



Sexual Assault Prevention for Community College

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Introduction

Welcome

Video Script:

Welcome to Sexual Assault Prevention for Community College.

Select the button below to begin.

Introduction

Interactivity Audio script:

This course provides information about critical topics affecting people everywhere — sexual harassment, including relationship violence, sexual assault, and stalking. It's designed to help you be a positive influence in addressing these topics in both your personal life and at your school, at work or home, and in your community.

As you work through this course, consider the following questions:

- How can I identify relationship abuse, sexual assault, or stalking?
- How can I help friends, coworkers, students and loved ones if they are experiencing relationship abuse or sexual assault?
- How do I access resources for support if I'm personally affected by these issues and what are my reporting options?

The topics addressed in this course can be very sensitive for some individuals. If you feel uncomfortable at any point, we encourage you to access the resources provided in the menu and to seek out services provided by your school or local community.

Your Experience, Your Insight, Your Contribution

Interactivity Audio script:

Your Experience, Your Insight, Your Contribution.

Think for a moment about the experiences you've had so far in your life and the skills you've acquired as a result. Those experiences—both positive ones and challenging ones—are an important part of what makes you you.

Choosing to enroll in college represents a huge step toward fulfilling your personal and professional goals and dreams. Accomplishing your goals will have a positive effect on you, and as a result, the community you're a part of. Our school is an important part of that community. Your college has a responsibility to prepare you to be an important member of our college community, and to help keep you and your fellow students safe. As you progress toward your goals at our school, you may also come to feel a responsibility to your fellow students as well—to help protect each other and support everyone's success.

This course informs you about the important topics of sexual harassment, including intimate partner violence, sexual violence, and stalking, and shows you ways to intervene to prevent someone from harming another person.

You'll learn how to support someone who has been affected by these issues and how to seek support for issues that may impact your own life. You'll also develop or strengthen skills related to recognizing unsafe situations and gain an understanding of the value of creating and maintaining healthy, respectful relationships.

The skills you'll learn in this course will not only support your success in college, but they'll also help you achieve your goals outside of college, as well as after you graduate.

Your experience, your perspective, and your decisions matter in promoting a supportive community—one that expects everyone to treat others with respect.

Let's get started!

Values, Identities, and Relationships

Values, Identities, and Relationships

Interactivity Audio script:

Values, Identities, and Relationships.

Values and identities are central to relationships; they influence and impact the types of relationships we have, or want to have, with others. They also impact how we expect others to treat us and the way we feel about how others are treated. Abusive language and behavior conflict with these values, and sometimes even harm a person's identity, safety, and ability to achieve their goals.

In this module, you'll have a chance to reflect on how your values and identities have been shaped by the experiences and relationships you've had.

In this section, we'll explore how to:

- Interpret how values influence family and romantic relationships, and vice versa
- Identify various forms of relationship abuse
- Implement resources to help friends and coworkers who may be experiencing abusive relationships

Who Am I?

Interactivity Audio script:

Who Am I?

Your values represent what you stand for. They influence your identity and how you relate to others.

Your identity is who you are, how you define yourself and who you want to be. It's part of what makes you you. But your identity is also influenced by how others see and define you.

Initially, your identity was shaped by things that you didn't have much control over. But your identity has evolved over the course of your lifetime, as you've had time to develop one that feels comfortable for you.

Your identity has also been shaped by your experience, by the choices you've made, and how you've defined and related to the identities you were born with.

As you may have realized, often, how we see ourselves and how others see us aren't exactly the same. While some of the characteristics of our identities are easily visible to others, in other cases, we can choose to share parts of our identity, or to keep those parts of ourselves private. Next, we'll take a closer look at some aspects of your own identity.

My Identity

Interactivity Audio script:

My Identity.

Think about who you are and how you want others to understand you. How do the following aspects of your identity affect how you define yourself

- Age
- Gender
- Race/ethnicity
- Religion/spirituality
- Sexual orientation
- Gender identity or expression
- Family or relationship status
- Immigration or citizenship status
- Physical ability or fitness

These identities represent only a partial picture of who we are. Our identities are also influenced by things like the culture and society we live in, as well as by the people around us.

Ask yourself the following questions and quietly reflect on your answers:

- Which aspects of my identity are important to me?
- Which aspects of my identity shape my perspective?
- What are some of those aspects of me that others aren't aware of?
- How do these aspects of my identities influence how other people treat me?

Identities Are Complex

Interactivity Audio script:

Identities Are Complex.

You probably already realize that not every identity is treated equally. For instance, think for a minute about the color of a person's skin, their gender or sexuality, their size, or if they have a physical or intellectual disability. While some traits may benefit certain groups, others may experience unjust (or even hurtful) treatment because of who they are and how they're seen by society.

Consider these questions further:

- How do parts of your identity affect how you feel about or how you are impacted by sexual violence?
- How might, for example, your race, age, physical size, sexual orientation, whether or not you're a parent, or if you've served in the military, influence whether you speak up in an uncomfortable situation?

As you continue to progress through this course, you'll have additional opportunities to consider the ways in which your identity, your experiences, and your values shape the way in which you experience and respond to these issues.

My Values

Interactivity Audio script:

My Values.

Take some time to think about your values. This can help clarify who you are and who you want to be — as well as help you to make decisions in difficult situations.

Think about some of the values you hold and reflect on which of the ones below are most important to you right now.

Acceptance

To be accepted as I am; to accept others

Autonomy

To be independent and self-determined

Compassion

To feel and show concern for others

Dependability

To be reliable and trustworthy

Honesty

To be truthful and genuine

Intimacy

To feel close to others

Social Justice

To promote equal and fair treatment for all

Knowledge

To learn and possess valuable information

Safety

To feel safe and secure personally and to feel that my loved ones are safe

Self-Esteem

To feel positive about myself

My Values Matter

Interactivity Audio script:

My Values Matter.

Now that you've thought about what you value, consider how values come into play in your life. Let's think about the following questions:

How do your values influence how you treat others?

How do they influence how you want others to treat you?

How do you feel when you see someone acting in a way that conflicts with your values and creates a situation of possible harm?

We all want others to accept who we are and to treat us with respect. That's why it's so important to be respectful of other people's values and uniqueness. Whether you call it the

“Golden Rule” or just “doing the right thing”, it’s all about mutual respect. One of the ways that society or an institution promotes certain values is through laws and policies. Next, you’ll learn about the laws and policies which protect your rights and seek to create a respectful community for everyone.

Title IX of the Education Amendments Act of 1972

Interactivity Audio script:

Title IX of the Education Amendments Act of 1972.

Title IX is the federal law that prohibits discrimination based on sex or gender stereotyping — including sexual harassment and violence, relationship violence, and stalking — in any educational, athletic, or other program or activity of a federally funded school, that jeopardizes a person’s equal access to education that Title IX is designed to protect.

Title IX also prohibits discrimination against pregnant or parenting students.

Title IX requires schools receiving federal funding to appoint a person who is responsible for ensuring that your school fulfills its responsibility to respond to sex or gender-based harassment or violence prohibited by Title IX. Identified as the Title IX coordinator, this person works to ensure that equal access to educational programs and activities is preserved for the person who reports being sexually harassed, assaulted, abused, or stalked, as well as providing any appropriate supportive measures for the person accused of sexual misconduct.

Title IX prohibits the following types of sexual harassment:

- Rape and sexual assault
- Relationship violence
- Stalking that is based on sex
- Unwelcome conduct on the basis of sex that is severe, pervasive, and objectively offensive, creating a "hostile environment" that effectively denies a person equal access to an education program or activity
- An institution’s employee conditioning a grade or other educational benefit or service on the student submitting to unwelcome sexual conduct (called "quid pro quo")

Title IX applies to sexual harassment that occurs in an educational program or activity against a person who is located in the U.S.

What Does a Healthy Relationship Look Like to You?

Interactivity Audio script:

What Does a Healthy Relationship Look Like to You?

What qualities are priorities for you when you're establishing or maintaining a relationship with someone, whether it's a friend, a classmate, someone you work with, a romantic or sexual partner, or a spouse or other family member?

Select the video below to learn more about some qualities other students prioritize in their relationships. Which qualities are important to you?

Video Script:

\$Screen reads: What makes a healthy relationship?

\$Student 1: I think a healthy relationship, what has to be there in order for it to be healthy, is respect for sure.

\$Student 2: At the top would be respect, trust and honesty. I think those three aren't really negotiable, and you can't really rank them.

\$Student 3: It could be communication, it could be kindness, respect.

\$Student 4: I find communication absolutely essential to any relationship.

\$Student 5: Communication plus honesty for me, really is key in any and every relationship.

\$Student 1: It's important to respect your partner, respect your friendship and be understanding of the relationship, of the friendship, and also just be willing to compromise in some instances, even in friendships not just relationships. \$Screen reads: How do you maintain a healthy relationship?

\$Student 6: There are a lot of things that can keep someone from being in a healthy relationship.

\$Student 5: One of the difficult things in relationships can really be holding onto your own identity while still creating something amazing with another person.

\$Student 4: Oftentimes, in a relationship you enter into this couple, and now that you're together you've created this world around that relationship. And that relationship has norms, and boundaries, and values.

\$Student 3: Having somebody there who loves you is important, but you also have to focus on your goals.

\$Student 2: The best advice I've recently been given actually, is to be OK with setting boundaries. So if there's something you're not comfortable with, or you just don't want, like

being OK with saying that. And if that's not something the other person is comfortable with, then they maybe shouldn't be in your life in the first place. Like it's OK.

\$Student 4: If I am clear and open about who I am, and what I believe, and what I stand for, perhaps some people won't like that about me, but some people will. And I will know that if I've been honest, and open with people, the people who accept me, and want to be friends with me, or want to have relationship with me, understand who I am and are accepting of who I am. Then I don't have to question them.

\$Screen reads: What do you get from a healthy relationship?

\$Student 5: To me, some of the bonuses of a really great relationship are being able to do anything, and everything, and having fun with it no matter what it is.

\$Student 2: That we share the same values, the same things we like.

\$Student 4: The most positive relationships I've had, have cared for me when I didn't realize, maybe necessarily I needed some care. And that constant feeling of surprise sometimes is just wonderful, and not everyone will get that. But if you can find that, it's a really special thing.

What Makes a Good Relationship?

Interactivity Audio script:

What Makes a Good Relationship?

Select the topics to explore what they mean, and consider which characteristics are most important in your relationships.

Interactivity Text:

Flip Card 1: Compassion

Compassion

To feel and show concern for others.

Flip Card 2: Acceptance

Acceptance

To be welcomed and respected as I am

Flip Card 3: Humor

Humor

To see the light and funny side of myself and the world

Flip Card 4: Autonomy

Autonomy

To be self-determining and independent

Flip Card 5: Responsibility

Responsibility

To make and carry out important decisions

Flip Card 6: Purpose

Purpose

To have meaning and direction in my life

What Makes a Good Relationship?

Interactivity Audio script:

What Makes a Good Relationship?

Continue to explore the topics.

Interactivity Text:

Flip Card 1: Compassion

Compassion

To feel and show concern for others.

Flip Card 2: Acceptance

Acceptance

To be welcomed and respected as I am

Flip Card 3: Humor

Humor

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Flip Card 4: Autonomy

Autonomy

To be self-determining and independent

Flip Card 5: Responsibility

Responsibility

To make and carry out important decisions

Flip Card 6: Purpose

Purpose

To have meaning and direction in my life

Recognizing Relationship Abuse

Interactivity Audio script:

Recognizing Relationship Abuse.

Some people assume that relationship abuse only consists of physical harm. However, relationship abuse comes in many different forms — some of which are more subtle and difficult to identify. Abusive behavior has a serious, negative impact on individuals and on their ability to succeed in reaching their goals, as well as on our community. Understanding the dynamics of relationship abuse will help prepare you to recognize it and offer help to friends or others you care about.

An abusive partner often exercises more than one form of control at the same time and frequently uses different tactics over the course of a relationship.

Review each type of abuse to learn more

Interactivity Text:

[Tab 1]: Academic abuse

Academic abuse involves actions that prevent someone from studying or focusing on schoolwork. It may include the following behaviors:

- Purposely starting an argument the night before an exam, assignment deadline, or presentation
- Transferring into a partner's classes or major to monitor them

- Using insults to undermine a partner's academic status, grades, intelligence, or ability to succeed
- Attempting to prevent a partner from going to campus and/or attending class

[Tab 2]: Emotional Abuse and Isolation

Abuse of this type is characterized by behaviors intended to reduce someone's self worth; to make them question their memory and their own sanity; and/or to keep them from forming or maintaining connections with others. These behaviors can be subtle or more obvious, and may include attempts to:

- Make someone feel bad about themselves or unworthy of being treated well
- Spread rumors or lies about someone
- Pressure a partner or family member to choose between them and friends or family
- Pressure a partner or family member to quit jobs, activities, or turn down internships or other opportunities
- Minimize or deny abuse, or blame a partner for abusive actions
- Make demands for attention and then retaliate if it's not given

[Tab 3]: Financial Abuse

Financial abuse is characterized by behavior that is intended to manipulate and control someone by threatening their stability, financial independence, and access to financial resources. Manipulation involving children (or other family members) is often characterized by behaviors that are intended to harm or undermine someone's relationship with children or family members or threatening to take away someone's children. These behaviors can be difficult to identify, but may include:

- Preventing a person from getting or keeping a job
- Refusing to provide agreed-upon financial support related to child support, utility bills, rent, or other essential needs
- Withholding financial information and/or controlling access to shared money
- Threatening to take children away or falsely reporting a person for child abuse or neglect
- Telling lies to children or other family members about a person in order to frighten them or undermine their trust
- Using children to make a person feel guilty about going to school or a job

[Tab 4]: Stalking and Intimidation

Abuse of this nature is characterized by tactics that attempt to control another person through fear, threats, and intimidation. Some examples include:

- Monitoring someone's behavior to control what they do and with whom
- Continuing to contact someone who has asked that you stop contacting them
- Tracking a person through technology or social media
- Showing up unexpectedly (or when unwanted) at a person's workplace, home, or at school
- Threatening to share harmful or embarrassing information (or photos) with a partner's friends, colleagues, or family members
- Threatening to end the relationship, harm themselves, or commit suicide

Experiencing or Witnessing Abuse

Interactivity Audio script:

Students' well-being and success can be significantly impacted by any violence or abuse they experience or witness being committed by their family members.

You may wish to seek support and resources for abuse you have experienced at the hands of someone in your family or who lives with you; abuse that a younger sibling or family member is experiencing; or abuse or neglect of a person who is over the age of 60 or has a disability. You may also have concerns about the impact that witnessing abuse may have on your children. All states have laws that require people in certain professions to report suspected child abuse, and most states also have mandated reporter laws for abuse of vulnerable adults. If you have concerns, ask about confidentiality or whether a person is required to report before sharing any specific information with someone about your situation.

In the resources section of this course your training administrator may have provided some confidential resources that provide support and help for abuse and/or violence within the family. Resources may also be available in your community or at your school.

Federal and State Laws

Interactivity Audio script:

Federal and State Laws.

Relationship Violence

It's important to be aware of federal and state laws defining relationship violence.

Explore federal and state law definitions below.

Interactivity Text:

Review your state's laws

You must view your state's laws before continuing, using the dropdown below. If you are interested, you can compare it to other states by selecting another state from the dropdown menu.

Dropdown: View your state's laws

Explore federal law definitions using the dropdown below.

Dropdown: View federal laws

Helping a Friend or Loved One

Interactivity Audio script:

Helping a Friend or Loved One.

Think about how you would help a friend or loved one who may be in an unhealthy or abusive relationship, how you would wish to be treated if you were experiencing abuse, or how you would respond if a person you knew was being disrespectful or abusive to someone else.

Consider the following scenario and choose a response from the options below.

You and your co-worker, Jen, are eating lunch together over the weekend. You're excited to finally get together because the last few times you've made plans, she's canceled at the last minute or said that she has to stay home with her boyfriend, Alex. Just as you're beginning to catch up, her phone rings. She ignores it. She immediately gets a text. You ask her if something is wrong. She says "no," but seems annoyed.

What might you say to Jen?

Interactivity Text:

Jen puts her phone down and says, "I don't know, I guess Alex is just a little intense sometimes. Now he's mad that I didn't tell him where I was going for lunch. I really shouldn't complain about it, though. He's always calling or texting, making sure he knows where I am in case something happens. He's really good about wanting to pick me up or take me home. He insists. He's literally always there for me, so it's probably not a big deal for me to just keep him happy. And he does give me money sometimes when I need it. Besides, work has been stressful for him lately — a lot of people have been let go and he thinks he might lose his job.

Question-Text:

What might you say to Jen?

Options:

- OK, it sounds like you want to talk to him about this but you're afraid of how he'll respond, right?
- I'm sorry that Alex is treating you this way. You have the right to leave him if you aren't happy. You definitely need to confront him about this if you want out.
- I think the best thing for you to do would be to just ignore him once you get home—you shouldn't have to put up with how he's treating you. He needs to respect your space and cutting him off might be the only way he'll learn how to do that.

Answer:

Hmm. How do you feel about that text from Alex?

Feedback:

Feedback 1

That's Right!

Good choice. Even if you feel differently, saying a friend's own words back to them can help to make it clear for both of you what they want to do about a situation. You can then offer them resources for support.

Feedback 2

Not Quite

Encouraging Jen to confront Alex may not be a good idea. It could put her in a potentially unsafe situation. If Jen wants to leave Alex, or consider that option, you can share resources to support her and offer to go with her, if she'd like. Try again.

Feedback 3

Not Quite

Ignoring Alex probably isn't the best course of action in this situation, especially because Jen and Alex live together. If Jen were to do this, she may make Alex even more angry; potentially putting her in an unsafe situation. Try again.

Jen's Response

Interactivity Audio script:

A Few Months Later.

A few months go by and you haven't had a chance to see Jen outside of work. But today, she reaches out and tells you that she needs to talk. You call her and she explains that things are really not going well with Alex.

She tells you, "He's getting more and more insistent that he know about anywhere I go, anyone I'm talking to, and wants me to explain how I'm spending any of 'his' money. He's gotten mad at me for doing things on my own a ton of times and he's suspicious whenever I talk to someone he doesn't know, or if I even just stop to run a quick errand before going home without letting him know. I feel like I just can't get away from him and he keeps getting mad about everything. I know I need to talk to him about it, but he's going to be so mad and I don't really know what to do."

What could you say

Interactivity Text:

Question-Text:

What could you say?

Options:

- OK, it sounds like you want to talk to him about this but you're afraid of how he'll respond, right?
- I'm sorry that Alex is treating you this way. You have the right to leave him if you aren't happy. You definitely need to confront him about this if you want out.
- I think the best thing for you to do would be to just ignore him once you get home—you shouldn't have to put up with how he's treating you. He needs to respect your space and cutting him off might be the only way he'll learn how to.

Answer:

OK, it sounds like you want to talk to him about this but you're afraid of how he'll respond, right?

Feedback:

Feedback 1

That's Right!

Good choice. Even if you feel differently, saying a friend's own words back to them can help to make it clear for both of you what they want to do about a situation. You can then offer them resources for support.

Feedback 2

Not Quite

Encouraging Jen to confront Alex may not be a good idea. It could put her in a potentially unsafe situation. If Jen wants to leave Alex, or consider that option, you can share resources to support her and offer to go with her, if she'd like. Try again.

Feedback 3

Not Quite

Ignoring Alex probably isn't the best course of action in this situation, especially because Jen and Alex live together. If Jen were to do this, she may make Alex even more angry; potentially putting her in an unsafe situation. Try again.

Digital Abuse

Interactivity Audio script:

Digital Abuse.

Digital abuse, or using technology (such as a cell phone or social media site) to stalk, intimidate, or harass a current or ex-dating partner is a type of relationship abuse that's fairly common among college students.

Select the topics below to learn more about warning signs and strategies to stay safe.

Interactivity Text:

Tab 1: Warning Signs

Warning Signs

It's important to be aware of some of the warning signs of this kind of behavior so that you can recognize it if it's happening to you — or you observe it happening to someone you care about. Here are a few common examples of what digital abuse might look like:

- Sending excessive texts or messages
- Stalking someone through social media
- Demanding to know someone's account passwords or using someone's passwords without permission
- Dictating who a partner is able to communicate with on social media
- Checking someone's cell phone/computer to see who they have been communicating with
- Deleting someone's friends from their social networks
- Altering someone's online profiles without consent

If you're experiencing this kind of abuse from someone (or if you're aware that someone else is experiencing it) there are resources that can help. Reporting digital abuse to your Title IX Coordinator or law enforcement is an effective way of responding to this kind of harassment. You can also contact a counselor at your school or in your community for confidential advice about safe and effective options.

Tab 2: Safety Strategies

Safety Strategies

Never share passwords. Sometimes – especially in new relationships – we feel like we should share everything with our partner, and have them share everything with us. But just as you wouldn't give anyone your ID, credit card, or other sensitive information to carry around in their wallet, it's important to keep your passwords private, and to respect the privacy of their passwords.

Think carefully before posting photos or videos. Be aware of who has access (or may be able to easily access) any photos you've posted and make sure you're comfortable with the sharing and privacy settings attached to any account where you share photos and/or other personal information. Read the privacy policies of the apps you use and any sites you commonly post to so that you understand who may be able to access your information and/or photos. This is especially important if you're posting photos to social media.

Be aware that location tracking (GPS) may be built into your device. If you're taking photos or videos with your phone and uploading them to apps or sites, be aware that it may be possible for these devices to automatically record information about your location and disclose it with any photos/videos you're sharing. For added privacy, you can easily disable this technology. This may be something to consider if you're planning on sharing photos or videos online.

Summary

Interactivity Audio script:

Summary.

Most of us have, and want, good relationships; however, it's important to recognize when relationships are abusive or in conflict with our fundamental values. It's also good to know how to support a friend or loved one who may need help.

Key Takeaways

Values are important.

Values and identities are important to understanding relationships; they influence the types of relationships we have (or want to have) with others. They also help us identify when a relationship is abusive.

Abuse takes many forms.

Some forms of relationship abuse are more difficult to identify than others. A person who commits abuse often uses more than one form of control at the same time and may use different forms of abuse over time, or throughout a relationship.

Practice empathy.

A friend or loved one who may be in an abusive relationship needs you to listen to them, reflect on what they're telling you, and respond in a supportive and non-judgmental way. You can also offer to connect them with resources.

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Understanding Our Identities

Understanding Our Identities

Interactivity Audio script:

Understanding Our Identities.

Take a moment to think about things that may have influenced your identity. How have your life experiences, whether you've chosen them or not, shaped the way you think? How have they affected your perspective; the way you treat others; your relationships; and your goals? Do you think other people see all of these aspects of your identity?

In this section we will learn how to:

- Recognize how a person's identity can shape their perspective on an issue
- Identify gender stereotypes
- Intervene when gender stereotypes are being used by others

Gender and Stereotypes

Interactivity Audio script:

Gender and Stereotypes.

When we don't really know someone, we may make assumptions about them based on things like how they look, how they act, the way they talk, or what they like and what their interests are. These assumptions are stereotypes.

Stereotypes based on gender are common beliefs about how a person who is seen as a man or a woman is supposed to act, what they should think, or what they should want for themselves. Some people are comfortable with many of these commonly held beliefs about their gender—and that's OK. But others may feel uncomfortable or limited by them. They may even experience conflict between what others expect of them, based on their gender, and how they think, feel, and see themselves.

It's important to recognize when stereotypes negatively impact how we think about or treat someone. Gender stereotypes, in particular, can impact how we think about and respond to sexual violence. For example, making excuses for offensive language or behavior; judging someone who shares they have experienced a sexual assault; deciding to help (or not) when we see a troubling situation — or even noticing a troubling situation happening in the first place. Understanding the impacts of gender stereotypes is an important part of preventing sexual violence.

Gender Roles and Stereotypes

Interactivity Audio script:

Gender Roles and Stereotypes.

What are some of the gender stereotypes you're aware of? For instance, are women expected to act or speak differently or choose a particular career simply because they're women? Are men supposed to act or speak in certain ways or choose specific careers simply because they're men? Think about the children in your life — what are some of the ways that boys and girls are treated differently?

In the next video, you'll hear from a few college students about how they feel about gender roles and stereotypes and the value of living out your true identity.

What Can You Do About Harmful Language?

Interactivity Audio script:

What Can You Do About Harmful Language?

Have you ever been in a situation where someone said something rude or disrespectful about another person's gender (or said something stereotypical about a group of people) in a way that made you feel uncomfortable, but you weren't sure what to do or say about it?

Chances are that if you felt uncomfortable in a situation like that, others around you did, too. Even if a person's way of acting, living, or expressing themselves conflicts with your values, it is still important to be respectful of that person's choices and beliefs. This means understanding the difference between someone making personal choices that cause you to be uncomfortable (or that you disagree with), and a person being in danger or causing harm and you need to consider taking action.

Language can be a powerful tool for reinforcing (and overcoming) gender stereotypes. Up next, you'll explore three scenarios that model some different options for responding to stereotypical, sexist, and derogatory language — language that targets and criticizes a person or group based on their gender or sexual orientation.

He was acting like such a...



Interactivity Audio script:

“He was acting like such a...”

Watch this video and think about how you would respond.

Video Script:

\$On Screen Image: 2 male students, Jason and Adam and 1 female student Meena. Jason is holding a basketball and Adam a bike on campus.\$Jason: “Did you guys see Jeff on the sidelines last night?”\$Meena: “Man, I couldn’t believe how he was acting. It was like every little thing was worth throwing a fit over.”\$Jason: “For real, he was acting like such a girl!”\$Adam: “Dude, come on.”\$Jason: “What?”\$Adam: “Why call him a “girl” like that?”\$Jason: “Who cares? It’s just how I talk. Besides, I got nothing against women, I’m just talking about what Jeff was doing.”\$Adam: “No, man. That’s just it. When you call him a girl, you’re saying it like it’s some kind of insult and I don’t really like hearing that.”\$Meena: “Yeah, obviously I don’t like it either. You’re better than that.”\$Jason: “Wow, you’re really ganging up on me on this one.”\$Adam: “Just letting you know how we feel, man so you can give it some thought.”\$Meena: “So anyways, yeah, he was whining to the coach like every two seconds. Ugh...”

She was dressed like such a...

Interactivity Audio script:

“She was dressed like such a...”

Watch this video and think about how you would respond.

Video Script:

\$Student 2: In thought: That word really bothers me, but I like him and we work together. Should I just let it go? You know, you tend to use that word a lot. It makes you sound unprofessional, and you’re not that.\$Student 1: OK, but I don’t say it to anyone’s face or anything.\$Student 2: It doesn’t matter. If you say it, you’re thinking it. And when you talk about someone that way, it means you’re making assumptions about them just because of how they look or how they’re dressed.\$Student 1: All right. I don’t really see your point. You’re being a bit oversensitive, but I’ll think about it.\$Student 2: It’s OK. And we might not agree, but thanks anyway, for hearing me out and being willing to think about it next time. So what’d you guys do after the happy hour? \$Student 1: Well we were all really hungry, but the food is really expensive there so we just hit a burger place on the way back.

He sounded like he was...

Interactivity Audio script:

“He sounded like he was...”

Watch this video and think about how you would respond.

Video Script:

\$Student 1: And this guy comes up to me and he starts talking to me like he's hitting on me, but he's like, clearly so gay, right? He's like, OMG, I love your shoes. And I'm like, no way am I being hit on by a gay guy right now.\$Student 2: That's not funny, but I don't feel comfortable saying anything.\$Student 1: Yeah, it was hilarious. What's wrong?\$Student 2: I don't know, I just-- I didn't think that was cool.\$Student 1: What?\$Student 2: It just makes me feel weird, is all.\$Student 1: Why? I mean, he was hitting on me.\$Student 2: It's that, I don't think making fun of someone and assuming they're gay just because of the way they talk is cool-- that's all.\$Student 1: I wasn't making fun of the way he talks. I was just—\$Student 3: You were. [? Jody?]\$Student 1: I wasn't. I was just-- OK, yeah I was. You know what? I'm sorry. I get what you're saying.

Summary

Interactivity Audio script:

Summary.

It's important to be aware of the impact gender stereotypes may have on a person or group of people, and how sexist and harmful language can contribute to sexual violence.

Key Takeaways

Gender stereotypes are assumptions.

Gender stereotypes are assumptions about how a person who is seen as a man or a woman is supposed to act; what they should believe; or what they should want for themselves. Some people may feel uncomfortable and limited by those assumptions.

Our identities impact our worldview.

Our identities impact our thoughts on a variety of important issues. They also influence the way we see and think about sexual violence and our personal experience with these issues.

Promote positive language and behavior.

If you're uncomfortable with a harmful statement, chances are good that others recognize it as hurtful, too. Part of your role in creating a safe and supportive community is to intervene, when it is safe, to stop hurtful language and behavior.

Sexual Harassment and Stalking

Sexual Harassment and Stalking

Interactivity Audio script:

Sexual Harassment and Stalking.

In this module, you'll learn how to recognize when sexual harassment and stalking are occurring and what you can do if you or someone you know or care about is affected by these issues.

In this section, we'll learn how to:

- Define sexual harassment including stalking.
- Recognize real life situations where sexual harassment and stalking are occurring.
- Identify ways to help survivors of sexual harassment and stalking in our community.

Sexual Harassment

Interactivity Audio script:

Sexual Harassment.

Anyone can commit or experience sexual harassment, including students, faculty, and staff. In the workplace, other employees, supervisors, or customers may commit sexual harassment. People who experience sexual harassment are never to blame for someone else's misconduct toward them.

Quid Pro Quo

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Interactivity Audio script:

Quid Pro Quo.

Sexual harassment also comes in many forms, and can look very different from situation to situation. Relationship violence, sexual violence, stalking, and "quid pro quo" sexual harassment are serious misconduct that inherently jeopardize a person's equal access to education. Quid pro quo is a type of unlawful sexual harassment that occurs when an educational decision or benefit is conditioned on submitting to unwelcome sexual conduct. This type of sexual harassment happens when the person suggesting the exchange has some form of power, control, or influence over the other person, such as a professor, staff member, or a more senior employee

Hostile Environment

Interactivity Audio script:

Hostile Environment.

Subtle and overt actions and comments may lead to sexual harassment prohibited by Title IX if they create a "hostile environment" that effectively denies a person equal access to educational programs or activities.

Being aware of how it can manifest, and knowing what behavioral red flags to look out for, can help you identify these situations.

Explore the following red flags to learn more

Interactivity Text:

Tab 1: Verbal

Verbal

Verbal sexual harassment includes sexual comments about the way someone looks, sex-based jokes or insults, gender-specific put-downs, or other threatening language. This type of harassment can occur in person or through social media. Here are some examples of what verbal sexual harassment might look or sound like:

- Sexual rumors about a person
- Derogatory, sexually-explicit comments about a person's clothing, body, or sexual activities
- Repeated offensive and/or crude jokes about sex or gender-specific traits
- Sexual sounds directed at someone (like whistling or kissing sounds)
- Sexual comments about someone's weight, body shape, size, or figure
- Repeated, unwanted requests for dates and/or sexual activity
- Questions or suggestions about a person's sexual fantasies, preferences, or history

Tab 2: Non-Verbal

Non-Verbal

Sexual harassment doesn't have to involve words; it can also include a person's actions. Below are a few examples of what non-verbal sexual harassment might look like:

- Physical gestures that refer to sexual activity
- Messages, emails, or posts to social media that contain unwelcome sexual content
- Showing sexual body parts to a person without their consent
- Videoing or photographing sexual activity and/or a person's intimate body parts without their consent
- Sharing or posting images or videos that include sexual content without the depicted person's knowledge or permission, even if the depicted person consented to the images being taken

Tab 3: Physical

Physical

Sexual harassment can also be physical, such as repeated and unwanted touching or suggestive body language, which can also lead to hostile environment sexual harassment. Examples include:

- Hugging or kissing someone
- Touching a person anywhere (including their back, legs, hair, or clothes)
- Rubbing someone's shoulders or feet
- Pinching, grabbing, rubbing against, or patting a person's intimate body parts

Respond to Harassment

Interactivity Audio script:

Respond to Harassment.

Earlier, you learned about ideas for intervening when you see someone who may be experiencing harm because of sexist or degrading language. Many of those same approaches may also be good strategies for helping someone who is being harassed.

In the next few pages, you'll be presented with a few scenarios and asked to think about how you might intervene to support someone who is being harassed.

Walking Interrupted

Interactivity Audio script:

Walking Interrupted.

You see your good friend Tiana walking by herself past a group of guys. One of the guys yells at her, “Hey, can I get some of that?” Some of the other guys start laughing and cheering the person who made the offensive remark, although two of them look uncomfortable with what just happened.

How might you help Tiana prevent this from escalating into a harmful situation?

Interactivity Text:

Question-Text:

How might you help Tiana prevent this from escalating into a harmful situation?

Options:

- While the guys’ remarks make you a bit uncomfortable, this situation doesn’t appear to be serious enough for you to intervene; you don’t need to take any action at this point.
- Approach Tiana and walk with her. Make small talk and ask her if you can accompany her to her destination.
- Once you’ve passed the guys, see if you can catch up with Tiana so that you can warn her to avoid walking through that part of campus in the future and suggest a different path to take.

Answer:

Approach Tiana and walk with her. Make small talk and ask her if you can accompany her to her destination.

Feedback:

Feedback 1

Not Quite

If you’re uncomfortable, it’s likely that Tiana is as well — and maybe even some of the other guys, too. Trust your instincts: your discomfort is a cue that something isn’t right, and a signal to consider whether there is a reason to take action. The better response is to approach Tiana and engage, accompanying her to her destination, if possible. There is safety in numbers — groups are less likely to be targeted than an individual.

Feedback 2

That's Right!

Good choice. There is strength in numbers - walking with Tiana can help her feel safer, and can make her less of a potential target than if she were alone. Engaging her in conversation can

distract her from the experience and stay focused on moving forward rather than getting pushed into conversation with the group of guys.

Feedback 3

Not Quite

A better way of supporting Tiana would be to try checking in with her to let her know that she is not alone; you recognize that she may be uncomfortable (and that you were, too); and provide an immediate opportunity for support.

Problematic Proposition

Interactivity Audio script:

Problematic Proposition.

One afternoon, you go to meet with your math tutor. You peek into the room and see that he is still meeting with another student, Nguyen, a visiting international student you recognize from your class. As you step back into the hall to wait, you overhear the tutor say to Nguyen, “I know this great club — we should go. We can talk, relax, have a little fun, and really get to know each other. I can help you practice your English and your dance moves.” A few seconds later, you see Nguyen walk quickly out of the room with a concerned look on his face.

How should you respond in this situation?

Interactivity Text:

Question-Text:

How should you respond in this situation?

Options:

- Wait for a good opportunity to check in with Nguyen or see if you can sit next to him during your next math class. Let him know that you saw him leaving the tutor session the other day and want to make sure he is OK.
- Email the other students in your class, sharing what you heard as a warning about the math tutor so they're aware of the situation.
- When you go in to meet with the tutor, let him know what you overheard and that you're going to report it to the tutoring center director.

Answer:

Wait for a good opportunity to check in with Nguyen or see if you can sit next to him during your next math class. Let him know that you saw him leaving the tutor session the other day and want to make sure he is OK.

Feedback:

Feedback 1

That's Right!

Good choice. It isn't always clear whether a situation is harmful, but in this case, it's a good choice. You can let Nguyen know what you saw, ask him if everything is OK, and you can even offer to help him report anything that happened.

Feedback 2

Not Quite

Emailing other students violates Nguyen's privacy. A better approach is to talk to Nguyen, share your concern, and offer to help him report the behavior if he chooses. Try again.

Feedback 3

Not Quite

It would be better to speak with Nguyen first. You can also offer to go with him to speak with the tutoring center director because that person has a responsibility to take action. This approach allows Nguyen to make his own decision about next steps. Try again.

Stalking

Interactivity Audio script:

Stalking.

Stalking is generally repeated, unwanted contact or conduct that communicates a threat or makes the person being stalked fear for their safety.

Stalking is a type of harassment and can be direct, such as following someone; or continuing to contact someone in person or by calling, texting, or emailing them, after being asked to stop. It can also be indirect, such as watching someone from a distance; sending unwanted gifts; or using technology (such as social media or GPS) to harass, track, or spy on someone.

In the next activity, you'll be given a few scenarios and asked to choose the best way to respond.

Making "Friends"?

Interactivity Audio script:

Making “Friends”?

Your roommate mentions that lately, she’s received some unexpected friend requests on her social media accounts from people she’s not totally sure she knows. She’s new to the area and still getting to know people — and she wants to make friends, so she accepted a few of the requests from people who seemed kind of familiar to her.

A few days later, she tells you that her ex-boyfriend has been suddenly showing up at school events she’s at and making creepy comments to her friends about what she’s wearing to work, who she’s been walking around town with, and where she’s been going to lunch. She says that she thinks her ex-boyfriend might be using social media to keep track of where she is and who she’s with. She tells you she doesn’t feel safe.

What should you say to your roommate?

Interactivity Text:

Question-Text:

What should you say to your roommate?

Options:

- “I’m so sorry this is happening — and it’s not OK that you feel unsafe. I think our school has people who can help — we can look into some resources, if you want to.”
- “Ugh, that’s so annoying. Maybe you should tell your friends to tell your ex that you know what he’s doing. That will probably embarrass him enough to make him stop.”
- “I’m sorry you’re going through this! But this actually happened to one of my friends not too long ago. I hear about stuff like this all the time — you’ve got nothing to worry about. He’ll move on soon enough.”

Answer:

“I’m so sorry this is happening — and it’s not OK that you feel unsafe. I think our school has people who can help — we can look into some resources, if you want to.”

Feedback:

Feedback 1

That’s Right!

Good choice. Validating your roommate’s concern shows her you care. Offering to connect her with resources is also the right thing to do. A school counseling center, security office, or your school’s Title IX Coordinator are examples of helpful resources.

Feedback 2

Not Quite

Your roommate feels unsafe. Instead of having her friends contact him, consider supporting her by encouraging her to review the privacy settings on her social media accounts, and to only accept invites from people she knows and trusts. Try again.

Feedback 3

Not Quite

Even if this type of behavior does happen a lot, it's still something to take seriously. Your roommate has told you she doesn't feel safe — which is what matters, regardless of whether or not you think you would feel the same way in the situation. Try again.

Too Close for Comfort

Interactivity Audio script:

Too Close for Comfort.

You and your best friend Pari always meet up after class to walk back to the parking lot together. Today, you arrive to see someone sitting very close to Pari on a bench by the sidewalk and she looks really uncomfortable. When you approach, the person gets up and walks away. "I'm glad you're finally here," she says. "This guy just sat down and was asking me weird things, like, "Will you smell me and tell me if you like my cologne?" He kept asking me if I had a boyfriend and he sat so close that his leg was touching mine. I've never seen him before but I'm afraid he'll come back if I wait for you here again." What would you say to Pari?

Interactivity Text:

Question-Text:

What would you say to Pari?

Options:

- "If it happens again, just get up and text me and I'll come meet you or you can get up and just go to the bathroom. He probably won't bother you there."
- "Was he cute? Honestly though, Pari — it doesn't sound like that big of a deal."
- "I'm sorry this happened — it's not OK. If it happens again, you could leave and go to a more public place, or if you feel comfortable, tell him to stop talking to you. Do you want to talk to campus security or the Title IX Coordinator to help you get support and think about your choices?"

Answer:

“I’m sorry this happened — it’s not OK. If it happens again, you could leave and go to a more public place, or if you feel comfortable, tell him to stop talking to you. Do you want to talk to campus security or the Title IX Coordinator to help you get support and think about your choices?”

Feedback:

Feedback 1

Not Quite

This advice may not make her feel any safer and it doesn’t address the person’s behavior or prevent future incidents. Encourage Pari to consider reaching out to the Title IX coordinator or campus security so they are aware of this person’s behavior. Try again.

Feedback 2

Not Quite

Even if you wouldn’t feel afraid in this situation, Pari told you she does. No one should have to feel unsafe because of someone else’s behavior. Instead, offer to connect her to resources like campus security or the Title IX Coordinator. Try again.

Feedback 3

That's Right!

Good choice. Helping Pari consider a range of responses that might work and letting her know about available school resources are both good tactics. This response lets Pari know that you take her experience seriously, care about her, and want to support her.

A Prank or a Problem?

Interactivity Audio script:

A Prank or a Problem?

Your best friend Brody and his partner Shawn had a difficult break-up a few weeks ago. Brody wanted to get back together, but Shawn asked Brody to leave him alone. Brody is still really upset and last week, he pasted Shawn’s face onto a bunch of pornographic photos and started emailing one a day to Shawn’s friends. He’s been showing up at Shawn’s gym as well; sitting in his car to watch Shawn through the window and “see if he’s freaked out.” Brody just told you about everything he’s been doing, and you can see that he thinks it’s pretty funny.

What should you say to Brody?

Interactivity Text:

Question-Text:

What should you say to Brody?

Options:

- “Shawn will be mad if he finds out — send an email to his friends and tell them not to tell Shawn. It’s also really creepy that you’re showing up at his gym — you should be more careful; you don’t want to get in trouble.”
- “Uhm, this totally isn’t funny and besides, you can’t just show up at his gym to watch him — especially since he asked you to leave him alone. I’m also worried you could get into some serious trouble because what you’re doing may be criminal behavior.”
- “Shawn’s going to be really mad about this — you should definitely stop, let him know what you did, and apologize to him face-to-face, right away.”

Answer:

“Uhm, this totally isn’t funny and besides, you can’t just show up at his gym to watch him — especially since he asked you to leave him alone. I’m also worried you could get into some serious trouble because what you’re doing may be criminal behavior.”

Feedback:

Feedback 1

Not Quite

There’s more at stake here than staying out of trouble. Brody’s actions may qualify as sexual harassment or stalking, and sending obscene photos may violate conduct policies and “revenge porn” laws in some states. Try again.

Feedback 2

That’s Right!

Good call. Sending pornography to Shawn’s friends may be sexual harassment or a crime in some states. Additionally, continuing to show up at Shawn’s gym may be considered stalking. As a friend, firmly telling Brody to stop can protect Shawn and help Brody.

Feedback 3

Not Quite

Shawn told Brody he wants to be left alone, which Brody needs to respect. It would be better to tell Brody to stop, warn him about the trouble that he could get in, and let him know about resources for helping him deal with his feelings. Try again.

Federal and State Laws

Interactivity Audio script:

Federal and State Laws.

Stalking

It's important to be aware of federal and state laws defining stalking.

Explore federal and state law definitions below.

Interactivity Text:

Review your state's laws

You must view your state's laws before continuing, using the dropdown below. If you are interested, you can compare it to other states by selecting another state from the dropdown menu.

Dropdown: View your state's laws

Explore federal law definitions using the dropdown below.

Dropdown: View federal laws

Summary

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Interactivity Audio script:

Summary.

Stalking and other types of sexual harassment negatively impact others and can affect a person's ability to feel safe on or off campus. It can also negatively affect their right to work, study, and learn in an environment that is free from sexual harassment.

Key Takeaways

Anyone Can Experience Sexual Harassment.

Anyone can commit or experience sexual harassment, including students, faculty, and staff. Stalking and other types of sexual harassment that jeopardizes a person's equal access to education programs or activities is prohibited by Title IX.

Stalking Defined

Stalking is generally a pattern of unwanted contact or other attention that is repeated, intimidating, and causes a person to be fearful or suffer emotional distress.

Community Support

If someone discloses that they've experienced stalking or other types of sexual harassment, remember to validate what they are telling you and let them know that there are resources and supportive measures available to help them.

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Consent, Coercion, and Bystander Intervention

Consent, Coercion, and Bystander Intervention

Interactivity Audio script:

Consent, Coercion, and Bystander Intervention.

This module explores communication in healthy relationships and provides examples of what respectful conversations about sexual activity might look like. This information can be helpful whether you choose to be sexual (or not) now or at any point in the future.

In this section, we'll explore how to:

- Establish and engage in positive communication regarding consent
- Define sexual coercion
- Execute strategies to safely and respectfully intervene in problematic situations

Consent: Part of Healthy Communication

Interactivity Audio script:

Consent: Part of Healthy Communication.

If you think about it, you make decisions, set boundaries, and respect other people's choices all the time. Anytime you do something with anyone, whether it's grabbing some food or watching a movie, it's important that you're both in agreement about — consenting to — what you're doing. Consent is about asking for and getting permission. It's an important part of communicating about sex, but it's not only about sexual activity. Establishing consent is part of any activity that two people may decide to do together.

Explore each topic to take a closer look.

Interactivity Text:

Carousel 1: Normal and Healthy

Normal and Healthy

Getting and giving consent is an important skill that you use every day, in all types of relationships, including friendships, interactions with co-workers, family members, and with intimate or sexual partners. Expressing what you do and what you don't want, what is right for you, and what makes you uncomfortable (and finding out the same for another person) is a normal, natural, and expected part of healthy communication.

When it comes to sexual activity, asking for consent is a powerful way to connect meaningfully with another person and show that you care for and respect them.

Carousel 2: Clear and Empowering

Clear and Empowering

Most of the time, we express ourselves naturally through both words and actions — and asking for or giving consent is no different. But actions or body language like smiles, shrugs, or silence, often do not provide enough information for a person to know for sure what someone else wants — especially if both people don't know each other very well. While it is possible to show a person through actions that you are consenting to sexual activity, the safest, clearest way to make sure you have consent is to talk about it.

Many people find conversations about consent empowering because they can really help connect you with someone in a positive way, and show that they've been understood.

Carousel 3: An Ongoing Process

An Ongoing Process

The more we practice asking others about their ideas, needs, and wants, the more thoughtful and caring we become. Consent is an ongoing process because people's needs or interests can change during a single experience, as well as over the course of a relationship.

Think about approaching a conversation about consent as a simple, informal way of "checking in" with someone to make sure everyone is OK with what may happen. And remember, if someone asks you for consent, you should always feel able to express how you feel about what they suggest or want, whether that is "yes" or "no," "I'm not sure," or "not now," or "maybe something else."

What Should Sonia Do?

Interactivity Audio script:

What Should Sonia Do?

The following scenario explores the topic of consent. Reflect on it and choose how you might respond

Jae and Sonia have been friends for a long time, but recently their relationship became physical. One night, after they started kissing, Jae pulls back and says, "Wait a second — I'm not sure ..." Sonia is confused, because on other occasions, they've taken things further than just kissing.

What should Sonia do?

Interactivity Text:

Question-Text:

What should Sonia do?

Options:

- "Jae is probably just stressed out because of deadlines at work. Sonia could try rubbing Jae's shoulders instead to get them in the mood, and if they seem to enjoy it, then it's OK to continue kissing them."

- “Sonia should stop kissing Jae and not attempt other activities because Jae is expressing uncertainty about continuing. Sonia and Jae should talk about what they do and don’t want before going forward.”
- “Sonia knows Jae really well — she would know if Jae really wanted to stop. Jae is just being playful and Sonia probably doesn’t need to take it too seriously.”

Answer:

“Sonia should stop kissing Jae and not attempt other activities because Jae is expressing uncertainty about continuing. Sonia and Jae should talk about what they do and don’t want before going forward.”

Feedback:

Feedback 1

Not Quite

\$If Jae wishes to stop, Sonia needs to respect their choice and not try something different. It is Sonia’s responsibility to find out how Jae is feeling and not make assumptions based on a past interaction. Try again.

Feedback 2

That's Right!

\$Good choice. If someone is not sure about what is happening, consent is not present and any sexual activity should stop. Even if they have been sexual together before, consent still needs to be given before engaging in any sexual activity again.

Feedback 3

Not Quite

\$Even when people know each other well and have been sexual together before, a person must still ensure they have consent for every new sexual activity happening in an encounter or at another time. If someone is unsure, stop and talk. Try again.

What Should Kim Do?



Interactivity Audio script:

What Should Kim Do?

Jameel and Kim met at a party and have been intimate a couple of times in the past month. Kim wants to try a particular sexual activity with him, but Jameel is not interested in that activity and said “no” when Kim suggested it. Kim really wants to, so she repeatedly asks Jameel to try the activity and says that she feels like his refusal probably means that he’s not as sexually experienced or open as she thought. Jameel feels bad and doesn’t want to upset Kim, so he says, “Fine, you win.”

What should Kim do?

Interactivity Text:

Question-Text:

What should Kim do?

Options:

- “Even though Jameel said “Fine, you win,” Kim should not engage in this activity with him. It’s clear from his response that he’s not interested and she needs to respect what he does and does not want to do.”
- “Jameel and Kim have discussed the activity and she’s gotten verbal consent from him; that’s all that’s needed for it to be OK to move forward.”
- “Not everyone talks about sex in the same way, so there isn’t really a clear right or a wrong answer.”

Answer:

“Even though Jameel said “Fine, you win,” Kim should not engage in this activity with him. It’s clear from his response that he’s not interested and she needs to respect what he does and does not want to do.”

Feedback:

Feedback 1

That’s Right!

That’s right. Jameel seems to have only agreed to the activity because Kim pressured and embarrassed him; therefore, there were no clear indications of consent since his response wasn’t freely or explicitly given.

Feedback 2

Not Quite

Pressuring someone into something they don’t want to do is a coercive tactic. It is never OK to

pressure someone into sexual activity. Accepting a person's discomfort or lack of interest shows them respect. Consent given under pressure is not true consent. Try again

Feedback 3

Think about this: Is it true consent when one person pressures the other to do something they aren't comfortable with? Jameel said, "Fine, you win," but only after being embarrassed and pressured to do so; therefore, Kim should not go forward. Try again.

Coercion

Interactivity Audio script:

Coercion.

When we interact with people (sexually or otherwise) our values should be our guide.

Showing others the same respect and care that you want to be treated with is a key way to build both healthy relationships and caring communities.

Sexual coercion occurs when someone purposely uses force, threats, or manipulative tactics to pressure or intimidate another person into unwanted sexual activity. It can take the form of physical pressure, but this is not the only form of coercion. We've already talked about the importance of communication in relationships and the responsibility to ask for consent before sexual activity, but let's be clear — sexual assault does not happen because of miscommunication and coercion is not consent.

What Does Coercion Look Like?

Interactivity Audio script:

What Does Coercion Look Like?

Select each example of what coercion might look like to learn more.

Interactivity Text:

What Does Coercion Look Like?

Select each example of what coercion might look like to learn more.

[Flip Card 1]: Threats

Using Threats

Making someone afraid of what would happen if they said "no" in order to force them into sexual activity. For example, "If you don't, I'll post those nude photos of you ..."

[Flip Card 2]: Guilt

Using Guilt

Causing someone to feel that they owe sexual activity. For example, “I just gave you money to fix your car; you could pay me back by ...”

If the pressure escalates and causes someone to engage in sexual activity against their will it may be considered coercion.

[Flip Card 3]: Pressure

Making Someone Feel Obligated

Making someone feel badly in order to pressure them into sexual activity is disrespectful. For example, “You keep saying ‘no.’ My last girlfriend never said ‘no.’” If the pressure becomes intimidating or threatening after being told “no,” it could cross the line into coercive tactics.

[Flip Card 4]: Manipulation

Continuous Verbal Pressure

Seeking to punish someone emotionally because they have declined sexual activity is a form of subtle intimidation that may be a warning sign of coercive intent. For example, “You’re never in the mood. Just don’t talk to me.”

[Flip Card 5]: Drugs or Alcohol

Using Drugs or Alcohol

Using drugs or alcohol to make someone more vulnerable compromises their ability to give consent, and engaging in sexual activity with someone who is unable to consent (i.e., incapacitated or asleep) may violate institutional policies, criminal laws, or both.

[Flip Card 6]: Rationalizing

Rationalizing

Deferring responsibility; blaming the harmed person; or using previous sexual activity as justification.

For example, “We’ve done that before — what’s the problem now?” This is also a form of intimidation that could be a sign of intent to force someone to act against their will.

What Does Coercion Look Like?

Interactivity Audio script:

What Does Coercion Look Like?

Let’s take a look at a few more examples.

Interactivity Text:

What Does Coercion Look Like?

Select each example of what coercion might look like to learn more.

[Flip Card 1]: Threats

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Deferring responsibility; blaming the harmed person; or using previous sexual activity as justification.

For example, “We’ve done that before — what’s the problem now?” This is also a form of intimidation that could be a sign of intent to force someone to act against their will.

Factoring in Alcohol

Interactivity Audio script:

Factoring in Alcohol.

Though alcohol use and sexual assault can be correlated, this does not mean that alcohol use causes sexual assault. However, sexually aggressive individuals often use alcohol to create conditions in which it's easier for them to take advantage of another person.

Alcohol reduces a person's ability to communicate clearly, which may affect obtaining consent or identifying a lack of consent. It also adversely affects judgment and motor functions, which can keep someone from being able to recognize or react in a situation.

Alcohol and Coercion

Interactivity Audio script:

Alcohol and Coercion.

Being drunk is never an excuse for someone committing sexual violence, and it is never someone's fault for having been assaulted, regardless of whether or not they were drinking. This is true whether a person is in a long-term relationship or whether they're connecting with someone for the first time. While it is possible for two people who have been drinking to have consensual sex, it is risky and unwise to do so because the conditions for consent are not clear.

Explore each of the topics to read more about how alcohol affects a person's ability to give consent, ask for consent, or to recognize and respond respectfully when consent is not given.

Judgment

Alcohol can negatively impact someone's judgment and may affect their ability to make decisions that reflect their values when it comes to engaging in sexual activity. It can also reduce the ability of a person to recognize risky or unsafe situations.

Motor Control

Even if its impact is not visible, alcohol can affect a person's movement and coordination and, as a result, may reduce their ability to leave an unsafe or uncomfortable situation, or to resist an assault.

Communication

Alcohol can affect a person's ability to clearly communicate what they want or understand what others want. This includes the ability to obtain consent (and to understand and respect the response) and the ability to freely give consent.

Consent State Laws

Interactivity Audio script:

State Laws.

Consent

It's important to be aware of state laws defining consent.

Explore state law definitions below.

Interactivity Text:

[Review your state's laws.]

You must view your state's laws before continuing, using the dropdown below. If you are interested, you can compare it to other states by selecting another state from the dropdown menu.

[Dropdown: View your state's laws]

Sexual Assault Federal and State Laws

Interactivity Audio script:

Federal and State Laws.

Sexual Assault

It's important to be aware of federal and state laws defining sexual assault.

Explore federal and state law definitions below.

Interactivity Text:

Review your state's laws.

You must view your state's laws before continuing, using the dropdown below. If you are interested, you can compare it to other states by selecting another state from the dropdown menu.

[Dropdown: View your state's laws]

[Explore federal law definitions using the dropdown below.]

[Dropdown: View federal laws]

Identifying a Problematic Situation

Interactivity Audio script:

Identifying a Problematic Situation.

When it comes to preventing sexual assault, there are a lot of ways that you can help. Choosing to intervene is an important part of living out your values and being an active member of a supportive community.

In the scenarios coming up, you'll learn what to look out for to help you identify potentially problematic situations. You'll also see several effective ways of helping in a situation where someone may be at risk for committing, or experiencing, sexual assault.

Taking Action

Interactivity Audio script:

Taking Action.

Think back on a time when you may have seen someone in an unsafe or problematic situation. If you thought to yourself, "I want to help," you're not alone. In fact, most people want to help others who are at risk of harm and would also respect someone who intervenes. Being part of a supportive community includes having the shared expectation that when something inappropriate, risky, or dangerous is happening, someone will offer assistance, and be supported by others to do so.

The strategy you choose depends on the situation and your relationship to the people involved. It also may depend on how your personal experiences or parts of your identity impact how you respond when you see something that isn't right.

Review each technique to learn more.

Interactivity Text:

Tab 1: Direct

Direct

Direct intervention is the most immediate way to take action. This involves offering to help the person who seems uncomfortable or at risk, or doing something to address the person who is creating the situation. Some people, like law enforcement officers, those with military experience, teachers, or mental health professionals, may have specific training that enables them to respond directly to risky situations. This is also a good option if you know the individuals involved, feel confident that you know what to do, and can take direct action safely.

Tab 2: Delegate

Delegate

If you're uncomfortable (and especially if you feel unsafe taking direct action) you can ask others for help. Delegating can mean notifying someone who has more authority (a group leader, bar staff, a supervisor) or calling emergency assistance, school security, or the police. It can also mean asking the friends of the person who is at risk to take action, or alerting the friends of the person causing possible harm that something isn't right. If you're concerned, it's likely others are as well.

Examples of this approach might sound like, "Hey, I think your friend could use some help," or, "Is that your friend over there? Looks like they're not getting the hint to move on."

Tab 3: Distract

Distract

Using distraction may be a good choice if you're in an unfamiliar environment, if you don't know those involved in the situation, or if you're simply less comfortable with a direct approach. The goal of this strategy is to either remove the person who is being targeted or distract the person who is creating the problem.

Examples might sound like: "Hey, I need to ask you a question. Can we talk about it over here where it's more quiet?" or, "Did you watch the game last night? What did you think of the team's season?" Or, "I can't find my phone — can you call me so that it rings?"

Tab 4: Delay

Delay

A delayed response is a good choice if you have concerns about a situation, but weren't able to help at the time. This is also a good choice if you learn of a harmful incident after it's occurred. In these circumstances, you can still play an important role in creating a supportive community. For example, checking in and giving the person who was harassed or harmed emotional support after the fact, and/or offering resources can be helpful ways to reduce the negative impact of the incident. This might look like, "Hey, it sounds like you had a difficult experience. I'm sorry you had to deal with that. Are you OK?" It could also include telling the person who committed the harmful behavior that you heard about what happened and are concerned.

Stepping Into Action

Interactivity Audio script:

How Might You Take Action?

Now that you've learned about some ways of taking action to help, consider the following scenario and think about what option you might choose if you observed this situation. You're standing in the concession line with a friend at the movies. You notice a couple ahead of

you start to argue. He says, “I can’t believe you’re getting into this with me right now. I thought we could just go to the movies and have a good time without all of your drama.” He steps closer, grabs her elbow forcefully and whispers something into her ear that you can’t hear. She looks scared and stops speaking. Others around you are starting to notice and they intentionally look away. She breaks away from his grasp and goes to the restroom. The situation doesn’t feel right to you. How might you take action?

Interactivity Text:

How Might You Take Action?

Now that you’ve learned about some ways of taking action to help, consider the following scenario and think about what option you might choose if you observed this situation. You’re in the concession line with a friend at the movies. You notice a couple ahead of you start to argue. He says, “I can’t believe you’re getting into this with me right now. I thought we could just go to the movies and have a good time without all of your drama.” He steps closer, grabs her elbow forcefully and whispers something into her ear that you can’t hear. She looks scared and stops speaking. Others around you are starting to notice and they intentionally look away. She breaks away from his grasp and goes to the restroom. The situation doesn’t feel right to you. How might you take action?

Flip Card 1: Distract

Distract

Ask the man, “Hey, what have you heard about this movie? Is it good?” Directing an unrelated question to the person causing harm and engaging them in conversation may be helpful in diffusing a possibly risky situation.

Flip Card 2: Delegate

Delegate

Tell someone who works at the theater what you saw. They can monitor the couple and respond if the situation occurs again. With this strategy, you’ve informed someone with more responsibility in the situation about your concern.

Flip Card 3: Delay

Delay

Wait a few moments and head over to where the restroom is. Let the woman know you saw what happened and ask if there’s anything you can do. Taking steps to help someone doesn’t always result in interrupting a harmful situation, but it’s still the right thing to do.

When to Call 911

Audio script:

When to Call 911.

If you're in a situation where you notice unhealthy or risky behavior, do what you can to help — as long as it appears to be safe enough to do so. However, in some circumstances, it may not be safe for you or others to get involved.

For example, if you witness violence or if the situation causes a physical threat to you or others, you should immediately call the police or school security. Don't delay before calling. Your choice to reach out for assistance can make all the difference for someone who needs help.

Summary

Interactivity Audio script:

Summary.

In this module, we learned that consent is an important part of healthy relationships of all types, and is a key part of healthy sexual communication. In contrast, coercion occurs when one person uses threats, intimidation, or other coercive tactics to pressure someone else into unwanted sexual activity. There are many effective ways to help if you notice someone in an unsafe or risky situation.

Key Takeaways

Understand consent.

Consent is a freely given agreement to an activity. Unclear signals or silence means it's time to stop and talk. It's also a process; consent at one point doesn't imply consent at another point, or for a different activity.

Sexual coercion can take many forms.

Sexual coercion is used to force, threaten, or pressure someone into unwanted sexual activity. It can take many forms, including pressuring someone; threatening them; using alcohol or drugs to make them more vulnerable; or using physical force.

Intervene to help.

If you observe a concerning or risky situation and you're thinking you should help, it's likely others around you will agree — and will support and respect you when you do.

Reporting Options and Responding to a Survivor

Reporting Options and Responding to a Survivor

Interactivity Audio script:

Reporting Options and Responding to a Survivor.

Everyone deserves to live, learn, and work in a safe and supportive community. It's helpful to know what to say and do if someone (a friend, a family member, another student, or co-worker) shares with you that they have experienced harm. Responding to a survivor of sexual assault (or any violence or abuse) is a chance for you to express your values through your actions. Giving your full attention and truly listening are important skills in communicating with friends, family, and intimate partners. They're also helpful skills for supporting those who have been sexually assaulted or abused. Your supportive response to someone who shares an experience of harm can make a positive difference in their healing process.

In this module, we'll explore how to:

- Identify the best way to support survivors by listening and discussing reporting options
- Offer survivors resources for additional support
- Empower survivors to make their own choices about their experience

Impact of Trauma

Interactivity Audio script:

Impact of Trauma.

Understanding some of the ways researchers have identified that the brain and body may react to trauma can help you to offer a caring and informed response. It may also help you come to terms with your own or someone else's experience. The types of effects highlighted here can also occur if people have, for example: witnessed violence; survived other violent or sexual crimes; experienced social injustice; been involved in accidents; or had combat experience. Explore some of the science behind these reactions to traumatic experiences.

Interactivity Text:

Carousel 1: Memory

Memory

Trauma can trigger the release of hormones that impact a person's memory. A person who experiences trauma may hesitate when remembering an event, or remember only details like smells, sounds, or what something felt or looked like. They may also have accurate, but only short pieces of memory of an event, and not be able to put event details in the order in which they happened.

Carousel 2: Emotions

Emotions

Trauma may cause a person's body to release chemicals to block physical and emotional pain. This can lead to unexpected emotional reactions. For example, when recalling an incident, a person may not cry or show any emotion at all or could experience extreme emotional swings while recalling an incident.

Carousel 3: Physical Response

Physical Response

A person's physical response to trauma can also be significantly impacted by neurobiological factors. For example, trauma-induced paralysis is an autonomic hormonal response that causes the body to freeze in situations that provoke extreme fear. Resisting or escaping is not possible for someone experiencing this because they do not have control over their muscle response.

How Identities May Impact Survivors' Experiences

Interactivity Audio script:

How Identities May Impact Survivors' Experiences.

Violence or abuse can impact anyone, regardless of race, ethnicity, sex, gender identity or expression, religion, disability, sexual orientation, or socio-economic status. However, some survivors are faced with unique challenges in seeking or receiving support related to one or more of their identities. Additionally, someone seeking to harm another person may single out individuals who are made more vulnerable to violence or abuse due to discrimination.

Explore each of the identities to learn more about some of the potential experiences these groups may have.

Interactivity Text:

Tab 1: LGBTQA- Survivors

LGBTQ Survivors

Individuals who identify as lesbian, gay, bisexual, trans/transgender, or queer (LGBTQIA+) experience sexual violence at higher rates than the general population. These survivors may face additional obstacles when recovering or seeking help, including:

- The risks of coming out, or being outed, to friends, family, or the community
- Fear of rejection, isolation, or lack of privacy within their community
- Potential judgment, cultural incompetence, or discrimination by first responders and healthcare providers based on the survivor's identity or medical history
- Questioning their sexuality or how it is perceived by others, especially if the assault was perpetrated as a hate crime or involved the survivor's sexual orientation or gender identity

Tab 2: Survivors with Disabilities

Survivors with Disabilities

People with physical or cognitive disabilities or mental illness report experiencing violence at even higher rates than people without disabilities. For people with physical disabilities, sexual abuse can also take the form of lack of respect for privacy and unwanted exposure during personal care routines like bathing, dressing, and toileting. For these people, additional barriers in seeking and receiving the support they need can include:

- Perceived lack of credibility due to being stereotyped as not being sexual
- Physical and/or social isolation and limited access to outside communications and interactions
- Lack of a support network and/or lack of accessible transportation
- Potential judgment or discrimination by first responders and healthcare providers based on the survivor's disability

Tab 3: Survivors Who Identify as Male

Survivors Who Identify as Male

There are a number of assumptions about relationship abuse and sexual assault in society today that make it especially difficult for male survivors to understand, acknowledge, and heal from harm they have experienced. Many of these assumptions cause male survivors to be reluctant to disclose their experience to others or seek support, including:

- The fear that a man who has been sexually assaulted by another man will be perceived as gay when he may not identify that way
- The false assumption that a "real man" would have resisted an assault or that being a survivor of sexual assault somehow makes him "unmanly"
- The survivor's assumption that an uncontrollable physical response during an assault indicates pleasure or enjoyment

International and Undocumented Survivors and Survivors from Communities of Color

Interactivity Audio script:

International and Undocumented Survivors and Survivors from Communities of Color.

Survivors who are not U.S. citizens and survivors from communities of color can face unique challenges as a result of experiencing harm.

An international survivor may be unsure or unaware of their legal rights and available resources or the impact reporting may have on their visa status. An undocumented citizen may face similar challenges, in addition to fear of reporting an incident to school security or local law enforcement.

Survivors from communities of color can also face additional barriers that stem from stereotyping and/or distrust of medical and legal professionals, or members of law enforcement.

Explore to learn more.

Interactivity Text:

Tab 1: International and Undocumented Survivors.

International and Undocumented Survivors

Title IX protects all students, regardless of citizenship status or legal residency. Non-U.S. citizen survivors of sexual or relationship violence can face some additional challenges related to reporting or seeking assistance, including:

- Fear of losing visa status and/or being removed from the country if they report or seek medical help
- Worry that family or community members in their home country may be told about the harm they experienced
- Cultural values or beliefs within their community that cause shame or self blame
- Social isolation and/or language barriers that prevent them from seeking support
- Fear that reporting violence or abuse or seeking other help will lead to their family members' detention and deportation from the U.S.

If an international student with a student visa has experienced harm and needs to reduce their course load, it's important that they get approval from their Principal Designated School Official (PDSO) ahead of time (even during a Title IX investigation) to avoid jeopardizing their visa status.

Tab 2: Survivors from Communities of Color

Survivors from Communities of Color

People of color come from many widely diverse backgrounds. Stereotypes and racism can create additional challenges for survivors of color when recovering or seeking help, potentially including:

- Distrust of first responders, law enforcement, the criminal justice system, or other social services, which can result in a reluctance to report or seek help
- Cultural and/or religious beliefs that may prevent a survivor in an abusive relationship from leaving or seeking help from outsiders
- Fear of inadvertently reinforcing negative societal stereotypes
- Lack of providers who respect the survivor's culture and/or have resources and services available in different languages

When we understand the challenges that many survivors may face in seeking help, we can work to identify and reduce these barriers and provide the support that all survivors need and deserve.

Responding to Survivors

Interactivity Audio script:

Responding to Survivors.

Explore each of the responses below to learn more about how to support a survivor.

Interactivity Text:

Flip Card 1: Affirm

Offer support by acknowledging the student's decision to share this information with you. You can say something like: "Thank you for sharing this with me. I'm sorry you're going through this. I care about you, and I want to help you."

Flip Card 2: Reinforce

Remind them that the harm that they experienced is not their fault. Consider saying, "It's not your fault." or, "You're not to blame for what happened to you."

Flip Card 3: Listen

Pay attention — avoid reading text messages or taking phone calls; allow them to do the talking; and do not analyze or question what they're disclosing to you.

Flip Card 4: Connect

Provide contact information for local resources (in your community or on campus) without pressuring them to follow up on any of your recommendations.

Flip Card 5: Empower

Allow the person to make their own decisions about seeking support or reporting. You might say, "It's completely up to you..." or, "I will respect your decision ..."

Flip Card 6: Support

Continue to support the person after they have disclosed to you. For example, offering to go for a walk, grabbing coffee, or arranging a "playdate" with their children.

Responding to Survivors

Interactivity Audio script:

Continue exploring each of the responses below to learn more about how to support a survivor.

Interactivity Text:

Flip Card 1: Affirm

Offer support by acknowledging the student's decision to share this information with you. You can say something like: "Thank you for sharing this with me. I'm sorry you're going through this. I care about you, and I want to help you."

Flip Card 2: Reinforce

Remind them that the harm that they experienced is not their fault. Consider saying, “It’s not your fault.” or, “You’re not to blame for what happened to you.”

Flip Card 3: Listen

Pay attention — avoid reading text messages or taking phone calls; allow them to do the talking; and do not analyze or question what they’re disclosing to you.

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Provide contact information for local resources (in your community or on campus) without pressuring them to follow up on any of your recommendations.

Flip Card 5: Empower

Allow the person to make their own decisions about seeking support or reporting. You might say, “It’s completely up to you...” or, “I will respect your decision...”

Flip Card 6: Support

Continue to support the person after they have disclosed to you. For example, offering to go for a walk, grabbing coffee, or arranging a “playdate” with their children.

State Laws: Understanding Legal Protections

Interactivity Audio script:

State Laws: Understanding Legal Protections.

It’s important to be aware of state laws defining legal protections.

Explore state law definitions below.

Interactivity Text:

Review your state’s laws.

You must view your state’s laws before continuing, using the dropdown below. If you are interested, you can compare it to other states by selecting another state from the dropdown menu.

[Dropdown: View your state’s laws]

Reporting

Interactivity Audio script:

Reporting.

If you or someone you know has experienced sexual violence or harassment, relationship abuse or violence, or stalking, there are reporting options available.

Explore each topic to learn more.

Interactivity Text:

Tab 1: Preserve Evidence

Preserve Evidence

Even if you or someone else is undecided about filing a report, it's important to consider preserving evidence, which can be helpful in obtaining a protective order and ensuring you have as much information about what happened as possible, in case you or they decide to file a complaint in the future.

This can mean saving clothing that was worn or receiving a forensic medical exam that will collect and preserve evidence from your body. This exam may be offered at a local hospital or clinic and a trained person may be available to accompany you to provide support; it does not, however, require someone to file a police report. In all types of violence and harassment, be sure to save any communication with the offender or potential witnesses, such as emails and texts.

Tab 2: Notify Title IX Personnel

Notify Title IX Personnel

When someone reports an incident of sexual harassment to the Title IX coordinator or a designated "official with authority" at our institution, the first step is to discuss and provide available supportive measures that the person reporting sexual harassment ("complainant") may need (e.g., changing your academic, living, transportation, and/or working situations), regardless of whether a formal complaint is filed. Check your school's policies or contact the Title IX office to find out what other steps may be taken after a complaint is made.

Tab 3: Notify Law Enforcement

Notify Law Enforcement

If you have been assaulted or harassed, you have the right to notify law enforcement and be assisted by school authorities (if you want their help) in notifying law enforcement.

Tab 4: How to File a Complaint with the Office for Civil Rights

How to File a Complaint with the Office for Civil Rights

The Department of Education's Office for Civil Rights (OCR) enforces federal laws that prohibit discrimination in educational programs or activities that receive federal financial assistance. Contact the [OCR](#) with questions or complaints regarding Title IX rights or violations.

Reporting Options and Processes

Interactivity Audio script:

Reporting Options and Processes.

When sexual harassment — including sexual assault, relationship violence, and stalking — is reported to our Title IX coordinator or other designated campus official, in addition to providing supportive measures, they will explain how to file a formal complaint and the investigation and grievance process that follows, as required by Title IX. The school's policies provide more detailed information on our grievance process.

Explore these topics to learn more.

Interactivity Text:

Tab 1: Employees With Title IX Responsibilities

Employees With Title IX Responsibilities

Below are types of campus employees and general information about their Title IX reporting obligations and duties of confidentiality.

Title IX Coordinators

- Are responsible for coordinating an institution's efforts to comply with and carry out its Title IX responsibilities, including the institution's Title IX grievance process to investigate complaints and determine whether the person accused of sexual misconduct violated the institution's policies or code of conduct.

Officials With Authority

- Are an institution's employees who have authority to take corrective measures to address all types of sexual harassment, such as providing supportive measures or initiating investigations.

Confidential Employees or Resources

- Are employees or other persons who have a professional duty of confidentiality and can explain your options for reporting all types of sexual harassment and seeking academic, living, or work accommodations.

Depending on state laws and licensing requirements, confidential employees may include:

- Licensed mental-health counselors
- Pastoral counselors
- Social workers
- Psychologists
- Some health center employees

Other Employees

- May be required to report sexual harassment to the Title IX Coordinator, depending on institutional policies.

Anonymous reporting options:

- May be available
- Require you to report the type of offense, but you do not need to include identifying information in the report

Tab 2: Reporting to Our School

Reporting to Our School

When a report is made to the Title IX Coordinator or Official with Authority, the person making the report will receive helpful information, including:

- Available supportive measures (like counseling and health services, and changes to academic, living, transportation, and working situations)
- Protection against retaliation (for example, intimidation, coercion, threats, or discrimination) for reporting an incident or participating in the grievance process
- The school's responsibilities regarding orders of protection, including mutual and one-way no-contact orders and restraining orders
- How the school will protect the confidentiality or privacy of the person reporting and other parties in any publicly available records, protective measures taken, and during the grievance process

Grievance Process

Interactivity Audio script:

Grievance Process.

If a formal complaint is filed by a person alleging sexual harassment (the "complainant") or signed by a Title IX Coordinator, the proceedings must:

- Be reasonably prompt, fair, and impartial
- Be conducted by unbiased officials who are trained on investigating and resolving issues involving sexual misconduct
- Provide both the complainant and the person accused of committing sexual harassment (the "respondent") equal opportunities to:
- Access information that will be used at formal and informal meetings or hearings, and review any evidence obtained during the investigation

- Present witnesses and other evidence obtained during the investigation

Have an advisor (who may be an attorney), or other support person present during the grievance process

- Allow advisors to cross-examine witnesses and parties, and either party to request that they be in separate rooms with technology enabling them to see and hear a witness or party answer questions

Both parties may agree to a temporary delay of the formal hearing to participate in an informal resolution process, except when the allegations involve an employee sexually harassing a student.

Both complainant and respondent are notified at the same time of:

- A statement of, and rationale for, the result of the proceedings and any disciplinary sanction imposed against the respondent
- Information on how to exercise the right to appeal
- Any change to the result
- When the result becomes final

Summary

Interactivity Audio script:

Summary.

How you respond to a survivor of sexual harassment or violence, relationship abuse or violence, or stalking can have a positive impact on their recovery process. Understanding a survivor's experience can help you to be a more caring listener and friend, and avoid possible misunderstandings about what happened to them. We all have a role to play in creating a safe and supportive community and we encourage you to use your experience, your perspective, and your values to make a positive impact wherever you live, work, and learn.

Key Takeaways

There are different ways that the brain and body may react to trauma.

Understanding these reactions can prepare you to offer a kind and helpful response to a friend who may have experienced harm.

All survivors of sexual and relationship violence need support.

All survivors of sexual assault, relationship abuse or violence, or stalking need support in order to heal from their experience; however, there are some survivors who are faced with additional challenges in seeking or receiving support because of one or more of their identities.

Understand reporting options.

If you or someone you know has experienced sexual violence or harassment, relationship abuse or violence, or stalking, there are reporting options and supportive measures available.

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Conclusion

Course Summary

Interactivity Text:

Course Summary.

We hope that this course has shown you how to:

Recognize signs of sexual harassment or assault, relationship abuse or violence, or stalking

Report incidents, support survivors, and access resources

Implement intervention strategies in situations of potential harm

Even if you have not been directly impacted by these issues, chances are you know — or will know — someone who is. You are a part of the solution, and you can help

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