



DYNAMICS OF INTERPERSONAL VIOLENCE ON CAMPUSES

A look at sexual harassment, sexual assault, stalking and dating and domestic violence as it affects students on campus.

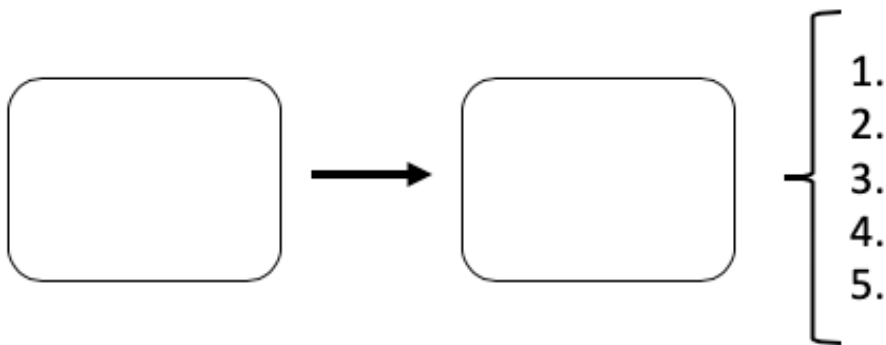
Learning Objectives:

- prevalence rates on campuses and nationally
- types of interpersonal violence included in Title IX, VAWA and Clery
- dynamics of stalking on campus
- identifying and eliminating barriers to reporting within the Title IX process

DYNAMICS OF VIOLENCE

"INTERPERSONAL VIOLENCE" AND OTHER TERMS:

TYPES OF IPV UNDER TITLE IX:



PREVALENCE RATES IN SCHOOLS:

Nationally:

_____ in _____ women will be sexually assaulted in their lifetime.

Nationally on Campuses:

_____ in _____ women will be sexually assaulted by time they finish college.

VULNERABLE POPULATIONS ON CAMPUSES:

LGBTQ students

deaf and hard of hearing

students of color

housing instability

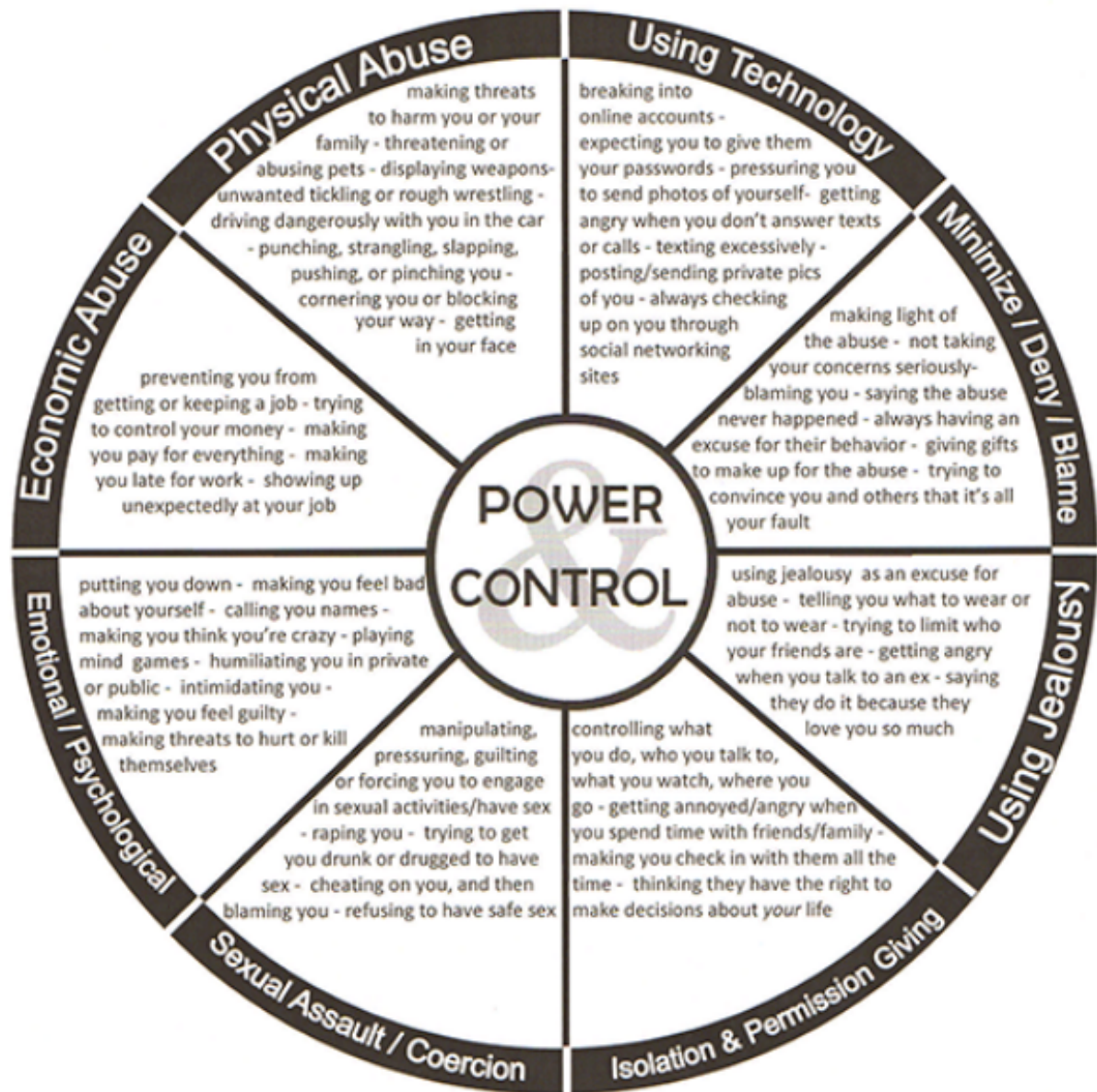
immigrant and refugee

INTERSECTIONS OF VIOLENCE:

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The Power and Control Wheel

Adapted from the Domestic Abuse Intervention Project, Duluth, MN



WHY DON'T WE SEE MORE STUDENTS COMING FORWARD?

MESSAGING ABOUT VIOLENCE:

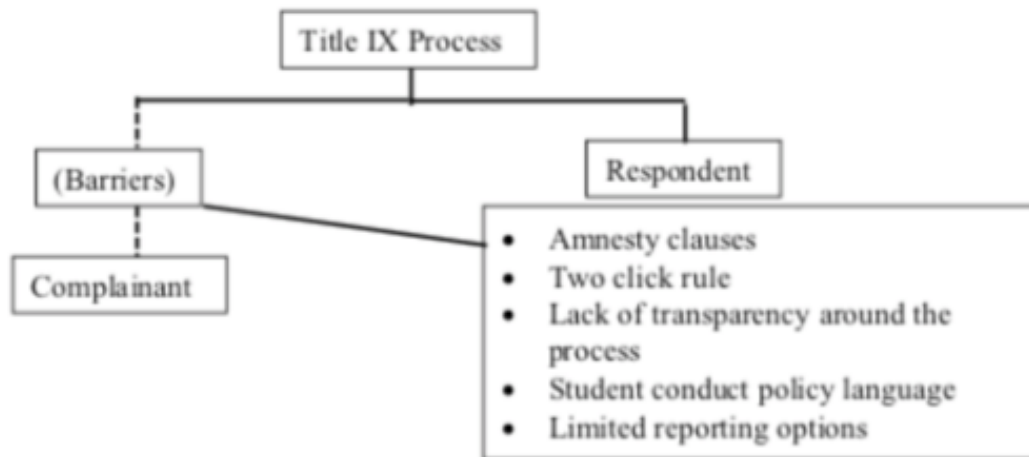
MESSAGING ABOUT CONSENT:

MESSAGING ABOUT VICTIMIAZATION:

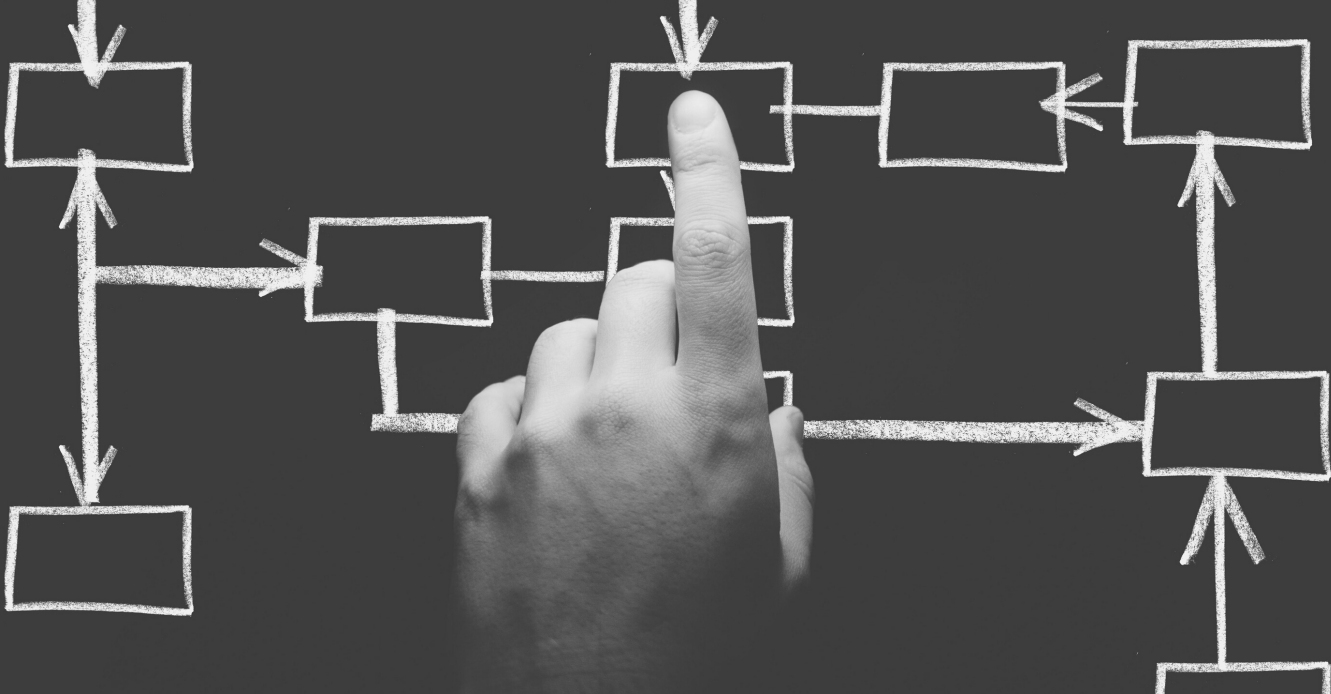
MESSAGING ABOUT THE CRIMINAL JUSTICE SYSTEM:

MESSAGING ABOUT CAMPUS RESPONSE SYSTEMS:

INSTITUTIONAL BARRIERS TO REPORTING:



ELIMINATING BARRIERS TO REPORTING:



BIAS, EQUITY & RESPONDENTS

Identifying personal bias as an investigator, equity as defined by Title IX in both investigations and policies as well as best practices in serving respondents.

Learning Objectives:

- develop clear understanding of different types of bias that may affect an investigation.
- respondent rights within an equity lens
- definition of equity within Title IX
- best practices in striving for equity within Title IX

BIAS, EQUITY & RESPONDENTS

RECENT GUIDANCE:



2017 DCL CALL TO ACTION:

"[Procedures] lack the most basic elements of fairness and due process, are overwhelmingly stacked against the accused..."



WHAT IS EQUITY?

EQUITY NOT EQUALITY:

1. individualized
2. appropriate

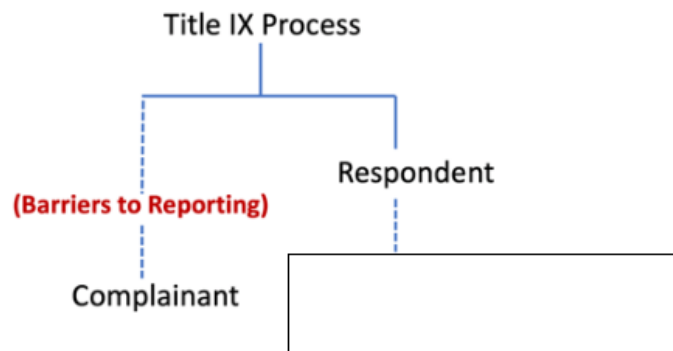
EQUITY VERSUS EQUALITY:

QUESTIONS TO ASK:

1. access to the process
2. long-term support and "success"

OTHER VARIABLES:

Race and ethnicity, institutional knowledge, generational knowledge, resources, familial support, peer group support.



REPORTING PARTY RIGHTS:

RESPONDING PARTY RIGHTS:

EQUITY IS FACIAL AND ABSTRACTLY INDIVIDUALIZED:

1. policies and protocols
2. support services

FRAMEWORKS TO UTILIZE:

- student-centered
- trauma-informed
- critical race theory
- restorative justice

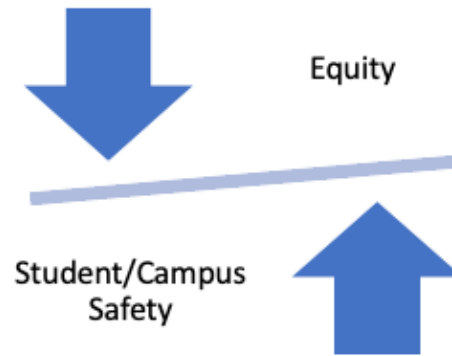
WHAT IS BIAS?

TYPES OF BIAS:

FACIAL EQUITY FOR RESPONDENTS:

- interim measures
- appeals
- advisors
- opportunity to provide evidence and witnesses
- written notice

CHALLENGES TO EQUITY:



NOTIFICATION OF RIGHTS:

ADVISOR OF CHOICE:

"OPT-OUT MODEL"



OUTSIDE ADVISORS:

SUPPORT SERVICES:



THE NEUROBIOLOGY OF TRAUMA

How trauma affects the brain including acute trauma, memory recall, long term effects of trauma, reporting and process of information.

Learning Objectives:

- identify types of trauma and their effects on students
- understand how trauma affects memory and impacts physiological changes
- adopt trauma-informed skills to mitigate impacts of trauma on students within the Title IX process

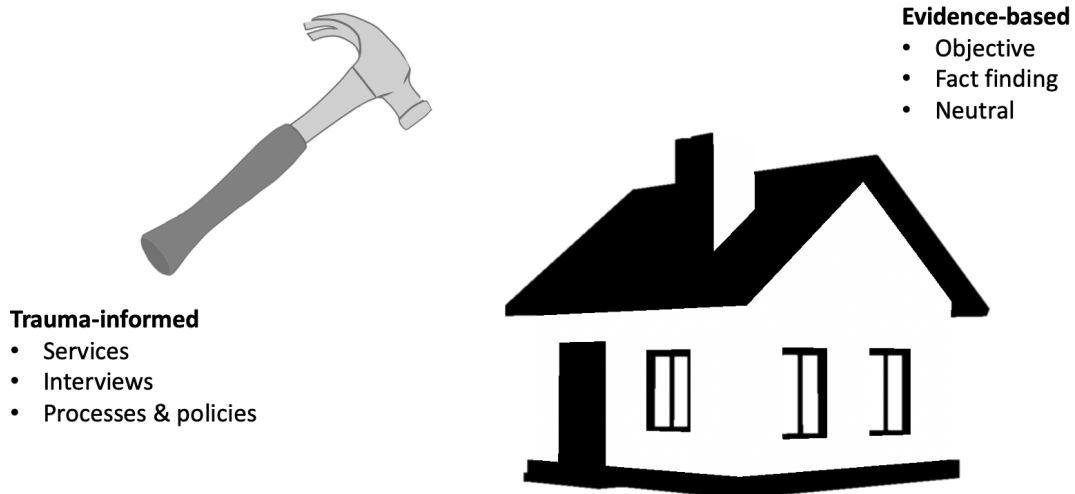
NEUROBIOLOGY OF TRAUMA

WHY LEARN ABOUT TRAUMA?

"A BRAIN IN TRAUMA IS NOT A LEARNING BRAIN."

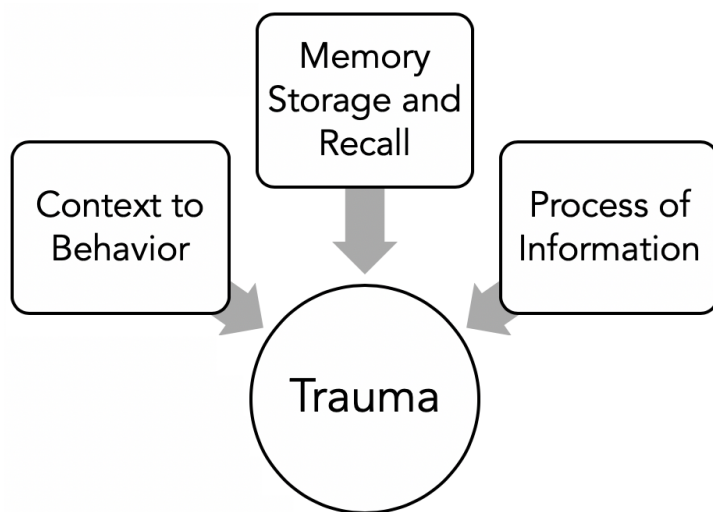
EVIDENCE-BASED INVESTIGATIONS:

TRAUMA-INFORMED INVESTIGATIONS:



WHY UTILIZE TRAUMA-INFORMED PRACTICES?

"A BRAIN IN TRAUMA IS NOT A LEARNING BRAIN."



WHAT IS TRAUMA?

A more extreme version of stress, perceived as life threatening and evoking fear, helplessness and even horror.

COMMON TYPES OF TRAUMA

1. Secondary Trauma:
2. Vicarious Trauma:
3. Historical Trauma:
4. Institutional Trauma:

MAIN TAKEAWAYS:

ADVERSE CHILDHOOD EXPERIENCES

The prevalence of adverse childhood experiences, nationally, by state and by race or ethnicity, by Vanessa Sacks and David Murphey, Feb 12, 2018. Study based on the 2016 National Survey of Children's Health (NSCH).

ADVERSE CHILDHOOD EXPERIENCE: Potentially traumatic experiences and events, ranging from abuse and neglect to living with an adult with a mental illness.

NATIONALLY:

- 1 in 10 U.S. children have experienced at least one traumatic experience.
- 1 in 4 U.S. children live in families that find it hard to pay for necessities like food or housing very or somewhat often.

Identity and ACE's:

Pacific Region (including Oregon)	
White NH	63%
Black NH	51%
Asian NH	75%
Other NH	59%
Hispanic	53%

HOW ACE's AFFECT OUR STUDENTS:

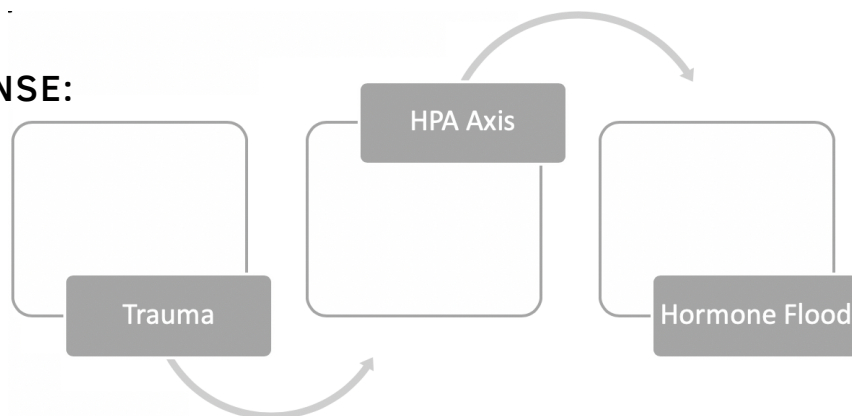
6 PRIMARY CAUSES OF TRUAMA:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

WHAT HAPPENS IN THE BODY?

- physiological changes
- complex thought and decision making
- memory affected
- fight or flight

TRAUMA RESPONSE:

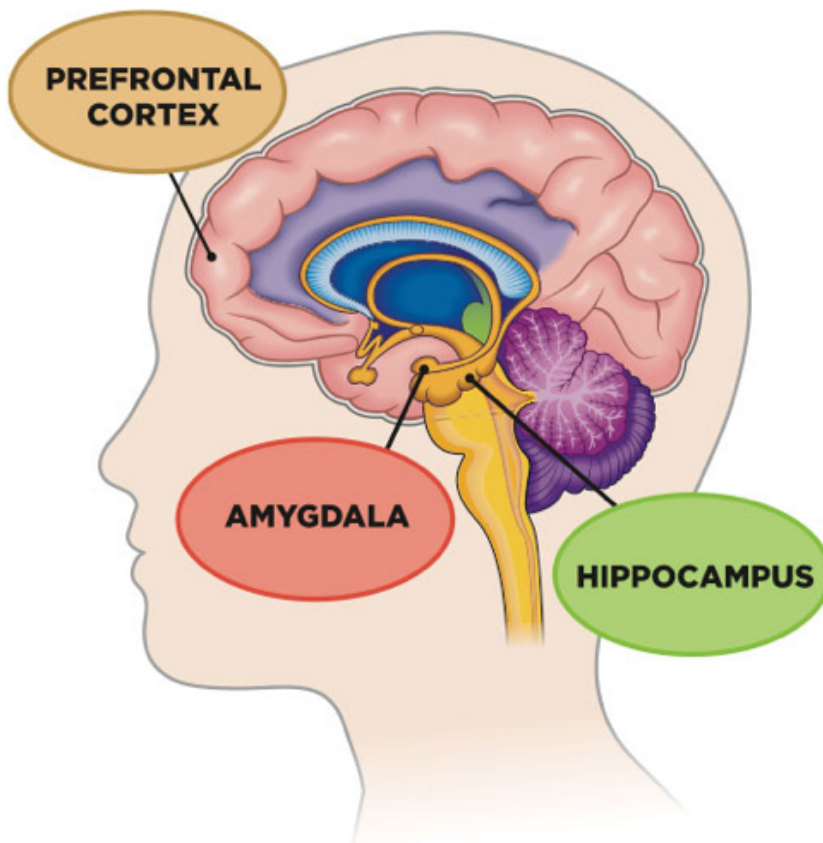


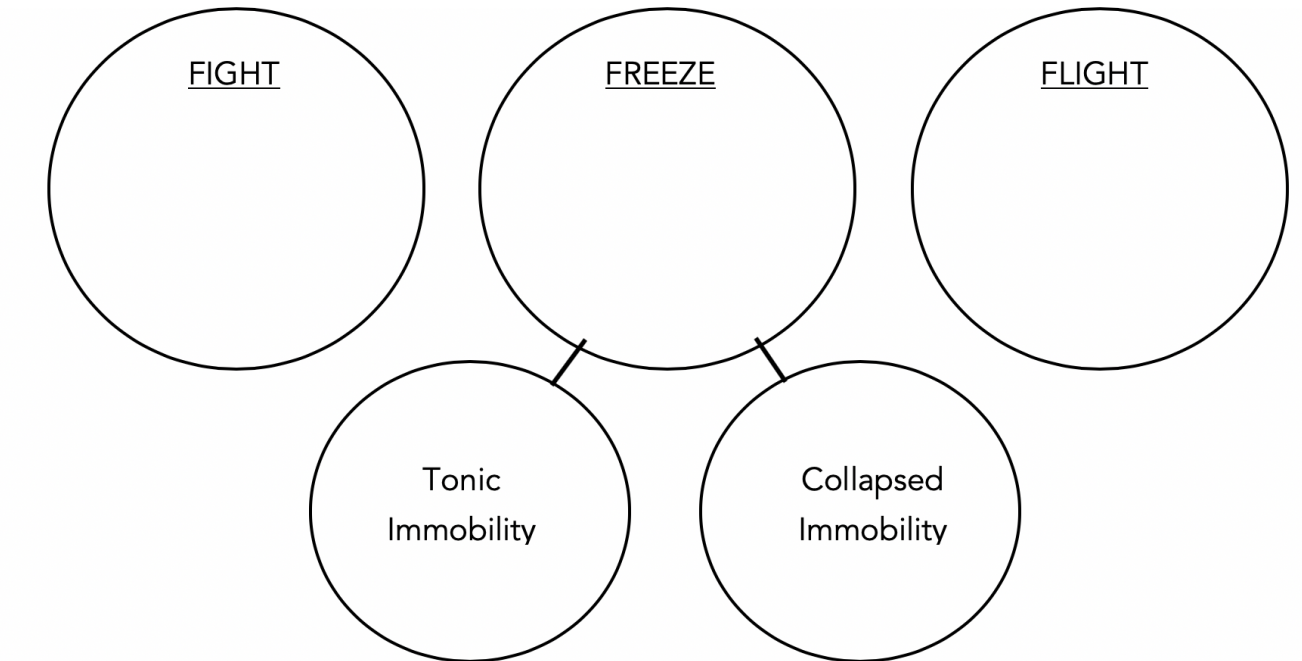
Hormone Flood		
Hormone	Hormone Function (+)	Hormone Function (-)
Catecholamine (adrenaline)		Too much causes hyperventilation, high blood pressure, impaired rational
Cortisol (hydrocortisone)		
Opioids	Prevents anticipated pain; natural morphine	Numbs the body to pain, cause flat affect, slows memory. Too much will conflict with catecholamines and cortisol. Could cause frozen fright.
Oxytocin	Promotes good feelings/manage emotions	

TRAUMA AND THE BRAIN

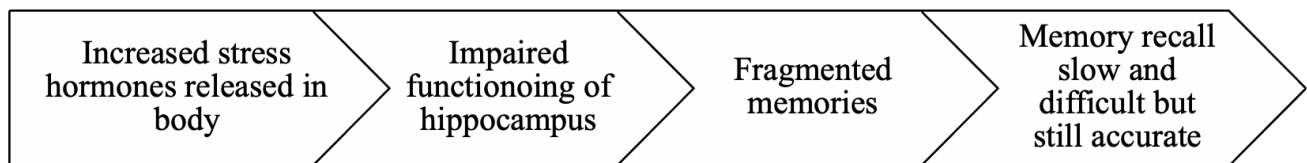


→ Prefrontal cortex
P.F.C.
"THE WISE LEADER"





TRAUMA AND MEMORY:



PUTTING TOGETHER A PUZZLE:



PUTTING TOGETHER A PUZZLE:

Trauma and the Brain



Why learn about trauma and the brain?

Integrating trauma-informed practices into our policies and everyday practices is critical to creating a process that not only responds to complaints of harassment and violence, but serves people best.

Adverse Childhood Experiences

Nationally, 1 in 10 children have experienced at least one traumatic experience according to the National Survey of Children's Health.

We often discuss trauma in terms of acute trauma after an assault. It's important to know that students can experience a wide spectrum of traumas that can intersect with each other.

Vicarious Trauma

Historical Trauma

Institutional Trauma

Cultural Trauma

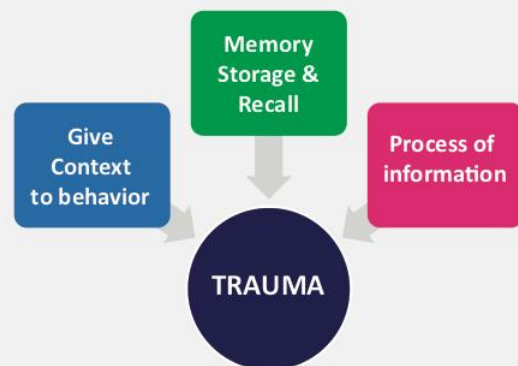


Prefrontal Cortex
"THE WISE LEADER"



"Flipped Your Lid"

Better understanding trauma and how it affects the brain gives us an additional tool to better serve students and staff through the Title IX process. Trauma can affect the brain in many ways.



Tips to mitigate institutional trauma triggers:

- Check website search keywords to include common terms for Title IX conduct such as "sexual assault" and "rape"
- Ensure that Title IX Coordinator contact information and reporting information is easily accessible
- Use vacation responders on email to let students know if you are absent from email or if you frequently have delayed email responses
- Write down information given verbally in meetings including dates and times of next meeting
- Avoid terms such as "remember," "why," and "alleged" that might have negative connotations