

Sexual Assault Prevention for Undergraduates

Introduction

Welcome

Video Script:

Welcome to Sexual Assault Prevention for Undergraduates

Sexual Assault Prevention

Video Script:

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. This course is designed to help you identify these topics in your personal life and be a positive influence in addressing them at your school.

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.

What do you think?

Video Script:

Before we begin, take a moment to reflect on the following statements. Which

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ones do you feel apply to you?

- I know how a person's values and identity can influence their perception of things like stereotyping, harassment, and abuse.
- I can identify the signs of an unhealthy relationship.
- I know what I would say to a friend who was the target of sexual assault.
- I know the specific obstacles certain groups face in reporting sexual assault.
- I can explain the physical and mental effects a survivor may experience due to trauma.

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!

Your Voice, Your Experience

Video Script:

Your voice, your experience, and your perspective matter in promoting a supportive culture that stands up to sexual violence. Preview what you'll be learning about in this course by watching the introductory video.

This is an exciting time. For many of you, college life offers a new level of

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personal freedom. With this freedom comes an opportunity to explore new academic, cultural, and social interests. Being a part of a new community means you'll have the opportunity to explore new situations, have new experiences, and form new relationships with people who may be really similar, or really different from you. Your values, your experience, and your perspective will be your guide.

In college, it is important to have an open and informed mind, especially when it comes to being aware of issues which may be hurtful to you and to others in your community, such as sexual assault, gender discrimination, relationship violence, sexual harassment, and stalking. These issues can impact anyone, regardless of a person's age, race, ethnicity, gender, sexual orientation, religion, or socioeconomic status. And chances are that you know, or will know, someone who has personally experienced them. You may have your own experience as well.

This course informs you about these important topics and shows you options for stepping in to prevent someone from harming another person. You'll learn ways to support someone who has been affected by these issues, and you'll also gain an understanding of the value of creating healthy, respectful relationships in your own life, and develop skills related to recognizing unsafe situations.

Students everywhere want to live and learn in safe and supportive communities.

They want to have positive, healthy relationships, not only with dating or sexual partners, but also with friends, family, classmates, and colleagues. Your voice, your experience, and your perspective matter in promoting a supportive culture

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that stands up to sexual violence. Let's get started.

Summary

Video Script:

College is an exciting and important time in your life. In this course, you'll learn practical knowledge you can apply to common scenarios to ensure your safety and the safety of your peers.

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 the 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.

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Values, Identities, and Relationships

Video script:

Values, Identities, and Relationships.

Abusive language and behavior can violate a person's identity and values. It's important to treat everyone with the respect they want and deserve.

In this section we will:

- Reflect on our personal values;
- Analyze how we perceive our personal identities;
- Recognize how values and identities influence and impact our relationships;
- Explore the importance of being mindful of the values and identities of others, even if they are different than yours.

Who Am I?

Video script:

Who are you, and how do you define yourself? Learn more about how your values and identity shape your relationships with others by watching the video.

Who are you? How do you define yourself? Where do you look something like

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that up? Answering these questions starts with thinking about your values, the beliefs, principles, and ideas that are important to you. In part, your values represent what you stand for. They influence your identity and how you relate to others.

Your identity is who you are, how you define yourself, and who you want to be. It's part of what makes you, but your identity is also influenced by how others see and define you. Your identity evolves over the course of your lifetime. Initially, it is shaped by things that you don't have much control over, but as you mature, your identity may be impacted or shaped by the choices you make and how you define and relate to the identities you have been born with.

Often how we see ourselves and how others see us aren't exactly the same. In addition, some of our identity characteristics may be visible to others and in other cases, we may have the choice of disclosing them or not. Next, we'll take a closer look at some aspects of your own identity.

Our Unique Identities

Video script:

Your identity is made up of a variety of different elements that combine to make you the unique person you are. Your identity is based on your DNA, your family dynamics, your experiences, your beliefs, and much more. In fact, more elements go into creating your identity than we have room for on this screen!

Consider how you identify yourself. Which traits below do you think about the

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most?

- Age
- Gender
- Race/ ethnicity
- Religion/ spirituality
- Socio-economic status
- Sexual orientation
- Interests
- Political leanings
- Education
- Family members

Our Values

Interactivity Audio script:

Scroll through the values to learn more.

Interactivity Text:

What you value also contributes to forming your identity. Values are beliefs

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about what's right and wrong, as well as what's important in life. Our values influence our attitudes and behaviors.

Taking some time to think about your values can help clarify who you are and who you want to be — and help you to make decisions in difficult situations, such as when you see your values being violated.

Scroll through the values to learn more.

[Carousel 1]: Acceptance

To welcome and respect others for who they are.

[Carousel 2]: Autonomy

To be self-determining and independent.

[Carousel 3]: Humor

To see the light and funny side of the world.

[Carousel 4]: Compassion

To feel and show concern for others.

[Carousel 5]: Responsibility

To make and carry out important decisions.

[Carousel 6]: Honesty

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To be truthful with yourself and others.

Summary

Video script:

How do values come into play in your life? They influence how you treat others, and how you want to be treated. They influence how you feel when reacting to others' behavior.

Key Takeaways

Your Identity

Your identity is made up of a variety of different elements that combine to make you who you are. We may share traits with others, but the combination of these elements makes each of us unique.

Your Values

What you value also contributes to forming your identity and influences how you treat others and how you want to be treated.

Respecting Others

We all want to be accepted and treated with respect. It's important to realize this when interacting with others, even if they have different values or identity traits than us.

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Identities and Stereotyping

Video script:

A stereotype is an overgeneralization — a shortcut used to make a quick judgment about someone’s identity based on things that can easily be observed: how they look, how they act, the way they talk, or what they like.

In this section we will:

- Recognize when stereotypes are negatively impacting how we think about or treat someone
- Learn how gender stereotypes can impact how we think about and respond to sexual violence
- Identify the potential impacts of gender stereotypes as it relates to preventing sexual violence

Why are Gender Stereotypes Harmful?

Video script:

Gender-based stereotypes reflect cultural expectations — like how a person who is perceived to be a man or a woman is supposed to behave, or what they should believe, want, or need.

For example, are women expected to act, speak, and behave differently from men, simply because they’re women? Are men supposed to adhere to certain

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personality traits and careers simply because they're men?

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

When we don't really know someone, we may fall back on cultural assumptions, like stereotypes. A stereotype is an overgeneralization, a shortcut used to make a quick judgment about someone's identity based on things that can easily be observed-- how they look, how they act, the way they talk, or what they like. Stereotypes based on gender are cultural expectations for how a person who is perceived to be a man or a woman is supposed to behave, what they should believe, or what they should want for themselves. Some people may adopt many of society's expectations about their gender and be comfortable with them, and that's OK. But taking them to an extreme can be unhealthy, and others may feel uncomfortable or limited by stereotypes. They may even experience conflict between what others expect of them based on their gender with how they think, feel, and see themselves. It's important to recognize when stereotypes are negatively impacting how we think about or treat someone.

Gender stereotypes, in particular, can impact how we think about and respond to sexual violence, like making excuses for inappropriate behavior, judging someone who discloses they have experienced a sexual assault, deciding to intervene or not when we see a potentially problematic situation, or even noticing a problematic situation happening in the first place. Understanding the

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potential impacts of gender stereotypes is an important part of preventing sexual violence.

What Can You Do About Harmful Language

Video script:

Have you ever been in a situation where someone expressed a gender stereotype or said something rude or disrespectful about another person (or a group of people) in a way that made you feel uncomfortable, but you weren't sure what to do or say? Chances are that if you feel uncomfortable, others around you do too.

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

He was acting like such a...

Video script:

"He was acting like such a..."

Watch the video and think about how you would respond.

Student 1: Did you guys see Jeff on the sidelines last night?

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Student 2: Man, I can't believe how he was acting. It was like every little thing was worth throwing a fit over.

Student 1: For real. He was acting like such a girl.

Student 3: Dude, come on.

Student 1: What?

Student 3: Why call him a girl like that?

Student 1: Who cares? It's just how I talk. Besides, I've got nothing against women. I'm just talking about Jeff.

Student 3: No, man. That's just it. When you call him a girl, you're saying it like it's some kind of insult. I mean, you're basically saying that women are inferior to men. And I don't really like hearing that.

Student 2: Yeah, obviously, I don't like it either. You're better than that.

Student 1: Wow. You're really ganging up on me on this?

Student 3: Just letting you know how we feel man.

Student 2: So anyways, yeah, he was whining to the coach like every two seconds.

She was dressed like such a...

Video script:

Watch the video and think about how you would respond.

Student 1: The party was great. You should have come. There was this girl dressed like such a [BLEEP], and all the guys were like --

Student 2: I don't want to seem uptight, but that word really bothers me. You know, man, you tend to use that word a lot. And I just want to say, like I'm not going to freak out on you, but it's derogatory. And it means you're making assumptions about someone just because of how they look or how they're dressed, and that's not cool.

Student 1: But I don't like say it to anyone's face or anything.

Student 2: It doesn't matter. It's the intention behind it and the assumptions that go along with saying it. You know, when you talk about someone that way basically means you think it's OK to treat them poorly.

Student 1: All right. I see what you mean. Sorry, man.

Student 2: It's OK. Thanks for hearing me out. So what did you guys do after the party?

Student 1: We were all really hungry, but the burger places were closed so-

He sounded like he was...

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Video script:

Watch the video and think about how you would respond

Jody: And this guy comes up to me and he starts talking to me like he's hitting on me. But he's like clearly so gay, right? He's like "OMG, I love your shoes." And I'm like, no way am I being hit on by a gay guy right now.

Friend 1 (narration): That's not funny, but I don't feel comfortable saying anything.

Jody: Yeah, it was hilarious. What's wrong?

Friend 1: I don't know. I just-- I didn't think that was cool.

Jody: What?

Friend 1: It just makes me feel weird is all.

Jody: Why? I mean, he was hitting on me.

Friend 1: It's that I don't think making fun of someone and assuming they're gay just because of the way they talk is cool, that's all.

Jody: I wasn't making fun of the way he talks. I was just—

Friend 2: Your kind of were, Jody.

Jody: I wasn't. I was just-- OK. Yeah, I was. Fine. Fine. Sorry.

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Title IX of the Education Amendments Act of 1972

Video script:

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 and violence, relationship violence, and stalking — in any educational, athletic, or other program or activity of a federally funded school.

Every federally funded school must have a Title IX coordinator who is responsible for coordinating an institution's efforts to meet its Title IX responsibilities, which include responding to reports of sex discrimination and sexual harassment by providing supportive measures to ensure that equal access to educational programs and activities is preserved for the person who reports being sexually harassed, assaulted, abused, or stalked, as well as providing any appropriate supportive measures for the person accused of sexual misconduct.

Summary

Video script:

It's important to be aware of the potential impact of gender stereotypes, and how sexist and derogatory language based on gender identities can contribute

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to sexual violence.

Key Takeaways

Gender Stereotypes

Stereotypes based on gender are cultural expectations for how a person who is perceived to be a man or a woman is supposed to behave; what they should believe; or what they should want for themselves.

Subjective Perspectives

Our identities impact our thoughts on a variety of important issues. They also influence our perceptions of sexual violence and our degree of awareness about (or personal experience with) these issues.

Personal Responsibility

If you're uncomfortable with a harmful statement, it's likely that others recognize it as hurtful, too. Part of your responsibility to contribute to a safe and supportive community is to intervene (if the situation appears safe enough to do so).

Our Values and Relationships

Video script:

Relationship abuse comes in many forms, and it may be difficult to recognize the

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signs. 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.

In this section we will:

- Explore the dynamics of relationship abuse;
- Review different forms of relationship abuse; and
- Identify warning signs and safety strategies for someone who may be experiencing abuse.

Recognizing Healthy Relationships

Video script:

What qualities are important to you when establishing a relationship with someone, whether this person is a friend, classmate, roommate, or partner?

In this video, you'll hear about some of the qualities that your peers prioritize in their relationships. As you watch, think about some of the qualities that are important to you.

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

Screen reads: What makes a healthy relationship?

Student 2: At the top would be respect, trust and honesty. I think those three

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aren't really negotiable, and you can't really rank them.

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

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

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

Student 1: It's important to respect your partner, respect your friendship and be understanding of the relationship, of the friendship, and also just be willing to compromise in some instances, even in friendships not just relationships.

Screen reads: How do you maintain a healthy relationship?

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

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

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

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

Student 2: The best advice I've recently been given actually, is to be OK with

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setting boundaries.

So, if there's something you're not comfortable with, or you just don't want, like being OK with saying that. And if that's not something the other person is comfortable with, then they maybe shouldn't be in your life in the first place. Like it's OK.

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

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

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

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

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

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Recognizing Relationship Abuse

Interactivity Audio script:

Read the statement, then select a topic to learn more about different forms of abuse.

Interactivity Text:

Relationship abuse comes in many forms, and it may be difficult to recognize the signs. 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.

Understanding the dynamics of relationship abuse will help us be able to recognize it if it happens to someone we care about.

Read the statement, then select a topic to learn more about different forms of abuse.

[Tab 1]: Academic Abuse

Academic abuse is characterized by actions that monopolize someone's work or study time and negatively affect their academic success, thus compromising their values. 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.

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-
- 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

Abusing 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. Emotional abuse and isolation undermine the values necessary for a healthy relationship.

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; or
- Make demands for attention and then retaliate if it's not given.

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[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; and
- Threatening to end the relationship, harm themselves, or take their own life.

Federal and State Laws Relationship Violence

Interactivity Audio script:

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

Explore federal and state law definitions below.

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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]

[Popup Text]

Relationship Violence 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

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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:

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... [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

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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]

(8) Domestic violence

The term "domestic violence" includes felony or misdemeanor crimes of violence

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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 persons 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

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(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 persons involved in the relationship.

... [Content omitted for clarity]

... [Content omitted for clarity.]

Jen and Alex

Interactivity Audio script:

Consider the following scenario and think about how you might respond to a friend who may be in a similar situation.

Interactivity Text:

Consider the following scenario and think about how you might respond to a friend who may be in a similar situation.

You and your friend Jen are out to lunch one day. You're excited to get together because the last few times you've made plans, she's canceled at the last minute. Just as you're beginning to catch up, her phone rings. She ignores it, and

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immediately gets a text. After reading it, she seems upset. You ask if anything is wrong, and she shows you the text from her romantic partner, Alex.

“Jen — you didn’t tell me where you were going for lunch. Why not?? I don’t deserve to be ignored. Not sure why you do this to me. Do you not want to be with me?”

[Alt-Text]:

A close-up image of a person scrolling on their phone.

[Question-Text]:

What do you say to her?

[Options]:

- “Hmmm... How do you feel about this?”
- “Is Alex always this obsessive?!? That has to be hard on you — I’m sorry.”
- “Alex shouldn’t say that — unless you’ve done something. Did you do something or did you have a fight?”

[Answer]:

“Hmmm... How do you feel about this?”

[Feedback 1]

Good choice.

Jen's reaction indicates that she might be upset. What you did — letting Jen talk first— ensures that you don't project any of your feelings onto her relationship.

[Feedback 2]

By calling Alex's behavior "obsessive," you've imposed your opinion on Jen after only hearing about it once — instead of asking her how she feels about it. The first response ("Hmmm... How do you feel about this?") is best because it allows Jen to talk first, and ensures that you don't project any of your own feelings onto her relationship.

[Feedback 3]

Even if you don't approve of the way Alex is communicating with Jen, judging Alex probably won't make Jen feel better. Suggesting that Jen provoked Alex's behavior is not helpful either. The first response ("Hmmm... How do you feel about this?") is best because it allows Jen to talk first, and ensures that you don't project any of your own feelings onto her relationship.

Jen's Response

Interactivity Audio script:

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

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Interactivity Text:

Jen says, "I don't know, I guess Alex is just a little intense sometimes. I mean, he's always calling or texting and demands to know where I am all the time. He also insists on picking me up to make sure I get home safe. But I shouldn't complain. Alex is literally always there for me, so it's probably not a big deal for me to just chill. I should be grateful for all of the attention. It's just exhausting."

[Alt-Text]:

A person sits with their elbows on a table and scrolls through their phone.

[Question-Text]:

How do you respond?

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

[Options]:

- "Have you ever thought that all of this attention is a bit controlling?"
- "Do you want Alex to call and text that much? Maybe you should consider talking about it with Alex if you don't..."
- "It seems like you're in a bit of a difficult situation and, if you're interested, I'd be willing to help think this through with you. Would you want to talk about this a little?"

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[Answer]:

“It seems like you’re in a bit of a difficult situation and, if you’re interested, I’d be willing to help think this through with you. Would you want to talk about this a little?”

[Feedback 1]

Labeling Alex’s behavior as “controlling” imposes how you feel about Jen’s relationship onto her. Jen doesn’t see Alex’s behavior this way and may be reluctant to accept this. The best response is #3, which acknowledges Jen’s situation and offers help without judgment. This way, you can be there for Jen and learn more about the situation.

[Feedback 2]

It's possible that Alex may not know this behavior is uncomfortable for Jen. However, raising this concern could escalate Alex’s behavior and put Jen in a dangerous situation. Before recommending this, you would need to have more information. The best response is #3 which acknowledges Jen’s situation and offers help without judgment. This way, you can be there for Jen and learn more about the situation.

[Feedback 3]

Acknowledging Jen’s situation and offering to help is a good choice. If Jen is willing to talk, listening to her without judging her or Alex will likely be helpful to

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her.

A Few Months Later...

Interactivity Audio script

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

Interactivity Text:

A Few Months Later...

A few months go by and you haven't heard much from Jen. But then today, she reaches out and tells you that she needs to talk. You call her and she explains that things are really not going well with Alex. She tells you that Alex insists on knowing anywhere she goes and anyone she talks to. She says, "Alex has gotten mad at me a ton of times for talking to someone after class, or because I stopped to run a quick errand before going home and forgot to send a text explaining where I'm at. I feel like I just can't get away and that he's always mad about such silly stuff! I'm scared to say anything to Alex about it, and I don't really know what to do."

[Alt-Text]:

A person talks on their cell phone with a serious expression on their face.

[Question-Text]:

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What could you say?

[Options]:

- “OK, it sounds like you want to talk to Alex about this, but you’re afraid of the response. Am I right?”
- “I’m sorry that Alex is treating you this way. You have the right to end the relationship if you aren’t happy, or if it just doesn’t work for you anymore. You definitely need to confront Alex about this if you want out.”
- “I think the best thing for you to do would be to really distance yourself from Alex. Don’t respond to any of Alex’s texts or calls. Alex needs to respect your space and this might be the only way he’ll learn how to do that.”

[Answer]:

“OK, it sounds like you want to talk to Alex about this, but you’re afraid of the response. Am I right?”

[Feedback 1]

Good choice.

Even if you feel differently, reflecting a friend’s own words back to them can help to clarify for you (and for them) what they want to do about a situation and then you can continue the conversation and invite her to share more.

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[Feedback 2]

Encouraging Jen to confront Alex may not be a good idea. Doing so could put her in a potentially unsafe situation given Alex's escalating behavior. If Jen wants to end the relationship, you can direct her to some resources that can support her to do so.

Response #1 is better because reflecting a friend's own words back to them can help to clarify for you (and for them) what they want to do about a situation and then you can continue the conversation and invite her to share more.

[Feedback 3]

Avoiding or ignoring Alex probably isn't the best course of action in this situation. If Jen were to do this, she may make Alex even angrier with her; potentially putting her in an unsafe situation. Response #1 is better because reflecting a friend's own words back to them can help to clarify for you (and for them) what they want to do about a situation and then you can continue the conversation and invite her to share more.

Understanding the Warning Signs of Digital Abuse

Video script:

Nearly 1 in 3 (29%) of college women say they have been in an abusive dating relationship.

"Digital abuse," or using technology (such as a cell phone or social media site) to

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threaten, intimidate, or harass a current or ex-dating partner is a type of relationship abuse that's fairly common among college students.

It's important to be aware of some of the warning signs of this kind of behavior so that you can recognize it if it's happening to you — or help if you observe it happening to someone you care about.

WARNING SIGNS

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

If you experience any of the warning signs listed (or if you're aware that someone else is experiencing it), there are resources that can help. Contact your school's Title IX Coordinator or a school or community counselor for advice about safe and effective options.

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Using Strategies to Stay Safe

Interactivity Audio script:

It's also important to know some strategies that may help protect you from becoming a target of abuse.

Select each strategy to learn more.

Interactivity Text:

[Tab 1]: Never share passwords.

Sometimes we feel like we should share everything with our partner, and have them share everything with us. But just as you wouldn't give anyone your identification or credit card, or other sensitive information to carry around in their wallet, it's important to keep your passwords private, and to respect the privacy of others.

[Tab 2]: Think carefully before posting photos or videos.

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

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[Tab 3]: Be aware that location tracking (GPS) may be built into your device.

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

Summary

Video script:

It's important to be able to recognize when relationships are abusive and in conflict with our fundamental values and to know how to support a friend who may need help.

Key Takeaways

Relationship Factors

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

Forms of Relationship Abuse

Some forms of relationship abuse are more difficult to identify than others. A person who commits abuse often uses more than one form of control at the

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same time, and uses different tactics over the course of a relationship.

Lending Support

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

Consent, Coercion, and Stepping In

Video script:

Consent, Coercion, and Intervening

You make decisions, set boundaries, and respect other people's choices in your day-to-day life. Anytime you do something with anyone, whether it's grabbing some food or watching a movie, it's important that you're both in agreement about — consent to — what you're doing.

In this section we will:

- Explore the role of communication in healthy relationships;
- Review examples of what a respectful conversation about sexual activity might look like; and
- Identify strategies to potentially prevent a problematic situation from occurring or escalating.

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Consent: Part of Healthy Communication

Interactivity Audio script:

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. This is why the safest and clearest way to ensure consent is to talk about it.

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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.

What Does Consent Look Like?

Video script:

When it comes to consent, you're the only one who knows what's best for you. It's up to you to decide what you're comfortable with or what is not OK for you.

Most students agree that consent is really important, but many students are not sure how to talk about it.

In this video, you'll see what a conversation about consent could look like.

Maria over the phone in the library: No, I'm really into him, I swear. He's super

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thoughtful and sweet. He did everything right. Yeah! He leans in close and asks, can I kiss you? I know! We were making out and he stops and asks me, how far would you be comfortable going tonight? I know. And I was kind of flustered, so I was like uh. But he was totally cool about it.

Nick overhears the conversation.

Maria: He said, that's OK. We can totally stop here if you want. And I was like heck no! Well, I asked if he would be cool if I could take off his shirt. And he made it really clear that he was down for that. He might have lost a couple of buttons helping me.

Nick is on a date with Ella, walking up to Ella's door. Ella: Well, this is my place. That was really fun.

(Maria Narrates): He leans in close and asks, can I kiss you?

Nick: Um, do you want to kiss me? Ella: Sure. Do you want to come inside? Nick: Sure.

Nick and Ella sit on the couch and start to kiss. Nick reaches for Ella's shirt.

Nick: Is this OK? Maybe not now. No. No pressure.

Ella: Sorry I don't know. I'm not really sure if I'm ready for that.

Nick: It's OK. Maybe we can just keep hanging out, finish watching the show.

Ella: Yeah.

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[Television chatter]

Ella: I had a lot of fun. Talk to you soon? Nick: Yeah, for sure. I'll text you tomorrow. Ella: Sounds good. Can I? Nick: Sure.

Nick and Ella kiss.

Ella: Safe walk home. Goodbye.

Understanding Consent

Interactivity Audio script:

Let's look a little closer at some of the key moments of Nick and Ella's evening. What does their experience tell us about some of the most important aspects of consent?

Select a topic to learn more.

Interactivity Text:

[Tab 1]: Consent is normal

Nick overheard Maria talking to her friend about a great first date she went on, where her date asked for her consent at every step. In a similar way, Nick was careful to ask for Ella's consent to different activities throughout the night and was respectful of her responses.

[Tab 2]: Consent is clarifying and empowering

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When Ella and Nick arrived at her place, he asked her for a kiss. Getting consent can be as simple as asking a question like, “Can I kiss you?” and respecting the answer. When Ella said “yes,” they kissed. Nick didn’t just assume from nonverbal cues that Ella wanted to kiss him; that she owed him anything; or that she was interested in something more.

[Tab 3]: Consent is an ongoing process

Ella and Nick were kissing, but when he touched her shirt, Ella froze, pulled back, and didn’t say anything. Nick understood that silence and hesitation do not indicate consent and that checking in with Ella to see what she was thinking was the right thing to do. Ella responded that she wasn’t comfortable continuing and Nick respected her choice.

[Tab 4]: Consent is part of healthy communication

At different points during the night, Nick and Ella had open and easy conversations about consent. Each time, they were respectful of each other when expressing what they did and didn’t want to happen. They both ended up having a great time and left the door open to see each other again.

What Should Sonia do?

Interactivity Audio script:

Read the scenario and select a response.

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Interactivity Text:

Consent is an important part of healthy communication, even if you've known the person for a long time. Read the scenario below and think about what you would do if your romantic partner suddenly pulled away.

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

[Alt-Text]:

Two women are standing and looking confused.

[Question-Text]:

What should Sonia do?

Select the response that grants Anjali the right of consent.

[Options]:

- Sonia should try rubbing Anjali's shoulders instead, and then once she seems more relaxed, it should be OK to continue the sexual activity. Anjali is probably just stressed out due to upcoming midterms.
- Sonia should stop kissing Anjali because Anjali is expressing uncertainty about continuing.

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-
- Sonia knows Anjali really well — she would know if Anjali really wanted to stop. Anjali is just being playful and Sonia probably doesn't need to take it too seriously.

[Answer]:

Sonia should stop kissing Anjali because Anjali is expressing uncertainty about continuing.

[Feedback 1]

Try Again

Even if they have engaged in sexual activity before, either person has the right to change their mind at any point during the activity. If Anjali wishes to stop, Sonia needs to respect their choice (regardless of the reason) and not try something different. If someone expresses uncertainty about what is happening, consent is not present and any sexual activity should stop — even if they've previously engaged in that activity.

[Feedback 2]

Good Choice!

That's right. If someone expresses uncertainty about what is happening, consent is not present and any sexual activity should stop. Even if they have previously engaged in sexual activity, consent still needs to be given before engaging in any sexual activity again.

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[Feedback 3]

Try Again

Even when people have engaged in sexual activity before, it's still essential to seek consent at each stage of the sexual activity and listen to and respect each other's responses. If someone expresses uncertainty or hesitation about what is happening, consent is not present and any sexual activity should stop.

What Should Ian Do?

Interactivity Audio script:

Read the scenario and select a response.

Interactivity Text:

What Should Ian Do?

Consent is an ongoing process of clarification. If someone becomes unable to clarify what they want, but they've given consent in the past, is it OK to continue? Read the scenario below and think about what you would do in Ian's situation.

Maria invites Ian over to her place to watch a movie. They consensually cuddle and kiss. It gets late, and Maria falls asleep during the movie. Ian wants to keep touching her, but she's not responding.

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[Alt-Text]:

"Maria is laying down across the Ian's lap."

[Question-Text]:

What should Ian do in this situation?

Select the best response.

[Options]:

- Ian can keep cuddling and touching Maria; she obviously feels comfortable with Ian and was cool with that before she fell asleep.
- Ian should stop cuddling and touching Maria.
- Ian should carry Maria to his room and put her in bed so that she is more comfortable.

[Answer]:

Ian should stop cuddling and touching Maria.

[Feedback 1]

Try Again

Maria is asleep and not able to give consent. Even though Maria initially gave consent to cuddling and kissing, she is now unable to continue to give consent.

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Until she wakes up and reconfirms her consent, Ian should stop.

[Feedback 2]

Good Choice!

That's right. A partner who is not awake is unable to give consent. Ian should not begin or continue pursuing sexual activity with Maria while she is asleep.

[Feedback 3]

Try Again

Ian should not move her; she hasn't consented to be carried anywhere. Ian can either let her keep sleeping where she is or wake her up and have a conversation to clarify what she wants — whether that's cuddling, sleeping, or something else.

What Should Jameel Do?

Interactivity Audio script:

Is it possible that someone is not really giving consent even if they say, "yes"?

Read the next scenario to find out.

Interactivity Text:

What Should Jameel Do?

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Is it possible that someone is not really giving consent even if they say, “yes”?
Read the next scenario to find out.

Jameel and Kim have been dating for a while. Jameel has been interested in a particular sexual activity for a long time and shared this wish with Kim. Kim is not interested in that activity and has said “no” when Jameel has suggested it in the past. One night, Jameel repeatedly asks Kim to try the activity and says that he feels like her continuing refusal must mean that she’s not really into him anymore. Kim seems unsure and hesitant, but finally agrees.

[Alt-Text]:

Jameel and Kim are sitting on the couch having disagreements.

[Question-Text]:

What should Jameel do?

Select the best course of action.

[Options]:

- Jameel should not engage in this activity with Kim. It’s clear from Kim’s previous responses and current hesitation that she’s not comfortable.
- Jameel and Kim have discussed the activity and he’s gotten verbal consent from her; so it’s OK to move forward.
- I don’t know — this seems like a confusing situation and there isn’t a clear

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right or wrong answer.

[Answer]:

Jameel should not engage in this activity with Kim. It's clear from Kim's previous responses and current hesitation that she's not comfortable.

[Feedback 1]

Good Choice!

That's right. Kim only agreed to the activity after Jameel pressured her to; therefore, her consent wasn't freely or enthusiastically given.

[Feedback 2]

Try Again

Continuing to ask or pressure someone into doing something that they don't want to do could be considered coercion. It is never OK to pressure someone into sexual activity. Jameel should accept Kim's answer.

[Feedback 3]

Try Again

Are both Jameel and Kim excited to participate in the sexual activity? Is one person pressuring the other person to do something they aren't comfortable with? Kim has agreed, but only after being pressured to do so; therefore, Jameel

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should not go forward.

Coercion

Video script:

Sometimes, the media depicts romantic relationships as one person pursuing and finally convincing the other to engage in sexual activity. The problem with these depictions is that they focus on a sexual activity like it's an accomplishment instead of a mutual agreement.

In fact, many depictions of "romance" in movies and shows are actually examples of sexual coercion.

Sexual coercion is a tactic used to manipulate, pressure, or intimidate another person into sexual activity and can be verbal or non-verbal, physical, and/or emotional.

Sexual assault does not happen as the result of miscommunication, and coercion is not consent.

What Does Coercion Look Like?

Interactivity Audio script:

Coercion takes many forms, including verbal or non-verbal, physical, and/or emotional actions.

Scroll through the examples below to learn more about some different forms of

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coercion.

Interactivity Text:

[Carousel 1]: Using Threats

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

[Carousel 2]: Using Guilt

Making a person feel like they owe someone sexual activity, or anything else. This could sound like, “The last time, I did what you wanted ...”

[Carousel 3]: Rationalizing

Deferring responsibility; blaming the harmed person; or using previous sexual activity as justification. For example, “We've done that before — what's the problem now?”

[Carousel 4]: Making Someone Feel Obligated

Causing someone to feel like they owe sexual activity. For example, “I just spent a ton of money on you, the least you could do is ...”

[Carousel 5]: Continuous Verbal Pressure

Trying to convince someone to do something after the person has said “no.” For

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example, “Come on, you know you really want to ...” If the pressure becomes intimidating or threatening after being told “no,” it could cross the line into coercive tactics.

[Carousel 6]: Using Drugs or Alcohol

Using drugs/alcohol to make someone more vulnerable to sexual activity. For example, “Do another shot — we need to loosen you up!”

Alcohol and Coercion

Interactivity Audio script:

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

Interactivity Text:

Alcohol and Coercion

It is never anyone’s fault for being sexually assaulted, no matter what they wear, how they act, or whether or not they choose to drink alcohol. Being drunk is never a valid excuse for engaging in sexual activity without a person’s consent, and someone should never get another person drunk in order to have sex with them.

Research indicates that many of the sexual assaults that occur on college

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campuses involve alcohol. If considering sexual activity, it's best if everyone involved is sober and verbal affirmative consent is given before engaging in sexual activity.

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

[Tab 1]: Judgment

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

[Tab 2]: Motor Control

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

[Tab 3]: Communication

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

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State Law Consent

Interactivity Audio script:

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]

[Popup Text]

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

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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

Statutes

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:

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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

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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

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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.

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State Law: Sexual Assault

Interactivity Audio script:

Federal and State Law.

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]

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Party Intervention

Video script:

Have you ever thought about what you would do if you saw someone in an unsafe or problematic situation?

If you see a situation where someone is being pressured or where someone doesn't appear to be capable of giving consent, there are a lot of ways that you can intervene to help.

In this video you'll learn how to identify potentially problematic situations, and see several effective ways of intervening to help in a situation where someone may be at risk for committing, or experiencing sexual assault.

A couple at a party on the couch. [Music Playing]

Ben: Hey, does that person look OK to you?

Priti: I don't know. I was kind of wondering the same thing. She was stumbling when I saw her earlier.

Ben: It doesn't look like she's doing too well. I'm going to do a bit of recon.

Priti and Leah: OK. All right.

Ben: Hey man, what's your name?

Jason: Jason, why?

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Ben: There was someone out back who was looking for you.

Jason: Let him look, I'm a little busy right now.

Ben: I don't know man, it sounded pretty urgent. I think you should go check it out.

Leah: What's going on?

Ben: I just made up an excuse to distract that guy so I could come by and make sure everything is alright.

Ben: Hey, are you doing OK?

Marissa: Hey, where did he go? I lost my friends. Why is it spinning?

Ben: Do you think you two could stay with her, try to figure out who she's with while I go grab her some water?

Leah and Priti: Sure, we'll be right here.

Ben: Hey, they're going to stay with you, OK?

Narrator: In this example Ben used distraction to get Jason to turn his attention elsewhere. While misleading someone isn't always advisable, in this kind of situation making up an excuse can be a subtle and simple way to interrupt something that may be going in the wrong direction. Now let's explore another option and see how a delegation could be used to help Marissa in this situation.

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Delegation means getting someone else involved to help diffuse the situation.

Ben: Hey, does that person look OK to you?

Priti: I don't know. I was kind of wondering the same thing. Because she was stumbling when I saw her earlier.

Ben: I don't know, it just kind of feels off. Do you think you two could keep an eye on her? I'm going to go try to find Jenny. It's her house, she'll know what to do.

Priti and Leah: Sure, we'll be right here. OK.

Ben: Hey Jenny.

Jenny: Hey, what's up?

Ben: Sorry to interrupt. I just wanted to come by and see if you knew who that girl was, on the couch. I think she's had a bit too much to drink and I'm not really sure she really knows that guy.

Jenny: Oh, yeah, I do know her but I'm not really sure who he is. Let's go check it out.

Jenny: Hey, how's it going? Do you remember who brought you here?

Narrator: If you don't feel like you're in a position to do something when you see something that doesn't look quite right, you can delegate. Ask someone who's capable of addressing the situation to get involved.

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Who you choose to approach and delegate responsibility for stepping into a situation may be influenced by your own identity. And who you feel most comfortable reaching out to in a situation where you feel more comfortable, or you know the person you're concerned about, it may be appropriate to address the situation directly.

Ben: Hey, does that person look OK to you?

Priti: I don't know. I was kind of wondering the same thing. She was stumbling when I saw her earlier.

Ben: It doesn't look like she's doing too well. I think we should at least check in. You want to come with me?

Leah: Yeah, let's go. Hey, how's it going?

Marissa: Hey! Wait, are you in my psych class?

Taylor: Do you all know each other? I got her some water and I've been trying to find her friends, but-- no luck.

Ben: No, we don't know her. We just wanted to come by, see how you guys were doing and make sure that she was doing OK.

Marisa: Yeah, I don't know where my friends are. I can't figure out where they went.

Ben: Do you know the host of the party?

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Taylor: Not very well, do you?

Ben: Yeah, actually I do.

Taylor: Let me go see if I can grab one of them, see if they know where her friends went off to. Hang with her tight for a sec, OK?

Sometimes helping out in a situation that looks like it might be problematic is as simple as casually checking in to make sure that everyone's doing all right. A direct approach like this is best used if the situation is safe. If you feel fairly confident in your surroundings, or if you know the person well. We all have a role to play in helping prevent sexual assault and there are many ways to step in when the situation looks problematic. Always think about safety and consider 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.

Taking a Closer Look

Interactivity Audio script:

In each of the video's scenarios, Ben, Leah, and Priti noticed that something didn't look quite right and decided that it was important to take action. Let's take a closer look at how they decided to intervene to make sure that Marissa was safe.

Select each approach to learn more.

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Interactivity Text:

[Tab 1]: Distract

Ben decided to tell Jason that someone was looking for him, as a means of distracting him. This strategy allowed Ben an opportunity to check in with Marissa and find out if she was OK. It turned out to be a good move on Ben's part because Marissa did need help.

[Tab 2]: Delegate

Leah, Ben, and Priti didn't know Marissa, but recognized that she might need help. They decided to delegate by reaching out to the party host, Jenny, because she was in a role of responsibility and authority since the party was at her house. Jenny was able to determine that Marissa needed help and took action by contacting her friends.

[Tab 3]: Direct

In this scenario, Ben decided that the situation appeared safe and he felt comfortable intervening directly. He asked Taylor if he knew Marissa. As it turns out, Taylor didn't know her, but was trying to help her. Intervening doesn't always result in interrupting a harmful situation. Sometimes it can be as simple as gathering more information to confirm that everyone is safe.

Knowing When to Call 911

Video script:

If you're in a situation where you notice unhealthy or risky behavior, try intervening — as long as it appears to be safe enough to do so. In some circumstances, it may not be safe for you or other bystanders to get involved.

If you witness a violent altercation, or if the situation poses a significant physical threat to you or others, you should immediately call the police or campus security.

Don't wait "just a little longer" before calling for assistance; not calling for help is just not worth the risk.

Summary

Audio script:

In this section, we've learned that consent is an important part of healthy relationships and healthy sexual communication. We've also learned about coercion and about how to recognize some of the forms of coercion. Finally, this section demonstrated how to recognize a problematic situation and what you can do to intervene.

Key Takeaways

Consent

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Consent is a person's clear, affirmative, and voluntary agreement to engage in an activity of any kind. If the situation is sexual, the person who is initiating the activity must ensure that their partner has given consent.

Sexual Coercion

Sexual coercion can take many forms, including: verbally pressuring someone to have sex; threatening them; using alcohol or drugs to make them more vulnerable or incapacitating them; or using physical force.

Intervention Strategy

There are many effective strategies for intervening if you observe a concerning or problematic situation. The most important thing is to recognize that a potentially unsafe situation exists and to do something to help.

Sexual Harassment and Stalking

Video script:

Sexual harassment and stalking are similar in many ways.

In this section, we will:

- Learn how to recognize and address sexual harassment and stalking; and
- Identify what to do if you or someone you care about is affected by these issues.

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Sexual Harassment

Video script:

Title IX prohibits the following types of sexual harassment:

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

Title IX applies to sexual harassment that occurs in an educational program or activity against a person who is located in the U.S. These types of sexual harassment are also referred to as "sexual misconduct." Check your school's policies for definitions of prohibited conduct and where they apply.

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

People who experience sexual harassment are never responsible or at fault for

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someone else's misconduct toward them.

Forms of Sexual Harassment

Interactivity Audio script:

The most common types of inappropriate behavior that can lead to "hostile environment" sexual harassment include unwanted comments, jokes, gestures, and lewd looks. However, this type of harassment can come in many forms.

Select each form of hostile environment sexual harassment to learn more.

Interactivity Text:

[Tab 1]: Verbal.

Sexual harassment that is verbal may consist of sexual comments about someone's appearance, sex-based jokes or slurs, gender-specific put-downs, or other threatening or intimidating language. Here are some examples of what verbal sexual harassment might look or sound like. Keep in mind that these kinds of comments can occur in person or via social media:

- Sexual rumors about a person.
- Sexual innuendos and other comments about a person's clothing, body, or sexual activities.
- Offensive and/or persistent vulgar jokes about sex or gender-specific traits.

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- Suggestive sounds directed at someone (whistling, kissing).
- Sexual comments about someone's weight, body shape, size, or figure.
- Repeated, unwanted propositions for dates and/or sexual activity.
- Questions or suggestions about a person's sexual fantasies, preferences, or history.

[Tab 2]: Non-verbal

Making an offensive gesture or posting a revealing or explicit photo of someone are examples of non-verbal forms of sexual harassment. Additional examples include:

- Sexual gestures and hand or sign language that denotes sexual activity.
- Messages, emails, or posts to social media that contain unwelcome sexual content.
- Indecent exposure.
- Videoing or photographing sexual activity and/or a person's intimate body parts without their consent.
- Disseminating or posting images or videos that include sexual content without the depicted person's knowledge or permission (even if the person consented to the images being taken).

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[Tab 3]: Physical

Sexual harassment that creates a hostile environment can also be physical, which includes unwanted sexual contact such as intentionally brushing up against someone or pressing into their body without their consent. These behaviors are not acceptable, no matter the environment. Make sure you have someone else's permission before engaging in any of the following:

- Suggestively touching a person's back, legs, hair, or clothes.
- Rubbing someone's shoulders or feet.
- Inappropriately hugging or kissing someone.
- Pinching, grabbing, or patting a person's intimate body parts.

Responding to Harassment

Video script:

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

In the next few pages, you'll be presented with a few scenarios and asked to think about what you might do in that situation.

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Walking Interrupted

Interactivity Audio script:

It's important to think about how you would react if you witnessed potentially harmful situations.

Read the following scenario and select a reaction that best describes how you think you would behave.

Interactivity Text:

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

[Alt-Text]:

Woman standing outside, with her head down.

[Question-Text]:

What should you do?

[Options]:

- While the guys' remarks make you a bit uncomfortable, this situation doesn't appear to be serious enough for you to take any action at this

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point.

- Approach Tiana and walk with her. Make small talk and ask her if you can accompany her to her destination.
- Once you've passed the guys, see if you can catch up with Tiana so that you can warn her to avoid walking through that part of campus in the future and suggest a different path to take.

[Answer]: (option 2)

Correct.

There is strength in numbers — walking with Tiana can help her feel safer and can make her less of a potential target than if she were alone. Engaging her in conversation can distract her from the experience and stay focused on moving forward rather than getting pushed into conversation with the group of guys.

[Feedback 1]

Not Quite

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

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[Feedback 2]

Correct

Good choice. There is strength in numbers — walking with Tiana can help her feel safer and can make her less of a potential target than if she were alone. Engaging her in conversation can distract her from the experience and stay focused on moving forward rather than getting pushed into conversation with the group of guys who harassed her.

[Feedback 3]

Not Quite

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

Problematic Proposition

Interactivity Audio script:

Sometimes a person of authority is the one doing the harassing. Read the following scenario and select a reaction that best describes how you think you would behave in this situation.

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Interactivity Text:

One afternoon, you go to meet with the Graduate Assistant (GA) that teaches your Engineering class. You peek into his office and see that he is meeting with Daniel, another student from your class. As you're walking down the hall to wait, you overhear the GA say to Daniel, "It's hard to really talk in here — what do you say we go somewhere less formal where we can talk, relax, really get to know each other. I can give you some advice on how to improve your resume to get the lab job you want." A few seconds later, you see Daniel walk quickly out of the GA's office with a concerned look on his face.

[Alt-Text]:

The student is walking outside, with a lot on his mind.

[Question-Text]:

What should you do?

Select the response that most closely describes how you might intervene to make sure Daniel is OK.

[Options]:

Wait until you have class next and then see if you can sit next to Daniel. Let him know that you saw him leaving the GA's office the other day and wanted to make sure he was OK.

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-
- Email the other students in your class, sharing what you heard as a warning about the GA so they're aware of the situation.
 - When you meet with the GA, let him know that you're going to report what you heard to your professor (the GA's boss) because you want to help Daniel. The GA deserves to know if he's going to be contacted by the professor about this.

[Answer]:

Wait until you have class next and then see if you can sit next to Daniel. Let him know that you saw him leaving the GA's office the other day and wanted to make sure he was OK.

[Feedback 1]

Correct

Good Choice. It isn't always clear whether a situation is harmful. In this case, you are letting the person know what you saw; asking if everything is OK; and offering to help them report. This way, they can choose whether or not to share information and will know you support them.

[Feedback 2]

Not Quite

While we all need to look out for each other's safety and well-being, let's think

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

[Feedback 3]

Not Quite

The better strategy here would be to speak directly with the professor because she has a responsibility to take action. This approach may protect Daniel from further discomfort about the situation or even from retaliation from the GA. The best answer from the selections is to support Daniel and allow him to choose whether or not to share the information. Try again.

Stalking

Video script:

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

Stalking can be direct, such as obsessively following someone or initiating unwanted and repeated face-to-face, phone, text, or email communication. It can also be indirect, such as watching someone from a distance; sending unwanted gifts; or using technology (such as social media platforms or GPS) to harass, track, or spy on someone.

In the next activity, you'll be presented with a few scenarios and asked to choose

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the best way to respond.

Making Friends

Interactivity Audio script:

How would you react if you suspected that someone you knew was the target of stalking? Read the following scenario and select a reaction that best describes what you would do in the situation.

Interactivity Text:

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

A few days later, she tells you that her ex-boyfriend has been making creepy comments to her friends about stuff like what she's wearing to class, who she's been walking around campus with, and where she's been going to lunch. She says that she thinks her ex-boyfriend might have created a social media account using a fake name to watch her. She tells you she doesn't feel safe.

[Alt-Text]:

Woman sitting down at the table looking at her computer.

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[Question-Text]:

What should you say to her?

[Options]:

- I'm so sorry this is happening and it's not OK that you feel unsafe. I think our school has people who can help. I can look into some resources with you if you want, just let me know.
- Uhh... that's so annoying! Maybe you should tell your friends to tell your ex that you know what he's doing. That'll probably embarrass him enough to make him stop!
- I'm sorry you're going through this! But that actually happened to one of my friends not too long ago. I hear about things like this happening a lot, so it probably isn't something that you should be too worried about.

[Answer]:

I'm so sorry this is happening and it's not OK that you feel unsafe. I think our school has people who can help. I can look into some resources with you if you want, just let me know.

[Feedback 1]

Correct

Good choice. Validating your roommate's concern shows her that you care.

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Offering to connect her with resources is also the right thing to do. A campus counseling center or your school's Title IX Coordinator are two examples of helpful resources.

[Feedback 2]

Not Quite

Your roommate feels unsafe, but instead of contacting her ex-, consider supporting her by encouraging her to review her account's privacy settings and only accept invites or requests from people she knows and trusts. The best response is to show concern and offer to connect her with resources. A campus counseling center or your school's Title IX Coordinator are two examples of helpful resources. Try again.

[Feedback 3]

Not Quite

Even if this does happen a lot, it's still something to take seriously. Your roommate has told you she doesn't feel safe — and that isn't something that should be downplayed, regardless of whether or not you think you would feel the same way in the situation. The best response is to show concern and offer to connect her with resources. A campus counseling center or your school's Title IX Coordinator are two examples of helpful resources. Try again.

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Love Letters

Interactivity Audio script:

If a person is feeling troubled by unwanted attention, the gesture is not romantic — it's inappropriate behavior that can lead to sexual harassment. Read the scenario and consider how you would react in this situation.

Interactivity Text:

You see someone you're sitting next to in your English 101 class copy down the email address of another student from the attendance sheet that your professor passes around at the beginning of every class. You think it's a little odd, but it doesn't seem like a big deal at the time. In class the following week, you sit with Destiny, a friend from your dorm. She tells you that she's been receiving a lot of anonymous, sexually suggestive "love emails" from someone who signs them, "Your crush in English 101." She says that she's scared and upset about this and wants it to stop. You recall what you saw last week and you strongly suspect you know who's emailing Destiny ...

[Alt-Text]:

A Student is taking notes in class.

[Question-Text]:

What should you say to her?

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[Options]:

- I think I know who's doing this and if you want, I can just talk to them after class for you and tell them to stop. I'm sorry this is happening and I don't want you to have to worry about it anymore.
- I'm sorry that's happening. I'd be upset if that happened to me, too. I think our Title IX Coordinator may be able to help. Do you want me to go with you to talk to them about this?
- I can easily look up the email address of the student I think is bothering you and send them an email (from an email account that isn't associated with my Student ID, so they won't know it's me) and tell them to stop.

[Answer]:

I'm sorry that's happening. I'd be upset if that happened to me, too. I think our Title IX Coordinator may be able to help. Do you want me to go with you to talk to them about this?

[Feedback 1]

Not Quite

Although you may think you're being helpful, taking it upon yourself to talk directly to the person you think may be emailing Destiny isn't the best approach. There is a better response that shows Destiny you care and brings the matter to the professor, someone who can help Destiny or refer her to an

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administrator who deals with student misconduct. Try again.

[Feedback 2]

Correct

Good choice. Validating that your friend is upset is a way of showing her that you care. Additionally, offering to go with her to explain what's happening to the Title IX Coordinator is a good idea because they are in the best position to help Destiny.

[Feedback 3]

Not Quite

By emailing the student you think is bothering her, you take away some of Destiny's choices. Instead, consider letting Destiny know about resources available to her for support. That shows you care and lets her make her own decision. The best action to take is to show Destiny that you care, and bring the matter to an administrator who deals with student misconduct. Try again.

A Prank or a Problem?

Interactivity Audio script:

Someone's idea of a joke crosses a serious line when the recipient of the attention feels uncomfortable or if the joke goes against their values.

Read the next scenario and think about what you would do when someone's

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idea of a prank could turn into sexual harassment.

Interactivity Text:

A Prank or a Problem?

Your best friend Brody and his partner Shawn had a dramatic break-up a few weeks ago. Brody wanted to get back together, but Shawn asked Brody to stop contacting him. Brody is still really upset and last week he pasted Shawn's face onto a bunch of pornographic photos and started emailing one a day to everyone on Shawn's soccer team. Brody just told you about this and you can tell that he thinks it's pretty funny. He also shared that he's shown up at a few of Shawn's soccer practices as well, sitting in his car to watch Shawn and "see how his prank is playing out."

[Alt-Text]:

A group of friends are outside laughing at something on the cellphone.

[Question-Text]:

What should you say to him?

[Options]:

- Shawn will be so mad if he finds out — stop sending those photos and send an email to the team telling them not to tell Shawn about it. It's also really creepy that you're showing up at his soccer practices; be careful, you

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don't want to get caught.

- Whoa! This isn't funny — and really hurtful to Shawn. Plus, the guys on the team are probably pretty offended, too. Also, you can't just show up at soccer practice. It will make you look bad if others find out and you could get into trouble.
- Shawn's going to be really mad about this — you should definitely stop, let him know what you did, and apologize to him face-to-face, right away.

[Answer]:

Whoa! This isn't funny — and really hurtful to Shawn. Plus, the guys on the team are probably pretty offended, too. Also, you can't just show up at soccer practice. It will make you look bad if others find out and you could get into trouble.

[Feedback 1]

Not Quite

There's more at stake here than not getting caught. Brody's actions could be considered stalking Shawn and sexually harassing Shawn and the team, both of which may be conduct violations and even criminal behavior. Try again.

[Feedback 2]

Correct

Good call. Sending pornographic images to the team and continuing to show up

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at Shawn's practices is seriously wrong. As a friend, you need to firmly tell Brody to stop his abusive behavior. Brody's actions could be considered stalking Shawn and sexually harassing Shawn and the team, both of which may be conduct violations and even criminal behavior.

[Feedback 3]

Try Again

Shawn told Brody he doesn't want any contact, which Brody needs to respect. As a friend, you need to firmly tell Brody to stop his abusive behavior.

State Law: Stalking

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

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from the dropdown menu.

[Dropdown: View your state's laws]

[Explore federal law definitions using the dropdown below.]

[Dropdown: View federal laws]

Summary

Video script:

Sexual harassment and stalking often have serious and negative effects on a person's security, emotional stability, academic performance, and right to feel safe on campus.

Key Takeaways

It Could Be Anyone

Anyone can commit or experience sexual harassment (including students, faculty, and staff), and aggression, intimidation, or hostility based on sex or gender may be considered sexual harassment.

No Laughing Matter

Even if sex- or gender-based jokes or pranks are intended to be funny, they can be very hurtful to those they're directed at, as well as others who may overhear, witness, or receive them.

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Communal Responsibility

Part of being a caring community member means that you have a role to play in helping prevent hostile environment sexual harassment and stalking.

Intervening when someone is acting in ways that are hurtful, degrading, or disrespectful is the right thing to do.

Reporting and Responding

Reporting and Responder

Video script:

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:

- Explore how to support survivors by listening and discussing reporting options;
- Learn how to access resources for additional support; and
- Explore how to empower others to make their own choices about their experience.

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Impact of Trauma

Interactivity Audio script:

Select an icon to explore some of the effects of trauma and the science behind these reactions.

Interactivity Text:

People who have experienced trauma may have been sexually assaulted, witnessed violence, or survived other violent crimes. Or they may have experienced social injustice, been involved in accidents, or had combat experience.

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

[Flip Card 1]: [Memory]

Trauma can trigger the release of hormones that impact memory. A person who experiences trauma 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 have difficulty recalling what happened in a linear fashion.

[Flip Card 2]: [Emotions]

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In reaction to trauma, a 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. This 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, preventing the person from resisting or escaping because they do not have control over their muscle response.

How Identities May Impact Survivors' Experiences

Interactivity Audio script:

Sexual violence can impact anyone, regardless of their identity and values. However, some survivors of sexual assault are faced with unique challenges that are related to one or more of their identities when they seek or receive support.

Explore each group to learn more.

Interactivity Text:

[Tab 1]: LGBTQIA+ Survivors

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

- The risks of being involuntarily outed to friends, family, or the community.
- Fear of losing privacy, being rejected or isolated, or inadvertently reinforcing negative societal stereotypes.
- Potential judgment, cultural incompetence, or discrimination by first responders and healthcare providers based on the survivor's identity or medical history.
- Questioning their sexuality or how it is perceived by others, especially if the assault was perpetrated as a hate crime or involved the survivor's sexual orientation or gender identity.

[Tab 2]: Survivors from Communities of Color

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

- Distrust of first responders, law enforcement, the criminal justice system, or other social services, which can result in a reluctance to report or seek help.

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-
- A survivor's immigration status may impact their ability to safely report an incident to authorities or seek medical care.
 - Cultural and/or religious beliefs may prevent a survivor in an abusive relationship from leaving or seeking help from outsiders.
 - Fear of inadvertently reinforcing negative societal stereotypes may prevent survivors from seeking help.
 - Lack of providers who respect the survivor's culture and/or understand their language may also be a barrier to seeking help.

[Tab 3]: Survivors Who Identify as Male

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

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

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Responding to Survivors

Interactivity Audio script:

Research shows that when survivors disclose their experience to a friend and receive a positive response, they experience faster healing, recovery, and fewer Post Traumatic Stress Disorder (PTSD) symptoms.

By understanding the behaviors and attitudes that create a safe, supportive environment for survivors of sexual assault, you can make a difference.

[Select a response to learn more about how to support a survivor.]

Interactivity Text:

Responding to Survivors.

[Flip Card 1]: Trust

Let your friend know that you care about them and are sorry that this happened. Tell them that you are there to listen and help in any way you can. Thank them for trusting you.

[Flip Card 2]: Reinforce

Your friend may be struggling to understand what happened. Show your support by saying something like, "You're not to blame for what happened to you."

[Flip Card 3]: Listen

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Pay careful attention to what your friend is sharing with you — avoid distractions (e.g., reading text messages, taking phone calls) and don't question their story.

[Flip Card 4]: Connect

Provide your friend with the contact information for campus and/or local resources for support without pressuring them to follow up on any of your suggestions.

[Flip Card 5]: Empower

Allow your friend to make their own decisions about whether or not to seek additional support or report the incident. Say something like, “I respect your decision ...”

[Flip Card 6]: Support

Healing from this experience usually takes time. Continue to support your friend after they've disclosed to you or made a decision about how to proceed.

National Resources

Interactivity Audio script:

If you or someone you know has been sexually assaulted or is in an abusive relationship, help is available. In addition to the resources on your campus, the following organizations provide information, support, and resources to survivors of sexual and relationship violence, as well as those who want to help them.

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Select an organization to learn more about available resources.

Interactivity Text:

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.

FORGE

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

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.

Men Can Stop Rape

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

Men Stopping Violence

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[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.

myPlan

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

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 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.

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

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and advocacy organizations.

National Sexual Violence Resource Center

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

National Suicide Prevention Hotline

[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 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.

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.

Protection Orders

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[WomensLaw.org](https://www.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](https://www.ncjrs.gov/pandp/batteredwomen/) supports inter-jurisdictional enforcement of protection orders.

Stalking Resource Center

[The Stalking Resource Center](https://www.stalkingresourcecenter.org/) provides information and resources for stalking victims, including a stalking incident and behavior log.

The National Coalition Against Domestic Violence

[The National Coalition Against Domestic Violence](https://www.thehotline.org/) works to raise awareness about domestic violence and to support those impacted by relationship violence.

Victim Rights Law Center

[The Victim Rights Law Center](https://www.victimrights.org/) provides legal services to sexual assault survivors, as well as education, housing, and employment resources.

Supportive Measures and Preserving Evidence

Interactivity Audio script:

If you or someone you know has experienced sexual or relationship harassment or violence, it's important to know that supportive measures are available and how to preserve evidence of what happened.

Explore each topic to learn more.

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Interactivity Text:

[Tab 1]: Employees with Title IX Responsibilities

Title IX Coordinators

When someone reports sexual harassment — including sexual assault, relationship violence, and stalking — to the Title IX coordinator or other designated campus official, the first step is to discuss and provide available supportive measures that the person reporting sexual harassment ("complainant") may need (e.g., changing your academic, living, transportation, and/or working situations), regardless of whether a formal complaint is filed.

Officials With Authority

Other institutional employees who have the authority to take corrective measures (such as providing supportive measures or initiating investigations) to address reports of any type of sexual harassment are “officials with authority,” and Title IX requires institutions to respond to reports that are received by Title IX coordinators or officials with authority.

Check your school’s policies or contact the Title IX office to learn about reporting or other responsibilities that apply when one of these employees — or other types of employees at your institution — receives information that possible sexual misconduct was committed by or against one of its students or employees.

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[Tab 2] Other Employees

Other institutional employees may be required to report sexual harassment to the Title IX Coordinator, depending on state laws and institutional policies. Check your institution's policies or contact the school's Title IX office for any additional reporting or responding responsibilities and procedures in your school's policies.

[Tab 3] Preserving Evidence

If you or someone you know experiences harm, preserving evidence can be helpful in obtaining a protection order and ensuring you have as much information about providing proof of what happened as possible, in the event that you choose to file a complaint or make a police report.

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 at a 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.

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Other Reporting Options and Processes

Interactivity Audio script:

Explore these topics to learn about other reporting options, protection against retaliation, and the grievance process that takes place after a formal complaint is filed.

Interactivity Text:

[Tab 1] Confidential and Anonymous Resources

Institutional employees or other persons who have a professional duty of confidentiality can explain the available options for reporting all types of sexual harassment and how to seek 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

Anonymous reporting options may also be available that require you to report

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the type of offense, but may not require you to include identifying information in the report.

[Tab 2] Notify Law Enforcement.

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

- Notify law enforcement and/or campus officials
- Be assisted by campus authorities (if you want their help) in notifying law enforcement; or
- Decline to notify law enforcement

[Tab 3] Confidentiality.

Except for the final result of an institution's conduct proceeding, or when necessary to conduct an investigation, hearing, or court proceeding that involves allegations of sexual misconduct, the identity of any person who reports or files a sexual misconduct complaint, or who is accused of sexual misconduct, must be kept confidential.

[Tab 4] Protection Against Retaliation.

Institutions also have the responsibility to help protect complainants and witnesses after a report or formal complaint is made.

Title IX and the Clery Act prohibit retaliation (for example, intimidation, coercion,

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threats, or discrimination) against someone for reporting sexual harassment or sexual misconduct, or participating in an investigation or grievance process.

Issuing no-contact orders and enforcing court orders of protection are also critical ways that institutions can help prevent retaliation and future acts of violence. Check with your institution's Title IX coordinator for school policies on issuing no-contact orders and enforcing court-issued orders of protection.

[Tab 5] 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 in investigating and resolving the relevant issues
- 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;
 - Review any evidence obtained during the investigation;
 - Present witnesses and other relevant evidence; and
 - Have an advocate, advisor (who may be an attorney), or another

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support person present during the grievance disciplinary process.

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

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

The complainant and respondent will receive simultaneous notification of:

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

State Law: Legal Protections

Interactivity Audio script:

Federal and State Laws

Legal Protections

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

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Explore federal and state law definitions below.

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

Explore federal and state law definitions below.

[Review your state's laws]

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

[Dropdown: View your state's laws]

[Explore federal law definitions using the dropdown below.]

[Dropdown: View federal laws]

Summary

Video script:

How you respond to a survivor of sexual harassment or violence can have a positive impact on their recovery process. Understanding a survivor's experience can help you to be a more empathetic listener and friend.

Key Takeaways

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

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Understanding ways that the brain and body may react to trauma can help prepare you to offer the right response to a friend who may have experienced harm.

Supporting Survivors

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

Reporting

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

Conclusion

Course Summary

Video script:

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 respond to a friend who may need your help.

We all have an important role to play in helping prevent all types of sexual

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harassment. We encourage you to use your experience, your perspective, and your values to make a positive impact in your community.

Before you exit this course, please take a moment to review information in the course Resources about reporting sexual and relationship harassment or violence, and to learn about additional resources available on campus and within our community.

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