Societal Dynamics: Barriers to Reporting

- Feeling partly at fault
- Embarrassment and shame
- Wanted to forget about it
- Didn't want action to be taken
- Didn't think harm was intended
- It wasn't serious enough to share
- Not wanting to have to re--live the assault
- Difficulties in investigations

Cultural Dynamics: Barriers to Reporting

- Attitudes toward criminal justice system
- Immigration concerns
- Language barriers
- LGBTQ and male victims
- Community environment
- Culturally unaware service providers (outreach only to women)
- Forensic nurses unfamiliar with transgender and intersex people

Laws and Policies

Federal Laws

Title IX prohibits discrimination on the basis of sex in any federally funded education program or activity. Includes, but is not limited to sexual assault and other forms of sexual violence.

The *Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act* requires colleges and universities across the United States to disclose information about crime on and around their campuses. It identifies who qualifies as a “mandated reporter” on campuses.

Federal Laws

Violence Against Women Reauthorization Act (VAWA) requires universities to have procedures in place to respond to incidents of sexual assault, domestic violence, dating violence, and stalking. Provisions offering protections for LGBT people, American Indian, immigrants, and female/male victims of domestic violence, dating violence, sexual assault, and stalking women were included in reauthorization of the act in 2013.

Campus SaVE Act

Crime Reporting Obligation:

- Sexual assault
- Domestic Violence
- Dating Violence
- Stalking
- Hate Crimes based on
 - Gender identity
 - National origin

Affirmative Consent Law

California's "Yes Means Yes" Law (SB-967)

- Congruent with USD Definition of Consent

FERPA (Family Educational Rights & Privacy Act)

Exceptions to Disclosure without consent

- Parents of a "dependent student"
- Appropriate parties, including parents of an eligible student, in connection with a health or safety emergency... even if the parents do not claim the student as a dependent.
- Parents regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the institution, governing the use or possession of alcohol or a controlled substance.
- Complaint of an alleged perpetrator of a crime of violence or a non-forcible sex offense concerning the final results of a disciplinary hearing with respect to the alleged crime.

USD Policies

- Policy Prohibiting Discrimination and Harassment
- Student Code of Rights and Responsibilities – Student Conduct Procedures
- Sexual Misconduct and Relationship Violence Reporting and Response Standards and Protocols
- Title IX Grievance Process
- Accessible through the CARE website

Trauma Informed Care

What is Trauma?

- Trauma is a violation or transgression of cherished aspects of oneself, ones body, ones family or ones community.
- The word “trauma” is used to describe experiences or situations that are emotionally painful and distressing, and that overwhelm people’s ability to cope, leaving them powerless.
- Trauma has sometimes been defined in reference to circumstances that are outside the realm of normal human experience.

Center for Non-violence and Social Justice

Needs of Victim Survivors

- Safety
 - Be very clear with expectations and procedures – no surprises
 - Establish boundaries
 - Warn about interruptions; make it clear conversation can be paused at anytime
- Trust
 - Follow through on plans
 - Suspend judgment
- Emotional Connection
 - Listen and show that you are understanding
 - Normalized and validate their experience
- Empowerment

Trauma Informed Care

Trauma Informed Care (TIC) recognizes that traumatic experiences **terrify, overwhelm and violate** the individual. TIC is a commitment not to repeat these experiences and, in whatever way possible, to **restore a sense of safety, power and worth**.

The Foundations of Trauma Informed Care

Commitment to Trauma Awareness

Understanding the Impact of Historical Trauma and Oppression

Agencies Demonstrate Trauma Informed Care with Policies, Procedures and Practices that:

Create Safe Context through:

- Physical safety
- Trustworthiness
- Clear and consistent boundaries
- Transparency
- Predictability
- Choice

Restore Power through:

- Choice
- Empowerment
- Strengths perspective
- Skill building

Build Self-Worth through:

- Relationship
- Respect
- Compassion
- Acceptance and Nonjudgment
- Mutuality
- Collaboration

Image Credit: Trauma Informed Oregon, 2014

Rape Trauma Syndrome

- Cluster of physical, emotional, and psychological symptoms
- Impact is immediate & profound
- No longer view the world as a safe place or people are generally good
- Sense of powerlessness and inability to protect oneself
- Loss of trust in someone that was considered a "safe" person
- Memory loss, secondary trauma from being perceived as unbelievable, and lack of support from society are also important factors to consider

Rape Trauma Syndrome: Acute, Outward Adjustment, Integration

- Acute phase: immediate physical and emotional reactions
- Outward Adjustment: “Outwardly Normal”, but inner turmoil
- Integration: Victim ⇔ Survivor
- Phases do not always happen in a linear fashion
- Each survivor has a unique experience and there is never a “right” or “wrong” way to respond to sexual assault
- Survivors can develop PTSD or Acute Stress Disorder---please refer to handout

Empowerment-based and Trauma Informed Practices

- Invitational language
- Providing options instead of answers
- Active listening
- Validate, reflect, and empower
 - “I hear that...”
 - “Do I have this right?”
 - “Help me understand”
- Seeking consent for next steps whenever possible



Meeting/talking with a Student

Opening the Conversation

- Explain your role as a CARE advocate
- Private vs confidential
- Phone vs in person
- “You can share as much or as little as you want”
- If over the phone, schedule a time to meet (when & where is best for the student)
- “Thank you for coming in today to speak with me” , “We will figure this out together”
- Offer water, food, or blanket



During a meeting or phone call

- Practice active listening
- Ask yourself: “am I asking this out of curiosity or because this information will help me assist the student?”
- If you need to take notes during the conversation, ask for permission before doing so
- Discuss resources & any necessary accommodations
- Repeat key points and speak in clear language
- If needed, come up with a safety plan together
- Education might be helpful (power & control wheel, alcohol use,

Wrapping Up

- Discuss next steps
- Follow up email
- Print resources and hand out CARE pamphlet if needed
- Plan Follow-up: how would you like me to follow up?
Phone/email?
- Recap safety planning or other important points that were discussed
- Help students make any necessary appointments (ex: counseling appt)

C.A.R.E. Advocate Response Process

Role of Advocate

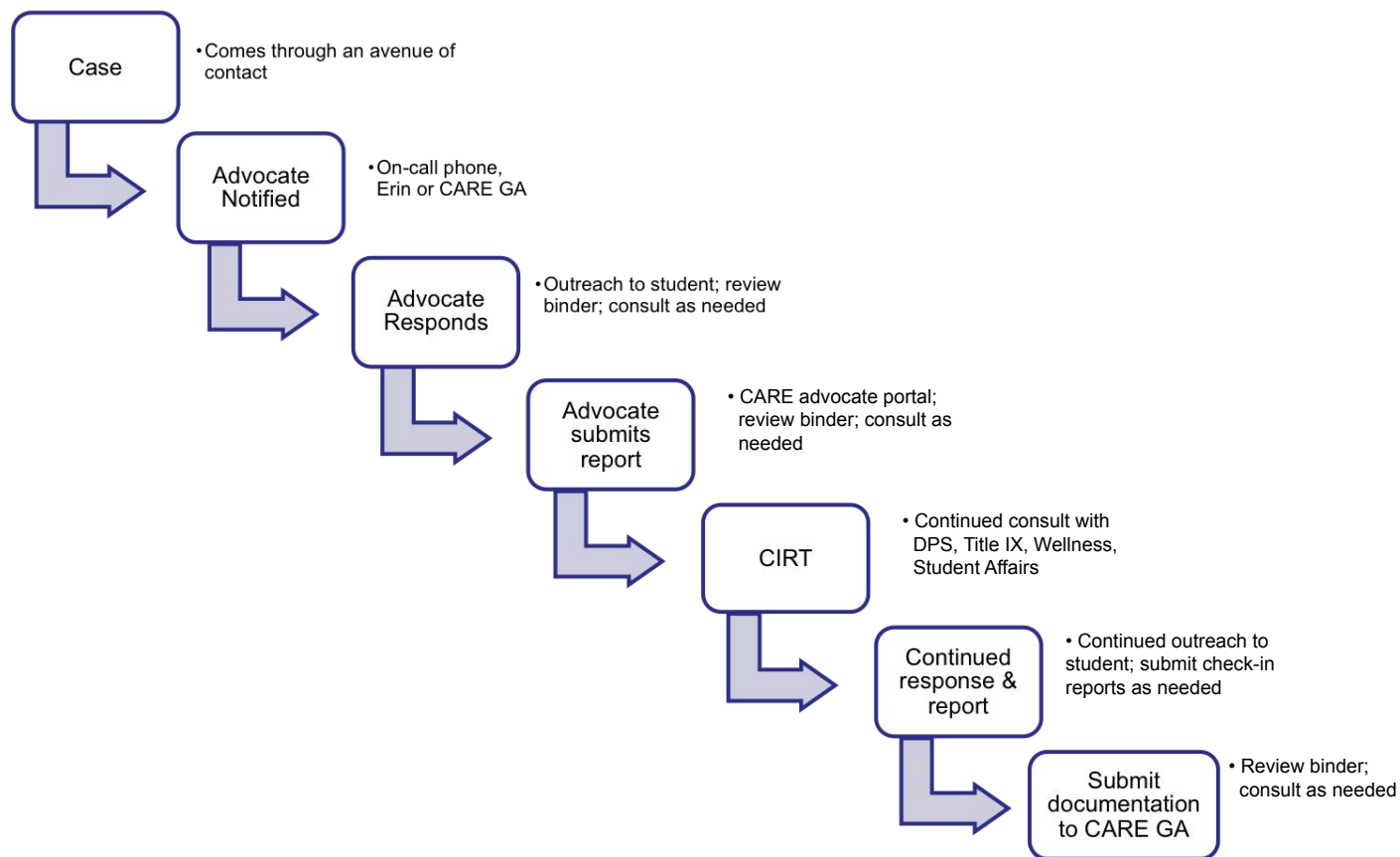
- Respond to reported incidents
- Support and empower student impacted
- Provide information and guidance
- Facilitate reporting process
- Identify needs and facilitate accommodations
- On and off campus resources (inform and connect)
- Facilitate compliance with Law and Policies

Avenues of Contact

- Impacted student
- Complainant (roommate, teacher, observer, etc.)
- Public Safety Dispatch- On-call phone
- Counseling Center or Counselor On-call
- Student Health Center
- Residential Life
- Women's Commons
- Faculty or Staff

Forms of Contact

- Phone call(s) only
- In person/walk-in meeting
- Email(s) only
- Considerations
 - Non-responsive
 - Seek guidance during CIRT
 - Continuum of care
 - Avoid texting when possible!



Advocate Checklist



Online Advocate Portal & Binder Resources

- CARE Advocate Checklist
- Advocate Report Procedures
- Policy, Protocol and Reporting
- Schedule & Contact Information
- Let's take a look!



Role Plays



Advocate Considerations

Cultural Humility

- Cultural competency vs humility
 - It is not a checkbox, it is an ongoing process
- Cultural humility begins with:
 - Being aware of one's biases, prejudices and knowledge
 - Recognizing professional power and avoiding the imposition of those values
 - Listening to the victim survivor and gathering information about their interpretation of their culture, rather than making assumptions based on generalized information and stereotypes
 - Ensuring safety and self-determination
 - An ongoing process of self-exploration combined with the willingness to

Cultural Considerations: Implicit Bias

- Bias judgment and/or behavior that results from subtle cognitive processes that often operate at a level below conscious awareness and without intentional control
- Underlying implicit attitudes and stereotypes responsible for implicit bias are those beliefs or simple associations that a person makes between an object or concept and its evaluation
- While these are automatic schemas, they are not completely inflexible

National Center for State Courts

Cultural Considerations: Implicit Bias

- Becoming *aware* of one's implicit bias
- Being *concerned* about the consequences of the bias
- Learning to *replace* the biased response with non-prejudiced responses—ones that more closely match the values people consciously believe that they hold
- Challenges are part of the process
- Brains are malleable



Self-Care

What do you do for self-care?

What are your concerns about taking on the role of a CARE advocate?

We here are to support you.



Resources

- Be aware of any changes to your day-to-day functioning
 - Not sleeping well, changes in appetite, can't stop thinking about survivor, etc.
- Consult with a USD Wellness staff member
- Contact the USD EAP
 - Horizon Care – 1-800-342-8111
- Erin and CARE GA

CARE

Campus Assault Resources and Education

www.sandiego.edu/care



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