



INTAKE TRAINING



Emma Hempel
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GRAND RIVER | SOLUTIONS

MEET YOUR FACILITATOR



Senior Solutions Specialist
She/Her/Hers

Emma Hempel

Emma Hempel is a Senior Solutions Specialist at Grand River Solutions. Emma serves as a Title IX Coordinator for campuses across the country. With over ten years of experience in the field of higher education, she previously served as the Title IX Coordinator at the State University of New York at New Paltz. In her previous role, she conducted all Title IX intakes for students and employees reporting sexual and interpersonal violence. She developed and implemented a variety of trainings and workshop on topics including sexual violence prevention, sexual harassment, bystander intervention, and diversity and inclusion.

ABOUT US

Vision

We exist to create safe and equitable work and educational environments.

Mission

To bring systemic change to how school districts and institutions of higher education address their Clery Act & Title IX obligations.

Core Values

- Responsive Partnership
- Innovation
- Accountability
- Transformation
- Integrity

BEFORE THE INTAKE MEETING

Initial outreach and preparation

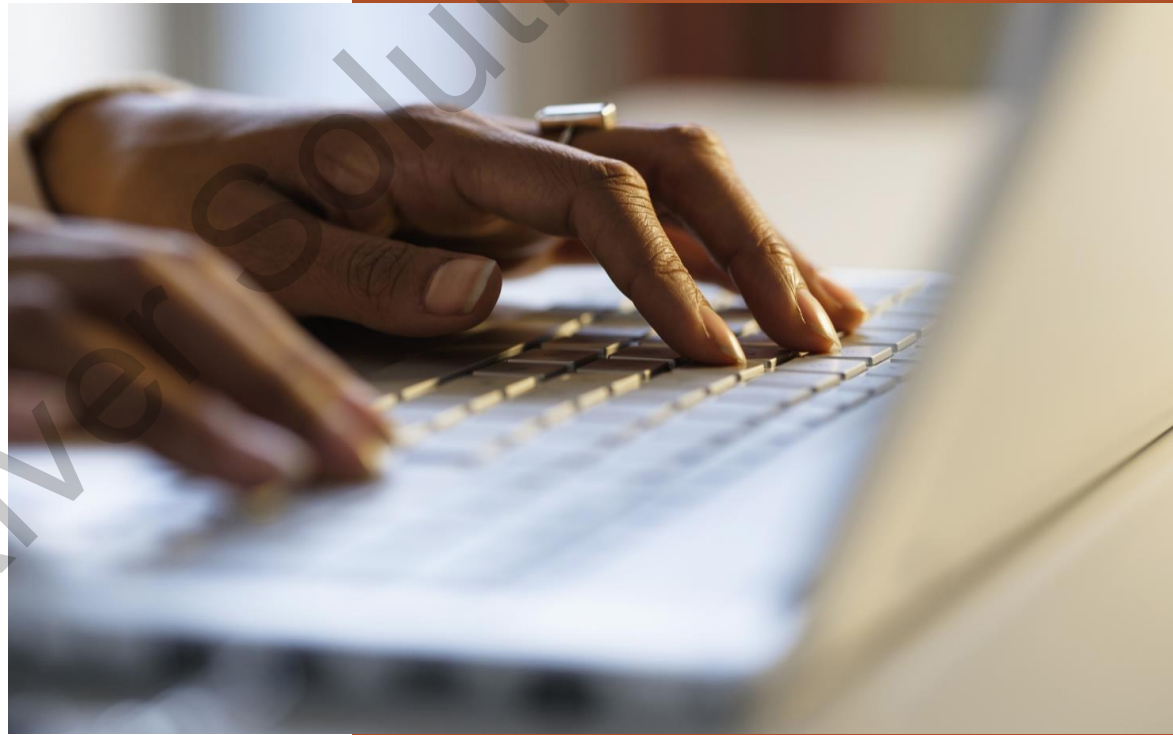
01

INITIAL OUTREACH

- How and When to Conduct Initial Outreach
- Elements of Initial Outreach
- Follow-up Frequency
- Document management



HOW ARE YOU CONDUCTING INITIAL OUTREACH TO COMPLAINANTS?



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CONDUCTING OUTREACH: BEST PRACTICES

- Identifying Complainant/Party
- Electronic/Email vs Phone Call
- Safety Concerns
- Consistent case management
- Communication Styles and Outreach Content



ELEMENTS TO INCLUDE IN YOUR INITIAL OUTREACH



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ELEMENTS IN INITIAL OUTREACH

- Introduction of name/role/scope of your work/office
- Context for the outreach (why you are reaching out)
- Right to make a report
 - To institution
 - To police
 - No report at all
- Confidential/non-confidential resources
- On campus resources, community resources
- Invitation to meet
- Support Person
- Policy link
- VAWA Resources, if applicable

FOLLOWING UP

- How many follow-up outreaches do you conduct?
- Is there ever a time where you do more or less?
- How frequently do you conduct outreach?
- What do the follow-up attempts look like?



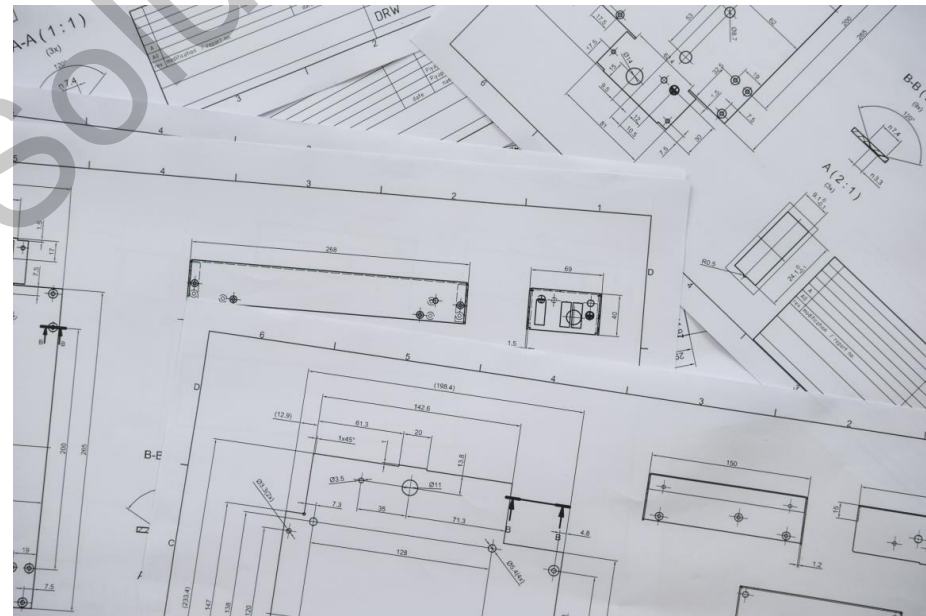
DOCUMENTATION AND UTILIZING YOUR RESOURCES



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DOCUMENT MANAGEMENT

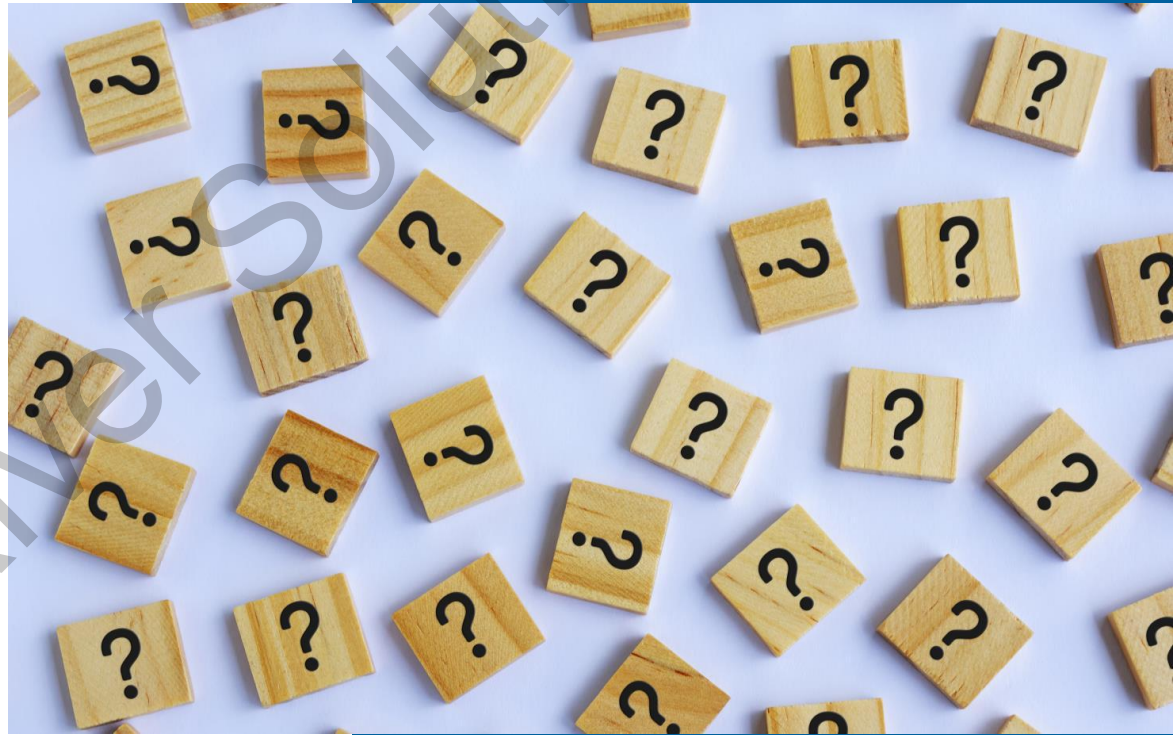
- Record all attempts at outreach, including phone calls, if applicable
- Utilizing case management systems or adhering to internal organizational protocol
- Document retention



PREPARING FOR THE INTAKE PROCESS: THE IMPORTANCE OF UNDERSTANDING THE POTENTIAL IMPACT OF TRAUMA

02

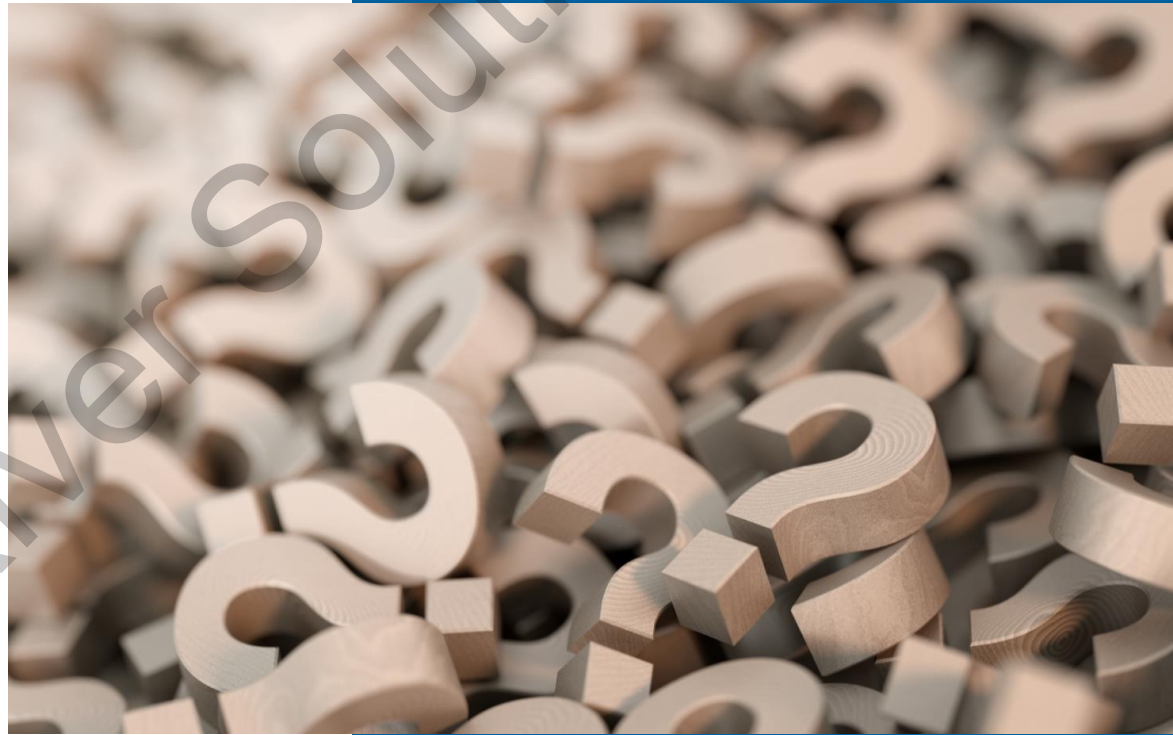
What is trauma?



TRAUMA

An event that is experienced as terrifying, horrifying, or life-threatening and that is coupled with an actual or perceived lack of control.

What is an example of an event that might cause a traumatic response?



EXAMPLES OF EVENTS THAT MIGHT TRIGGER A TRAUMATIC RESPONSE

Sexual assault

Physical assault by a stranger

Physical assault by an intimate partner

A car accident

Accident that causes serious injury or death

Robbery

Significant medical event

When trauma occurs, there are very real changes in brain functioning that **may** impact a person's ability to form memories and to recount their experience.

COMMON CHARACTERISTICS OF DISCLOSURES FROM A TRAUMA-IMPACTED BRAIN

Inconsistent

Non-linear

Fragmented


Lacking in detail

New information
added

Affect is
unexpected

Historically, the seemingly inconsistent behaviors that frequently accompany disclosures of sexual assault and interpersonal violence resulted in the belief that the victim was being dishonest.

Inconsistencies
Lack of Detail
Non-Linear
Fragmented
New Information



Viewed as
Not Credible;
Case Closed

Trauma-informed systems ask the question
“*What has happened to you?*” rather than
“*What is wrong with you?*”

(ACHA, 2020)

PREPARING FOR THE INTAKE

Preparation Before The Meeting

03

PREPARING FOR THE INTAKE MEETING

- Familiarize yourself with names/parties
- Identify areas where you need additional information or clarity
 - What else do you need to know to connect conduct to policy?
- Review relevant policies
 - Does it appear that the Title IX Coordinator may need to move forward regardless of the Complainant's wishes?
- Threat assessment(emergency removal, timely warning)
- Check your bias
- Prepare mentally/emotionally for the conversation

ACTIVITY 1: INCIDENT REPORT

What follow-up questions would you want to ask during your initial intake? What context would be important to know?

I, Brittany Christina, professor in the Biology department, was approached by my student, Sammy Ward, who stated that they were sexually assaulted by Dylan Cripe. Sammy was extremely upset, and it was very difficult to understand as they were talking through their sobs. I asked them to stop crying but they wouldn't. They stated that they and Dylan were at a party when they began to have an argument and decided to go outside to figure it out. Sammy said that Dylan then sexually assaulted Sammy when they went outside and no one else was around to witness the event.

INTAKE MEETING

Meeting with the Party

04

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Goals of an initial intake meeting



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HOW DOES AN INVESTIGATIVE INTERVIEW DIFFER FROM AN INITIAL INTAKE MEETING?



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GOALS OF THE INTAKE MEETING

- Review supportive measures and pathways for resolution
- Gather enough information for an initial assessment to be made by the District (connecting conduct to policy)
- Ask about the impact on the Complainant to determine supportive measures
- Discuss the options for resolution or retention of the complaint
- Be forthcoming about responsibility to move complaint forward (if applicable)
- Safety? Threat assessment referrals? Clery?



ESTABLISHING RAPPORT



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BREAKOUT ROOMS

- How can you establish rapport?
- What are some things that you should **not** say to build rapport?
- What are environmental elements/choices that are important for this meeting?



ESTABLISHING RAPPORT: VERBAL COMMUNICATION

- Verbal Communication
 - Ice-breaker questions/conversation
 - What to say and not to say
 - Tone of Voice
 - Restate the Purpose of the Meeting/Scope of the Meeting
- Ask open ended questions:
 - Help me understand...
 - Can you tell me more about...
- Be comfortable with silence



ESTABLISHING RAPPORT: VERBAL COMMUNICATION

WHAT ARE WORDS AND PHRASES TO AVOID?

- I believe you.
- I hope you are doing well
- How are your classes going this semester?
- Have a great weekend!
- Well, at least...
- Thank goodness....!
- What else?

ESTABLISHING RAPPORT: VERBAL COMMUNICATION

VERBAL AFFIRMATIONS

- Thank you for sharing your experience.
- I understand that this can be a lot of information. Ask as many questions as you need.
- This is your choice and you should do what you feel is best for you.
- I want to empower you to make a pathway that feels right for you, not anyone else.
- I can tell this is difficult for you because....(you are crying, you said you aren't sleeping regularly, etc)
- I understand this is a lot and if you need a moment we can take a break.

**WHAT ARE THE
HARD QUESTIONS
FOR YOU TO ASK?**



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HOW TO ASK THE HARD QUESTIONS

- **Lay a foundation for the questions**
 - Explain why you are asking it
- **Be deliberate and mindful in your questions**
 - “Can you tell me more about....”
 - “Help me understand what you meant when you said...”
 - “Are you able to tell me more about...”
 - “Tell me more about how this has impacted you...”

ESTABLISHING RAPPORT: NON-VERBAL COMMUNICATION

- Non-Verbal Communication

- Body Posture
- Body Language
- Physical Touch
- Eye Contact
- Facial Expressions
- Tone of Voice
- Location of Parties



ESTABLISHING RAPPORT: ENVIRONMENTAL ASPECTS

- Environmental Aspects

- Set up the Meeting Environment so that the party is comfortable.
 - Privacy/Sound Awareness
 - A/C or Heat
 - Lighting
 - Configuration of Seating
 - Barriers Between You and the Party
- Be Prepared for a Support Person to Attend
- Have Water and Tissues available



PRACTICAL APPLICATION

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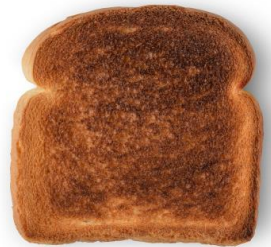
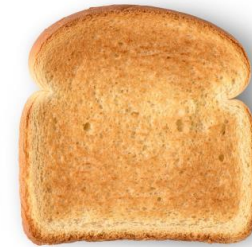
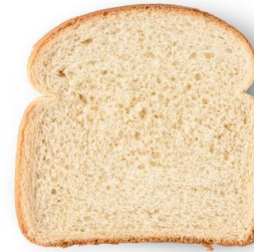
INTAKE CHECKLIST

- Introductions and Establish Rapport
- Describe your role/office
- Outline the purpose of the intake and what to expect
- Explain Privacy vs. Confidentiality
- Invite parties to share their experience OR ask follow-up questions*
- Review policy and appropriate pathways for resolution (formal, informal, law enforcement, etc)
- Review supportive measures
- Review rights of party
- Answer any remaining questions
- Confirm next steps

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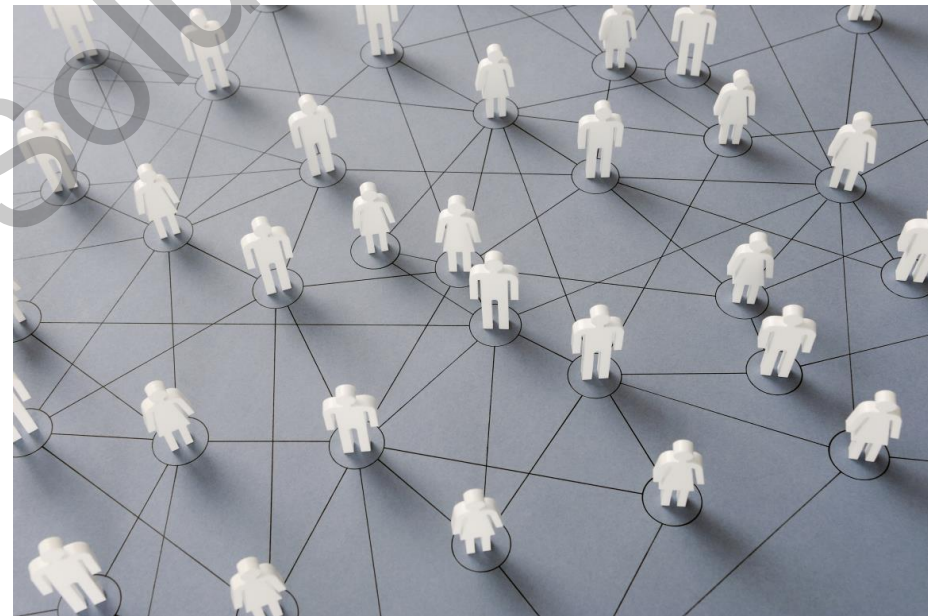
LET'S PROCESS!

- What were elements of this conversation that made this intake more challenging?
- What did the Title IX Coordinator do well?
- What feedback do you have for this Title IX Coordinator?
- What would you have done differently?



CONNECTING CONDUCT TO POLICY

- The allegation is only as strong as your connection to the policy.
- Conduct/behavior needs to be correlated to the alleged policy violation.
 - If the behavior, as alleged is true, which policy would it fall under? Title IX? Other campus policy?



CONNECTING TO POLICY

If the conduct as alleged were substantiated, would this be violation of the following policy definition?

- Definition:

- Stalking: Engaging in a course of conduct, on the basis of sex, directed at a specific person that would cause a reasonable person to fear for the person's safety or the safety of others; or suffer substantial emotional distress.

- Intake Summary:

- "They stared at me at the dining hall and are creepy." (Title IX Coordinator confirmed there were no additional instances of contact or attempted contact, threats, or physical contact.)

"They stared at me at the dining hall and are creepy."

Engaging in a
course of conduct
on the basis of sex

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CONNECTING TO POLICY

If the conduct as alleged were substantiated, would this be violation of the following policy definition?




- Definition

- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity

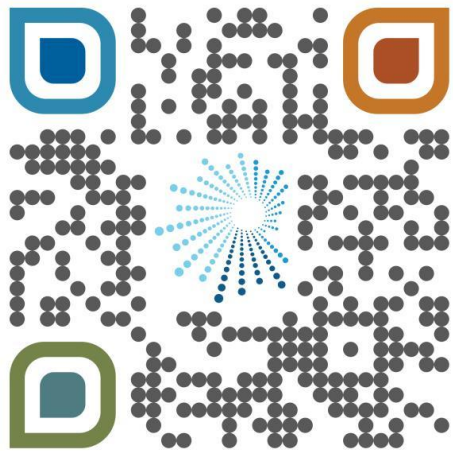
- Summary of Intake:

- My vice-president made several comments to me that were sexual in nature. They frequently make sexual comments about my body during one-on-one meetings. When I walk into a meeting, they always make a comment about my appearance. Last week, they sent me a text message asking, "would I ever consider a threesome?" I no longer feel comfortable attending departmental meetings or meeting with them in general. Honestly, coming to work is a challenge.

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Unwelcome sex-based conduct	that is so severe, pervasive, and objectively offensive	effectively denies a person equal access to the recipient's education program or activity.
		

COMPLIMENTARY SUBSCRIPTION

The River Connect logo is positioned in the top left of the panel. It consists of an orange square with a white sunburst icon, followed by the text 'THE RIVER' in blue and 'CONNECT' in light blue. The background of the panel is a photograph of a desk with a blue tablet, a white pen, a pair of glasses, a cup of coffee, and a glass of water.

**THE RIVER
CONNECT**

A place to
communicate
share
educate
learn

for HIGHER EDUCATION
PROFESSIONALS working in
Title IX, Equity & Clery

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Your Opinion Is Invaluable!



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