


Understanding Title IX Reporting Responsibilities While Building Your Trauma-Informed Response Toolbox

Dr. Michelle Reinken, Title IX Coordinator
 Dr. Theresa Rhodes, Associate Director for Training, Counseling and Psychological Services
 Mayanthi Jayawardena, Interpersonal Violence Prevention Specialist




Responsible Employees



Title IX of the Education Amendments of 1972

Prohibits discrimination on the basis of sex in educational programs or activities operated by recipients of federal financial assistance (UNC Charlotte)



- Sexual harassment is a form of sex discrimination
- Sexual assault and other forms of sexual misconduct is sex discrimination



Title IX of the Education Amendments of 1972


If UNC Charlotte (you) receives a report of sexual harassment, sexual assault, or other sexual misconduct the University must:

- **Investigate** what occurred;
- **Stop** the discrimination;
- **Remedy** the effects; and
- **Prevent** its recurrence.

Responsible Employee

- According to Title IX, a “Responsible Employee” is an employee that:
 - Has the authority to take action to redress sexual harassment/violence;
 - Has been the duty to report sexual harassment/violence or any other sexual misconduct by students to the Title IX Coordinator; or
 - Is someone a student could reasonably believe has this authority or responsibility
- Examples
 - All Faculty, Teaching Assistants, Housing Staff, PPS, Athletics Staff, HR, Staff with Supervisory Responsibilities



Reporting

- Go to incidentreport.uncc.edu
Select Report of Sexual and Interpersonal Misconduct IR
- Be sympathetic and actively listen
- Remember that you do not decide whether a person is telling the truth or what type of crime (if any) was committed; you are simply reporting what was disclosed to you
- Provide the Interpersonal Resource Guide



UNC CHARLOTTE
Report of Sexual and Interpersonal Misconduct

This form may be used to report information to the UNC Charlotte Title IX Office related to an alleged violation of Sexual and Interpersonal Misconduct as outlined in the Code of Student Responsibility (<https://regaff.uncc.edu/academic/2016-17>).

UNC Charlotte prohibits Sexual and Interpersonal Misconduct of various forms, including, but not limited to: sexual harassment, gender-based harassment, sexual assault, dating violence, domestic violence, stalking, and related retaliation.


Once this report is received, the Title IX Coordinator will review the report and determine appropriate next steps. Please know that you and any witnesses you identify in the report may be contacted to provide additional information.

Reporting an incident to the Title IX Office does not necessitate that a formal investigation process must be pursued; please refer to Chapter 8 of the Code of Student Responsibility (<https://regaff.uncc.edu/academic/2016-17>) for more specific information.

In the event of an emergency or crimes or incidents involving imminent threat of harm, contact UNC Charlotte Police and Public Safety at 704-687-3200.




Interpersonal Violence Resource Guide




- Provide a hard copy and/or send via email
- Available at titleix.uncc.edu
- Information on resources, accommodations, DV protection orders, preservation of evidence, student conduct process, etc.

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Title IX Office – Cone 349



Dr. Michelle Reinken
Title IX Coordinator



Alex Tompkins
Title IX Case Manager



Christine Weigel
Lead Investigator

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Case Management / Student Support

- Accommodations
 - Academic
 - Housing
 - Safety Planning
 - No Contact Orders
- Resources
 - CAPS*
 - Student Health Center*
 - Center for Wellness Promotion*
 - Police and Public Safety
 - Off-Campus Victim Advocacy
 - Local Hospitals
 - Confidential Resources






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Police

- Students may choose whether to report the incident to police
- Their options include:
 - Contacting police (either campus police or local police)
 - Choosing not to contact police
 - Being assisted (by you) in notifying police
- The University process (including academic and housing accommodations, counseling or other wellness help, and student disciplinary process) is completely separate from a criminal case




Other Reporting Options

- For sexual misconduct, relationship violence, or stalking,
 - Title IX Coordinator
 - Dr. Michelle Reinken - 704.687.6130
 - Title IX Deputy Coordinators
 - Christine Reed Davis (Students) - 704.687.0345
 - Kim Whitestone (Athletics) - 704.687.4955
 - Katherine Hall-Hertel (Academic Affairs) - 704.687.5661
 - Jeanne Madorin (Human Resources) - 704.687.0659
- For other crimes on campus
 - Police and Public Safety - 704.687.2200




Trauma Informed Response




Trauma Informed Perspectives

- Trauma informed practice and services are based on an understanding of the impact of IPV on an individual’s life and development
- Basing interactions on a foundation of understanding about how trauma impacts, what are resulting responses, and symptoms
- Trauma informed services, responses, and interactions are consistent with recovery, healing, and reduces possibility of retraumatization.




Trauma Informed Perspectives

- Safety and Empowerment
- Support and Validation
- Listen without Judgement
- Connection and Collaboration
- Respect, Trustworthiness, Consistency
- Validating Environment-predictability, Transparency, Non Evaluation, Belief




Trauma Informed Perspectives

- Procedures and practices that are growth promoting and avoid creating invalidating environment/experience
 - Empowerment emphasis- facilitates survivor’s taking charge of their life, increases choices and control, and power
 - Considers contextual pieces of experience
 - Sets a collaborative tone
 - Increases survivors sense of control through options and choices
 - Relational perspective- collaboration with survivor in all aspects of interactions




Trauma Informed Perspectives

- Creates a safe environment for disclosures
 - Transparency, consistency, respect, predictability, and clear boundaries around interaction
 - Minimizes possibilities of retraumatization and triggering responses
 - Understands impact of power in trauma and for impact in conversation with survivors
 - Does not use intrusive, aggressive, or confrontational interactions or questioning
 - Attends to Cultural Context- How does survivors cultural identities and experiences influence IPV experience and responses to trauma?




What Does It Matter How I Respond?

- Impact of initial disclosure experience is significant on survivors seeking resources, on survivors mental health, and on negative academic outcomes
- Potential for negative impact is high if survivor experiences invalidating, intrusive, judgmental, disempowering environment
- Whether negative response from social support or from campus resources- negative impact to survivors functioning



What Does It Matter How I Respond?

- Higher mental health symptoms, increased psychological distress, increased PTSD symptoms, missing classes, lowered GPA, reduced academic success, and increased withdrawal from school
- Positive disclosure experience can begin process of healing and facilitate survivor seeking resources on campus and in the community



Barriers to Disclosure & Resource Use

- Recent studies on sexual trauma estimate that about 5% of college women are victimized in any given calendar year
- 2/3 disclose to a friend, very few report to formal resources- campus resources 4%
- Reasons for not disclosing:
 - Past experiences linked to trauma- other trauma, prior experiences with support system, and resources
 - Fear of negative responses
 - Fear that they will not be believed



Barriers to Disclosure & Resource Use

- Reasons for not disclosing (continued):
 - Guilt, Shame, Embarrassment
 - Fear of reprisals
 - Not wanting family to know and fears of confidentiality not being kept
 - Feeling that their experience was not serious enough
 - Lack of proof about the incident
 - Concern about how others would react and judge them
 - Fears of getting the offender in trouble




Trauma Informed Toolbox

- How to be effective as a resource to students and guard against retraumatization:
 - Emphasis on creating safety, empowerment, and connections
 - Transparency through setting boundaries around role, expectations of you in that role, and limits to role
 - Consistency and predictability around messages to students- "as a Responsible Employee I am required to..." "I am not a counselor so I can not help you with your distress (anxiety), "I can't help you with accommodations but can direct you to campus resources..."




Trauma Informed Toolbox

- How to be effective as a resource to students and guard against retraumatization (continued):
 - Validate experience without taking sides
 - Assume that all students disclosing have experienced trauma and therefore are at risk of being retraumatized by the interaction
 - Set tone of collaboration and cooperation- “ I will listen, provide you with information about resources, and talk about options for your decisions regarding next steps... Decisions are yours beyond informing Title IX Office




Trauma Informed Toolbox

- How to be effective as a resource to students and guard against retraumatization (continued):
 - Don't ask intrusive, aggressive, accusatory, irrelevant questions
 - Don't give advice
 - Don't provide therapy- refer to CAPS



Immediate Response - What you SHOULD Do:

- Validate their feelings and experience
- Listen, check in with them
- Offer to walk with them to an appointment
- Ask, “What can I do to help?”
- Connect them to resources
- Take care of yourself



Immediate Response - Things to AVOID:

- Being a superhero/vigilante
- Minimize or catastrophize
- Share the survivor's story without permission
- Avoid that person or drastically change your behavior towards them
- Ask probing questions
- Urge them to take action or not to take action



A Little Practice



Scenario

- You are a faculty member who has presented content in your class associated with Interpersonal Violence. A student approaches you after class to talk about her experiences in a current dating relationship. The student describes violence including sexual violence, attempts to control who she can see and attendance in classes, and she reveals that her boyfriend is also a UNC Charlotte student. She asks for your help and for confidentiality as she is afraid that if he finds out that she has disclosed about their relationship, he will get angry and take it out on her.
 - What do you do?
 - What are your responsibilities?
 - What are the boundaries around your interaction?



