

DOMESTIC VIOLENCE AWARENESS & PREVENTION

*Education Toolkit for
UC Davis staff & faculty*



center for advocacy,
resources & education

TABLE OF CONTENTS

3 What is Domestic Violence?

4 Power & Control Wheel

5 Impact of Domestic Violence

5 Signs of intimate partner violence

6 Approaching someone about IPV

7 Trauma-Informed Support & Communication

7 Principles of Support

8 Communication

9 Best Practices for Staff & Faculty

9 Engage

11 Learn

12 Invest

13 Connect

13 Confidential Resources

14 About CARE

14 Mission & Services

15 Contact

15 References

What is domestic violence?

Domestic violence is a pattern of abusive behaviors based on power and control within an intimate relationship.

Domestic violence, sometimes called **intimate partner violence (IPV)** or **dating violence**, is not limited to heterosexual couples. It can happen in any type of relationship, including people in short-term relationships, queer relationships, or polyamorous relationships.

Anyone of any gender identity can be an abuser and anyone of any gender identity can be a victim.

Prevalence of Domestic Violence

12 million

people are affected by intimate partner violence every year.¹

42%

of 31,000 crimes reported on college campuses in 2021 qualified as Violence Against Women Act (VAWA) offenses.²

52%

of those VAWA offenses were dating or domestic violence.²

What is Domestic Violence Awareness and Prevention Month?

Domestic Violence Awareness and Prevention Month (**DVAM**) evolved from the “Day of Unity” in October of 1981, originally observed by the National Coalition Against Domestic Violence.

The intention of DVAM is to bring advocates for awareness and prevention together from across the nation to focus the issue of domestic violence. In October of 1987, the first Domestic Violence Awareness and Prevention Month was observed, followed shortly by the congressional designation of October as the National Domestic Violence Awareness and Prevention Month in 1989.

¹ Black, M.C. et al., 2011

² College Campus Crime and Safety Statistics

Power & Control Wheel

Blames the survivor for the abuse while also denying that they are the problem or causing harm.

Gaslights the survivor into believing the abuse is their fault and they have caused them to react this way.

Has all control over household income.
Only allows survivor to have an "allowance" or nothing at all, even if they are contributing money to the household.
Doesn't allow survivor to shop, or monitors purchases closely.

Uses physical violence to control survivor such as punching walls or hitting furniture, breaking items in front of survivor, or causing them any physical harm.

Uses name calling and insults to put the survivor down.

Talks down to survivor.

Makes survivor feel like they have no worth or that no one will ever want them.

blaming & denying isolation

Prevents survivor from seeing/speaking to their friends and family.

Monitors who the survivor speaks with.

Tells the survivor their friends and family don't care about them and are working against them.

Threatens to leave relationship.

Threatens to harm survivor or themselves.

Threatens to out survivor to family.

Threatens to hurt animals or others in the household or family.

control- ling

Maintains full control of every situation.

May dictate what survivor does or what they wear.

Will never let survivor be in a position to make decisions.

sexual

Forces partner to engage in sexual activities that survivor does not consent to.

Forces survivor to engage in sex work.

Doesn't allow survivor to use contraceptives, or lies/convince them into having unprotected sex.

Takes photos/videos of survivor in sexual situations without their consent.

Shares sexually explicit photos/videos without survivor's consent.

techno- logical

Monitors who the survivor is friends with online and/or doesn't allow them to have social media.

Has to approve anything the survivor puts online to uphold the image of the relationship.

Forces survivor to share location, or tracks them without their knowledge via technology such as Snapchat or Airtags.

emotional

threats

control- ling

sexual

techno- logical

emotional

economic

physical

blaming & denying isolation

How does domestic violence impact the workforce and someone's ability to learn?

Oftentimes when domestic violence comes up, it is discussed as a private issue independent of the many other areas in people's lives; however, CARE knows from experience that this is not an isolated issue, and most often, when someone experiences domestic violence, it affects many other areas of their life. This includes their work life and education. For the workplace specifically, studies have shown that domestic violence issues lead to "nearly 8 million lost days of paid work each year, the equivalent of over 32,000 full-time jobs."³ Additionally, CARE knows that domestic violence has a huge impact on the survivor's ability to work through their education and often, this impact can look like failing classes, dropping out, or a delayed education. This lack of success in college settings while experiencing violence then impacts the workforce in detrimental ways, creating a negative cycle.

It is critical to address the issues, speak up about violence, learn about the cycles, and become aware of what to look for and how to help.

Ways in which someone experiencing Intimate Partner Violence (IPV) could show up in spaces within the classroom or workplace

- Coming into work or class late or not at all.
- May not be able to remain focused through exams, classes, and meetings.
- Not completing tasks at work or not doing assignments.
- Anxiety about going home.
- Major change in work performance or performance on assignments.
- Less engaged in the classroom and workplace.
- Distracted or absent minded in the classroom or office.

³ Center for Disease Control and Prevention, 2003

What should I do if I think one of my staff or students is experiencing IPV?

Trying to approach someone who you think could be experiencing IPV can be challenging for many different reasons, but it is important to connect with your students or staff and try to help. Here are some tips and things to keep in mind for how you might choose to approach the situation:

- Find a private space, let them know you're concerned, and ask the student or employee if they would be open to a check in.
- Approach the person respectfully; focus on naming the behavior you're seeing and stating your concern rather than telling someone what you think is happening to them.
- Use active listening skills and empathy. Believe what they tell you and never blame them for what's happening or underestimate their fear of danger.
- Offer resources on campus and even offer to help the student or staff connect with those resources by walking them there or calling with them if they want.
- If the student or employee declines assistance, let them know support is always available.
- Connect with CARE to learn more about supporting survivors.

for example,

"I've noticed you haven't been coming to work as much, and when you are here, you're distracted. I wanted to check in and see what's going on and if there are ways I could help."

What is trauma-informed support?

Trauma-informed care is a strengths-based service delivery approach “that is grounded in an understanding of and responsiveness to the impact of trauma, that emphasizes physical, psychological, and emotional safety for both providers and survivors, and that creates opportunities for survivors to rebuild a sense of control and empowerment” (Hopper, Bassuk, & Olivet, 2010, p. 82). By using trauma-informed support when we interact with survivors, we are doing our best to avoid causing more harm and allowing the survivor to lead us through resources and support as a form of healing.

safety

ensuring physical and emotional safety

— IN ACTION —>

Checking in about where would feel best to talk about their experience and asking if they have someone they'd like to be there for support.

trust

establishing trust, being honest, and not making promises

————>

Ensuring they know you are a responsible employee and that you will only share information with people that have to know. Following up with any aftercare.

collaboration

involve the survivor in decisions, processes, and actions

————>

Letting them know they can share whatever they would like and that you'd be happy to help them find the best support depending on what they are looking for.

choice

give the survivor the ability to make decisions about next steps as much as possible

————>

Asking the survivor if they would like to get connected with CARE and, if so, would they like you to walk over with them or be on the phone with them.

empowerment

emphasize survivor strengths, trust that they are the experts of their own experiences

————>

Affirm whatever decisions they make and remember that they are steering the ship for what steps they should take based on their own experiences.

Trauma-Informed Communication

The following may be helpful ways to communicate with a survivor to ensure we are following our trauma informed principles:

- **Mirror the language they use about their experience.**

By mirroring the language a survivor uses, we are reinforcing the principle of empowerment and recognizing that they know their experience best.

For example: If a survivor comes to you and says, “I don’t feel safe in my relationship.” You might say to them, “I’m sorry you don’t feel safe in your relationship. Would you be open to hearing about some resources here on campus that could help?” rather than labeling the situation as domestic violence.

- **Emphasize and empower survivor strengths.**

A great way to start is by telling the survivor that you believe them and are here to help. Oftentimes just creating that space and reassuring them that you believe them and that you’re so glad they feel ready to share information with you can be very impactful for a survivor. Be sure to validate and support the survivors' decisions for next steps, even if it is different than what you think it should be.

- **Do not push for more information.**

It is important to remember that you are in a role of support rather than that of an investigator – this can be hard to remember sometimes as we navigate these hard conversations, but it is important to not push for a survivor to share more information than they feel comfortable sharing.

- **Focus questions on providing support.**

Your questions should be focused on providing support and helping the survivor – asking things like “How can I help you feel safe right now?” or “Would you like to get connected to resources?” are great places to start! Additionally, it’s really important to communicate in a non-judgmental way.

- **Explain your Responsible Employee obligations.**

It is important when working with survivors of domestic violence we build trust with them as much as possible. Part of that trust building is explaining your responsible employee or mandated reporting obligation, if it applies to the situation. You can find more information on your responsible employee obligation here: [Responsible Employee \(ucdavis.edu\)](https://ucdavis.edu/responsible-employee)

Best Practices for Staff & Faculty

engage!

- Include resources for domestic violence in your syllabus on your class page or in your email signature.

Example syllabus statement:

As a UC Davis faculty member, I support survivors of violence and a safe, violence-free campus. Before reaching out to me for support, you should know that I am a Responsible Employee. This means that I am not a confidential resource and I am required to report information I am told verbally or in writing about violence, harassment, or other forms of prohibited conduct to the Harassment Discrimination Assistance and Prevention Program. If you would like to get connected to a confidential resource, CARE is here to provide support, resources, and advocacy. You can get in contact with CARE by phone at (530) 752-3299 or by email at ucdcare@ucdavis.edu.

- Include Responsible Employee obligation and support message in orientation for new staff as a part of your introduction.

We often get questions about how to disclose your Responsible Employee obligations, and we know it can be intimidating to share this information; however, we find that it is best when staff and faculty are upfront and honest about this obligation with their students and staff.

For example: *Welcome to Davis! I am so excited for you to join our team. My name is _____ and I wanted to start out by introducing myself and a little about my role. As a university employee and manager, I am required to follow the UC policies put in place, including the responsible employee obligation. As your manager, there are many things I can keep private; however, anything relating to sexual violence and sexual harassment, I am required to share that information to the University's Harassment and Discrimination Assistance and Prevention Program (HDAPP). This is in place to ensure that staff get help and connected to resources.*

- Include signage in your office or spaces that share information about your obligations.

See the next page for an example sign.

- Participate in programs and awareness days.
 - **Wear Purple Day:** A Thursday in October to wear purple for domestic violence awareness.
 - Find out what's happening in your community, including awareness walks, social media campaigns, fundraisers, and more.

“ I AM A responsible employee ”

As a way to help keep students and staff safe, if you disclose that you have experienced or are experiencing any type of sexual violence, including domestic violence, sexual assault, stalking, sexual exploitation, or gender/sex based harassment, I am required to share that information to the university's Harassment and Discrimination Assistance and Prevention Program (HDAPP).

The purpose of this disclosure is to help connect victims to resources and get them support. If you have questions, or would like to talk to me more about the process, please let me know or contact:

HDAPP

Report an incident of harassment or discrimination.

<https://hdapp.sf.ucdavis.edu/report-incident>

CARE

A free, confidential resource on campus to get connected with an advocate.

<https://care.ucdavis.edu>

Best Practices for Staff & Faculty

engage!
cont.

- **Share information about Domestic Violence to your networks.**

Highlighting events like Domestic Violence Awareness & Prevention Month and sharing facts about domestic violence can be incredibly helpful to help educate those around us and in our networks. It is important to remember that we want to share these resources with our networks all year long, and not just during DVAM!

learn!

- **Review leave policies for Domestic Violence.**

Any UC employee who is experiencing sexual assault, domestic violence, or stalking is entitled to take time off of work to receive services pertaining to their assault or abuse in order to obtain relief. This applies to themselves or their children and includes seeking medical attention for injuries, seeking support in safety planning, psychological support through therapy, obtaining a restraining order/court assistance, and getting connected to local domestic violence organizations for support. You can find more information about this type of protected leave here, on page 43: [UC Policy PPSM 2.210](#)

Allow for flexible scheduling and understanding. Staff may need to access medical care, police interviews, Title IX interviews, or other appointments related to their specific situation. By fully understanding what they are entitled to and being flexible, you can create a space where staff feel comfortable and at ease about requesting time for these situations.

- **Request training or educational programs for staff or students.**

Request a CARE training for your class, group, or department to learn more about the dynamics of domestic violence or other topics related to sexual violence and harassment as a whole. Some of the programs we can offer for learning opportunities include: Preventing Violence as an Upstander, Healthy Relationships through Boundary Setting, Trauma Informed Support for Survivors, Dynamics of Intimate Partner Violence and Stalking, Healthy Sexual Communication and Consent, and more! We can also create training based on the unique needs of your unit or department.

To request a training or education program from CARE:

- email ucdcare@ucdavis.edu or
- submit a request here: <https://tinyurl.com/CARETrainingRequest>

Best Practices for Staff & Faculty

learn!

cont.

- **Recommended Reads and Media**

Learning more about domestic violence and trauma is a great way to better understand the unique issues that survivors face and how we can work together to end domestic violence.

Supporting Women after Domestic Violence: Loss, Trauma and Recovery

Hilary Abrahams & Cathy Humphreys

The Revolution Starts at Home: Confronting Intimate Violence within Activist Communities

Ching-In Chen, Jai Dulani, Leah Lakshmi Piepzna-Samarasinha, Andrea Smith

Trauma and Recovery

Judith Herman

The Domestic Violence Sourcebook: Everything You Need to Know

Dawn Bradley Berry

invest!

- **Get involved with an organization that does violence prevention – donate time, money, or goods!**
 - Connect with CARE about hosting an event.
 - Invite CARE to speak with your class or department about ways to get involved and other opportunities.
 - Invest in staff continued education and learning by setting up training about domestic violence.
- **Talk to the kids and youth in your life about healthy relationships.**
 - Seek to model healthy relationship behaviors and educate them about things to look for in healthy and unhealthy relationships.
 - Take them to local events that focus on domestic violence awareness and prevention.
 - Have age appropriate conversations with them about behaviors and attitudes that contribute to environments where sexual violence and domestic violence may occur. Attitudes that promote strict gender roles or excuse aggressive behavior, i.e. “boys will be boys,” may not seem harmful, but they can actually contribute to an environment where intimate partner violence is minimized or even allowed.

Best Practices for Staff & Faculty

connect!

- Add information about confidential resources and protections to your onboarding for new staff.

This is a great way to help educate new employees about resources on campus, and also to demonstrate your commitment to support survivors should the need arise. Some things you may choose to include in the onboarding might be:

- A Q&A about resources on campus for survivors
- Add looking over the CARE website into the onboarding plan for new staff
- Listing helpful departments on campus such as HDAPP, or confidential resources such as CARE

- Share this toolkit with colleagues so they also have access to resources.

Spread the word about this resource and share it with your staff and other colleagues. The more we learn the more we can work together to help our campus community collectively!

Confidential Resources for Support

Confidential Resources at UC Davis

- Center for Advocacy, Resources, and Education
 - ★ *Specializes in survivor support and advocacy*
- Academic and Staff Assistance Program (ASAP)
- Ombuds Office
- Student Health and Counseling Services
- LGBTQIA Resource Center
- Women's Research and Resource Center

Community Supports

- Empower Yolo
- My Sister's House
- To find your local resources for domestic violence, please visit this link: [Get Help | NSVRC](#)

CARE Mission & Services

The Center for Advocacy, Resources & Education (CARE) is a free and confidential resource for UC Davis students and employees impacted by sexual assault, sexual extortion, intimate partner violence, stalking, and sexual & gender-based harassment.

Support

CARE offers many services for survivors and those concerned about friends, family, or colleagues who may be experiencing any form of sexual violence or harassment, including intimate partner violence. The following are examples of the types of **support services** CARE offers:

- Crisis counseling and emotional support
- Safety planning, including assistance with protective orders
- Discussing rights & options, including reporting options to the campus and to law enforcement
- Assistance with supportive measures and accommodations
- Accompaniment to investigative meetings, hearings, and forensic exams
- Assistance in accessing other resources, such as California victim's compensation and completing applications for the Safe at Home program

These services are highly personal and will depend on each individual's unique needs. If you have questions or want to learn more about CARE's survivor support services you can visit our website or contact us directly.

Education & Training

CARE also designs and delivers **prevention education and training** for professionals. Education and training is key to increasing knowledge and building skills to create a safer campus community. CARE prevention programming and training topics include:

- Dynamics of Stalking
- Building Healthy Relationships
- Preventing Violence as an Upstander
- Trauma Informed Support for Survivors
- Survivor Rights and Options

CARE can also work with you to create a personalized training based on the needs of your department; please contact us via email if this sounds like something you'd like to explore more.

Additionally, CARE works hard to form collaborations with other campus and community partners, develop training for staff, faculty, and other professionals and participate in outreach events throughout our community.

How to refer or connect someone to CARE

 (530) 752 - 3299

 ucdcare@ucdavis.edu

Callers are welcome to contact CARE by phone, for urgent and non-urgent matters, 24-hours a day and 7-days a week, including weekends and holidays. Callers who call during non-business hours will have the option to leave a message, which will be returned the next business day, or they can select the option to be transferred immediately to a confidential victim advocate.

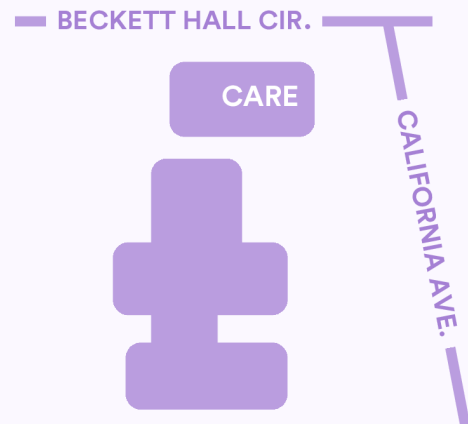
hours

Mondays – Fridays
8 AM - 5 PM
excluding University holidays

walk-ins:
Mondays – Thursdays
9 AM - 12 PM | 1 PM - 4 PM

location

Cowell Building, North Wing



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