

# 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?

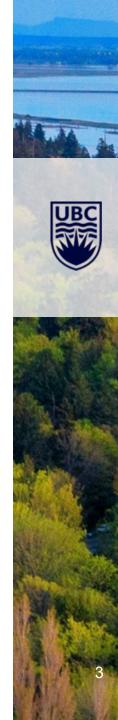
Also Known As...

### 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.



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** 



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





### 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





### 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 – 4<sup>th</sup> 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

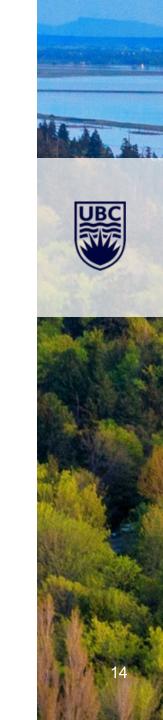
### What can you do when checking in with a student?

☐ 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





**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.







# Connect with SVPRO for RESOURCES & SUPPORT

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