



Sexual Assault Prevention Ongoing: Healthy Relationships

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Introduction

Building a Safe Community

Video Script:

Building a Safe Community.

Even if you haven't been directly impacted by relationship violence, sexual assault, stalking, or sexual harassment, chances are you know or will know someone who is.

It's important that we all learn about these issues so we can support the people close to us and help create a safe and supportive environment for everyone.

These can be sensitive subjects. If you feel uncomfortable at any point, please seek out the services provided by your school and local community or visit the resources page for a list of organizations that may be able to help.

Building on What You Know

Video Script:

Building on What You Know.

Before we begin, take a moment to reflect on the following statements. Which ones do you feel apply to you?

- Clear, verbal, and sober permission is the best way to make sure a person has consented to sexual activity
- I know how to report a sexual assault at my school
- I can identify concerning behaviors related to abuse in relationships
- I am aware of support resources related to sexual assault and relationship violence at my school
- I can describe the elements of healthy and unhealthy relationships
- Stereotypes about gender can influence attitudes and behaviors related to sexual violence
- I understand how my personal identities affect my relationships
- None of these apply to me

This course is for you — regardless of how confident you may feel in your ability to recognize sexual assault in your community and provide support. You'll strengthen your understanding of sexual assault, trauma, and be provided with resources so you can be a positive influence in your community.

Let's begin!

Our community

Video Script:

Our community.

Preview what you'll be learning about in this course by watching the introductory video.

Narrator: You've been immersed in college life for some time now. Opportunities to encounter diverse ideas, make new friends, and collaborate with different people have hopefully helped you expand your perspectives and reflect on your values. And now that you are a more established member of our school, your relationships have likely also evolved.

In this course, we'll explore how you can use your experiences to make a positive impact in our community. We'll also examine how our culture, identity, and values play a role in establishing healthy relationships of all kinds. And why understanding consent is an integral part of respectful communication and preventing sexual assaults. We'll discuss how to respond to harassment and stalking and empower you to leverage your personal strengths to help create a community where all individuals feel safe to live, learn and work. Let's get started.

Summary

Video Script:

Summary.

During your time in college, your identity and values may have changed, and you have probably developed new relationships. In this course, you'll review how your identity impacts your relationships and how you can use your experiences to help others.

Key Takeaways

Be Sensitive

Even if you are not directly impacted by relationship violence, sexual assault, stalking, or sexual harassment, chances are you know or will know someone who is.

Reach Out

These can be very sensitive subjects. If you feel uncomfortable at any point, we encourage you to access the resources in the Menu and to seek out services provided by your school and local community.

Contribute Positivity

This course is intended to engage all students in creating a safe and healthy college experience. We encourage you to be a part of that movement.

Values, Identities, and Relationships

Introduction

Video Script:

Introduction.

Our values and identities have a strong influence on the types of relationships we want with others, how we expect others to treat us, and the way we feel about how others are treated.

In this section, we'll explore:

- How healthy relationships are ones where our values are respected
- How to recognize when a relationship is unhealthy
- What to do when a friend is experiencing abuse or acting abusively toward someone else

What Do You Value?

Video Script:

What Do You Value?

What do you value? Is it acceptance, empathy, knowledge, justice...? These are just some examples. Your values represent the beliefs, principles, and ideas that are important to you — what you stand for. Understanding our values helps us identify what will contribute to a happier, healthier life.

Reflect for a moment:

- Are the values you have now the same as they were when you started college?
- How do values shape the choices in your daily life?
- How do you respond in situations that conflict with your values?

What Makes a Good Relationship?

Interactivity Audio Script:

What Makes a Good Relationship?

Our values influence our relationships. Most of us seek out and want “good” relationships, but what makes a relationship “good?”

Scroll through the traits of a healthy relationship to see how they may reflect your own values.

Interactivity Text:

[Carousel 1]: Honesty

Honesty

Being truthful, genuine, and sincere.

[Carousel 2]: Individuality

Individuality

Encouraging one another to be unique, explore personal interests, and spend time with friends.

[Carousel 3]: Respect

Respect

Accepting someone for who they are and what they stand for, including their boundaries.

[Carousel 4]: Trust

Trust

Having confidence in someone; feeling physically and emotionally safe with them.

[Carousel 5]: Communication

Communication

Exchanging thoughts and ideas openly and honestly and respecting the right of others to do the same.

[Carousel 6]: Compromise

Compromise

Being willing to acknowledge different points of view and sometimes agreeing to disagree.

Healthy Approaches to Ending a Relationship

Interactivity Audio Script:

Healthy Approaches to Ending a Relationship.

Even good relationships — ones in which your values are mutually supported — can end. Ending a relationship respectfully requires healthy communication and mutual respect.

Select each of the strategies below to learn more.

Interactivity Text:

[Tab 1]: Think before you act.

When you decide to end a relationship, take the time to reflect on the reasons why the relationship isn't working. Prepare what you're going to say and how you want to say it. Consider discussing your decision with a trusted family member, mentor, or friend — someone who knows you well and can help you consider the best approach.

[Tab 2]: Be honest and considerate.

Once you've decided to end a relationship, follow through as soon as you can. Delaying this decision or creating a situation that would cause the other person to end the relationship isn't respectful or healthy.

Communicating face to face is the most respectful approach, as long as you don't have concerns about your safety. Breaking up by text, through social media — or simply by disappearing — is disrespectful and confusing.

[Tab 3]: Communicate guidelines.

Set clear boundaries for any further communication with the person. If you don't want them to contact you by text, phone, or through social media, let them know that. If possible, discuss and agree upon what information you will share about your break-up with mutual friends and how you will share it.

[Tab 4]: Respect boundaries.

Refrain from posting negative or hurtful comments on social media that disrespect your former partner. Delete photos that are no longer appropriate for you to possess. Respect the communication boundaries you agreed on. If it's preventing you from respecting boundaries, you may want to consider taking a break from social media.

[Tab 5]: Invest in you.

Consider positive ways to spend your time, and reach out to friends, family, and other people you enjoy being around. Use this time as an opportunity to pursue positive activities (and maybe some new hobbies) that will help you forge new connections and ward off loneliness or isolation. If ending the relationship has impacted you emotionally, talk with a counselor or other trusted individual.

Recognizing Relationship Abuse

Interactivity Audio Script:

Recognizing Relationship Abuse.

Read the statement and click on each topic to learn more.

Interactivity Text:

Relationship abuse (also known as “intimate partner violence”) comes in many different forms — some of which are more subtle and difficult to identify. Understanding abusive behavior prepares us to offer help to friends or colleagues.

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 topic to learn more.

[Tab 1]: Academic Abuse

Academic abuse is characterized by actions that monopolize someone’s work or study time and negatively affect their academic success. It may include the following behaviors:

- Deliberately 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
- Sabotaging academic performance by preventing a partner from attending class

[Tab 2]: Emotional Abuse and Isolation

Abuse of this type is characterized by behaviors that are intended to psychologically hurt or confuse someone and/or keep them from forming or maintaining connections with others. These behaviors can be subtle or more overt, and may include attempts to:

- Make a partner feel bad about themselves or unworthy of being treated well
- Spread rumors or lies about a partner
- Pressure a partner to choose between them and friends or family
- Pressure a partner 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]: Stalking and Intimidation

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

- Excessively monitoring a partner’s behavior to control what they do and with whom
- Continuing to contact someone who has asked that you stop contacting them after a relationship has ended
- Tracking a person through technology or social media
- Blackmailing a partner with knowledge of illegal or unethical activities
- Threatening to share harmful or embarrassing information (or photos) with a partner’s parents, friends, or colleagues

- Threatening to end the relationship or harm themselves
- Threatening suicide

Test Your Knowledge

Video Script:

Test Your Knowledge.

On the next few screens, you'll get the chance to respond to a few scenarios. These scenarios will help you consider how you would help a friend in an unhealthy or abusive relationship, or how you would respond if someone you knew was being disrespectful or abusive to someone else.

Supporting a Friend

Interactivity Audio Script:

Supporting a Friend.

Consider the following scenario and think about how you might respond to a friend who you suspect may be in an unhealthy relationship.

Darrell's Dilemma

Interactivity Audio Script:

Darrell's Dilemma.

Consider the following scenario and think about how you might respond when a friend is being intimidated in a relationship.

Interactivity Text:

You and Darrell have known each other for several years and have become pretty close. You've offered support to Darrell in the past when he's talked about his partner putting him down and criticizing him. Still, you're surprised to see him crying in his car. When you ask him what's wrong, he shares that when he tried to end the relationship, his partner threatened suicide. He doesn't know what to do.

[Question-Text]:

Select the response that most closely matches what you'd say to your friend in this situation.

[Options]:

- "That's super serious. Was he always depressed, or have you been having more relationship stress lately?"

- “I’m so sorry to hear that. I know that you’ve been going through a lot lately. Look, suicide threats are really serious, so he needs to talk to a qualified person immediately; there are resources available to support him.”
- “I’m sorry this is happening, but we’ve talked about this before — remember what we said about you being firm about leaving? I care and really don’t want you to have to go through this situation over and over again.”

[Answer]:

“I’m so sorry to hear that. I know that you’ve been going through a lot lately. Look, suicide threats are really serious, so he needs to talk to a qualified person immediately; there are resources available to support him.”

[Feedback]:

[Feedback 1]

Not Quite

Suggesting that Darrell is responsible for his partner’s threats is not supportive. Darrell’s partner is attempting to manipulate him into staying in the relationship which is a form of emotional abuse. Instead, consider expressing concern for Darrell while acknowledging the severity of his partner’s threat. Try again.

[Feedback 2]

That’s Right!

Good choice. Expressing empathy and concern for Darrell while acknowledging the severity of his partner’s threat and offering resources is a positive way to show your support.

[Feedback 3]

Not Quite

Implying that Darrell has not been firm enough about leaving his relationship is actually blaming him. It’s not Darrell’s fault that his partner is being emotionally abusive by threatening suicide. Instead, consider expressing concern for Darrell while acknowledging the severity of his partner’s threat. Try again.

It’s Academic

Interactivity Audio Script:

It’s Academic.

Consider the following scenario and think about how you might respond when someone you know may be the target of academic abuse.

Interactivity Text:

Tori is one of the smartest students in your mechanical engineering class, so you're excited to have her on your project team. However, she's missing deadlines and seems exhausted all the time. You're concerned that she's not prepared for your group presentation. When you ask Tori what's up, she reveals that every time she has an important deadline, her boyfriend starts a big fight with her. This has prevented her from focusing on the project and getting enough sleep.

[Question-Text]:

Select the response that most closely matches how you would react in this situation.

[Options]:

- "Oh wow, OK, I didn't know. But still... it would be great if you could still chip in on your part of the project. It's like 60% of our final grade."
- "Hmm. Yeah, stress in school can sure lead to stress in relationships. Are you may be saying things to him you don't mean — you know, things that make him upset?"
- "I'm so sorry to hear that he's been acting that way. You don't deserve that. Have you considered reaching out to resources on campus to discuss what's happening?"

[Answer]:

"I'm so sorry to hear that he's been acting that way. You don't deserve that. Have you considered reaching out to resources on campus to discuss what's happening?"

[Feedback]:

[Feedback 1]

Not Quite

Deliberately starting an argument before a deadline is one way that academic abuse occurs. It's important to recognize the severity of what Tori is experiencing and express your support for her. Try again.

[Feedback 2]

Not Quite

This response actually blames Tori for her boyfriend's abusive behavior. When someone discloses that they're experiencing any kind of relationship abuse, the best thing you can do is express your concern and remind them that you support them. Try again.

[Feedback 3]

That's Right!

Good choice. Expressing your concern for Tori shows her that you care about and support her. This response asserts that Tori's boyfriend's behavior is wrong and that Tori, like all of us, deserves a respectful, caring partner.

Under Control

Interactivity Audio Script:

Under Control.

Consider the following scenario and think about how you might respond if your friend was engaging in abusive behavior.

Interactivity Text:

You and Tucker play on the same ultimate frisbee team and often hang out after games. He's usually all smiles, but one day he shows up late to a game and he's visibly angry. When you ask how he's doing, Tucker explains that he's furious at his girlfriend for going to a party without asking him if it was OK. He tells you that he found out about it when he was checking her phone. He calls her names and swears to "make her sorry."

[Question-Text]:

Select the response that most closely matches how you would react in this situation.

[Options]:

- "What? I've never heard you talk like this. I know you're really mad, so she must have really struck a nerve. Anything I can do?"
- "Dude, you're being way over the top. You shouldn't be upset about any of that. You know she's committed to you. You need to chill out."
- "Whoa, slow down a sec. I can tell you're angry but threatening to "make her sorry" isn't okay, man. Let's talk about why this bothers you so much."

[Answer]:

"Whoa, slow down a sec. I can tell you're angry but threatening to "make her sorry" isn't okay, man. Let's talk about why this bothers you so much."

[Feedback]:

[Feedback 1]

Not Quite

As a friend of Tucker's, it's natural for you to want to support him and take his side. However, you should never make excuses for controlling or abusive behavior, even by a friend. Instead, you should directly address the severity of Tucker's threat and let him know he's responsible. Try again.

[Feedback 2]

Not Quite

If a friend threatens abusive behavior, it's best to avoid being confrontational by judging them or their behavior. All of the "you" statements in this response are accusatory and will likely make Tucker even angrier. Take a less confrontational approach by addressing the severity of Tucker's threat and letting him know he's responsible. Try again.

[Feedback 3]

That's Right!

Good choice. Directly addressing the severity of Tucker's threat is the best way to let him know that he's responsible for his actions.

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

Federal laws

Domestic Violence

Under Title IX, *domestic violence* is defined as felony or misdemeanor crimes of violence committed between two people who have:

- married or been intimate partners
- lived together as spouses or intimate partners
- a child in common
- protections under local domestic or family violence laws

Dating violence includes actual or threatened sexual or physical violence committed between two people who have been in a social relationship of a romantic or intimate nature, depending on the length and type of the relationship, and the frequency of their interactions.

Statutes

Federal Law

Domestic Violence and Dating Violence

Code of Federal Regulations

TITLE 34—EDUCATION

SUBTITLE B—REGULATIONS OF THE OFFICES OF THE DEPARTMENT OF EDUCATION

CHAPTER I—OFFICE FOR CIVIL RIGHTS, DEPARTMENT OF EDUCATION

PART 106—NONDISCRIMINATION ON THE BASIS OF SEX IN EDUCATION PROGRAMS OR ACTIVITIES RECEIVING FEDERAL FINANCIAL ASSISTANCE

SUBPART D—DISCRIMINATION ON THE BASIS OF SEX IN EDUCATION PROGRAMS OR ACTIVITIES PROHIBITED

§ 106.30 Definitions. [Effective Aug. 14, 2020.]

(a) As used in this part:

.... [Content omitted for clarity]

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

- (1) An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
- (2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or
- (3) "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

.... [Content omitted for clarity]

.... [Content omitted for clarity.]

§ 106.44 Recipient's response to sexual harassment. [Effective Aug. 14, 2020.]

(a) General response to sexual harassment. A recipient with actual knowledge of sexual harassment in an education program or activity of the recipient against a person in the United

States, must respond promptly in a manner that is not deliberately indifferent. A recipient is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances. For the purposes of this section, §§ 106.30, and 106.45, "education program or activity" includes locations, events, or circumstances over which the recipient exercised substantial control over both the respondent and the context in which the sexual harassment occurs, and includes any building owned or controlled by a student organization that is officially recognized by a postsecondary institution. ... [content omitted for clarity]

.... [Content omitted for clarity.]

Title 34-CRIME CONTROL AND LAW ENFORCEMENT

Subtitle I—Comprehensive Acts

CHAPTER 121—VIOLENT CRIME CONTROL AND LAW ENFORCEMENT

SUBCHAPTER III—VIOLENCE AGAINST WOMEN

§ 12291. Definitions and grant provisions

(a) Definitions

In this subchapter:

.... [Content omitted for clarity]

(8) Domestic violence

The term "domestic violence" includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

(9) Dating partner

The term "dating partner" refers to a person who is or has been in a social relationship of a romantic or intimate nature with the abuser, and where the existence of such a relationship shall be determined based on a consideration of –

- (A) the length of the relationship;
- (B) the type of relationship; and
- (C) the frequency of interaction between the people involved in the relationship.

(10) Dating violence

The term "dating violence" means violence committed by a person –

- (A) who is or has been in a social relationship of a romantic or intimate nature with the victim; and
- (B) where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - (i) The length of the relationship.
 - (ii) The type of relationship.
 - (iii) The frequency of interaction between the people involved in the relationship.

.... [Content omitted for clarity]

.... [Content omitted for clarity.]

Title IX of the Education Amendments Act

Video Script:

Title IX of the Education Amendments Act.

One of the ways that society or an institution promotes certain values and protects others from identity-related discrimination is through laws and policies.

For instance, Title IX is the federal law that prohibits discrimination based on sex or gender stereotyping — including sexual harassment — in any educational, or athletic, or other program or activity of a federally funded school. Title IX also prohibits discrimination against pregnant or parenting students.

Title IX protects students and employees against sexual harassment, which includes:

- Rape and sexual assault
- Stalking that is based on sex
- Relationship abuse or violence
- 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 an individual 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.

Summary

Video Script:

Summary.

There are all kinds of relationships — those with friends, family members, colleagues, and intimate partners. It's important to recognize the difference between healthy and unhealthy relationships so that you can protect yourself and support those you care about.

Key Takeaways

The Importance of Values

Your values are the beliefs, principles, and ideas that are important to you. Values influence your relationships.

Ending Relationships

There are many healthy approaches to ending a relationship, including having face-to-face communication and acknowledging boundaries.

Supporting Others

Being a good friend means communicating honestly when you suspect abuse, even if your friend is the one being abusive.

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Consent, Coercion, and Bystander Intervention

Communication is Key

Video Script:

Communication is Key.

In order to respect another person's boundaries, you need to know what those boundaries are. Open communication is the foundation of a positive relationship.

In this section, we'll learn:

- The importance of consent in sexual communication
- How to recognize the different forms of coercive conduct
- Ways to intervene if you witness problematic behavior that could lead to abuse or assault

Consent

Interactivity Audio Script:

Consent.

Consent is asking for and getting permission to do something. It's an important part of sexual communication, but it's not only about sexual activity.

Select a topic to learn more.

Interactivity Text:

[Tab 1]: Normal and Healthy

Getting and giving consent in all parts of your life is an important skill that you use every day, in all your relationships. Communicating what you want and don't want 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 demonstrate that you care for and respect them.

[Tab 2]: Clarifying and Empowering

Most of the time, we express ourselves naturally through a combination of words and actions — and communicating consent is no different. But non-verbal cues by themselves (like smiles, shrugs, or silence) don't provide enough information for a person to really know what someone intends to communicate.

Clear indications of consent include a response that is given knowingly, explicitly, freely, mutually, and with obvious pleasure. This is why the safest and clearest way to ensure consent is to talk about it. Many students find these conversations empowering because they can really

help connect you with someone in a positive, affirming way, and assure you that you've been understood.

[Tab 3]: An Ongoing Process

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, when you're on the receiving end of someone's request for your consent, you should always feel comfortable expressing how you feel about what someone else suggests or wants.

Test Your Knowledge

Video Script:

Test Your Knowledge.

Whenever you make decisions that affect other people, you need to have their consent.

Coming up next, we'll explore a few scenarios involving different types of interactions, and you'll be asked to determine whether or not the person initiating the activity has properly received consent.

Eva and Jake

Video Script:

Eva and Jake.

Watch the video and then respond to the question that follows.

Eva: Hey. Now that we're hanging out more, there's this thing that you should know about me. Please ask before you hug me. I have a thing about being hugged out of the blue.

Jake: No problem. Thanks for letting me know. Is it OK to hug you now?

Eva: Yes.

Eva and Jake

Interactivity Audio Script:

Eva and Jake.

Read the question and select a response.

Interactivity Text:

[Question-Text]:

Did Jake receive consent from Eva?

[Options]:

Yes

No

[Answer]:

Yes

[Feedback]:

That's Right! In this example, Eva does give Jake consent, which is important — even among friends. Eva told Jake about her personal boundaries, and Jake respected her wishes and asked to hug her, to which Eva responded with a direct, active, and enthusiastic, “yes!”

[Incorrect Feedback]:

Not Quite. In this example, Eva does give Jake consent, which is important — even among friends. Eva told Jake about her personal boundaries, and Jake respected her wishes and asked to hug her, to which Eva responded with a direct, active, and enthusiastic, “yes!”

A Couple of Weeks Later

Video Script:

A Couple of Weeks Later.

Watch the video and then respond to the question that follows.

Narrator: This is an example of a conversation about consent. Consent is important even among friends. And even though it's not related to sexual activity, Eva told Jake about her personal boundaries, and Jake listened, respecting her wishes. He then asked to hug her, to which Eva responded with a direct, active, and enthusiastic yes. Both people involved understood one another and were in agreement with their actions. A couple of weeks later --Eva: Whoa, remember when we talked about asking before hugging?

Jake: Yeah, but we've been friends for a while now, and I thought I could read you pretty well at this point.

Eva: No, I'm still at ask first. I'm always at ask first. If that ever changes, I'll let you know.

Jake: Got it

A Couple of Weeks Later

Interactivity Audio Script:

A Couple of Weeks Later.

Read the question and select a response.

Interactivity Text:

[Question-Text]:

Did Jake receive consent before hugging Eva?

[Options]:

Yes

No

[Answer]

No

[Correct Feedback]:

That's Right! Jake assumed that because he's known Eva for some time and has hugged her before, that he no longer needed to ask before hugging her again. But that's not how consent works. What might seem comfortable and natural to one person may not be okay for somebody else. Asking permission before touching shows respect for others and is crucial in all relationships.

[Incorrect Feedback]:

Not Quite. Jake assumed that because he's known Eva for some time and has hugged her before, that he no longer needed to ask before hugging her again. But that's not how consent works. What might seem comfortable and natural to one person may not be okay for somebody else. Asking permission before touching shows respect for others and is crucial in all relationships.

Ben and Dai

Video Script.

Ben and Dai.

Watch the video and then respond to the question that follows.

Narrator: As their friendship evolved, Jake thought that because he knew Eva better, a hug without asking would be OK. Relying on assumptions, including body language, is risky because it can lead to misunderstandings. Asking before touching is respectful and the right choice.

Ben and Dai.

Ben: Do you want to go back to my place and have sex?

Dai: Yeah, for sure.

Ben: Whoa! (Dai slips). Gotcha there. You almost took a nosedive. On second thought, let's do that when we're both more sober and we can really enjoy ourselves.

Dai: No, I really want to know. Come on. I'm not even that drunk.

Ben: You know, I think I would rather wait.

Dai: Fine, but... I'm making some food then. You in?

Ben: Sounds good.

A Couple of Weeks Later

Interactivity Text:

A Couple of Weeks Later.

Read the question and select a response.

[Question-Text]:

Dai initially asked for and received consent from Ben. Does it matter that Dai has been drinking and appeared to be incapacitated?

[Options]:

Yes

No

[Answer]

Yes

[Feedback]:

That's Right! Dai is stumbling and slurring his words. He appears to be incapacitated, and therefore is likely unable to give consent or understand when consent has been given. Whenever someone has been drinking and is considering having sex, the safest and most respectful decision is to wait. If you choose to combine alcohol and sexual activity, it is very important to make sure that no one involved is impaired before proceeding.

[Incorrect Feedback]:

Not Quite. Dai is stumbling and slurring his words. He appears to be incapacitated, and therefore is likely unable to give consent or understand when consent has been given. Whenever someone has been drinking and is considering having sex, the safest and most

respectful decision is to wait. If you choose to combine alcohol and sexual activity, it is very important to make sure that no one involved is impaired before proceeding.

Monique and Byron

Video Script:

Monique and Byron.

Watch the video and then respond to the question that follows.

Narrator: Dai asked Ben if he wanted to engage in sexual activity and it's his responsibility to obtain consent as the person initiating. However, even though Ben initially said yes, he reassessed and decided that it was not a good idea and withdrew his consent. Dai respected Ben's choice.

Monique and Byron.

Monique: Hey. Can we do that thing we were talking about yesterday? That thing we said we were going to try today?

Byron: Eh, I don't know. Maybe not today.

Monique: Please?

Byron: I'm not really feeling it right now.

Monique: Come on, it'll be fun!

Byron: I was kind of into the idea when I talked about it before, but I'm not sure right now. I'd rather not.

Monique and Byron

Interactivity Audio Script:

Monique and Byron.

Read the question and select a response.

Interactivity Text:

[Question-Text]:

Is this conversation an example of how to ask for consent?

[Options]:

Yes

No

[Answer]:

No

[Feedback]:

That's Right! Monique is pressuring Byron to agree to an activity that he is clearly uncomfortable with. She is using emotionally manipulative tactics like guilt to get what she wants; ignoring his feelings. Pressuring someone to do something that they don't want to do, even if they previously indicated that it might be OK, is disrespectful. This is not an example of asking for consent.

[Incorrect Feedback]:

Not Quite. Monique is pressuring Byron to agree to an activity that he is clearly uncomfortable with. She is using emotionally manipulative tactics like guilt to get what she wants; ignoring his feelings. Pressuring someone to do something that they don't want to do, even if they previously indicated that it might be OK, is disrespectful. This is not an example of asking for consent.

Coercion

Video Script:

Coercion.

Let's see what happened with Monique and Byron.

Communication, and especially the communication of consent, is an important part of healthy relationships.

Sexual assault is a crime and a severe form of sexual harassment involving sexual contact or sexual activity that occurs without a person's consent, including through the use of force, threats, intimidation, or other means of coercion.

Generally, coercion involves physical force, threats, or manipulative tactics to pressure, intimidate, or otherwise make another person engage in an unwanted activity, including sexual activity. In the Monique and Byron scenario shared earlier, Monique pressured Byron to engage in unwanted sexual activity.

Narrator: Pressuring someone into any kind of sexual activity is never okay. In this case, Monique is repeatedly asking Byron to do something that he has clearly explained he is not interested in - even though he initially agreed to it. It's always okay to change your mind about sexual activity. And when you clearly communicate that to your partner, they need to respect your response.

Monique: I really want to do it! I thought you said we could talk about it. I don't know why you said that if you already made up your mind. Now I feel like you just told me that to shut me up!

Byron: We are talking about it, and I just don't feel comfortable with it.

Monique: So, basically you don't feel comfortable with me. Great.

Byron: That's not what I meant. I just...ah... Fine, I guess we can do it.

Types of Coercion

Interactivity Audio Script:

Types of Coercion.

Read the statement and click on each item to learn more.

Interactivity Text:

Coercion takes many forms as it relates to relationships. Generally, coercion is the act of pressuring another person into doing something against their will. Sexual coercion can involve using physical force, intimidating behavior, and/or the use of alcohol or other drugs to make someone engage in unwanted sexual activity.

Scroll through some different forms of coercive behavior below and learn how sometimes the line between subtle intimidation and coercion can be crossed.

[Carousel 1]: Guilt

Guilt

Making a person feel guilty or like they owe someone sexual activity or anything else is a form of subtle intimidation. This might sound like, "You're not in the mood? But we were fooling around ...". If the pressure escalates and causes someone to engage in sexual activity against their will it may be considered coercion.

[Carousel 2]: Pressure

Pressure

Repeatedly asking someone to engage in sexual activity after they've said "no" or indicated they weren't interested is disrespectful. Such as, "Come oooooon ... If you really loved me ...". If the pressure becomes intimidating or threatening after being told "no," it could cross the line into coercive tactics.

[Carousel 3]: Incapacitation

Incapacitation

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.

[Carousel 4]: Threats

Threats

Using threats to force someone into unwanted sexual activity by making them afraid of what would happen if they refused their advances is an example of coercive behavior.

[Carousel 5]: Manipulation

Manipulation

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.”

[Carousel 6]: Rationalization

Rationalization

Placing blame on the other person, external factors, or outside circumstances might sound like, “You got me too turned on to stop now ...” This is also a form of intimidation that could be a sign of intent to force someone to act against their will.

Alcohol and Coercion

Video Script:

Alcohol and Coercion.

Alcohol affects a person’s judgment, motor functions, and their ability to communicate or react to a risky situation — all of which may affect obtaining consent or recognizing a lack of consent.

Sexually aggressive individuals often use alcohol to create conditions in which it is easier for them to take advantage of another person. Being drunk is never an excuse for committing sexual violence, and it is never the survivor’s fault for having been assaulted, regardless of whether or not they were drinking.

It’s important to note that even though alcohol use and sexual assault can be correlated, this does not mean that alcohol use causes sexual assault.

Bystander Intervention Techniques

Interactivity Audio Script:

Bystander Intervention Techniques.

When you notice a situation where an individual appears to be making another person uncomfortable, or when you see something inappropriate, risky, or potentially harmful, you have options. What you choose to do depends on the situation.

Select each technique to learn more.

Interactivity Text:

[Tab 1]: Direct

Direct

Direct intervention involves offering to help the person who seems uncomfortable or at risk, or interrupting the person who is creating the situation. Even a simple, direct question can let someone know that you're aware they're uncomfortable and you're available to help.

Direct intervention is a good choice if...

- You are in an environment where you feel confident that you know what to do, and
- Can take direct action safely

Examples include...

- Saying, "Hey, is everything okay?"
- Or you can interrupt the person whose behavior is making someone else uncomfortable by asking, "What's going on here?" This lets them know that you've noticed the situation and are willing to intervene

[Tab 2]: Distract

Distract

The goal of distraction is to either remove the person who is being targeted or distract the person who is creating the problem.

Distraction is a good choice if you...

- Are in an unfamiliar environment
- Don't know those involved in the situation
- Are not comfortable with a direct approach

Examples include...

- Asking the person creating the problem an unrelated question
- Removing them from the situation by saying, "I think that there's someone looking for you in the other room" or "I can't find my phone — can you help me?"
- Texting or calling one of the people involved

[Tab 3]: Delegate

Delegate

Delegation involves enlisting help from others like friends of the target or friends of the person causing possible harm. Delegating can also mean notifying someone who has more authority (a group leader, bar staff, or the party host) or calling emergency assistance or the police. This

strategy lets others know that you're concerned and allows you to take action without being directly involved.

Delegation is a good choice if...

- You feel uncomfortable intervening
- The situation may be unsafe
- There are others in the situation who may be better able to handle it

Examples include...

- "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 let it go ..."

[Tab 4]: Delay

Delay

A delayed response is one that happens after the situation has occurred. Even though the situation has passed, you still have an important role to play in creating a supportive community.

A delayed response occurs when you...

- Had concerns about a situation but weren't able to take action to help at the time
- Learn of a harmful incident after it's occurred

Examples include...

- Checking in and giving the person who was harassed emotional support after the fact
- Offering resources that may be helpful to reduce the negative impact of the incident
- Telling the person who engaged in the harassment that you heard about what happened and are concerned

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

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

Federal Laws

Sexual Assault Laws

Sexual Assault

Under Title IX, sexual assault includes:

Rape—sexual intercourse, or anal or oral sex (with even slight penetration by a body part or an object) without consent

Fondling—touching another person's private body parts for sexual gratification without consent

Statutory Rape—sexual intercourse with a person who is under the age of consent

Incest—sexual intercourse between two people who are related to a degree prohibiting marriage

Statues

Federal Law

Sexual Assault

Code of Federal Regulations

TITLE 34—EDUCATION

SUBTITLE B—REGULATIONS OF THE OFFICES OF THE DEPARTMENT OF EDUCATION

CHAPTER I—OFFICE FOR CIVIL RIGHTS, DEPARTMENT OF EDUCATION

PART 106—NONDISCRIMINATION ON THE BASIS OF SEX IN EDUCATION PROGRAMS OR ACTIVITIES RECEIVING FEDERAL FINANCIAL ASSISTANCE

SUBPART D—DISCRIMINATION ON THE BASIS OF SEX IN EDUCATION PROGRAMS OR ACTIVITIES PROHIBITED

§ 106.30 Definitions. [Effective Aug. 14, 2020.]

(a) As used in this part:

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

- (1) An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
- (2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or
- (3) "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

.... [Content omitted for clarity.]

§ 106.44 Recipient's response to sexual harassment. [Effective Aug. 14, 2020.]

(a) General response to sexual harassment. A recipient with actual knowledge of sexual harassment in an education program or activity of the recipient against a person in the United States, must respond promptly in a manner that is not deliberately indifferent. A recipient is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances. For the purposes of this section, §§ 106.30, and 106.45, "education program or activity" includes locations, events, or circumstances over which the recipient exercised substantial control over both the respondent and the context in which the sexual harassment occurs, and also includes any building owned or controlled by a student organization that is officially recognized by a postsecondary institution. ... [content omitted for clarity]

.... [Content omitted for clarity.]

Title 20-EDUCATION

CHAPTER 28—HIGHER EDUCATION RESOURCES AND STUDENT ASSISTANCE

SUBCHAPTER IV—STUDENT ASSISTANCE

Part G—General Provisions Relating to Student Assistance Programs

§ 1092. Institutional and financial assistance information for students

.... [Content omitted for clarity.]

(f) Disclosure of campus security policy and campus crime statistics

(6)(A) In this subsection:

(v) The term "sexual assault" means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

.... [Content omitted for clarity.]

Crime Definitions from the Summary Reporting System (SRS) User Manual from the FBI's Uniform Crime Reporting (UCR) Program

Rape

The penetration, no matter how slight, of the vagina or anus with anybody part or object, or oral penetration by a sex organ of another person, without the consent of the victim.

Crime Definitions from the National Incident-Based Reporting System (NIBRS) User Manual from the FBI's UCR Program

Sex Offenses

Any sexual act directed against another person without the consent of the victim, including instances where the victim is incapable of giving consent.

- A. *Fondling* — The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity.
- B. *Incest* — Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
- C. *Statutory Rape* — Sexual intercourse with a person who is under the statutory age of consent.

Sexual Harassment and Stalking

Sexual Harassment

Video Script:

Sexual Harassment.

Respect is an important part of healthy personal and professional relationships. Interactions that are disrespectful or make someone feel unsafe are inconsistent with the supportive communities that we all want to live, learn, and work in. In this section, we'll explore.

- The impact of hostile environment and quid pro quo sexual harassment on an individual and the community
- How to recognize the different forms of stalking
- Ways to intervene when you witness these types of sexual harassment

What is Sexual Harassment?

Video Script:

What is Sexual Harassment?

Anyone can commit or experience sexual harassment. This includes students, faculty, and staff.

[*Quid pro quo* sexual harassment occurs when an institution's employee conditions a grade or other educational benefit or service on the student submitting to unwelcome sexual conduct.

Hostile environment sexual harassment occurs when sexual language or behavior that is severe, pervasive, and objectively offensive creates a hostile or abusive environment that effectively denies a person equal access to educational opportunities, and may include unwelcome:

- Sexual advances
- Gender-based verbal or nonverbal harassment
- Physical aggression based on sex or gender stereotyping

Identifying Sexual Harassment

Interactivity Audio Script:

Identifying Sexual Harassment.

Read the scenarios and select each card to reveal the result of each.

Interactivity Text:

[Flip Card 1]:

Scenario

In a political science class, a student makes repeated negative comments about lesbians.

Result

Threatening or intimidating comments targeted at particular students are not protected by the First Amendment. These comments would be uncomfortable for most students and, if they escalate, may create hostile environment sexual harassment that effectively denies the targeted students' equal access to educational programs or activities.

[Flip Card 2]:

Scenario

After dating for a couple of months, John suddenly starts ignoring Kiki's texts. She is heartbroken and feels taken advantage of and is now having trouble keeping up with schoolwork.

Result

While John's behavior may be unkind and is negatively affecting Kiki's education, ignoring someone is not sexual harassment.

[Flip Card 3]:

Scenario

A professor suggests discussing a student's request for a recommendation letter over dinner and drinks.

Result

Since the invite was in response to the student's request for an educational benefit, this could imply a "quid pro quo" proposition. Quid pro quo sexual harassment occurs when someone withholds an education decision or benefit contingent upon the student submitting to unwelcome sexual advances or conduct.

[Flip Card 4]:

Scenario

Members of a school's hiking club make vulgar jokes about women's bodies. When a few new members object, they are told that they shouldn't be so sensitive.

Result

Even if the intent isn't to offend anyone, jokes based on gender make others feel uncomfortable. If the conduct continues for some time and becomes more severe, it could be considered hostile environment sexual harassment.

[Flip Card 5]:

Scenario

An athlete from another school who is visiting your institution sexually assaults a student on your campus.

Result

A single severe incident, such as sexual assault, can qualify as sexual harassment, even if the person who commits it is a visitor.

[Flip Card 6]:

Scenario

An economics professor uses the term “rape” to describe a tax law’s impact on individuals.

Result

Using "rape" as a metaphor is inappropriate and hurtful to those who have experienced sexual assault; however, this one comment is not sexual harassment.

Identifying Sexual Harassment

Interactivity Audio Script:

Identifying Sexual Harassment.

Read the scenarios and select each card to reveal the result of each.

Interactivity Text:

Take a look at the following scenarios and think about whether they qualify as sexual harassment. Please note that only a brief description of each scenario is provided. Therefore, scenarios that don't look like they qualify as sexual harassment, could be considered as sexual harassment in a different context.

Read the scenarios and select each card to reveal the result of each.

[Flip Card 1]:

Scenario

In a political science class, a student makes repeated negative comments about lesbians.

Result

Threatening or intimidating comments targeted at particular students are not protected by the First Amendment. These comments would be uncomfortable for most students and, if they escalate, may create hostile environment sexual harassment that effectively denies the targeted students' equal access to educational programs or activities.

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Scenario

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Scenario

An economics professor uses the term “rape” to describe a tax law’s impact on individuals.

Result

Using "rape" as a metaphor is inappropriate and hurtful to those who have experienced sexual assault; however, this one comment is not sexual harassment.

Stalking

Video Script:

Stalking.

Though federal and state laws differ, stalking is generally a pattern of repeated, unwanted contact or other attention that is threatening or intimidating and causes the target fear or emotional distress. It can include:

- Following or watching someone
- Unwanted and repeated face-to-face, phone, text email, or other communication
- Unwanted gifts
- Using other forms of technology to track or spy on someone

Stalking can happen in any type of relationship (romantic or otherwise), or the offender can be someone the target has never met.

Break-up Blues

Interactivity Audio Script:

Break-up Blues.

Read the scenario and decide whether the behavior depicted is an example of stalking.

Interactivity Text:

Megan and Layla just went through a messy breakup. Layla has been sending Megan dozens of accusatory text messages every night. Megan tells Layla to stop messaging her and blocks her number. Layla then uses social media to figure out where Megan is and confronts her in person.

[Question-Text]:

Do you think Layla may be stalking Megan?

[Options]:

- No, because Layla isn't threatening Megan.
- Yes, because Layla won't stop contacting Megan after Megan has asked her to stop.
- No, because Megan and Layla know each other.

[Answer]:

Yes, because Layla won't stop contacting Megan after Megan has asked her to stop.

[Feedback]:

[Feedback 1]

[Not Quite]

Even though Layla isn't physically threatening Megan, Megan told Layla to stop contacting her. Layla's repeated communication after that is problematic especially if Layla's conduct is causing Megan fear or emotional distress. Try again.

[Feedback 2]

[That's Right!]

Good choice. By continuing to contact Megan after she has been asked to stop, Layla's behavior may constitute stalking, especially if Layla's conduct is causing Megan fear or emotional distress. If Layla is having a hard time dealing with the break-up, she should talk to a counselor or someone who can help her.

[Feedback 3]

[Not Quite]

Regardless of the history between two people, every person has the right to end contact with someone. If their request is repeatedly not respected and the other person's conduct causes them fear or emotional distress, the contact may be considered stalking. Try again.

Test Your Knowledge

Video Script:

Test Your Knowledge.

You just learned about how to identify *quid pro quo* and hostile environment sexual harassment, and stalking, and in the last section you learned about techniques for intervening.

What we do in these situations is influenced by how comfortable we feel and how well we know the people involved. Always think about safety and consider the options that are unlikely to put you — or anyone else — in harm's way.

Whatever approach you choose is completely up to you; the most important thing is that you do something. Coming up next, you will have the chance to respond to various scenarios — take a moment to think about what you will do if you are in a situation where potential sexual harassment or stalking is occurring.

Chris and Sara

Interactivity Audio Script:

Chris and Sara.

In this activity, you'll look at a scenario in which behavior that could lead to sexual harassment or stalking may be occurring. Keep in mind that there may be more than one appropriate response.

Read the scenario and choose how to respond.

Interactivity Text:

You're at a party and you see your friend Chris trying to talk to Sara, a classmate he's had a big crush on. You've noticed that Chris seems to be making Sara uncomfortable and isn't getting the hint to leave her alone. It's likely others around you have noticed, too.

[Question-Text]:

What do you do?

[Options]:

- Go up to Chris and tell him that he's making Sara uncomfortable.
- Join Chris and engage in conversation with Sara and her friends alongside him.
- Nothing, Chris is just trying to get to know Sara.

[Answer]:

Go up to Chris and tell him that he's making Sara uncomfortable.

[Feedback]:

[Feedback 1]

[That's Right!]

Good choice. Taking some kind of action here is the responsible thing to do. You have a friendship with Chris, so you're in a good place to be direct and tell him that his behavior seems to be making Sara uncomfortable. You can also choose to distract Chris, redirecting his attention away from Sara.

[Feedback 2]

[Not Quite]

Let's consider this further. If Sara and her friends are already uncomfortable with Chris inserting himself into their conversation, it's likely they would feel even more uncomfortable with you jumping in as well. As Chris's friend, you're in a good position to take action by distracting him or being direct about his behavior. Try again.

[Feedback 3]

[Not Quite]

Let's consider this further. You just noticed that Chris appears to be making Sara uncomfortable. Repeatedly invading her space and attempting to talk with her, even after she's indicated that she isn't interested, is disrespectful. Most people who notice a friend in this situation would do something, like distracting Chris or being direct with him about his behavior. Try again.

Chris and Sara

Interactivity Audio Script:

Chris and Sara.

Read the question and select a response.

Interactivity Text:

You've just successfully interrupted Chris's behavior, but Chris is confused by what you've done.

[Question-Text]:

What do you say next?

[Options]:

- You were being a creep over there — Sara clearly isn't into you.
- Hey, we're friends. I'm just looking out for you, and honestly, you really weren't on your game back there. You need to respect what Sara said — which is "no" — and move on, OK?
- You're freaking her out. How do you expect to get any girls by being so creepy?

[Answer]:

Hey, we're friends. I'm just looking out for you, and honestly, you really weren't on your game back there. You need to respect what Sara said — which is "no" — and move on, OK?

[Feedback]:

[Feedback 1]

[Not Quite]

This may not be the best approach. Name-calling may make people defensive and less likely to really hear what someone is saying. A better approach would be to identify the troubling behavior but avoid making it overly personal. Try again.

[Feedback 2]

[That's Right!]

Good choice. Reminding Chris that you're friends can help keep the conversation productive. And mentioning that you felt his behavior wasn't respectful will hopefully make him rethink his actions.

[Feedback 3]

[Not Quite]

Name-calling may not be the best approach, and shaming Chris may make him less likely to confide in you in the future. This response isn't a constructive way to let him know his behavior was crossing a line with Sara. A better approach would be to keep your feedback less personal to Chris — identifying his behavior is a good place to start. Try again.

Chris and Sara

Interactivity Audio Script:

Chris and Sara.

Read the question and select a response.

Interactivity Text:

A couple of days later you ran into Chris. He starts complaining saying, "Sara's being so cruel. I keep texting her about going out with me. And yesterday, she told me she was blocking my number. Can I use your phone to call her?" Chris is obviously still interested in pursuing Sara.

[Question-Text]:

How could you respond to his request?

[Options]:

- Nope. She obviously doesn't want you to contact her. Be respectful and stop trying. Honestly, you're going too far, and you could get yourself in trouble.
- You know there's a way to keep your number from showing up when you call her, so you can avoid the block, right? Why don't you just do that?

[Answer]:

Nope. She obviously doesn't want you to contact her. Be respectful and stop trying. Honestly, you're going too far, and you could get yourself in trouble.

[Feedback]:

[Feedback 1]

[That's Right!]

Part of being a good friend means recognizing when a friend's behavior is inappropriate or risky and doing something to intervene. In this case, you have to be pretty direct with Chris to let him know that his actions were crossing the line.

[Feedback 2]

[Not Quite]

Wait a minute. Sara made it very clear that she does not want to hear from Chris. Once a person has indicated that they don't want to be contacted, it's important to respect their decision. Helping Chris get in touch with Sara is not an appropriate strategy; his behavior could potentially qualify as stalking. The better response is to be direct and let Chris know he's crossing a line.

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

Federal Laws

Stalking Laws

Stalking

Under Title IX, stalking is defined as:

- Two or more acts directed at a specific person that would cause a reasonable person with similar identities under similar circumstances:
 - Fear for their personal safety or the safety of others
 - Substantial emotional suffering or anguish

Stalking includes using any means to follow, watch secretly, threaten, or communicate to or about a person, or interfere with that person's property.

Statutes

Federal Law

Stalking

Title 34—EDUCATION

SUBTITLE B—REGULATIONS OF THE OFFICES OF THE DEPARTMENT OF EDUCATION

CHAPTER I—OFFICE FOR CIVIL RIGHTS, DEPARTMENT OF EDUCATION

PART 106—NONDISCRIMINATION ON THE BASIS OF SEX IN EDUCATION PROGRAMS OR ACTIVITIES RECEIVING FEDERAL FINANCIAL ASSISTANCE

SUBPART D—DISCRIMINATION ON THE BASIS OF SEX IN EDUCATION PROGRAMS OR ACTIVITIES PROHIBITED

§ 106.30 Definitions. *[Effective Aug. 14, 2020.]*

(a) As used in this part:

.... *[Content omitted for clarity]*

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- (1) An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
- (2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or
- (3) "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

.... [Content omitted for clarity]

.... [Content omitted for clarity.]

§ 106.44 Recipient's response to sexual harassment. [Effective Aug. 14, 2020.]

(a) General response to sexual harassment. A recipient with actual knowledge of sexual harassment in an education program or activity of the recipient against a person in the United States, must respond promptly in a manner that is not deliberately indifferent. A recipient is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances. For the purposes of this section, §§ 106.30, and 106.45, "education program or activity" includes locations, events, or circumstances over which the recipient exercised substantial control over both the respondent and the context in which the sexual harassment occurs, and also includes any building owned or controlled by a student organization that is officially recognized by a postsecondary institution. ... [content omitted for clarity]

.... [Content omitted for clarity.]

Title 34-CRIME CONTROL AND LAW ENFORCEMENT

Subtitle I-Comprehensive Acts

CHAPTER 121-VIOLENT CRIME CONTROL AND LAW ENFORCEMENT

SUBCHAPTER III-VIOLENCE AGAINST WOMEN

§ 12291. Definitions and grant provisions

(a) Definitions

In this subchapter:

.... [Content omitted for clarity]

(30) Stalking

The term "stalking" means engaging in a course of conduct directed at a specific person that would cause a reasonable person to —

- (A) fear for his or her safety or the safety of others; or
- (B) suffer substantial emotional distress.

.... [Content omitted for clarity]

.... [Content omitted for clarity.]

Summary

Video Script:

Summary.

Most students don't harass or stalk others and if they saw this type of behavior, they would intervene. Most people would also respect someone who does the same.

Key Takeaways

Sexual Harassment

Hostile environment and quid pro quo sexual harassment are unwelcome sexual behavior that jeopardize a person's equal access to educational programs or activities.

Stalking

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.

Bystander Intervention

There are many ways to intervene when you notice a situation where someone appears to be at risk of causing harm to another or being harmed themselves.

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Reporting and Responding

Reporting and Responding

Video Script:

Reporting and responding.

Being present and truly listening are important skills in communicating with friends and intimate partners, as well as in supporting those who have been sexually assaulted or abused. Your supportive response to a friend can make a critical difference in their healing process.

In this section we will:

- Discuss the benefits of knowing how to respond to survivors of sexual and relationship violence.
- Learn about the physiological effects of trauma so that we can offer appropriate and supportive ways to respond to survivors.
- Identify and share options (like confidential resources) that are available on campus and in the community.

Reporting and Responding

Video Script:

Reporting and responding.

Chances are, you know someone who has experienced assault. In fact, nearly 20% of students report that a friend has told them that they have had an unwanted sexual experience.

Most survivors report telling someone (such as a family member, friend, or roommate) about their experience. How you respond to someone who has experienced sexual or relationship violence — or any harmful experience — plays a valuable role in their healing process.

Take a moment to read two strategies that you can use to support survivors of sexual assault.

Offer Support

If a friend comes to you for help, you're in a position to make a significant, positive impact on their recovery process. Research shows that when survivors disclose their traumatic experience to a friend and receive a positive response, they experience "healing, faster recovery, and fewer PTSD symptoms." By understanding the behaviors and attitudes that create a safe, supportive environment for survivors of sexual assault, you can make a difference.

Create a Safer Environment

Supporting survivors of sexual and relationship violence results in a safer environment for everyone. When survivors are part of a supportive community, they are more likely to tell someone about their experiences, which can open up opportunities for them to access care.

When survivors feel safe and confident enough to report incidents, it may be helpful for healing, can hold those responsible for harm accountable, and may prevent future harm.

Impact of Trauma

Interactivity Audio Script:

Impact of Trauma.

Select the topics below to explore some of the effects of trauma and the science behind these reactions.

Interactivity Text:

Trauma can occur in many different types of situations. People who have experienced trauma may have survived sexual or relationship violence, witnessed violence, experienced social injustice, been in an accident, or been involved in combat.

Understanding some of the ways that researchers have identified that the brain and body may react to trauma can help prepare you to offer an empathetic and informed response.

[Flip Card 1]: Memory

Trauma can trigger the release of hormones that impact memory. A person who experiences harm may have a vivid memory of very specific sensory details. Conversely, they may recall the event hesitantly, or their memory may be fragmented so that they may have difficulty recalling what happened in a linear fashion.

[Flip Card 2]: Emotions

In reaction to trauma, the person's body may release chemicals to block physical and emotional pain, which can result in neurobiological effects that can't be predicted or controlled. These neurobiological effects may contribute to unexpected emotional reactions — for example, remaining emotionally flat or experiencing extreme emotional swings while recalling an incident.

[Flip Card 3]: Physical Response

A person's physical response to trauma can also be significantly impacted by neurobiological factors. Tonic immobility (or 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.

Understanding and Supporting Survivors

Interactivity Audio Script:

Understanding and Supporting Survivors.

Learn how to support a survivor experiencing these common emotions by exploring each topic below.

Interactivity Text:

A person's recovery from a traumatic experience is influenced by many different factors, including a person's identity and values, their familiarity with the person who harmed them, and the support they receive from the people they care about.

Just as every survivor's experience is unique, so is their recovery process. However, some feelings are commonly experienced by survivors. It's important to recognize that these feelings are normal.

[Tab 1]: Shame and Guilt

Survivors may have feelings of shame and guilt following their experience. Remind them that the only person responsible for the assault is the person who harmed them, and that what happened to them, regardless of the circumstances, is in no way their fault.

[Tab 2]: Fear of Retaliation

Some survivors become afraid that the person who harmed them (or someone close to that person), will try to get "payback." Offer information about how to contact the Title IX Coordinator or confidential resources who can help survivors understand their options for reporting and/or seeking support so they can make informed decisions. If appropriate, remind the survivor that there are protections against retaliation.

[Tab 3]: Depression and Anxiety

Healing can be a long-term process, and there may be periods of progress that are followed by setbacks. Be patient, supportive, and empower the survivor to make their own decisions. Encourage them to care for themselves and remind them of their strength. Offer to connect them to professional resources for additional support.

Supporting a Friend

Video Script:

Supporting a Friend.

Have you ever been in a situation where a friend has come to you with concerns about their partner? What did you say in that moment?

Up next, you'll learn about Lowell's experience with Ivy and decide how to respond to his concerns.

Lowell's Story

Interactivity Audio Script:

Lowell's Story.

Read the scenario and choose the best response.

Interactivity Text:

Lowell has always been one of your more outgoing friends. He plans weekend road trips and organizes lots of events. But lately, he's been a bit disengaged, so you ask how he's doing.

Lowell seems a little embarrassed, but then says, "Things are going pretty well with Ivy, but sometimes she does this weird thing when she's drunk. She'll get really aggressive and insistent about having sex even if I'm really tired, or not in the mood, or even if I straight up say 'no.' I think she might have a drinking problem."

[Question-Text]:

What would you say to Lowell?

[Options]:

- Yeah, people do weird things when they're drunk. Maybe you should get her some help.
- That sounds like rape, you should report her to the school.
- That sounds pretty serious. How do you feel about it?

[Answer]:

That sounds pretty serious. How do you feel about it?

[Feedback]:

[Feedback 1]

[Not Quite]

As Lowell's friend, you have an opportunity to share your concern about what has happened to him. It's important that you don't tell him what you think he should do. And remember, whether alcohol is involved or not, there's never an excuse for ignoring someone's decision or taking sexual advantage of them in any way. Try again.

[Feedback 2]

[Not Quite]

When someone discloses an incident, it can be helpful to use the language that they themselves used to talk about it, even if you would define it differently. As Lowell's friend, you have an opportunity to share your concern about what has happened to him. It's important that you don't tell him what you think he should do. Try again.

[Feedback 3]

[That's Right!]

Good choice. This response acknowledges the severity of Ivy's behavior without telling Lowell how he should feel. It allows him to guide the conversation and share information with you on his own terms.

Lowell's Story

Interactivity Audio Script:

Lowell's Story.

Read the scenario and choose the best response.

Interactivity Text:

You empathize with Lowell, saying that his situation sounds serious. Then you ask him how he feels about it. He says, "Well, it's definitely annoying. It's more than annoying, actually. But then again, it's my fault for just going along with it, you know? I guess I just give in because it's easier."

[Question-Text]:

How would you respond to Lowell?

[Options]:

- You shouldn't just go along with it. It kind of sounds like she's not respecting your wishes and forcing you to have sex with her. If I were you, I'd report it.
- I'm really sorry to hear this, and I want you to know that it's definitely not your fault. You have the right to decide if and when you want to have sex, and Ivy should respect that.
- Are you sure you're being clear with her? That just doesn't sound like something Ivy would do.

[Answer]:

I'm really sorry to hear this, and I want you to know that it's definitely not your fault. You have the right to decide if and when you want to have sex, and Ivy should respect that.

[Feedback]:

[Feedback 1]

[Not Quite]

Lowell trusted you enough to share this personal experience, and it's important for him to know that you support his decision. Instead of telling him what he should do, let him know that reporting and support options are available — but that it's his choice to seek them out or not. This empowers Lowell to make his own decisions. Try again.

[Feedback 2]

That's Right!

Good choice. In this situation, it's appropriate to emphasize that Lowell is not responsible. Ivy is pressuring him, and she's at fault for not listening to or respecting his choice.

[Feedback 3]

Not Quite

Lowell trusted you enough to share this personal experience, and it's important for him to know that you support him and that it isn't his fault. Telling Lowell that his response to Ivy's behavior is unclear or incorrect may make him continue to feel like he's responsible. Instead, emphasize that Lowell is not responsible. Ivy is pressuring him, and she's at fault for not listening to or respecting his choice. Try again.

Lowell's Story

Interactivity Audio Script:

Lowell's Story.

Read the scenario and choose the best response.

Interactivity Text:

You tell Lowell that you're sorry this is happening to him. You explain that this isn't his fault — he has the right to decide if and when he wants to have sex, and Ivy should respect that. Lowell responds, "Thanks for saying that. But it's really not a big deal. She's a good person. I just need to be better about setting boundaries."

[Question-Text]:

What would you say to Lowell next?

[Options]:

- I appreciate you sharing this, and you deserve to be treated better. Do you want to talk about it more, or can I help connect you to someone on campus to talk to?
- Do you know what Ivy is doing is a crime? You should report it so that she doesn't do it to other people.
- That's probably true. Everyone wants something different out of relationships, and you know about your relationship better than I do, so you're probably right.

[Answer]:

I appreciate you sharing this, and you deserve to be treated better. Do you want to talk about it more, or can I help connect you to someone on campus to talk to?

[Feedback]:

[Feedback 1]

[That's Right!]

Good choice. Sometimes survivors can have complicated feelings about their experience, including confusion about the relationship with the person who's harming them. Offering to help connect him with resources shows that you care without making decisions for him.

[Feedback 2]

Not Quite

Rather than telling Lowell what he should be doing, empower him to make his own decisions. This is a great opportunity for you to reinforce that he deserves to be treated with respect and that there are resources available. Try again.

[Feedback 3]

Not Quite

Lowell needs your support, and right now he's blaming himself for Ivy's behavior when he says he needs to be better about setting boundaries. This is a great opportunity for you to reinforce that he deserves to be treated with respect and that there are resources available. Try again.

When a Friend Needs Help

Video Script:

When a Friend Needs Help.

Most people want to help their friends but may not know how. When a friend tells you that they've been harmed in any manner, remember:

- Respond with compassion and patience
- Listen to them
- Let them tell their story without judging them
- Support them; if they came to you, it's because they trust you
- Tell them it's not their fault
- Provide them with resources; make them aware of reporting and support options and if you feel able, offer to accompany them to talk to someone
- Allow them to make their own decisions

Your caring response to someone who has shared an experience like this is doing your part to create a safe, supportive community.

Reporting

Interactivity Audio Script:

Reporting.

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

Explore each topic to learn more.

Interactivity Text:

[Tab 1]: Preserve Evidence

It's important to consider preserving evidence, which can be helpful in obtaining a protection order and ensuring you have as much information about what happened in the event that you or they choose to file a complaint.

Preserving evidence may include:

- The clothing worn during an assault
- Texts, emails, or other social media communication with the offender or witnesses of the incident
- The results of a forensic medical exam, which may be available at a local hospital or campus clinic or health center, and does not require someone to file a police report
- Pictures or videos taken at or around the time of the incident

[Tab 2]: 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 academic, living, transportation, and/or working situations), regardless of whether a formal complaint is filed. The Title IX Coordinator may also provide any appropriate supportive measures for the person accused of sexual harassment.

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

If you have experienced sexual assault, stalking, or relationship violence or abuse, you have the right to:

- Notify law enforcement and be assisted by campus authorities (if you want their help) in notifying law enforcement
- Decline to notify law enforcement

Reporting Options and Processes

Interactivity Audio Script:

Reporting Options and Processes.

It's important to understand reporting options and other resources if you or someone you know has experienced sexual harassment or violence, relationship violence or abuse, or stalking.

Select each topic to learn more about how to report and the process that ensues once a report is made to our school.

Interactivity Text:

Optional Reading

[Tab1]: Types of Employees

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

Title IX Coordinators

Are responsible for an institution's compliance with Title IX requirements, including the institution's Title IX grievance process

Officials With Authority

Are employees who can 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 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 that the report include the type of offense, but does not need to include identifying information about the persons involved

[tab 2]: Reporting to Our School

When a report is made to the Title IX Coordinator or Official with Authority, we will provide information to both the reporting and responding parties on a number of details, including:

Available services (counseling, health, etc.)

Accommodation options (changes to academic, living, transportation, and working situations)

Their rights and options, including protection against retaliation (for example, intimidation, coercion, threats, or harassment) for reporting misconduct, or participating in an investigation or disciplinary 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 both parties' confidentiality in any publicly available record-keeping, protective measures taken, and in the grievance process

[Tab 3]: The 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 will:

Include a reasonably prompt, fair, and impartial process

Be conducted by officials who are trained on investigating and resolving sexual harassment

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

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

The complainant and respondent must receive simultaneous notification of:

A statement of, and rationale for, the result of the proceedings and any sanction imposed against the respondent

Information on how to exercise the right to appeal

Any change to the result

When the result becomes final

[Tab 4]: 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 programs or activities that receive federal

financial assistance. Contact the [OCR](#) with questions or complaints regarding Title IX rights or violations.

Join the Team

Interactivity Text:

Join the Team.

By selecting "Yes," you are authorizing this course to share the name and email address you used to log in with our school exclusively for the purpose of contacting you about such opportunities. Our school or organization may or may not contact you, even if you authorize us to do so. Please note that your survey responses will remain completely confidential.

[Question-Text]:

Would you like our school to contact you about getting more involved in sexual assault prevention and education on campus?

[Options]:

Yes

No

Additional Resources

Interactivity Text:

National Resources.

In addition to the resources on your campus, the following organizations provide information, support, and resources to survivors of sexual and relationship violence and assault, as well as those who care about and want to help them.

Select an organization to learn more about available resources

National Network to End Domestic Violence

The [National Network to End Domestic Violence \(NNEDV\)](#) is dedicated to creating a social, political, and economic environment in which relationship violence no longer exists.

Office for Civil Rights

The Department of Education's [Office for Civil Rights \(OCR\)](#) enforces federal civil rights laws that prohibit discrimination in programs or activities that receive federal financial assistance. Questions and complaints regarding Title IX rights or violations may be referred to our Title IX Coordinator or to the OCR.

National Suicide Prevention Lifeline

The [National Suicide Prevention Lifeline](#) (1-800-273-8255) provides 24/7, free and confidential support for people in distress, prevention and crisis resources, and best practices for professionals.

National Sexual Assault Hotline

The Rape, Abuse, and Incest National Network (RAINN) operates the [National Sexual Assault Hotline](#) at 1-800-656-HOPE (4673) in partnership with rape crisis centers across the nation, providing free, confidential advice 24/7. RAINN also provides helpful information for supporting friends or finding local counseling and advocacy organizations.

Protection Orders

[WomensLaw.org](#) provides state-by-state legal information on obtaining a protection order, and the Battered Women's Justice Project's [National Center on Protection Orders and Full Faith & Credit](#) supports inter-jurisdictional enforcement of protection orders.

Victim Rights Law Center

The [Victim Rights Law Center](#) provides legal services to sexual assault survivors, as well as education, housing, and employment resources.

Men Stopping Violence

[Men Stopping Violence](#) organizes men to end male violence against women and girls through innovative trainings, programs, and advocacy that engage men in prevention of gender-based violence.

Changing Our Campus

[The Center for Changing Our Campus Culture](#) is an online resource of research, policies, and best practices to address sexual and relationship violence, and stalking, that is supported by the Department of Justice's Office on Violence Against Women.

My Plan

[myPlan](#) is a tool to help someone with safety decisions if they are experiencing abuse in their intimate relationship.

FORGE

[FORGE](#) supports, educates, and advocates for the rights and lives of transgender individuals and their significant others, friends, family, and allies.

Stalking Resource Center

The [Stalking Resource Center](#) provide information and resources for stalking victims, including stalking incidents and behavior logs.

Men Can Stop Rape

[Men Can Stop Rape](#) provides information on awareness and involvement programs, and resources for perpetrators and male survivors of sexual violence.

National Domestic Violence Hotline

Advocates at the [National Domestic Violence Hotline](#) are available 24/7 to talk confidentially with anyone experiencing relationship violence or an unhealthy relationship or seeking resources or information. 1.800.799.SAFE (7233) 1.800.787.3224 (TTY)

National Women's Law Center

[National Women's Law Center](#) works to protect and promote equality and opportunity for women and families through legal and public policy efforts. They combat sex discrimination by providing information, resources, and referrals to legal professionals for those who have experienced sexual misconduct.

National Sexual Violence Resource Center

The [National Sexual Violence Resource Center](#) provides information and tools to prevent and respond to sexual violence.

National Coalition Against Domestic Violence

[The National Coalition Against Domestic Violence](#) works to raise awareness about domestic violence and to support those impacted by relationship violence.

JED Foundation: Mental Health Resource Center

[JED Foundation: Mental Health Resource Center](#) provides essential information and resources to strengthen the mental and emotional health of young adults, and to prevent substance abuse and suicide.

State Law: Victims Protections

Interactivity Audio Script:

State Law: Victims Protections.

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

Summary

Video Script:

Summary.

Making a commitment to support survivors is an important part of creating a learning environment where students look out for one another.

Key Takeaways

Trauma Reactions

Knowing how the brain and body may respond to trauma can help with understanding how to compassionately support survivors.

Options for Support

Offering information about confidential resources who help survivors understand their reporting options can aid survivors in making informed decisions.

Supporting Survivors

The way that friends and the community respond to sexual and relationship violence impacts a survivor's recovery. Show you care by empowering them to make decisions and connecting them to resources.

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Conclusion

Course Summary

Video Script:

Course Summary.

We hope that this learning experience has provided you with an opportunity to reflect on your values and relationships, and that you are better able to recognize unhealthy relationships so that you can support a friend who may need your help.

We all have an important role to play in helping prevent sexual and relationship violence. We encourage you to use your experience, your perspective, and your values to make a positive impact in your community.

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