

# Trauma-Informed Sexual Assault Investigation and Adjudication Institute

## Module Synopses

### Day 1

#### **Module 1 – Welcome**

#### **Module 2 – Overview of Title IX, Clery Act, and Institutional Obligations**

There is a clear intersection of Title IX and the Clery Act in regard to campus sexual assault. Do you know how these federal laws and OCR's guidance impact your institutional obligations related to your investigation and adjudication processes? In module 2, you will learn about the complete scope of Title IX and Clery Act coverage as related to campus sexual violence definitions of sexual harassment, sexual assault, domestic violence, dating violence and stalking, and other pertinent institutional obligations.

#### **Module 3 – Community Coordination**

Building a network of partners to address campus sexual assault is the only way to address this national crisis. Partners may include local law enforcement, rape crisis centers and counselors, among others. In this module, you will gain an understanding of why partnerships are critical, learn about the roles and responsibilities of partners, and identify potential campus and community partners.

#### **Module 4 – The Culture in Which We Live: Understanding the Rape Narrative**

Understanding and learning about the persistence of rape myths and rape culture in today's society, you will notice how the broader social context — including sexism, racism and homophobia — shapes the lens of sexual and gender-based investigations and adjudication. In module 4, we will discuss the impact of rape myths and rape culture on college campuses' responses to sexual and gender-based violence. You will gain knowledge on how to apply this information to improve the work of colleges and universities by changing the social norms of the rape narrative.

#### **Module 5 – Impact of Language**

When we speak about sexual assault or any type of sexual or gender-violence, it's imperative that we use accurate language. This module explains how discussing intimate partner violence, stalking, and sexual assault is difficult and how language can impact complainants. You will be able to identify and avoid language that objectifies complainants or could be seen as victim-blaming. In addition, we'll discuss language of consensual sex used to describe non-consensual acts. Ultimately, you will be able to utilize accurate language that can help dispel the myths and misconceptions about sexual assault.

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## Day 2

### **Module 6 – Understanding the Effects of Trauma**

There has been a significant increase in the research available on the neurobiology of trauma and how victims of abuse and violence are impacted. This module provides an opportunity to explain how trauma affects victims of sexual assault and why some victims may respond the way that they do. Participants will learn techniques to gather the most accurate information through a trauma-informed response when a complainant reports and learn how to further apply a trauma-informed response to increase complainants' likelihood of reporting to formal support systems such as a Title IX coordinator, Campus Public Safety, Institutional Leadership, and other campus support systems including confidential sources.

### **Module 7 – First Response – First Impressions Matter**

Although we've seen an increase in the number of students reporting sexual assaults on campus, we know these numbers are still much lower than actual incidents that are occurring. In first impressions Matter, we analyze and explain the importance of preparing your campus' first point of contact for a complainant's disclosure. We will examine how the complainant's first impression can build confidence in the entire institutional response, and recognize the challenges and reluctance complainants face in reporting. We will help you develop strategies for your institution to encourage reporting and develop effective communication skills for a trauma-informed response.

### **Module 8 – Interviewing the Complainant**

Based on your understanding of the impact of trauma (Module 6), we will work with you to develop effective trauma-informed interview strategies. We will also explore the impacts of fragmented memory, the need to allow for a non-chronological narrative of the incident, and the value of sensory and peripheral details that can help capture the complainant's experience. The main takeaway is that disclosure is a process, not an event.

### **Module 9 – Considerations Regarding Criminal Sexual Offenders**

In module 9, we will draw upon knowledge practitioners have learned from offenders who have been convicted or adjudicated for a crime of sexual assault/rape to understand some of the criminal sexual offender behaviors, recognize offender course of conduct and modus operandi, and explore the serial nature of sexual offenders. This knowledge will help you identify investigative strategies that focus on offender behaviors and course of conduct.

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## **Day 3**

### **Module 10 – Interviewing the Respondent**

We will identify strategies to approach respondents for the most effective interviews. We will discuss successful approaches to confront inconsistencies and interview techniques for clarification while considering the importance of fair and balanced interviews that are also thorough. You will learn valuable questions and other successful approaches for respondent interviews.

### **Module 11 – Sexual Assault: Investigative Strategies**

Do you know what the four components of a successful investigation are and how to apply them? We will compare and contrast different investigative strategies based on case facts, evidence, and potential defenses. Defining consent and incapacitation, and determining investigative strategies for these elements, will enable you to examine alcohol and drug facilitated sexual. Additionally, you will acquire strategies to discover potential evidence.

### **Module 12 – Report Writing and Assessment**

This module examines the elements of a formal investigation report and helps you determine what information should be included in a report that best represents the institution's efforts. This module will also clarify how each person's role in the investigation and adjudication process impacts the report writing and assessment process.

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## **Day 4**

### **Module 13 - Adjudications: Protecting Complainants, Promoting Accountability, Respecting Rights**

This module will teach how to explain due process in the context of sexual assault investigations and adjudications. We will compare the benefits and challenges of various adjudication models to assist in identifying which model is the most appropriate for your institution. You will also gain an understanding of the legal standards that would be applied in cases filed by complainants and respondents.

### **Module 14 – Adjudication: Appeals and Logistics**

This module explains logistical considerations for hearings and related meetings, and describes the requirements associated with an appeals process.

### **Module 15 –Mandatory Training to Comply with OCR Guidance and the Clery Act**

You will identify OCR guidance, Clery Act requirements and best practices related to training, identify target audiences for training, and identify the components of training requirements. This information will help you in developing a training strategic plan.

### **Module 16 – Institutional Support and Self Care: Taking Care of Yourself So You Can Take Care of Others**

This module helps you identify the signs of burnout in yourself and others. You will be able to recognize the importance of organizational support in doing trauma-based work and describe what organizations can do to support staff. You will also build a coping tool box to prevent burnout.