

“Building a Movement toward Campus Peer Advocacy Programs”

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Learning Goals

- Participants will learn ethics and philosophies behind peer-ran programs and victim intervention models
- Participants will improve victim services to their campus communities through establishing best practice coordinated community responses to sexual assault and/or dating, domestic violence and stalking through institutionalized direct crisis intervention service efforts that are completely confidential
- Participants will learn how to effectively start, manage and maintain a confidential peer-based campus advocacy program
- Participants will be able to justify a co-curricular aspect to campus administrators/academic deans

Peer Group Philosophy & Victim Intervention Models

Research and Need

- Institutions of higher education lack peer-based resources for victims of violence, and the vast majority of the schools that do, do not offer programs that are state-certified to train crisis counselors/advocates to be confidential
- Iowa has 4 current confidential peer advocacy campus teams in place; this is a new model across the country
- Some college peer programs only allow peers to provide referrals to student victims but they must make a Clery report and/or be Title IX delegates
 - Without properly trained advocates who hold confidentiality and who are able to provide both acute counseling and information sharing of victim rights, such a program on a campus cannot be considered part of a truly victim-centered response
 - Research shows that student victims are more likely to follow up with institutional and/or system supports upon initial compassionate, confidential forms of interventions (Campbell 2001)

Peer Model Philosophy

- Peer support groups emerged in part, because the needs of people [clients] were not being adequately addressed by traditional service programs (started with disability rights movement).
- The idea behind peer support is to match those with similar life experiences and knowledge to best assist other similar grouped individuals or cohorts in support, learning and growing.
- Individuals who participate in this process feel more likely to open up to those that are similar or like-minded to them.
- Can help to eliminate and help bridge the unintentional power dynamic that occurs with interactions with professional personnel; Peers can reach people that may be unwilling to engage with and trust professionals

(Shapiro, 1993)

Peer Support in Crisis Care

- A goal to utilize peer support in crisis care is to maximize the empowerment and independence/self-efficacy of survivors through similar experiences; Peers serve as role models and facilitators who work to help others lead meaningful lives and achieve desired levels of independence
- Peer support contributes considerably to the successful functioning and mission of crisis care work
- Services are usually improved through allowing peer groups to take on more meaningful roles within agencies/institutions
- Peer support provides a sense of safety in the context of an open, mutually responsible, non-judgmental and trusting relationship; peer support provides an almost immediate level of shared understanding
- Peer support teams are often utilized “after hours”
- Peer groups may be involved in advocating for systems change

Challenges

- Difficult to maintain because of:
 - Insufficient funding, length of training, institutional/agency support
 - Lack of staff with skills to coordinate peer groups
 - Transportation to group meetings
 - Lack of qualified peer students
 - Burnout/turnover among peer students
 - Age (minors), confidentiality and privacy issues
 - Campus size
 - Boundaries
 - Incentives (payment, course credit offered)

Statistics on Interpersonal Violence

- Young persons aged 16-25 are at the highest risk of interpersonal violence
- 32% of students report dating violence by a previous partner, and 21% report violence by a current partner
- 39%-54% of dating violence victims remain in physically abusive relationships
- 12% of completed rapes, 35% of attempted rapes, and 22% of threatened rapes occur on a date
- 60% of acquaintance rapes on college campuses occur in casual or steady dating relationships
- An estimated 5% of college women experience a completed or attempted rape in a given year
- In one year, more than 13% of college women indicated they had been stalked, 42% by a boyfriend or ex-boyfriend

Dating Violence Resource Center www.ncvc.org/dvrc
 (Bureau of Justice-National Crime Victimization Survey)



Point of Reflection

- What are some barriers that you perceive you face when you respond to a student's crisis?

Resiliency in Response

- Survivors want/need:
 - Answers to questions, especially the “why” questions
 - To be heard
 - To know the **crime** was not their fault
 - Perpetrator(s) to be held accountable
 - **Honesty** and **humility** from service providers

Crisis Intervention: What's its purpose?

- Show regard for [client's] safety
- Provide [client] support
- Define the problem clearly
- Consider the alternatives
- Plan action steps
- Use the [client's] coping strengths
- Attend to [client's] immediate needs
- Use referral resources

Taken from, <http://weberstate.edu/trauma/crisis.html>, August 12, 2009

BASER Model

Being Part of a Victim-friendly Community Support:

B-Believe

"I am so sorry this happened to you." "I believe you."

A-Affirm

"It takes a lot of courage to come forward."

S-Support

"This is not your fault." "You did not deserve this."

E-Empower

"You have the right to seek services if you want to."

R-Refer

"There are community agencies where you can get free, confidential assistance."

Recovery

Recovery process must follow a linear, uninterrupted process

- Need a sense of control & safety back
- Absolving their responsibility (perceived)/mourning process
- Self-dignity/healthy self-representations/independence
- Healthy coping skills
- Order through resolution
- Commonality/bonding

Peer Advocacy Teams

Federal Campus Assault Victims' Rights

Department of Education, Office for Civil Rights
Dear Colleague Letter (April 2011)

Procedural Requirements:

Disseminate a Notice of Non-discrimination

Designate a Title IX Coordinator (Oversees complaints)

Adopt [Victim-Centered] Grievance Procedures

http://www.whitehouse.gov/sites/default/files/dear_colleague_sexual_violence.pdf

Adopt [Victim-Centered] Grievance Procedures

Providing Confidential Services on campus:

- *OCR recognizes that some people who provide assistance to students who experience sexual violence are not professional or pastoral counselors. They include all individuals who work or volunteer in on-campus sexual assault centers, victim advocacy offices, women's centers, or health centers ("non-professional counselors or advocates"), including front desk staff and students. OCR wants students to feel free to seek their assistance and therefore interprets Title IX to give schools the latitude not to require these individuals to report incidents of sexual violence in a way that identifies the student without the student's consent. These non-professional counselors or advocates are valuable sources of support for students, and OCR strongly encourages schools to designate these individuals as confidential sources.*

- **Advocacy & Confidentiality:** It is imperative that survivors' confidentiality is guarded. If a survivor chooses not to report the assault, this choice must be honored and her or his anonymity protected for the purpose of Clery Act reporting. Guidance provided to universities regarding their obligations to disclose survivor or incident information must reinforce the value of privacy for survivors. Title IX and Clery both reference survivors' rights related to privacy and confidentiality. All advocates, whether working on a campus or in the community, must be able to honor the confidentiality needs of survivors.

Best Practice Guidance

Currently there are no "supported or well supported" evidence based practices for campus intervention services according to Centers for Disease Control and Prevention guidelines, because these services have not been specifically the focus of rigorous empirical evaluation. However, there is a body of research related to intervention services that provide guidelines for "promising practices" or "evidence informed" approaches. (Fisher, Cullen 2002)

VIP Program Goals-

Advocacy Field and Curricular Ties

- The primary goal of Violence Intervention Partner (VIP) is to assist Drake University students with confidential compassionate, informed sexual assault, dating and stalking response support.
- The VIP program is aligned with the mission and strategic priorities of Drake University by providing students an opportunity to develop meaningful personal lives, collaborative learning, and community engagement.

VIP Program Goals-

- VIP's unique model as a student-run program, with a mission to provide peer-based intervention to fellow Drake students in crisis, is critical in a victim-centered response to crimes of this nature, that are often not reported to fulltime professional administrators.
- Drake University students will volunteer to operate a crisis advocacy response team to raise awareness about violence on campus and provide direct crisis intervention outreach to student victims in a confidential manner under the *Iowa Code 915.20A Victim Counselor Privilege*. The services and information about violence are streamlined and centralized to specialists on campus that will be accessible 24 hours a day during Fall/Spring semesters.

Partnership (MOU)

- The Violence Intervention Partner program represents a partnership between Drake University's Student Life Division and Crisis Intervention Services (CIS) out of Oskaloosa, IA
- CIS conducts the mandated 30 hour Victim Advocacy training for the student advocates as the local community victim service agency under the Iowa Coalition Against Sexual Assault's membership guidance as a crime victim center under *Iowa Code 915.20A Victim Counselor Privilege*
- CIS will serve as the direct supervisors for the VIP members for case management and compliancy of upholding *Victim-Counselor Privilege* under the law to the Drake University VIP Advocacy Team
- CIS' consultation is to provide a representative to meet bi-monthly with the VIP volunteers to provide refresher training and case consultation, and debriefing with VIP volunteers who have been called to assist student victims of assault
- CIS will have access to all VIP protocol and procedures and the on-call advocate schedule and VIP will seek the consultation of CIS in creating these protocol and procedures to make sure they are in compliancy of state standards of victim service practices

Leveraging Legal Protection

Iowa Code 915.20A- Victim Counselor Privilege.

1. As used in this section:

"Confidential communication" means information shared between a crime victim and a victim counselor within the counseling relationship, and includes all information received by the counselor and any advice, report, or working paper given to or prepared by the counselor in the course of the counseling relationship with the victim.

"Crime victim center" means any office, institution, agency, or crisis center offering assistance to victims of crime and their families through crisis intervention, accompaniment during medical and legal proceedings, and follow-up counseling.

"Victim" means a person who consults a victim counselor for the purpose of securing advice,

counseling, or assistance concerning a mental, physical, or emotional condition caused by a violent crime committed against the person.

"Victim counselor" means a person who is engaged in a crime victim center, is certified as a counselor by the crime victim center, and is under the control of a direct services supervisor of a crime victim center, whose primary purpose is the rendering of advice, counseling, and assistance to the victims of crime.

Peer Support Advocate Role- Upon 30 Hour State Certification:

Services in which peer advocates will be able to assist survivors:

- 24 hour phone support, including text option (deleting protocol in place for maintaining confidentiality)
- providing of information and resources
- immediate crisis response
- accompanying the survivor to an exam site
- assisting the survivor with the development of a “safe plan”
- advocates will need to serve on an on-call rotation at minimum of one to two weeks each semester in which they will need to carry the on-call cell phone crisis line and be available to respond in an immediate, private setting
- VIP members are obligated and expected to maintain the confidentiality as per advocate code of ethics, of the students utilizing VIP services at all times, including written and verbal forms of communication
- advocates are not required to comply with federal reporting guidelines through the Clery Act as a result of their supervisor and training relationship through CIS; VIP membership will also supersede the expectation of reporting under Title IX any known incidences

Limitations:

- student advocates will not serve in the capacity of being a ‘personal representative’ at judicial hearings and/or criminal hearings
- advocates cannot provide transportation to the student victim
- if a student victim desires medical intervention, a full-time advocate will be deployed to meet that victim at the hospital and the VIP advocate will not be the sole provider for this intervention
- VIP advocates main role will be in an acute stage of the intervention and will be limited to what follow up they conduct in an individual case

Victim Service Provider Code of Ethics

Victim Counselors have an ethical responsibility to adults and children who seek their assistance.

Victim Counselors will be competent.

Victim Counselors will protect the client's confidentiality within clearly defined limits.

The Advocate will never exploit relationships with clients for personal advantage.

Victim Counselors will work to increase victim safety; will respect the authority and autonomy of the adult victim to direct their own life; and will hold the perpetrator, not the victim, responsible for the abusive behavior and for stopping the abuse.

Victim Counselors will fairly distribute time, goods and services among all clients.

Victim Counselors will do nothing to increase the danger to or harm the client.

Victim Counselors will be aware of and communicate to the client the historical basis for abuse. They will acknowledge that abuse occurs when there is an imbalance or power and that this situation is maintained and reinforced by our culture.

Victim Counselors have an ethical responsibility to employers and colleagues.

Victim Counselors will adhere to the policies and procedures of their employers.

Victim Counselors will report to a competent authority any conflict of interest that prevents themselves or a colleague from being able to provide ethical services.

Victim Counselors have an ethical responsibility to themselves.

Victim Counselors will see to their own empowerment and nurturing.

The Victim Counselor has an Ethical Responsibility to keep records.

Victim Counselors will record statistical and factual information, not opinions, speculations, on conclusions.

Victim Counselors will allow clients access to their own records.

VIP Campus Advisory Team

- Confidential Staff Advisor-University Counselor
 - Role: case management/consultation, campus referral for victims, training
- University Liaison-Coordinator for Sexual Violence Response (non-confidential)
 - Role: recruitment, funding, co-curricular aspects, advise peer students, training, schedule meetings, institutional policy regulation duties, manage on-call, communication, outreach efforts

VIP Launch

- VIP was launched spring semester 2014, with 8 trained and certified student advocates
- This service will expand to a team of 17 members for the upcoming 2015-16 academic year; members vary in majors, but majority are social/health sciences (Pharmacy, Sociology, Psychology, Health Sciences)
- Training will expand to certify our members to respond to domestic/dating violence and stalking, as well as sexual violence advocacy (consistent with our state code)
- The advocacy team members provide training and outreach to Residence Life staff, Campus Public Safety, and other first response departments on basic crisis intervention techniques and resources/referrals to their service on campus; additionally, team members have and will also be asked to engage the student campus population

Co-Curricular Infusion

Institutional By-in from the top-down

Community Response Model

- Research has shown that having a multi-disciplinary coordinated community response system is critical in effectively responding to victims of campus crimes
- This is not just involving 'typical' first responder stakeholders, but a campus community as a whole to respond systematically

Identifying and Addressing System Barriers

Some examples of barriers among staff are:

- the tendency to see trauma as a personal/home problem rather than an institutional/holistic problem
- misplacing blame on students (whether intentionally or inadvertently)
- the personal impact on staff of dealing with these issues
- balancing individual student needs with the needs of the class, program, institution
- lack of skills and resources for handling trauma



YOUR REACTION MAKES THE DIFFERENCE.

When someone tells you they've been raped, there's a simple response.
Start by Believing.

EVAW International's *Start by Believing* campaign focuses on the public response to sexual violence, because a friend or family member is typically the first person a victim confides in after an assault. Knowing how to respond is critical—a negative response can worsen the trauma. Our goal is to inform the public, unite allies and supporters, and improve our reactions—changing the world, one response at a time.

When someone comes to you...what will your reaction be?

Advocating for Academic Success- Retention factors

- Student assistance through internal policies that reflect trauma informed care
 - Waiving fees or absences that accrue (ex: tardy contracts)
 - Allowing for self-regulation of their learning environment; survivors know their triggers
 - Developing uniform policies for academic assistance for victims across departments (not relying solely on ADA standards)
 - Safety measures for students (ex: withholding student record/contact information, remote learning environments)

Know Your Role and Role of Systems

- Please note that it is important to help the student distinguish who is a confidential person/agency and who has to report their information, including telling them what your role is as a reporter or not – *Only Student Health Services & VIP Peer Advocates are truly confidential resource on campus.*

Information sharing is key in creating victim-centered responses!!!!

Tips for Classroom Etiquette-Dealing with Difficult Conversation about Interpersonal Violence

- Given statistics, assume that someone will be personally affected by this topic
 - Trigger warnings for course content in syllabi-helps prepare a survivor
 - Allow for students to leave or not attend class for day when discussion will affect them (latter is more appropriate, to minimize obvious nature of leaving)
- Content in classroom:
- Listen
 - Create a safe and respectful environment
 - Establish ground rules and confidentiality
 - Ask open-ended questions
 - Empathize
 - Acknowledge that sharing may be difficult and thank people for doing so
 - Clarify and repeat statements
 - Use redirection
 - other participants, i.e., “Would anyone else like to comment?”
 - Be open
 - Silence is good, it means they are thinking
 - Use appropriate humor to make people feel comfortable
 - Model respectful behavior
 - Know when to report and let student know if have to

Classroom Integration-Basic Community Response

Service statement provided in syllabus and reviewed with class by professor

Student Services:

- The Violence Intervention Partner (VIP) program provides peer-based 24/7 confidential advocacy services for students who have been subjected to interpersonal [gender] violence including sexual assault/harassment, dating/domestic violence, and stalking. An advocate can explain how to initiate a complaint within the university and through criminal/civil processes, assist with referrals to a confidential counselor and appropriate medical or legal professionals, and provide safety planning and immediate crisis response. To access a VIP advocate call or text 515-512-2972. For more information about these services visit www.drake.edu/sexual-assault/

New Co-curricular Approach

Integrating course credit for applicable student majors to use for capstone experiences who are a part of VIP (*not as primary means to volunteer)

Examples of Disciplines:

- Psychology
- Sociology
- Political Science/Law
- Health Sciences/Pharmacy
- Education

Closing Thoughts

"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel."
— Maya Angelou

For More Information:

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