

# “I believe you”



*Responsive Bystander Intervention on Campus:*

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*Empowering the community through intersectional and trauma-informed outreach and education*

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# Objectives

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1. Review existing data about sexual violence disclosure, barriers to disclosure, and the impact of negative disclosure experiences
2. Contextualize the role of oppression in disclosure experience, help-seeking, and the recovery trajectories of survivors of marginalized identities.
3. Explore options for enhancing administrator and faculty disclosure response.
4. Review the importance of student capacity to support survivors and respond to disclosures in an effective and trauma-informed manner.
5. Through discussion and interactive exercises, create a concrete plan for implementing effective programs on one's own campus.
6. Summarize the importance of responsive bystander intervention and informal support networks on campus and in the current cultural climate.



# Bystander Intervention

- Prevention
- Response

# General barriers to disclosure

- Reliance on informal supports (v. institutions and systems)
  - Palmer Survey Stat on reporting at AU
- Misinformation
- Fear of social repercussions
- Privacy Concerns
- Concerns about insurance/records/financials of accessing care
- Discouragement from peers or family
- Mistrust
- Awareness of available resources
  - Anecdotally--least likely to affect disclosure)
- What else?

First  
disclosure

&

The impact of  
supportive  
responses

How do students benefit from a positive experience with first disclosure?

- Impact of psychoeducation
- Resource awareness and willingness to engage
- Opportunities for post-traumatic growth
- Social implications and the role of informal support

## Pair & Share: Negative experiences with first disclosure

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What does a negative response sound like?

What do unskilled responses sound like?

What experiences have clients reported to you?

# What does the research tell us?

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- Reduced help-seeking
- Self-blame
- Shame
- General functioning:
  - Academic performance
  - Financial stability
  - Interpersonal relationships
- Mental Health
- Recovery trajectories

Would be cool to put some stats here. See citations below or we could also grab from other google scholar searches.

# Unique barriers for marginalized populations

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## Less likely to disclose to informal and formal systems

- Pro-abuse beliefs in social networks
- Allegiance to group identity
- Previous negative interactions with systems

## More likely to experience negative responses

- Harmful stereotypes held by individual service providers
- Systems built to protect and support the dominant group



# Goals:

- 1) Increase rates of disclosure to formal structures, help-seeking, especially for students of marginalized identities
- 2) Improve community responses to disclosure

# Identifying Targets

- 1) **Faculty**
- 2) Students and other community members

# More than just trigger warnings

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What misperceptions need to be corrected?

## Faculty perspective

- What comments do you typically hear from faculty?
  - Rooted in misinformation, lack of knowledge or not thinking

Let's consult Twitter...



Why is it that students on both sides of the Atlantic are embracing the language of trigger warnings and safe spaces? Watch the fierce debate with @JonHaidt @jowilliams293 Lord Macdonald @epkaufm @David\_Goodhart here:



**Is there an ideological monoculture at British universities, and does it matter...**

Jonathan Haidt, one of the western world's most important social psychologists and public intellectuals, held the UK launch of his book *The Coddling of the American...*

[policyexchange.org.uk](http://policyexchange.org.uk)



Really? How many students? In 16 yrs never once had a student ask for a trigger warning or safe space. Lost count of the times I've heard the privileged class equate these to the fall of western civilization



Kevin M. Kruse @KevinMKruse · Nov 25

Replying to @donmoyn

18 years at Princeton, never once had a request.

And I give lectures that cover lynchings, internment, racial bombings, etc.

26 45 867



GS Climate Sci @ClimEducator\_BG · Nov 25

8 yrs at U of Tennessee and FSU, never experienced or heard of a trigger warning request from students. However, right wing legislatures stepped in to demand them re: gender pronouns and the war on Christmas we were allegedly conducting...

2 12 224



MissionChaos @MissionChaos · Nov 25

going on 13 years at a Big Ten school. We've had a shooting/shelter in place during that time but never a trigger warning request from a student in my classes.

## *Pair & Share:*

- Trigger/Content Warnings
- Safe Spaces





## Employing effective strategies:





- Messaging from other faculty
- Discussion of “reasonable” accommodations
- Incorporating the civility angle

Let's go back to Twitter...



# What does faculty support look like?

-  **Jonathan Wilson** @jnthnwslsn · Nov 25  
I'll chime in with many others today: In my decade or so of teaching college classes, I've never had a student ask for a "trigger warning" or "safe space."
- You know what I \*have\* had students say?/1
- 155 10K 34K
-  **Jonathan Wilson** @jnthnwslsn · Nov 25  
I've had a combat veteran make sure I understood he needed a seat in a far corner—where he could see the doorway at all times./2
- 12 246 6.8K
-  **Jonathan Wilson** @jnthnwslsn · Nov 25  
I've taught the history of the Holocaust in a class where a student had just disclosed that her father was murdered a week before the semester started./3
- 2 193 5.5K
-  **Jonathan Wilson** @jnthnwslsn · Nov 25  
I've had a military veteran apologize for missing class due to a court date related to anger management problems./4
- 2 181 5.4K

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I've had a military veteran apologize for missing class due to a court date related to anger management problems./4
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-  **Jonathan Wilson** @jnthnwslsn · Nov 25  
I've had excellent students suddenly struggle just to get to class after experiencing sexual violence or the suicide of a friend during the semester./5
- 6 247 6.3K
-  **Jonathan Wilson** @jnthnwslsn · Nov 25  
I've had a student call me in tears after she forgot to complete an exam—a side effect of her cancer treatment. She was trying to finish her college degree in the time she had left as an example to the granddaughter she was raising./6
- 3 240 6.9K
-  **Jonathan Wilson** @jnthnwslsn · Nov 25  
These kinds of stories are \*typical\* for instructors at America's colleges—that is, the ones most students attend. Indeed, I've mostly taught in relatively privileged circumstances./7
- 7 210 6.4K



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7 210 6.4K



**Jonathan Wilson** @jnthnwlsn · Nov 25

So when questions of "sensitivity" and "political correctness" on campus come up ... maybe don't take the claims of reactionaries working at (for example) NYU's business school at face value./8

17 409 7.6K



**Jonathan Wilson**

@jnthnwlsn

Follow

And—speaking as somebody who takes a lot of pride in delivering vivid lectures—if any professor claims that so-called trigger warnings will spoil the dramatic effect of his teaching... you can safely disregard anything he has to say about pedagogy./9

8:06 PM - 25 Nov 2018

661 Retweets 10,698 Likes



20 661 11K

## At AU:

### Noon-time conversations:

- Faculty programming
- Panel format
- Initiated by faculty
- Lunch is provided

Screen shot of Email from  
CTRL convo re: civility in  
classroom?

## Targeted strategies:

- Specifics here
- Here
- Here
- Here



FACULTY & STAFF

# *Listening Session*

Faculty & Staff of marginalized identities receive more disclosures of sexual assault from students that share those identities. Learn how to best respond to disclosures while honoring your reporting responsibilities and your relationship with those students. In this session we will discuss challenges you face and ways we can support you.

*Hosted by:*

*Maya Vizvary, Sexual Assault Prevention Coordinator  
Dr. Shatina Williams, Staff Clinician in Counseling Center  
Kameron Winters, LGBTQ Coordinator*

**WED, SEPT 20, 12PM - 1PM**  
**SIS FOUNDER'S ROOM**

Please email  
[vizvary@american.edu](mailto:vizvary@american.edu)  
if you need  
accommodations.



# Prevention Toolkit for College Faculty



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## Objective 5

### Responding to disclosures:

- 1 Thank you for telling me 
- 2 It's not your fault 
- 3 You are not alone 
- 4 Here's where you can get help 

**OASIS** @american.edu  
202-885-7070



*What do I do if my friend experiences sexual violence?*

## HOW TO HELP A FRIEND

**Sun, March 4th, 12 to 2pm in MGC 200**  
**Mon, March 5th, 6:30 to 8:30pm in Letts Formal**

*This workshop will include a discussion of healthy relationships and red flags, strategies for establishing and communicating boundaries, ways to respond to disclosures of sexual violence that are trauma-informed, and resources to which students can refer their friends in need.*

**SAME WORKSHOP - TWO OFFERINGS. FOOD PROVIDED AT BOTH EVENTS.**



# Experiential Learning

## Image

- 1) Practice response scripts
- 2) Helping a helper
- 3) Creating a plan for one of these types of programs on your campus
- 4) Restoring yourself