



**OUTWARD BOUND
CANADA**

Preventing & Responding to Sexualized Violence

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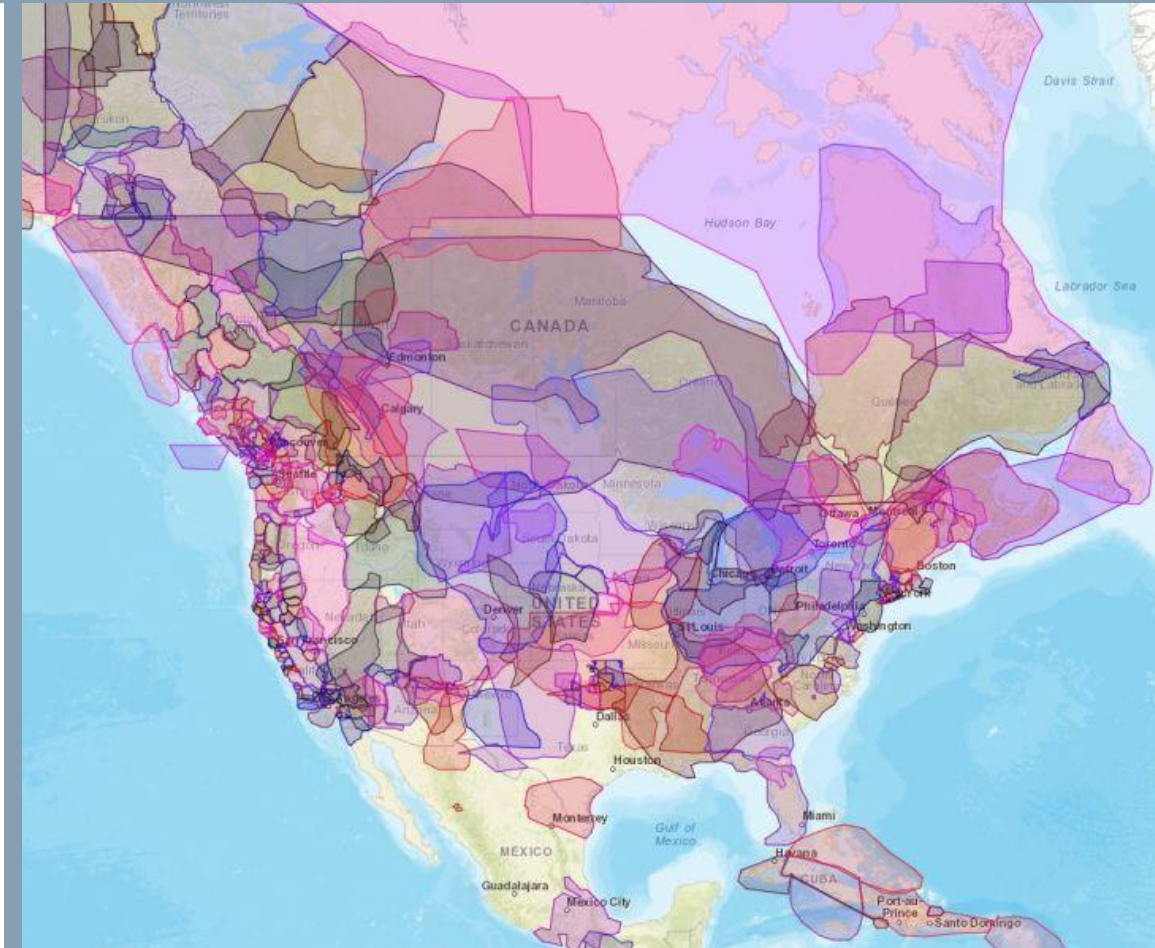
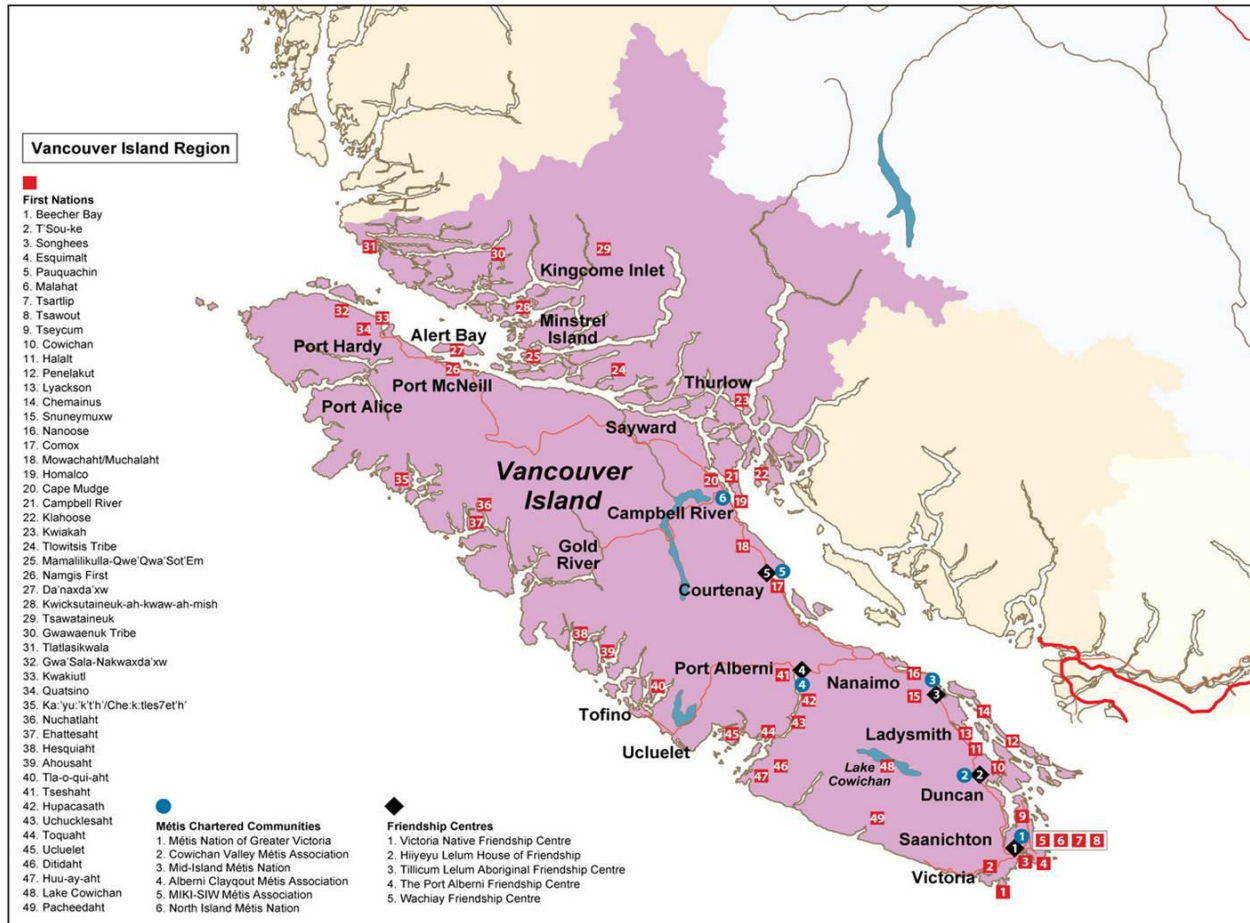






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Land Acknowledgement





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Disclaimer

- We're going to talk about sexualized violence.
- You may experience unexpected or strong emotional responses.
- Please take care of yourself; your participation is voluntary.



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Language Matters

- Survivor
- Victim
- Perpetrator
- “Words only have the power that we, as individuals and a society, give them.” - SAKI Prosecutor



How does this workshop relate to you?

- It's your job!
- Occurrences of sexualized violence ➡ **we have failed.**
- At best, we can mitigate the effects by how we respond.
- This is why prevention is **key**.
- Consistent Education and Practice ➡ CULTURE & HABIT of **emotional, physical** and **psychological safety**



Workshop Outline

1. What is Sexualized Violence?
2. Education on Consent & Boundaries
3. Supporting Survivors
4. Limits of Confidentiality & Intersection of Sexualized Violence and Child Abuse
5. Reporting to Child Protection Agency
6. Responding to Various Types of Incidents: Discussion
7. 3 Actionable Takeaways



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Activity Time!

1. Create groups of 3
2. Introduce yourself
3. What comes to mind when you hear the term '**sexualized violence**'?





What is Sexualized Violence?

- Any violence, physical or psychological, carried out through sexual means or by targeting sexuality.
- An act of **power** and **control**.
- **Includes:**
 - Rape
 - Sexual assault
 - Sexual harassment
 - Stealthing
 - Indecent exposure
 - Child sexual abuse
 - Voyeurism
 - Stalking
 - Violence against gender nonconforming people



Root Causes of Sexualized Violence?

- **Power imbalances and socialization processes** devalue and victimize certain groups of people.
- What groups of people? Those who are **nonconformant to dominant norms.**





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Miss REPRESENTATION

OFFICIAL SELECTION
SUNDANCE
FILM FESTIVAL 2011

OFFICIAL SELECTION
SILVERDOCS
FILM FESTIVAL 2011

OFFICIAL SELECTION
SAN FRANCISCO
FILM FESTIVAL 2011



Statistics

- 1 in 3 women, 1 in 6 men, 1 in 2 trans folk will experience SV in their lifetime.
- 6% of assaults are reported in Canada
- You are more likely to be assaulted by a someone you know.
- 69% percent of women are assaulted by men they know.
- 31% occur in dating and acquaintance relationships.
- Most sexual assaults occur in private places.
- Minorities are more likely to be assaulted yet are reporting less.
- ~1 in 4 girls and 1 in 7 boys by age 18 will have been the victim of some form of sexualized violence.
- Among the disabled community, as many as 83% of females and 32% of males have been sexually assaulted.
- Lifetime risk for women who are either unhoused or live with a mental illness is 97%.



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And in the Outdoors?





Barriers to Prevention and Response

- Survivor Blaming
- Normalizing
- Stigma and Retaliation
- Institutional Gaps
- Cultural and Gender Biases



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Activity Time!

1. Groups of 3
2. Introduce yourself
3. How does a wilderness environment increase the risk of sexualized violence or amplify its implications?





Activity Time: Responses

1. Isolation and limited access to help
2. Power dynamics and dependency
3. Limited or delayed communication
4. Physical vulnerability
5. Psychological impact
6. Male-dominated cultures
7. Legal challenges and delayed law enforcement
8. Underreporting



Consent and Boundaries

- Consent and boundaries applies to all aspects of life, not just in sexual/romantic relationships.
- At VSAC: consent is “enthusiastic, freely given and ongoing”.
- At OBC:
 - consent is an informed, clear, and voluntary decision by all parties to engage in a mutually agreed-upon activity;
 - freely given and can be revoked at any time;
 - verbal or nonverbal



Consent and **Boundaries**

- Boundaries are the Jam to Consent's PB
- Boundaries define an individual's comfort levels with language, emotions, touch, proximity, and actions.
- At OBC, boundaries are the expectations of how we want to be treated. They can be **physical, mental or emotional**.
- They will change as we change.



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Power Dynamics

- Can complicate consent & boundaries
- Up-power position = 150% responsibility
- Down-power position = 100% responsibility
- **Recommendation:** Right Use of Power: The Heart of Ethics by Cedar Barstow.





FULL VALUE

The full value contract is a social contract that comes from enactment and goals to a Full Value member. It is a written statement of what a person is willing to do during

Groups usually respond to be negotiated by the Adventure states that (Schoel, J., Prouty, E

1) Agree

2) Agree

3) Agree

STUDENT BEHAVIOUR CONTRACT (Instructors consult with Course Director prior to initiating this process)		
Student Name:		
Course:		
Date/time of Contract:		
Instructor(s):		
A - Context - Define problem, behaviour, what is at risk:		
B - Student commitments moving forward (specific to the above situation):		
Consequences of breaking the above commitment:		
Monitoring Plan (describe here then update below):		
Date/time	Remarks:	Initials:
This contract is between Outward Bound Canada and me, the student _____ (name), and by signing this behaviour contract I agree to comply with the commitments stated in section B above which are in addition to the original Code of Conduct signed by me upon joining this course. Failure to comply with the terms outlined in this contract may result in being removed from the course at my own cost and without reimbursement.		
Student Signature _____		Instructor Signature _____
Date _____		Instructor Signature _____

and the group as a Synergy in a group setting these values to the group and its cerning what he/she

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behaviour

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Supporting Survivors

- Give power and control back to the survivor
- How survivors react is specific to how each individual processes the incident and/or trauma.
- Listen
- Respect
- Respond



Impacts

Physical Symptoms • Headaches/migraines • Abdominal or back pain • Chronic muscle tension • Chronic fatigue	Eating Disorders • Loss of appetite • Bulimia/anorexia/obesity	Substance Abuse • Prescribed psychoactive medication • Illegal substances and alcohol	Sleep Pattern Disturbances • Restless sleep/insomnia • Nightmares/night terrors • Sleep paralysis
Sexual Difficulties • Avoidance of sexual intimacy • Sexual dysfunction • Sexual compulsiveness/addiction • Offender behaviour	Relationship Problems • Poor interpersonal boundaries • Attraction to abusive partners • Lack of assertiveness • Neediness and/or distancing • Addiction to conflict/drama	Self Esteem • Poor self-image • Poor body image • Feelings of worthlessness	Suicidal Thoughts/ Self Injury • Suicidal ideation • Suicide attempts • Desire to self-mutilate i.e. hitting, cutting
Fear and Anxiety • Fear of abandonment/isolation • Generalized fear of men/women • Panic attacks/anxiety attacks • Phobias, i.e. agoraphobia	Distorted Beliefs • Everything is my fault • No one can be trusted • I am inherently shameful/bad	Dissociative Experiences • Memory lapses/blackouts • Flashbacks • Spacing out • Distorted sense of reality • Amnesia	Emotional Difficulties • Depression • Guilt/shame/self-blame • Anger/rages • Inappropriate emotional expression • Flattened affect (numbing) • Crying/sadness/feelings of helplessness



Limits of Confidentiality

- Always inform survivors about the **limits of confidentiality**
- Examples of when you must disclose:
 - A person is at risk of self-harm or of harming others;
 - The disclosure involves sexual harassment in the person's place of employment;
 - A person under the age of consent is endangered;
 - A disclosure is otherwise required by law.



Sexualized Violence & Child Abuse

- Age of consent: age you can legally consent to sexual activity
- Canada is 16 years old
- USA is 16, 17, or 18 years old (depending on state)
- Sometimes the age of consent is higher
- Power dynamics





Reporting

- Everyone is **legally obliged** to report to a Child Protection Agency when they have **reasonable grounds** to suspect that a child is **‘in need of protection’**.
- Reports must be made ***as soon as possible***.
- CPA will initiate an investigation if incident meets criteria



Responding to Various Incident Types

Consider three different scenarios:

1. Student-to-student sexualized violence
2. Instructor-to-student sexualized violence
3. Disclosures of past sexualized violence



Student to Student

Example A: Sexual Comments

I.e. Female student makes objectifying comments about another student

- Support survivor and perpetrator needs
- Fill out an incident report
- Consult your manager/on call support team
- Consider implementing tools such as reviewing Group Living Agreement & Behaviour Contract with perpetrator and group
- Facilitate conversation with parents; take responsibility and accountability*
- Provide post course resources and support



Student to Student

Example B: Sexual Assault

I.e. A male student groped a female student

- Support survivor and perpetrator needs
- Fill out an incident report
- Consult your manager/on call support team
- Consider reviewing and implementing tools such as Group Living Agreement, Behaviour Contract with perpetrator
- Consider student and perpetrator evacuation; consider group evacuation
- Consider sending in additional instructor support
- Consult legal team
- Facilitate conversation with parents; take responsibility and accountability (conversation should be managed by upper level management)
- Provide post course resources and support



Instructor to Student

Example A: Sexual Comments

I.e. Instructor makes objectifying comments toward student

- Support survivor and perpetrator needs
- Fill out an incident report
- Consult your manager/on call support team
- Consider evacuating student depending on nature of incident and student needs
- Consider sending in additional instructor support; remove perpetrator from the field
- Consult legal team (if incident warrants)
- Upon return to base, instructors should report the incident to CPA (provided the incident meets the requirements – review reporting procedures and requirements)
- Facilitate conversation with parents; take responsibility and accountability (conversation should be managed by upper level management, HofP/ED/HR)
- Provide post course resources and support
- Engage HR - initiate investigation regarding instructor conduct and employment suitability



Instructor to Student

Example B: Sexual Assault

I.e. Student reports instructor kissed them

- Support survivor and perpetrator needs
- Fill out an incident report
- Consult your manager/on call support team
- Evacuate student & perpetrator
- Consider evacuating the whole group and/or sending in additional instructor support
- Consult legal team
- Upon return to base, instructors should report the incident to CPA
- Facilitate conversation with parents; take responsibility and accountability (conversation should be managed by upper level management, HofP/ED/HR)
- Provide post course resources and support
- Engage HR - initiate investigation regarding instructor conduct and employment suitability
- Suspend instructor pending further investigation



Disclosures of Past SV

Example A: Sexualized Violence Disclosure

I.e. Student (16) discloses that their peer (16) sexually harassed them online and at school for ~3 months

- Support survivor
- Fill out an incident report
- Consult your manager/on call support team
- Consider evacuating student depending on emotional/physical/psychological state of survivor and perpetrator
- Consider sending in additional instructor support
- Incident likely does not meet requirement for reporting to CPA
- If you believe the student is still at risk, inform student of confidentiality limits and report disclosure to parents*
- Provide post course resources and support



Disclosures of Past SV

Example B: Sexual Assault Disclosure

I.e. Student (16) discloses that a coach (24) sexually assaulted them

- Support survivor
- Fill out an incident report
- Consult your manager/on call support team
- Consider evacuating student depending on emotional/physical/psychological state
- Consider sending in additional instructor support
- Incident meets criteria for reporting to CPA (significant difference in power)
- Offer to help facilitate conversation with parent/guardian* and student if the perpetrator is NOT one of the survivor's parents/guardians; otherwise leave process to CPA
- Provide post course resources and support



Actionable Takeaways

1. Sexualized Violence Prevention Training

- Explore different options for training: hire a professional facilitator, purchase pre-made online training, etc
- Establish a timeline and delivery method

2. Behaviour Norming, Management and Intervention Tools

- Student Code of Conduct, Group Living Agreements, Behaviour Contracts, etc.

3. Review Laws, Reporting Procedures & Organization Policies

- Understand the legal reporting obligations in your state or province
- ***Sexualized Violence Prevention and Response Policy.***
- ***Child and Youth Protection Policy*** → Deborah Ausburn & Thomas Rawlings titled "150 Days to a Solid Child Protection Policy".



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Questions?

- Emily Boyes emily_boyes@outwardbound.ca
- Reach out via email or come speak to me after if you are interested in creating a working group regarding sexualized violence prevention training.