



PREVENTING & RESPONDING TO SEXUALIZED VIOLENCE

CONSIDERATIONS FOR DIGITAL CLASSROOMS

LAUREN CASEY
INDIGENOUS SUPPORT SPECIALIST & EDUCATOR, SVPRO

PLAN FOR TODAY'S SESSION

Creating & Using Content Notes

Creating Safe Online Environments

Trauma-Informed Responses to Disclosures of Sexualized Violence – Providing Remote Support



What is a CONTENT NOTE?

Also Known As...

TRIGGER WARNING

Content Note: *the examples on the next page of this document include brief descriptions of a ... please be aware as you engage this document; if you wish to avoid the example, use the alternate version of this document.*



TRIGGERS

We don't know someone's story – you should be aware of the potential to cause harm & proactively work to prevent it



Who, When, Why, & How?

WHO: should be received by **EVERYONE**

WHEN: in **ADVANCE**

WHY: ensuring those impacted can make the best decision for their **WELLBEING** and **SAFETY**

HOW: syllabus, course schedule, by email, in person (live)

*Consider **ALTERNATIVE OPTIONS***



TRIGGERS

We don't know someone's story – you should be aware of the potential to cause harm & proactively work to prevent it



REFLECTION AND PRACTICE



Consider moments in your curricula (life) where a content note might be 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 SAFE ONLINE ENVIRONMENTS

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 them to your students?

TRAUMA-INFORMED RESPONSE to DISCLOSURES

Understand Your Role: Disclosure vs. Reporting

Focus on your role as a part of the SUPPORT system,
NOT the reporting system

SVPRO = Refer Disclosures

(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)



TRAUMA-INFORMED RESPONSE to DISCLOSURES

- Don't Investigate
 - Express Belief
- Don't Victim Blame
- Validate Feelings
- Don't Minimize

We can create a culture that believes & supports survivors in the way we respond to disclosures

Your GOAL is to return CHOICE & CONTROL to the survivor – including whether they seek support



If you have been sexually assaulted,

WE BELIEVE YOU

You are not alone.

Sexual Violence Prevention & Response Office @ UBC

svpro.vancouver@ubc.ca

604.822.1588

4071 – 6363 Agronomy Rd. (Orchard Commons – 4th Floor)



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



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 ONE

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 TWO

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 raped me." A few other students respond with thumbs up and laughing emojis.



SCENARIO THREE

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.



REFLECTION



Do you have any questions, concerns, thoughts?



Connect with SVPRO for RESOURCES & SUPPORT

Lauren Casey

Lauren.Casey@ubc.ca

SVPRO Email: svpro.vancouver@ubc.ca

Phone Number: 604.822.1588

Follow SVPRO on Instagram [@ubc_svpro](https://www.instagram.com/ubc_svpro)
& Facebook [@svpro.vancouver](https://www.facebook.com/svpro.vancouver)

