

PREVENTING & RESPONDING TO SEXUALIZED VIOLENCE

Considerations for a Digital World

WE BELIEVE YOU



THE UNIVERSITY OF BRITISH COLUMBIA
Sexual Violence Prevention and Response Office

THE SVPRO TEAM



SVPRO IS GRATEFUL TO
WORK ON THE
TRADITIONAL,
ANCESTRAL, AND
UNCEDDED TERRITORY OF
THE MUSQUEAM PEOPLE



We acknowledge that we are working toward consent culture in the complex and painful context of stolen land, taken without the *consent* of those who had lived on it and cared for it since time immemorial.



ACKNOWLEDGEMENT

We Acknowledge

that colonization is a process of violence against land, against peoples, against nations, and against bodies.

We Must be Accountable

to this legacy and work toward cultures that respect autonomy and self-determination.

We Invite You

to join us in building a culture of consent that takes us from solemn acknowledgment to supportive action.



AGENDA

1. Creating & Using Content Notes
2. Creating Safe Online Environments
3. Trauma-Informed Responses to Disclosures of Sexualized Violence – Providing Remote Support



CONTENT NOTE

A content note explains what material will be covered and in what way.

The material today will cover information pertaining to sexualized violence. We will not go into detail about incidents, but we will discuss ways to create a survivor supportive environment.



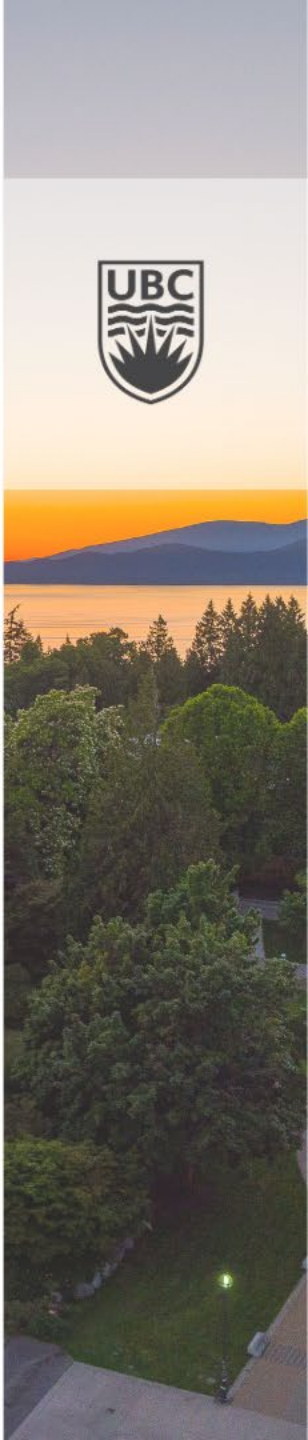
USING A CONTENT NOTE

WHO: Provide for EVERYONE because we will not always know when someone has experienced trauma.

WHEN: Provide content notes in advance of covering the material.

WHY: The surprise of the content is often what activates trauma. A content note ensures those impacted can make the best decision for their WELLBEING and SAFETY.

HOW: Make available in multiple places- syllabus, course schedule, by email, in person (live)



REFLECTION AND PRACTICE

Consider content in your curricula (or moments in your life) where a content note might be (or have been) appropriate.

Anyone open to sharing?



UBC STATEMENT ON RESPECTFUL ENVIRONMENT

The best possible environment for working, learning and living is one in which respect, civility, diversity, opportunity and inclusion are valued. Everyone at the University of British Columbia is expected to conduct themselves in a manner that upholds these principles in all communications and interactions with fellow UBC community members and the public in all University-related settings.



CREATING A SAFE ONLINE ENVIRONMENT

Addressing Language/Behaviour: words or actions that disparage people or groups of people or that minimizes, belittles, or advocates for violence may be sexual misconduct or discrimination

What can you do?

- ✓ Establish clear standards, especially for group work
- ✓ Use online platforms for collaboration that you can monitor
- ✓ Use forums only when active moderation is possible
- ✓ Address violent or harassing language when it occurs



REFLECTION AND PRACTICE

What are your standards for acceptable and unacceptable language and communication?

How do you communicate these standards to your students?



TRAUMA-INFORMED RESPONSE TO DISCLOSURES

Understanding Your Role: Disclosure vs. Reporting

- Anytime you learn of someone's experience with sexualized violence, you are receiving a disclosure
- Receiving a disclosure allows you to become part of a support system- not part of the reporting system
- This means respecting the privacy of the individual and the information they shared
- Disclosure referrals to SVPRO are considered confidential and will not initiate any action or contact without explicit consent from the individual

(UBC has a separate office for reporting purposes - Investigations Office - if the survivor wishes to report, SVPRO can refer them & support them through that process with the IO)



RECOGNIZE

A DISCLOSURE

A.

Someone tells you, directly or indirectly about their experience. It may be a recent experience or something from their past. SVPRO works with individuals dealing with historical trauma as well as present day.

B.

Sometimes people do not explicitly state that they have experienced sexualized violence. They are still eligible for all SVPRO services. We will not label their experience for them.

C.

A disclosure is not the same thing as a report. Reports are made to the Investigations Office if the individual who experienced harm chooses. It is entirely up to them. SVPRO can help explore this option.



RESPOND

WITH EMPATHY

GOAL:

The survivor feels believed and not to blame for their experience.

OPTIONS:

1. Only request additional information if it is necessary to providing support.
2. Tell the person who has disclosed that you do believe them.
3. Refrain from asking why questions or anything that suggests they might be at fault for what happened.
4. Validate their Feelings with affirming statements
5. Avoid statements that minimize the experience



HOW IS REMOTE SUPPORT DIFFERENT?

- People may be in closer proximity with those who have caused them harm/are causing them harm
- Privacy concerns are heightened

What can you do when checking in with a student?

- ✓ Use Neutral Subject Line
- ✓ Indicate to Read in Safe/Private Place
- ✓ Easy Way to Indicate Safety Concern
- ✓ Provide Info in Normalized Context
- ✓ Offer Multiple Ways to Connect
- ✓ Indicate Remote Support is Available



REFER

TO SVPRO

GOAL:

The survivor feels informed and in control of what they do next.

OPTIONS:

1. Whatever you do next is your choice. May I tell you about some of the support options available to you?
2. You are the expert of your own experience. My job is to support you and connect you with the options available.
3. May I walk you over to SVPRO? Or would you like to call them together?



IF YOU HAVE EXPERIENCED, OR BEEN
IMPACTED BY, SEXUAL OR GENDER-
BASED VIOLENCE OR HARASSMENT,

WE BELIEVE YOU

YOU ARE NOT ALONE.

We aim to be a safer space for all UBC students, faculty, and staff by respecting each person's unique and multiple identities and experiences. All genders and sexualities are welcome.

You are welcome here.

svpro.vancouver@ubc.ca | www.svpro.ubc.ca

UBC Sexual Violence Prevention and Response Office



REFLECTION AND PRACTICE

For each of the following scenarios, discuss what you would say/write and do in response.*



CONTENT NOTE

*The following scenarios include examples of disclosures of sexualized violence (without details/descriptions of incidents or acts) and a classroom incident including language that is dismissive/minimizing of serious violence



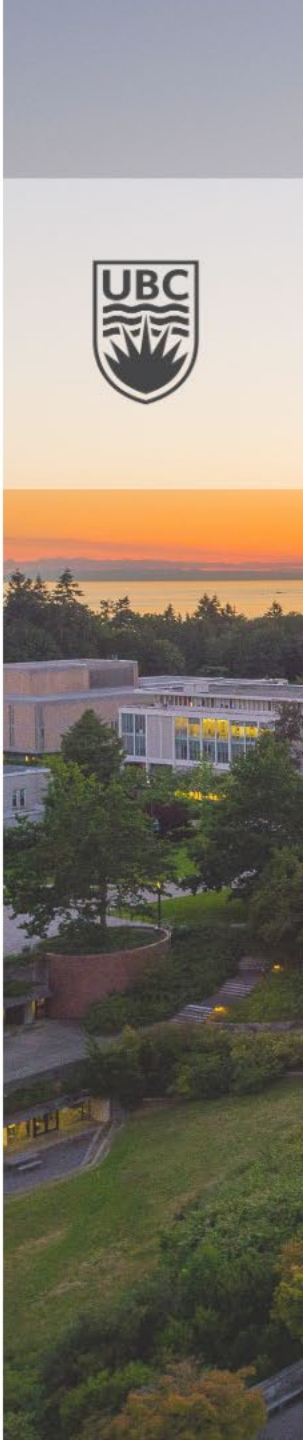
SCENARIO 1

A TA is grading assignments. One assignment has a section of analysis critiquing some types of justice system interactions with people who have been targeted by sexual assault. In that paper, the student describes them self as “a survivor of ongoing sexualized violence”. The TA’s usual practice is to upload comments and a grade to Canvas in response to the students’ assignment.



SCENARIO 2

Students are popping into Collaborate before this week's lecture, which is the first since the mid term exam. In the chatbox, students are discussing the exam, recalling questions that they found challenging. One student posts "The questions were rugged. That exam harsh r**ed me." A few other students respond with thumbs up and laughing emojis.



SCENARIO 3

A student has emailed you to ask for an extension on an assignment. You write back asking how long they need and why, and in response the student discloses to you that they have been impacted by sexualized violence and are currently scared and struggling with their mental health. Your response includes an indication to read in a private place, and the student replies no, indicating they can't currently access a safe or private place.



Questions?

*FEEL FREE TO SUBMIT YOUR QUESTIONS
NOW OR FOLLOW UP BY EMAIL
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GET CONNECTED

Connect with a Support Specialist
at SVPRO svpro.vancouver@ubc.ca



FACEBOOK

[facebook.com/
svpro.vancouver](https://facebook.com/svpro.vancouver)



INSTAGRAM

[@ubc.svpro](https://instagram.com/ubc.svpro)

GET INVOLVED

Request an outreach (virtual
workshop/tabling, etc.):
tinyurl.com/SVPROoutreach

Learn More: svpro.ubc.ca

Thank you!

