

# SEXUAL VIOLENCE

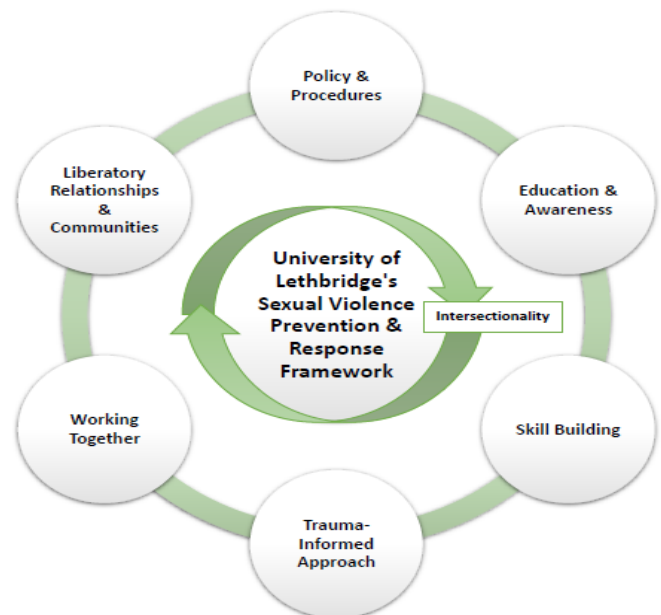
## University of Lethbridge Sexual Violence Prevention & Response Framework (2018-2019)

### Overview

The University of Lethbridge's Sexual Violence Prevention and Response Framework outlines the guiding elements that inform prevention efforts and response procedures within our campus community. This Framework formed through consultation with the Lethbridge and Calgary campus community and with continued guidance from the Preventing Sexual Violence Action Committee (PSVAC).

The three guiding aspects of this framework are:

- *An Intersectional Lens*: using an intersectional lens within all elements of the Framework to reflect the complex realities of our lives and to highlight the disproportionate impact of sexual and gender-based violence on particular identities.
- *Compassion & Support*: encouraging empathetic and receptive response to individuals and communities who have been subjected to sexual and gender-based violence;
- *Power-Sensitive Lens*: acknowledge that acts of sexual violence are linked to acts of systematic oppression, including but not limited to sexism, racism, colonialism, ableism, homophobia, and transphobia.



The key elements that structure the approach to prevention and response are **Policy & Procedures**, **Education & Awareness**, **Skill Building**, **Trauma-Informed Response**, **Working Together**, and **Compassionate Relationships & Communities**. Within each area there are *Key Resources* and *Action Steps* that help support a comprehensive approach to preventing and responding to Sexual Violence. The theoretical model underlying this framework is the Social-Ecological Model of Violence Prevention.<sup>1</sup> Within this model, prevention efforts are guided by multiple areas of involvement, including *with individuals, within relationships, communities, and society*. Within each of the guiding elements, *Action Steps* are identified that align with the four areas of involvement.

<sup>1</sup> Dahlberg LL, Krug EG. Violence-a global public health problem. In: Krug E, Dahlberg LL, Mercy JA, Zwi AB, Lozano R, eds. World Report on Violence and Health. Geneva, Switzerland: World Health Organization; 2002:1–56.

## Intersectionality

Through an intersectional lens, this Framework recognizes the significance of identity and inequity in the prevention of and response to sexual violence within our campus community. An intersectional lens recognizes that people's experiences will be affected by factors such as their access to power and privilege, their sex, sexual identity, gender identity or expression, racialization, age, family status, religion, faith, ability, disability, national or ethnic origin, Indigeneity, immigration status, socio-economic status, class, and language.<sup>2</sup>

These factors, along with an individual's personal history and the contextual history impact individual experiences of sexual violence, the ability to access supports, and choices with regard to recourse. Further, sexual and gender-based violence are consequences of oppressive environments characterized by dominant vectors of individual and systemic power and control, such as patriarchy, racism, colonialism, and homophobia. Individuals who use these forms of violence do so to exert power and control over another person and to maintain the structure, dominance, and operating power of one of the "-isms".

### Resources

- *Preventing Sexual Violence Action Committee*
- *Campus-based Research & Evidence-Based Practice*

Social-Ecological Area	Action Step
Individual	Facilitate access to language and cultural supports and provide referrals to culturally appropriate support services for individuals who are affected by Sexual Violence
Relationship	Encourage evaluative feedback after workshops, training, and events with specific questions pertaining to representation, identity, additional accommodations, and inclusivity
Community	Engage in regular consultation with the campus community and committees to ensure that content and programming is accessible, contextual, contemporary, and inclusive
Society	Include and discuss the concepts of intersectionality and power, as informing consent; and encourage critical reflection within the community about historical and social factors that influence patterns of sexual and gendered violence.

<sup>2</sup> Crenshaw, Kimberle (1989). "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics," University of Chicago Legal Forum: Vol. 1989: Iss. 1, Article 8. Available at: <http://chicagounbound.uchicago.edu/uclf/vol1989/iss1/8>

## Education & Awareness

The intent of Education & Awareness efforts is to:

- create deeper recognition of the affects of sexual and gender-based violence on individuals and communities;
- bring attention to the power-laden behaviours and beliefs that perpetuate gender, racial, and historical inequity, and which normalize violence;
- help build healthy, equal relationships that respect boundaries, honor consent, and nurture trust and care.

### Resources

- *Awareness Initiatives & Events*
- *Preventing Sexual Violence Education Team*
- *Sexual Violence Information Website*
- *Media Communication*
- *Sexual Violence Prevention Coordinator*
- *Re-Imagine Advisory Panel*

### Action Steps

Social-Ecological Area	Action Step
Individual	Provide opportunities for individuals to engage in and receive educational materials and resources through outreach activities (i.e. Tea & Consent) and media communications (i.e. Sexual Violence Support & Education Website).
Relationship	Offer training and support to the peer-based Preventing Sexual Violence Education Team (PSVET), who will offer peer-facilitated workshops and events throughout the year.
Community	Support and promote an annual Sexual and Gendered Violence Awareness Week at the end of October, and offer various opportunities for engagement: outreach activities, specialized workshops, a panel discussion, and a film screening.
Society	Involve individuals who identify as men in challenging social norms surrounding masculinity through education and awareness initiatives that focus on healthy masculinities and bystander engagement.

## Skill Building

The intent of Skill Building is to:

- provide regular practice opportunities to help strengthen the individual, relational, and community response that is offered to individuals who courageously disclose sexual and gendered violence.
- strengthen the capacity to recognize harmful language and behaviours, and if safe to do so, intervene or interrupt before violence occurs.

### Resources

- *Association of Alberta Sexual Assault Services First Responder Training*
- *Bystander Training*
- *CARE: Supporting Disclosures of Sexual Violence Workshop*
- *Addressing Sexual Violence at uLethbridge: From Policy to Supports*
- *Staff & Faculty Training Opportunities*

### Action Steps

Social-Ecological Area	Action Step
Individual	Offer <i>CARE: Supporting Disclosures Training</i> to all members of the campus community to provide knowledge and skills in responding to a disclosure of sexual violence in a compassionate and empowering manner, particularly to those individuals who are likely to receive a sexual violence disclosure
Relationship	Offer <i>Bystander Training</i> to the campus community, which encourages a community of care and action.
Community	Provide annual bystander and supporting disclosures training to Residence Assistants
Society	Encourage compassionate responses and receptive support through the provincial, #IBelieveYou social media campaign and the key messages shared through the campaign: I Believe You and It's Not Your Fault

## Trauma-Informed Approach

The intent of a trauma-informed approach is to:

- Ensure that “all aspects of services are organized around the recognition and acknowledgement of trauma and its prevalence, alongside awareness and sensitivity to its dynamics.”<sup>3</sup>
- Practice principles of safety, trustworthiness, choice, collaboration and empowerment to best support survivors and fully support the key tenets of a trauma-based approach:

“A trauma-based approach primarily views the individual as having been harmed by something or someone (Bloom, S 1997:2000, p 71). [A trauma-informed approach] is a strengths-based framework that is responsive to the impact of trauma, emphasising physical, psychological, and emotional safety for both service providers and survivors, and creates opportunities for survivors to rebuild a sense of control and empowerment. It is grounded in and directed by a thorough understanding of the neurological, biological, psychological and social effects of trauma and interpersonal violence.”<sup>4</sup>

### Resources

- *Counselling and Career Services/Trauma-informed Counselling Support*
- *Trauma Workshops*
- *Trauma Training*
- *Print/Media Materials and Resources*

### Action Steps

Social-Ecological Area	Action Step
Individual	Ensure that individuals directly involved in the response process are provided with trauma-informed education, skills, and access to workplace supports to undertake their specific role
Relationship	Offer a trauma-sensitive yoga class for individuals who’ve experienced sexual, gendered, or interpersonal trauma
Community	Share a two-page resource document about the key principles and practices of a trauma-informed approach with all members of the campus community who are involved in the response process.
Society	Create an advisory panel called the Re-Imagine Committee, which is comprised of individuals in the

<sup>3</sup> Mental Health Coordinating Council (MHCC) 2013, *Trauma-Informed Care and Practice: Towards a cultural shift in policy reform across mental health and human services in Australia, A National Strategic Direction, Position Paper and Recommendations of the National Trauma-Informed Care and Practice Advisory Working Group*, Authors: Bateman, J & Henderson, C (MHCC) Kezelman, C (Adults Surviving Child Abuse, ASCA), pg, 9.

<sup>4</sup> Ibid, pg, 11.

	campus community who self-identify as survivors of sexual and gendered violence. Members of Re-Imagine will provide critical feedback on current sexual violence policies, programming, training and awareness raising initiatives. Members of the Re-imagine Committee will receive an honorarium for their participation in the Committee (for two semesters).
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## Working Together

The intent of Working Together is to:

- develop a comprehensive and holistic response to sexual violence on campus with *meaningful* participation of key stakeholders, including representatives of all members of the university community (e.g., students, staff, admin, faculty), and those involved in various aspects of campus life, including housing, athletics, campus security, student government, student services, accommodated learning, FNMI student services, health and counselling services and local community-based sexual assault response services and support agencies.

### Resources

- *Preventing Sexual Violence Action Committee*
- *Preventing Sexual Violence Education Team*
- *Re-Imagine Committee*
- *Student Groups*
- *Faculties*
- *Community Agencies & Organizations (i.e. SVAC, LPS, Amethyst)*
- *Provincial and National Organizations & Universities/Colleges*

### Action Steps

Social-Ecological Area	Action Step
Individual	Encourage evaluative feedback from individuals who participate in sexual violence initiatives on campus and in the community to inform campus efforts.
Relationship	Engage in ongoing consultation with key community stakeholders through PSVAC and with individuals who have been affected by sexual violence through the Re-Imagine Committee.
Community	Invite local, provincial, and national stakeholders to present and offer workshops to the campus community.
Society	Sustain national and global collaboration with service agencies and universities to share knowledge, best practices, and resources.

**CONTACT INFO**

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## Compassionate Relationships & Communities

The intent of Compassionate Relationships & Communities is to:

- create space for the voices of individuals, groups, and organizations who have been and who continue to re-imagine interactions, approaches, and everyday practices within the classroom, in the community, in relationship, and in organizations to support justice, gender equity, healthy relationships, and love.
- encourage healthy, loving communities which value healthy masculinities and gender equity and are free of violence and the threat of violence;
- work towards a world in which all lives hold value; feelings guide logic; stories inform and restore; all relationship is nourished by deeper laws of interconnection; and our world’s relationship with nature and the environment is cherished with life-affirming respect and everyday responsibility.
- make prevention meaningful and provide ways in which allyship can occur.

### Resources

- Educational Spaces
- Preventing Sexual Violence Education Team
- Training & Education

### Action Steps

Social-Ecological Area	Action Step
Individual	Invite critical engagement from individual campus members in re-thinking prevention by: being critical of media, aware of the power of language, believing and supporting survivors, understanding consent, holding individuals who use abusive behaviors or language accountable, and supporting healthy communication.
Relationship	Encourage participation in the Preventing Sexual Violence Action Committee.
Community	Conduct a campus Climate Survey in March, 2019 to measure the incidence and prevalence of sexual, dating, and gendered violence, the contexts in which it occurs, as well as knowledge of resources and reporting options.
Society	Reference and support images, media, and messages that are inclusive and representative of all campus community members and encourage all initiatives that occur on campus to work from values that condone victim blaming, racism, misogyny, and an over reliance on heteronormative representation.

## Policy & Procedures

The intent of Policy & Procedures is to:

- Outline the University’s commitment to support those impacted by sexual violence as well as the roles and responsibilities of key stakeholders in response to sexual violence on campus.

### Resources

- *Key Knowledge Stakeholders*
- *Provincial & National Campus Networks*
- *Preventing Sexual Violence Action Committee*

### Action Steps

Social-Ecological Area	Action Step
Individual	Provide opportunities for individuals who access services to provide evaluative survey feedback on the quality, accessibility, and helpfulness of the service.
Relationship	Ensure that campus members receive opportunities to learn about addressing sexual violence at the University of Lethbridge through training sessions and workshops; namely, so individuals can learn how respond to disclosures from friends, students, or colleagues
Community	Involve campus members with specified knowledge about trauma, policy, and response protocols in developing and revising the policy commitments and response procedures. Provide various opportunities (online, in person, writing/email) for campus community members to engage in the Fall 2018 review of the new Sexual Violence Policy.
Society	Work towards a campus community that is free of sexual violence in all its forms.