

RELATIONSHIP VIOLENCE TOOLKIT FOR FACULTY



**Gender-Based Violence
Consortium**



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WHO IS THIS TOOLKIT FOR?

Who is this toolkit for? This toolkit is intended for educators. The content is organized with suggestions for teaching IPV and DV from 101 (new to the issues) to 301 (more advanced and familiar pedagogues).

TEENAGERS AND COLLEGE AGE STUDENTS EXPERIENCE THE HIGHEST RATES OF INTIMATE PARTNER VIOLENCE.

All relationships exist on a spectrum. Relationship violence is a pattern of destructive behaviors used to exert power and control over a dating partner. **People ages 16-24 experience the highest rate of relationship violence** (www.ncadv.org).

Not all relationship violence is physical. Abuse can take many forms, including emotional manipulation or coercion, economic abuse, and stalking.

IN AN ABUSIVE RELATIONSHIP, AN ABUSIVE PARTNER MIGHT:

- Check phone or email without permission
- Use social media to control or manipulate
- Send excessive messages
- Demand to know where their partner is at all times
- Belittle or demean their partner in public or in private
- Show extreme jealousy or insecurity
- Isolate their partner from family or friends
- Make false accusations of cheating or start rumors
- Physically harm themselves or others
- Threaten to harm themselves or others
- Be possessive of their partner's time and friendships
- Follow their partner or show up unannounced to events
- Pressure or force sexual engagement

WARNING SIGNS OF ABUSE:

Because relationships exist on a **spectrum**, it can be hard to tell when a behavior crosses the line from healthy to unhealthy or even abusive.

THE FOLLOWING ARE WARNING SIGNS OF A RELATIONSHIP GOING IN THE WRONG DIRECTION:

- Constantly putting someone down
- Extreme jealousy or insecurity
- Explosive temper
- Isolating someone from their family or friends, dictating who they can see or hang out with
- Mood swings (nice one minute and angry the next)
- Checking someone's cell phone, social media or email without permission
- Physically hurting someone in any way
- Possessiveness
- Telling someone what to do or what to wear

INDICATORS A STUDENT MAY BE IMPACTED BY INTIMATE PARTNER VIOLENCE:

- New or increasing absences
- New or increasing missing assignments
- Noticeable withdrawal from class participation or other activities
- Unexplained changes in behavior, grades, or quality of work
- Noticeable change in weight, demeanor, or physical appearance
- Unexplained bruises or injuries

STATEMENTS FOR SYLLABUS:

Your course syllabus is a resource that your students will refer to throughout the semester. It will communicate the path to success for students in your class.

What else can you communicate to students with this one document? A syllabus can be used to communicate your values and commitment to violence prevention, active bystander behavior and support for survivors of violence.

Add a footer or a header to your syllabus with a simple message and list campus resources (including yourself) if someone needs a safe person to seek help.

TIPS FOR DISCLOSURES:

CONFIDING IN ANYONE TAKES COURAGE. TO BE SUPPORTIVE, TRY TO:

- 1. Listen:** Active listening without judgment is itself an act of support
- 2. Validate:** “I’m so sorry that happened to you” or “it’s not your fault” are phrases that provide comfort and validation
- 3. Ask:** Instead of pushing someone to action, ask how you can support them in their choices
- 4. Refer:** Share local and on-campus resources to help someone assess their options
- 5. Remind:** Remind students that feelings of denial, disbelief, anger, disgust, shock (including blaming victims and pathologizing assailants) are all common immediate responses to knowledge about everyday violence

Faculty members are “responsible employees.” This means you report concerns to the Office of Equal Opportunity (<https://oeo.utah.edu/>). Students can talk to a confidential, non-mandatory source listed on the following page.

“A professor who vacillates between their formal role as an educator and an informal support provider for students could be helpful or harmful in their reaction to a disclosure of sexual assault or IPV... attention should be paid to multiple pedagogies that highlight emotionally engaging methods and realistic situations” – Branch et al., 2011.

BEYOND DISCLOSURES:

What else can you communicate to students?



Create a community of resources for students.

Give students suggestions for addressing their emotional needs throughout the course; share resources for mental health, wellness, and community connections.



If you teach content on IPV / DV or IPV / DV comes up in class discussion, consider contextualizing your content.

Some professors provide a trigger warning: the way trigger warnings are typically used, in treating only certain topics as inherently triggering, do not ultimately reflect an appreciation of students as distinct individuals with distinct life histories... there can be so many reminders of traumatic life experiences. If there are no warnings in your syllabus, then provide context when teaching difficult content.



Recognize

Not all professors, in fact most, are equipped or trained to respond to domestic violence or intimate partner violence. Deepen your community of knowledge by joining the Gender-Based Violence Consortium.

ACTIVITY:

“Why Doesn’t She Just Leave” (adapted from Clevenger et al., 2017): Students commonly ask: “Why doesn’t she just leave?” Thus, the main objective of the “Why Doesn’t She Just Leave” activity is to encourage students to critically think through the escape process as if they were placing themselves in those survivors’ shoes. In order to accomplish this objective, students are required to imagine they are one of the following scenarios:

- A woman with three children and a dog in the midst of an escape from an intimate partner abusive relationship.
- A gender-nonconforming youth who is marginally housed/homeless and living with an intimate partner who is also abusive.
- A college student who is living in student housing and being harassed by their abusive ex.
- A young man who is in an emotionally abusive relationship with a person who threatens self-harm when he attempts to leave
- An immigrant woman whose legal status is dependent on their abusive spouse; currently, their children are with her parents in her home country and to support her family back home, she sends remittances through wages earned “under the table.”

In order to truly put themselves in the survivor’s shoes, students are required to discuss the complexities of the person’s life. They are to consider the following facets of the person’s life: race, gender, class, citizenship, ability, family, work, and social conditions. After determining the details of the people involved, students are then required to think about the type of violence going on in the home. The students are then to discuss a safety plan for the survivor. After creating a safety plan, students are to put their safety plan up on a whiteboard/whitepaper or visual display. Each group will visit a different group’s assigned scenario, read the prompt, and discuss factors included in the safety planning, things they had not considered, and things they would recommend the group do to strengthen their safety plan. After, discuss as a class what was learned, what was challenging, and provide general resources for students.

TEACHING & LEARNING DV AND IPV 201: ACE, GENDER, & DIFFERENCE IN IPV

Your course syllabus is a resource that your students will refer to throughout the semester. It will communicate the **path to success** for students in your class.

HOW RACE & NATIONAL ORIGINS MATTER IN DISCUSSIONS ABOUT HEALTHY RELATIONSHIP

An estimated 48% of American Indian and Alaskan Native women and 41% of American Indian and Alaskan Native men experienced contact sexual violence, physical violence, and/or stalking by an intimate partner. Have conversations about indigenous sovereignty and the impacts of colonization on violence against indigenous communities.



48% AND 41%

of American Indian and
Alaskan Native women

of American Indian and
Alaskan Native men

Discuss homicide and IPV in particular communities, for example, the Asian American community. In a six-year period, 160 cases in Asian families resulted in 226 fatalities, of which 72% were adult homicide victims, 10% were child homicide victims, and 18% were suicide deaths. 68% of victims were intimate partners (current, estranged, or ex-partners), of which 111 were women and 14 were men. 83% of homicide perpetrators were men, 14% were women, 3% unknown.

160 > **225** > **72%** > **10%** > **18%**
CASES > FATALITIES > WERE ADULT HOMICIDE VICTIMS > WERE CHILD HOMICIDE VICTIMS > WERE SUICIDE

1/3 Latinas experience domestic violence during their lifetimes.

1 in 12 Latinas experienced domestic violence in the past 12 months.

DISCUSSING CHALLENGES

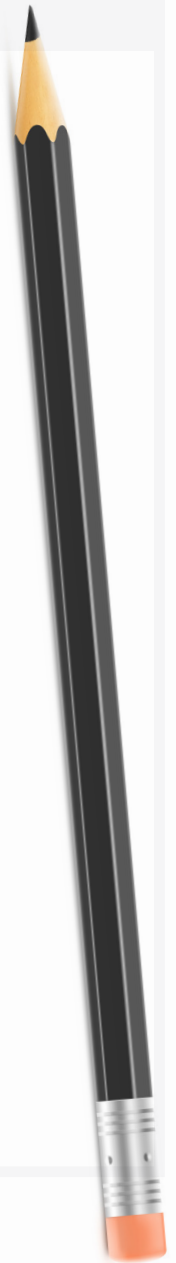
Discuss the unique challenges that come up when understanding the intersection of **race, gender, and class, and IPV** – what are the barriers women of color face when seeking resources?

- Cultural and/or religious beliefs that restrain the survivor from leaving the abusive relationship or involving outsiders.
- Strong loyalty to race, culture and family.
- Distrust of law enforcement, criminal justice system, and social services.
- Lack of service providers that look like the survivor or share common experiences.
- Lack of culturally and linguistically appropriate services.
- Lack of trust based on history of racism, colonialism, and classism in the United States, territories and US unceded lands.
- History of colonization and generational trauma
- Fear experiences will reflect on or confirm the stereotypes placed on their ethnicity.
- Assumptions of providers based on ethnicity.
- Attitudes and stereotypes about the prevalence of domestic violence and sexual assault in communities of color.
- Legal status in the U.S. of the survivor and/or the abuser.
- Oppression, including re-victimization is intensified at the intersections of race, gender, gender identity, sexual orientation, ability, legal status, age and socioeconomic status.

ACTIVITY:

“Draw a Victim” Activity (Adapted from Clevenger et al., 2017): Have students draw a picture of who they thought of when they hear the term “victim.” Provide crayons, markers, and paper to complete this activity. Have students share their illustrations in small groups / large class and explain how they interpret the term “victim.” After sharing, discuss how the larger society views “victims” and treats them based on different types of crimes.

The main objective of this activity: understand what students associate with the term “victim” in order to uncover biases and stereotypes associated with victimization. Use this information throughout the course or semester to unpack notions of victimhood so that students begin to understand that survivors are diverse with a range of backgrounds.



TEACHING & LEARNING DV AND IPV 301: TURNING THEORY INTO PRACTICE

DV and IPV are complex issues, the following are a list of discussion questions faculty could contend with as you continue to deepen your knowledge and teaching of DV and IPV.

- What are the ethical dilemmas students will navigate when learning about DV / IPV? What are the ethical dilemmas professors will have to navigate when teaching content that is difficult?
- What are the teaching activities and discussions that you can facilitate as a professor that will empower students who have been impacted by IPV or as witnesses?
- What do students understand are the current strengths and limitations of existing interventions, screenings, and assessments regarding IPV on campus and in our communities?
- Vicarious trauma, which “impacts a caregiver’s underlying beliefs in five areas: trust, safety, control, esteem, and intimacy,” and Secondary Traumatic Stress (STS), which is also known as “compassion fatigue,” impacts students and professors alike when reading and navigating complex traumatic issues. How will you as a professor develop your knowledge and understanding of a trauma-informed lens so that you can have a trauma-informed pedagogy?”

ACTIVITY:

Mapping, Goal Setting, Accountability, Activity. Discuss.

Mapping Allies and Barriers. Mapping Allies and Barriers involves taking a look at who we have around us as helpers and community resources (allies). It also involves looking at who could get in the way of an intervention (barriers). It may also include looking at “swing” people – people who could be better allies with a little bit of help.

Key Questions are:

- Who can help?
- Who can get in the way?
- Who is in a good position to support the survivor or victim?
- Who is in a good position to offer support to the person or people doing harm?
- Who can become an ally or become a better ally with a little bit of help?
- What kind of help do they need and who can give it?

Goal Setting. What Do We Want? Goal Setting includes the steps the individuals and group take to move towards a single outcome or set of outcomes that could result from their action.

Key Questions are:

- What do you want?
- What do you not want?
- What can you do to move towards these goals?
- Does the group share the same goals?
- What can you as a group do to move towards these goals?
- Are these goals realistic?
- How can you state these goals as concrete steps?

Taking Accountability. How Do We Change Violence? Taking accountability is a process by which a person or a community comes to “recognize, end and take responsibility” for violence.

Key Questions are:

- What attitudes and behaviors led to the harms?
- Who directly caused these harms?
- Who allowed these harms to happen – even if they did not directly commit these harms?
- Who did they harm?
- What are the results or consequences of these harms – even if unintended?
- What and/or whom does the person doing harm care about?
- How can we use care and connection more than negative consequences to promote change?
- How can we support long-lasting change?

Excerpt from Creative Interventions Toolkit

TITLE IX:

Know Your IX:

<https://www.knowyourix.org/college-resources/title-ix/>

ACLU Title IX Fact Sheet:

<https://www.aclu.org/title-ix-gender-equity-education>

Summary of Title IX Final Rule:

<https://www2.ed.gov/about/offices/list/ocr/docs/titleix-summary.pdf>

NVRDC Fact Sheet about new Title IX Regulations:

<https://static1.squarespace.com/static/55252f4ae4b0d5d2f335c8e8/t/5ebb24b03b7f943b3ecfdc42/1589322929149/Title+IX+Changes+Infographic.pdf>

Links for Title IX Coordinators & Reporting Procedures for students:

University of Utah: <https://sexualassault.utah.edu/reporting/title-ix-on-campus-reporting/>

Brigham Young University: <https://titleix.byu.edu>

Utah State University: <https://www.usu.edu/equity/>

Utah Valley University: <https://www.uvu.edu/equalopportunity/titleix/>

Dixie State University: <https://titleix.dixie.edu>

Salt Lake Community College: <https://www.slcc.edu/title-ix/index.aspx>

Snow College: <https://snow.edu/general/TitleIX/index.html>

Southern Utah University: <https://www.suu.edu/titleix/>

Weber State: <https://www.weber.edu/SafeAtWeber/reporting.html>

Westminster College: <https://westminstercollege.edu/about/title-ix>

Issues students face:

Confidential v. nonconfidential resources

Roles of mandated reporters – students, faculty, staff

Student legal representation, particularly low-income survivors

Safety v. prevention initiatives

Re-traumatization

RESOURCES:

Professors' Experiences With Student Disclosures of Sexual Assault and Intimate Partner Violence: How "Helping" Students Can Inform Teaching Practices

Branch, Kathryn A ; Hayes-Smith, Rebecca ; Richards, Tara N

Los Angeles, CA: SAGE Publications

Feminist Criminology, 2011-01, Vol.6 (1), p.54-75

Survivors of Gendered Violence in the Feminist Classroom

Lee, Janet

Los Angeles, CA: SAGE Publications

Violence Against Women, 2008-12, Vol.14 (12), p.1451-1464

Seeing Life in their Shoes: Fostering Empathy Toward Victims of Interpersonal Violence through Five Active Learning Activities

Clevenger, Shelly ; Navarro, Jordana N ; Gregory, Lydia K

Routledge

Journal of Criminal Justice Education, 2017-07-03, Vol.28 (3), p.393-410

RESOURCES:

https://www.utcourts.gov/abuse/protective_orders.html

<https://www.niwrc.org/resources/fact-sheet-cdc-violence-against-american-indian-and-alaska-native-people>

<https://www.api-gbv.org/>

<https://www.niwrc.org/resources/fact-sheet-cdc-violence-against-american-indian-and-alaska-native-people>

<https://www.api-gbv.org/>

<https://healthymarriageandfamilies.org/resources/media-gallery/webinars/working-asian-american-individuals-couples-and-families-webinar>

https://nationallatinonetwork.org/images/Latin_DV_Stats.pdf

https://nationallatinonetwork.org/images/files/NO_MAS_INFOGRAPHIC.pdf

doj.state.or.us/wp-content/uploads/2017/08/women_of_color_network_facts_domestic_violence_2006.pdf

<https://wocninc.org/wp-content/uploads/2018/11/DVFAQ-1.pdf>

Podcasts

<https://www.niwrc.org/speaking-our-truth-podcast-change>

Videos

<https://www.youtube.com/watch?v=r9dZOgr78eE>

HOW TO SUPPORT:

AREA RESOURCES

Utah's Domestic Violence Coalition

www.udvc.org

YWCA of Utah

www.ywcautah.org

Utah Coalition Against Sexual Assault

www.ucasa.org

Rape Recovery Center Crisis Line

801-467-7273

Love Is Respect

www.loveisrespect.org

CAMPUS RESOURCES

Safe U

www.safeu.utah.edu

Advocacy/Mental Health

www.wellness.utah.edu

Contact a Victim Advocate

advocate@sa.utah.edu

University Police

801-585-2677



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