

# ST Sexual Violence Prevention for Non-Traditional Students

Full Course

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## Section 1: Trigger Warning and Alert

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# Sexual Violence Prevention for Students

## Trigger Warning and Alert

### Trigger Warning

Because interpersonal violence is a serious and sensitive topic, this program contains some content that may upset some participants, particularly those who've had personal experiences, care about someone who has had the experience, or find watching scenes of an intimate nature to be morally problematic. As an advance warning, you'll hear a beeping sound, and a red square will appear five seconds prior to and during this material. You can click the trigger warning button or press "W" on your keyboard to hide the video.

Throughout this course, you'll sometimes hear us use the word "victim." We recognize that this word affects people differently and that it carries multiple meanings. We've chosen to follow the Rape, Abuse and Incest National Network's (RAINN) guidelines to use this term when:

- referring to someone who's recently been affected by sexual violence
- when discussing a specific crime (or)
- when talking about aspects of the criminal justice system

## Sexual Violence Prevention for Students Trigger Warning and Alert

### **Trigger Warning** (cont.)

Talking about sexual violence can stir up strong emotions in many people. If that's you, that's OK, and it's completely normal. If you need to stop and talk with someone about how you're feeling, please reach out to someone you trust like a friend, a professor, a family member or even a counselor. You can also consult the resources section of this course for more options.

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## Section 2: Introduction

# Sexual Violence Prevention for Students Introduction

## Introduction

Hey.

What's up?

How's it going?

Hola/nǐ hǎo/namaste/kon'nichiwa/shalom/bonjour/salām/hujambo

We want to talk to you about something that affects all of us.

Our friends.

# Sexual Violence Prevention for Students

## Introduction

### **Introduction** (cont.)

Our classmates.

Our families.

And maybe even ourselves.

Sexual violence on campus is pervasive.

And no school is immune to the harm caused by sexual assault, dating and domestic violence, sexual harassment and stalking.

You might be thinking, “Nothing like this ever happens to *me*.”

Or maybe, “*I* would never do anything like that.”

I would *never* do anything like that.

# Sexual Violence Prevention for Students Introduction

## Introduction (cont.)

I would never do anything like *that*.

So why should I care?

Or, this stuff just happens and no one does anything about it anyway. What difference can *I* make?

Well, we're here to tell you that you *can* make a difference.

*I* can make a difference.

*I* can make a difference.

The truth is, we *all* have a part to play in reducing sexual violence on campus.

We have to think of it as a community problem, not only an individual one.



# Sexual Violence Prevention for Students

## Introduction

### Introduction (cont.)

It's not *just* about victims and perpetrators.

It's about what we *all* choose to accept.

And what we *won't* accept.

The old thinking was that you could *prevent* sexual violence by telling women what *not* to wear or how *not* to act.

Or that the absence of “no” meant “yes” or that they were just playing hard to get.

But no one deserves to be sexually assaulted.

No one.

# Sexual Violence Prevention for Students

## Introduction

### **Introduction** (cont.)

Not because of what they wear. Not because of what they drank. Not because they “asked for it.”

Making a difference means working against a culture that says “this is just the way it is.”

And stepping in when we see something wrong.

And supporting those who have been hurt.

A lot of people who’ve experienced sexual violence don’t report it because they may feel ashamed.

They fear not being believed.

They fear being blamed.

# Sexual Violence Prevention for Students

## Introduction

### **Introduction** (cont.)

They fear retaliation.

They fear that no one will help them.

But we can help abolish these fears.

And although some of us may be a little older. And a little wiser.

We can still be affected by sexual violence, and we have a role in stopping it. Because no matter your age, status or life situation, you're part of this community.

And as a community, we can decide that we're not going to sit by anymore and wait for someone else to fix the problem.

# Sexual Violence Prevention for Students Introduction

## Introduction (cont.)

Because it's not a *victim's* job to convince everyone else how to act.

And it's not just a "women's" issue.

*Anyone* can be the target of sexual violence, regardless of gender, race, religion, ability or sexual orientation.

And we recognize that some groups are especially vulnerable to sexual violence and face greater barriers to accessing support based on their status in society.

So, let's make this *our* problem to fix. Not just a *school* problem. Or a *media* problem. Or a *society* problem.

Because I can make a difference.

I can make a difference.

We can make a difference.

## **Sending the Wrong Message**

INTERVIEW (Julia)

*I think a lot of people are terrified to admit that this happens the way it does, as often as it does. And it's so much easier to try to write it off on the victim and say, "Well, you should have done this," or "Maybe if you had been carrying a knife," or "Maybe if you hadn't been drunk." I think it's a defense mechanism for them, because it's really hard to admit as a culture, we might have a problem. It's a lot easier to say, "This was in your control, and you should have done something," to a victim than to say, "Wow, we might be sending out the wrong message to an entire generation, an entire community, an entire nation, an entire world."*

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## Section 3: Consent and Sexual Assault

## Sexual Violence Prevention for Students Consent and Sexual Assault

We had actually previously had sex—had consensual sex—but on this particular occasion, like we had gone out, got pizza, whatever, and ended up back at his place. So I was not interested in having sex with him that night. But we ate, we talked and then somehow or another, and I honestly don't remember a whole bunch of the details between like how we went from eating to like in his bedroom. I just remember being in his bed, being naked and like telling him "no" at least three or four times that I didn't want to have sex. And he kept trying to like talk me into it as if like you're definitely going to get in the mood. I did not get in the mood. I continued to not want to have sex, which is what I told him. But it got to a point where like I was scared to keep resisting because in my head—which was probably some naïveté behind this as well—in my head I was like "self, if you keep resisting, then this could turn violent. And if this turns violent, then this will be like a nightmarish, like a TV scene or a movie scene or something like that where a character is raped...and you definitely don't want this to be that so just be here. So, I did.



## Sexual Violence Prevention for Students Consent and Sexual Assault

### **People We Know**

The majority of sexual assaults on campus involve people who already know each other: Think friends, classmates, current or ex-partners. Historically, our society has blamed the victim, questioning if they're somehow responsible for what happened.

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## Sexual Violence Prevention for Students Consent and Sexual Assault

### **Never a Victim's Fault**

But here's the deal: It's not the *victim's* responsibility to stop an assault, and it's never a victim's fault. It's the perpetrator's responsibility *not* to harm someone in the first place. No one would ask a robbery victim why they were wearing an expensive watch. Or ask a carjacking victim why they were out driving to begin with. So why would we ask sexual assault victims why they didn't take precautions beforehand?

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## Sexual Violence Prevention for Students Consent and Sexual Assault

### **Fault is on the Perpetrator**

In all those cases, the fault is on the person who committed these acts. Because no one has the right to rob or carjack someone. It's exactly the same with sexual assault. No one has the right to do anything sexual with another person's body without their consent.

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# Sexual Violence Prevention for Students

## Consent and Sexual Assault

### **I Did Blame Myself**

#### INTERVIEW (Shannon)

I convinced myself like “yours was better than the scary, horror story that you would see in the TV or in the movies.” I convinced myself that it wasn’t that bad. I never came to an actual like aha or realization moment as far as it being that bad. I think I always just kind of knew that it was. I think deep down I always knew. I didn’t have sex for three years after that. So I know it affected that. I think because I was celibate for so long, I didn’t allow myself to be in a relationship with anyone. I just didn’t want to put myself anywhere near a situation like that again. I just told myself “You can’t end up in that situation if you’re not having sex, so.”



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# Sexual Violence Prevention for Students

## Consent and Sexual Assault

### Consent

So what do we mean by *consent*? Simply put, consent is the informed, freely given agreement to participate in sexual activity. You can't think of consent as the absence of "no." Consent must be the presence of "yes."

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## Sexual Violence Prevention for Students Consent and Sexual Assault

### **Active Participation**

Remember, there's a big difference between sexual assault, which is a criminal act of force, and consensual sexual activity. Sex requires mutual and clearly understood consent from everyone involved. The surest way to know if it's consensual is by looking for participation. If someone isn't actively participating, they're *not* consenting.

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# Sexual Violence Prevention for Students

## Consent and Sexual Assault

### **An Informed Decision**

Consent also means you know and understand what's going on: You're not unconscious, blacked out, asleep, underage or have an intellectual disability that prevents you from making an informed decision.

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## Sexual Violence Prevention for Students Consent and Sexual Assault

### **A Supposed Friend**

#### INTERVIEW (Corri)

*I was passed out on the couch. I woke up basically to this supposed friend being on top of me. He was groping me, molesting me, had his hands on my chest and down my pants. I'm not sure how far he had wanted it to go, but I did push him off, and he scurried away.*

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## Sexual Violence Prevention for Students Consent and Sexual Assault

### **Consent from Everyone**

And it goes without saying that *both* parties must consent, not just one. If you're not hearing or seeing a strong "yes," you have to assume it's a "no." Only hearing or seeing "yes" is consent. Active, willing participation is consent.

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## Sexual Violence Prevention for Students Consent and Sexual Assault

### **An Ongoing Process**

Consent is also an ongoing process, not a one-time question. If you consent to sexual activity, you can change your mind at any time, even after it's started. Even if you're in a relationship. Even if you're married. Consent in the past also doesn't mean consent in the future to the same activity.

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## Sexual Violence Prevention for Students Consent and Sexual Assault

### **Not the Victim's Responsibility**

Remember, it's never the victim's responsibility to not-get-sexually-assaulted, just like it's never the victim's responsibility to not get robbed or carjacked. Why?

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## Sexual Violence Prevention for Students Consent and Sexual Assault

### **Informed and Active**

Because the absence of resistance isn't consent. Consent is an informed and active "yes." Because sexual activity without consent is *sexual assault*.

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## Section 4: Bystander Intervention

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## Sexual Violence Prevention for Students Bystander Intervention

### **Potential Bystander**

Any of us can encounter sexual violence or harassment, and all of us are a potential bystander, or witness, to a potentially harmful situation. Unfortunately, people often see inappropriate behavior and do nothing. They might think, “This isn’t my problem,” “It’s none of my business,” or “I don’t even know what to say.”

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## Sexual Violence Prevention for Students Bystander Intervention

### **Fear and Embarrassment**

Maybe they don't recognize that someone is being harmed because they've been conditioned to accept certain behaviors. Maybe they're afraid they'll embarrass themselves or that people will be angry with them. They may fear it will make things worse or that they'll get hurt.

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## Sexual Violence Prevention for Students Bystander Intervention

### **Do Something**

Of course, if everyone has the same thought—that is, “Somebody else will take care of this,”—then the behavior will go unchallenged. Remember, doing nothing isn’t the only option.

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## Sexual Violence Prevention for Students Bystander Intervention

### **Don't Assume**

It only takes a moment of action to be a part of the solution. You have the opportunity to prevent things like sexual assault from happening. Don't assume that someone else will intervene. If you notice that someone is in danger, remember the three D's: direct, distract and delegate.

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## Sexual Violence Prevention for Students Bystander Intervention

### Direct Intervention

Direct intervention means approaching one or both of the people involved and telling them your concerns. This method often works best when you already know at least one of them. You can do something as simple as giving the offender a look or saying something like:

“Hey, stop that!”

“Are you OK?” (or)

“I’m worried about you. Can I help you get home?”



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## Sexual Violence Prevention for Students Bystander Intervention

### **Distract Approach**

Not everyone is comfortable with the direct approach. Maybe you're at a place where you don't know everyone. If this is the case, or you think the person you're trying to stop is likely to become defensive or hostile, then you can go with the second "D": distract.

To distract someone, you can:

- spill your drink
- talk loudly on your cell phone close to the situation (or)
- say something like, "Who wants to get some food" or "Aren't you in my writing class?"

## Sexual Violence Prevention for Students Bystander Intervention

### Delegate Approach

If you don't know the people well, you're not sure what to do, or you don't feel you can intervene alone for whatever reason, you can practice the third "D": delegate.

For example:

- Ask a friend to distract one person while you distract the other.
- Call campus security.
- Enlist friends to confront the situation with you.
- Tell a bartender, bouncer or host. (or)
- Call 911 if it's an emergency or someone is in imminent danger.

## Sexual Violence Prevention for Students Bystander Intervention

### **Bystander Intervention**

Bystander intervention is recognizing a potentially harmful situation and choosing to respond in a way that could positively influence the outcome. Whether or not stepping in changes the outcome of a specific situation, it helps change the way people think about their roles in preventing sexual violence.

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## Sexual Violence Prevention for Students Bystander Intervention

### **Even the Small Things**

Intervention also includes small actions like calling someone out on sexist language, walking the person home or asking someone with more experience for help addressing a situation.

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## Sexual Violence Prevention for Students Bystander Intervention

### **Don't Wait**

And the most important thing to remember is this: Don't wait for someone else to take action. You have the tools to make a difference in someone's life, and everyone has a role in ending sexual violence.

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## Section 5: Dating and Domestic Violence

## Sexual Violence Prevention for Students Dating and Domestic Violence

### **Aggressive and Abusive**

#### INTERVIEW (Lorna)

*In the beginning, everything was fine, and I noticed that he would get very aggressive about the simplest things. He would for no reason pull my arm when he gets aggressive. After a while, his brother came to visit, and that's when his true side came out. That was the first time. We got into an argument over his brother. His brother just came and—and same thing—he didn't want to leave, so we kept getting into arguments. And at one point, he punched me in the face and knocked me out cold. And at this point my inner voice was telling me, "Let him go," "Tell him to leave." "Tell them both to leave." I didn't do that.*



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## Sexual Violence Prevention for Students Dating and Domestic Violence

### **Dating and Domestic Violence**

Dating and domestic violence cuts across all social, economic, cultural and ethnic backgrounds. This type of violence can also occur among individuals of all sexual orientations, and it doesn't require sexual intimacy.

And while many people can be affected, certain groups like people of color, immigrants and those with disabilities may face significant barriers to accessing supportive resources.

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# Sexual Violence Prevention for Students

## Dating and Domestic Violence

### Definitions

When we talk about *dating violence*, we're referring to violence committed by someone who's in a romantic or intimate relationship with the victim. *Domestic violence* is a felony or misdemeanor committed by:

- a current or former spouse or intimate partner
- a person with whom the victim shares a child (or)
- a person who lives with or used to live with the victim as a spouse or an intimate partner



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## Sexual Violence Prevention for Students Dating and Domestic Violence

### **Intimate Partner**

An *intimate partner* means someone with whom the victim has a close personal relationship that includes things like:

- emotional connectedness
- regular contact
- ongoing physical contact and/or sexual behavior
- identity as a couple (or)
- familiarity and knowledge about each other's lives



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## Sexual Violence Prevention for Students Dating and Domestic Violence

### **Warning Signs**

Dating and domestic violence can include just one incident, or it can involve multiple events that occur over a period of time and make a severe and long-lasting impact.

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## Sexual Violence Prevention for Students Dating and Domestic Violence

### Getting Violent

INTERVIEW (Megan)

*Things started out mentally and emotionally abusive, but I didn't see that at the time. And about a year into it, it started getting violent. He gave me a black eye when I tried leaving. He picked me up and threw me down on the floor. He spit in my face, told me I'd never find anyone like him."*

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## Sexual Violence Prevention for Students Dating and Domestic Violence

### Red Flags

Whether you're casually dating or in a serious relationship, someone who's potentially harmful to you may show some warning signs. In terms of sexual assault prevention, some traits should send up a red flag. One red flag doesn't necessarily make someone abusive, but even one is worth noting. And if you see several red flags, it might be wise to move on. Here's a few to keep in mind.

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## Sexual Violence Prevention for Students Dating and Domestic Violence

### **Doesn't Listen**

Someone who doesn't really listen to your point of view. If they're dismissive of your thoughts and opinions in simple situations, will they respect your views in sexual ones?

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## Sexual Violence Prevention for Students Dating and Domestic Violence

### **Argumentative**

Someone who's particularly argumentative or aggressive. Will they respect the sexual limitations you set without challenge?

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## Sexual Violence Prevention for Students Dating and Domestic Violence

### **Doesn't Follow Rules**

Someone who doesn't follow rules or show respect for other people. If they don't respect rules, will they respect sexual boundaries?

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### **Exchange-Oriented**

Someone who's exchange-oriented, meaning they keep score in a relationship. Will they make you feel like you "owe" them sex when they do something for you?

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### **Defined by Sexual Conquests**

Someone who defines themselves by their sexual conquests. Will they expect or demand sex to feed their ego?

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### **Substance Abuse**

This next one raises a couple red flags: Someone who abuses alcohol or drugs. Will these affect their ability to understand your boundaries or to consent to any sexual activity themselves?

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## Sexual Violence Prevention for Students Dating and Domestic Violence

### **Violent Tendencies**

And finally, view anyone who displays any kind of violent tendencies as *covered* in red flags.

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## Sexual Violence Prevention for Students Dating and Domestic Violence

### Extreme Jealousy and Harm

#### INTERVIEW (Jesse)

*So I noticed the jealousy kind of started when I was working a lot. I was working and he would call after work if I was late, maybe 10 minutes, um, you know, coming home to the apartment he would never trust me. You know, he was very forceful, and tried to push me to do extra work—um...always belittling me, telling me I'm not good enough. All of my friends were telling me, you know, to break up with him, that I wasn't being treated right, but um, I just kept believing him and going back to it, you know. Just believing that, he kept saying he wouldn't put his hands on me again, or he wouldn't, you know, do certain things, and it just kept getting worse. Being abused by a guy and being a guy, you feel like...it's hard to explain. You just feel like...you almost feel ashamed to go to the police and say that you're scared of this guy because, you know, guys are supposed to be tough, and no I never saw it coming that I would end up in a situation like that.*

## Sexual Violence Prevention for Students Dating and Domestic Violence

### **More Warning Signs**

In terms of a dating relationship, many of the same characteristics are warning signs. But there are other warning signs of what could become an abusive relationship for you or for someone you care about.

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## Sexual Violence Prevention for Students Dating and Domestic Violence

### **A Quick Commitment**

An abusive relationship typically includes the following characteristics. One. A quick commitment early on in the relationship, where the abuser might say, “I know you’re the one for me” or “You’re the only person I’ll ever really be able to talk to.”

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### **Controlling Behavior**

Two. Controlling behavior. An abuser may limit who their victim sees, where they go and what they do. An abuser wants to make all the decisions in the relationship. They may monitor their partner's whereabouts or track their phone. They may demand to see all of their texts, emails and social media.

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## Sexual Violence Prevention for Students Dating and Domestic Violence

### **Extreme Jealousy**

Three. Extreme jealousy. The abuser may attempt to limit relationships with others, even friends and family. They may angrily accuse the victim of flirting with someone when all they've done is make eye contact or look at someone across the room.

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## Emotional Manipulation

Four. Emotional manipulation. An abuser may gaslight their victims, which means they undermine and invalidate their partner's feelings until the victim doesn't trust their own perception of reality. The abuser may say things like "Why are you always so sensitive?" or "Don't get so worked up" or "You're just imagining things."

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### **Humiliation**

Five. Humiliation. Abusers belittle or talk negatively about their victim's appearance, intelligence, abilities and accomplishments. The abuser may only do these things in private so no one else sees what's happening.

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### **Intimidation**

Six. Intimidation. An abuser may use verbal or physical threats as part of their method. They may threaten to harm the victim's children or other loved ones or even harm themselves, including suicide, as a way to maintain control over their victims.

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## Sexual Violence Prevention for Students Dating and Domestic Violence

### **Changes in Personality**

Seven. Sudden changes in personality. Many abusers will swing from very nice to very destructive and harmful behaviors. They do this to create a sense of imbalance and to make their victims feel like the nice person is the “real” person.

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### **Violent Actions**

Eight. Violent actions. An abuser may physically hit, kick or slap the victim, but they also may destroy property like punching a wall or breaking sentimental items.

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## Sexual Violence Prevention for Students Dating and Domestic Violence

### **Long-Term Effects**

If you notice any of these red flags—especially two or more of them—in your or a friend's relationship, seriously consider taking action. Think about your feelings and needs, weigh the pros and cons of remaining in the relationship, and potentially speak with a supportive friend or confidential resource for support. Staying in an abusive relationship may have long-term effects on mental and physical health.

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## Sexual Violence Prevention for Students Dating and Domestic Violence

### Ignoring Red Flags

INTERVIEW (Lorna)

*A lot of times we don't want to see the red flags because a lot of us are in love with the idea of being in love, so we ignore it just to maintain some kind of peace in your life. And I did that a lot—I accepted a lot of things just to maintain some kind of peace in my life. Where I knew deep down that that wasn't true peace, but I still accepted it at the time it seemed like it was the right thing to do.*

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## Sexual Violence Prevention for Students Dating and Domestic Violence

### **Broken Promised**

Don't think that the abuser will change their behavior, even if they promise to. These promises may be another way to control or manipulate their victim. In the resources section of this course, you'll find a number of links that describe how to end an abusive relationship in such a way that you feel safe in doing so.

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## Sexual Violence Prevention for Students Dating and Domestic Violence

### **A Decent Person**

INTERVIEW (Megan)

*I always thought, “OK, this last fight—it’s never going to get that bad again”, and “he’s a decent person.” And “Everybody are decent people,” you know “He didn’t mean it.” Because of course, every time, “I’m so sorry, I’ll never do that again.” “I’ll never hurt you again.”*

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## Sexual Violence Prevention for Students Dating and Domestic Violence

### Intervening

Intervening when you see a friend in an unhealthy or possibly abusive relationship is just as important as intervening when you see a potential sexual assault. So how can you tell? Someone who's in an abusive relationship often...

- avoids spending time with friends or family
- seems on edge
- has bruises and/or other injuries
- wears an unusual amount of clothing or makeup
- makes excuses for their partner's behavior (and/or)
- undergoes changes in behavior



## Sexual Violence Prevention for Students Dating and Domestic Violence

### **Complex Reasons**

It's important to understand that there are many complex reasons why a person may stay in an abusive relationship, including fear, low self-esteem and lack of resources. The person being abused may not see themselves as a victim, so telling them to just break up with or leave their abuser may not be very helpful and could actually push them away or make them defensive.

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## Sexual Violence Prevention for Students Dating and Domestic Violence

### Afraid to Leave

INTERVIEW (Megan)

*It's something I ask myself now and then why I stayed. I knew especially once it got violent. I knew that wasn't the way it was supposed to be. I think the first time I stayed because I was scared and then I think I just didn't have the energy to fight him, to try and get out. I guess it's almost these types of people that do this to you, they really work on you, they break you down and break you down to where you think, "Well, maybe I am nothing without him," and you just know that little box he has you in, and so it's familiar to you. You're too afraid to break out and do anything else.*

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## Sexual Violence Prevention for Students Dating and Domestic Violence

### **Just Listen**

Instead, calmly share some of your concerns with them privately without being preachy or blaming them. Allow your friend time to open up and listen to what they have to say. Give them different options so they can make their own decisions. Of course, this may take several conversations, so be patient and let your friend know that you support them no matter what.

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## Sexual Violence Prevention for Students Dating and Domestic Violence

### Not That Easy

#### INTERVIEW (Lorna)

*Um, you know, there were at least three people that knew about my situation and that gave me very good advice, but at the end of the day it's up to you to make that decision. People can tell you whatever. And it's always easier looking in from the outside to say, "I would do this," and "I would get out." And it's not that easy. Because it's like you're brainwashed. That person has that power over you to make you do—and he said that to me one time. I'll never forget that. "I can make you do whatever I want you to do." And that just stayed with me. I felt like I want to get myself in a position where no one could ever, ever say that to me again."*





## Sexual Violence Prevention for Students Dating and Domestic Violence

### Intervention Options

If you're not comfortable talking to them directly, you could:

- tell some of their closer friends or speak with a confidential resource
- join others in a conversation with your friend to let them know you're concerned
- text the victim a link to websites about abusive relationships, if you're sure the abuser won't see this (or)
- offer to go to the counseling center with them



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## Sexual Violence Prevention for Students Dating and Domestic Violence

### **Reach Out to Others**

You can also talk to your campus counseling center, a national hotline or your Title IX coordinator to guide you or your friend through the process. Keep in mind, though, that people who abuse others are more likely to escalate their abuse or violence when it seems as if the target of the abuse is taking steps to break off the relationship.

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## Sexual Violence Prevention for Students Dating and Domestic Violence

### **The Three D's**

If you witness a specific instance of abuse, you have a lot of options to help you intervene. Just remember the three D's: direct, distract and delegate. Whatever happens, don't think that it's none of your business. Find a way to take some action on behalf of the people you care about.

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## Section 6: Healthy Relationships

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## **Positive and Fulfilling**

Everyone deserves for their relationships to be healthy, positive and fulfilling. Here's how that can look.

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## Sexual Violence Prevention for Students Healthy Relationships

### **Respected and Safe**

You should always feel respected and safe: Your relationship should be a place of security.

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## Sexual Violence Prevention for Students Healthy Relationships

### **Supportive**

You should always feel supported. Your partner should take an interest in your success and support you during difficult times.

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## Sexual Violence Prevention for Students Healthy Relationships

### **Valued**

You should always feel valued: Your partner should care about your opinion, perspective and well-being, and you should feel as though your presence in the relationship is meaningful.

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## Sexual Violence Prevention for Students Healthy Relationships

### **Compromise**

You should be able to mutually resolve conflicts: All relationships call for compromise, which should come equally from both partners. Arguments happen in all relationships, but they should be rare, not the rule.

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## Sexual Violence Prevention for Students Healthy Relationships

### **Separate Interests**

You should have lives together and apart: You should have mutual friends, but also separate friends; mutual interests and also separate interests.

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# Sexual Violence Prevention for Students Healthy Relationships

## **Four Key Steps**

When thinking about how to make your relationship a healthy one, consider these four key steps:

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## Sexual Violence Prevention for Students Healthy Relationships

### **Discuss Expectations**

First, discuss your expectations. How much time do you expect to spend with one another? What priority does your relationship hold relative to friends, family, work, school and activities you enjoy? What might intimacy look like? Does emotional intimacy seem like a better fit than sexual intimacy, or do you want both?

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## **Respect Needs and Boundaries**

Second, respect each other's needs and boundaries. Show respect for your partner's position on issues that affect your relationship. Respect your partner's boundaries, and respect that you and your partner might be different in some ways.

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## **Compromise Together**

Third, compromise in ways that will help you both win. Compromising not only means making concessions to meet your partner's needs, but it also means conceding that your partner can't always meet all of your needs. No one should be asked to compromise in ways that make them feel bad or hurt. Compromising is a two-way street where both parties feel as though they're being respected and getting some of their needs met.

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## **Communicate Through Issues**

Fourth, communicate through your issues. Good communication first requires that you really listen to one another. Make sure you're each talking about the same issue. Be willing to admit where you're wrong.

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## **When Conflict Arises**

When a conflict arises, first try to understand one another's expectations, then show respect for one another's needs and boundaries, and, finally, find ways to compromise that make you both feel valued. Let's look at an example:

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# Sexual Violence Prevention for Students

## Healthy Relationships

### Alex and Elena

hey, can't make dinner tomorrow...have a late study group  
on a friday?!?!

it was the only time everyone could meet  
didn't you tell them you had plans?

i told you i may not be able to make it  
yeah, but I already told Ray we'd be there

i'm sorry

you're always sorry

can't you just go by yourself? they're your friends  
it's not like they'll miss me

i'll miss you

i want them to get to know you  
and you keep blowing me off

i'm not blowing you off

you know this class is killing me  
if i don't pass i won't graduate

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# Sexual Violence Prevention for Students

## Healthy Relationships

### Alex and Elena (cont.)

if you're so worried about that then why do you play videogames every night?!  
srsly?!? i play a few times a week to destress  
you make plans all the time for us without even asking  
so what? you bail on most of them anyway  
not the point  
why are you always trying to control me?  
control you?!?! i'm just asking you to show a little consideration once in a while  
doesn't feel like it  
fine i won't try to "control" you anymore  
what's that supposed to mean?  
...  
elena  
...  
what, you want to break up over one missed dinner?!?!  
NO! but starting to feel like we should!  
...  
...

## Sexual Violence Prevention for Students Healthy Relationships

### Alex and Elena (cont.)

ELENA (*still miffed*): Hey

ALEX: Can we talk? I hate arguing this way.

ELENA: Sure.

ALEX: Listen, I'm sorry I cancelled again. I'm under so much pressure right now, and I really need your support.

ELENA (*softening*): I know. And I *want* to be supportive, but I feel like I don't mean much to you when you cancel all the time.

ALEX: I can see that. My schedule just seems to change a lot lately, and most of it is out of my hands...especially with all these group assignments. It's hard to get away right now for long periods of time.

ELENA: I get that it's tough. And I know you're working really hard in your classes so you can graduate on time.

ALEX: And I know you want me to get to know your friends. So, what can we do about this?

ELENA: Well, I'll try to listen better when you say you may not be able to make it.

ALEX: And I'll do a better job of finding time to hang out with your friends.

ELENA: Maybe you could meet up with us after study group? Even if just for an hour?

ALEX: Yeah, I could do that. Your friends seem pretty cool, so that would be a good break.

ELENA: Sounds good.

## Section 7: Sexual Harassment

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## Sexual Violence Prevention for Students Sexual Harassment

**TK**

**INTERVIEW**

*Interview with a nonwhite person talking about their experience with sexual harassment in a digital environment. Can also include in-person sexual harassment, but it's not necessary. The harassment MUST have been connected to an academic program or activity.*

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## **Sexual Harassment**

You might think sexual harassment only happens in the workplace, but it exists on college campuses as well. And it can have life-changing effects on people. It's *never* OK. And it's not the victim's fault.

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## Unwelcome and Unwanted Conduct

Sexual harassment is defined as *unwelcome* or *unwanted* conduct on the basis of sex that's objectively offensive, severe and pervasive. This means that the behavior would be offensive to most people, is very serious, and happens often enough that it denies your ability to learn or participate in school-related activities.

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## Sexual Violence Prevention for Students Sexual Harassment

### **Quid Pro Quo**

There are three forms of sexual harassment in education: quid pro quo, hostile environment and sexual violence. When someone attempts to exchange something for sex, we call it quid pro quo, or “this for that.” This kind of sexual harassment usually involves differences in power, such as a faculty or staff member harassing a student. A professor who offers a better grade in exchange for sex is engaging in quid pro quo sexual harassment.

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## Sexual Violence Prevention for Students Sexual Harassment

### **Hostile Environment Sexual Harassment**

A more common form is hostile environment sexual harassment. This happens when unwelcome behavior threatens a person's well-being, making them feel uncomfortable, humiliated or helpless. Maybe they can't study or work because they're worried about what the harasser might do next. Maybe they can't stop thinking about what's *already* happened. This kind of environment can devastate a person's emotional and physical well-being and make them feel unsafe in their community. It can also have a direct impact on their academic life.

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## Hostile Environment Defined

Persistent sexual jokes or offensive comments; inappropriate touching; leering; and indecent gestures can all create hostile environment sexual harassment. However, telling someone at a party, "you're really hot" most likely isn't sexual harassment because it's a one-time thing. But if these kinds of comments continue unwanted, then this could turn into sexual harassment. Let's look at an example.

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## Sexual Violence Prevention for Students Sexual Harassment

### Christina

#### INSTRUCTIONAL B ROLL

*[In a montage that takes place in a college art studio (1) Christina is working with a craft knife with earbuds in. Ryan walks up and tries to get her attention by waving in her peripheral vision since she's deep in concentration. She finally pauses cutting and removes one earbud. He asks what she's doing this weekend, and Christina gives a brief answer and reinserts her earbud to indicate that the conversation is over. He tries talking to her again, but she gives a tight smile and points to her earbuds. (2) Christina, in a different outfit, is on her computer. She sees Ryan kind of watching her from across the room. She catches him looking at her and just ignores him although she's clearly uncomfortable. (3) Christina, in a dress, is at the printer/cutting station/water fountain/vending machines when Ryan stands behind her and comments about her dress.]*

## Sexual Violence Prevention for Students Sexual Harassment

### **Christina** (cont.)

#### PRESENTER as NARRATOR

Christina spends a lot of time in the studio after class. Ryan notices her working alone and tries to get her attention. “Got any plans this weekend?” he says. Christina nods, but says she has to finish her work. He’s already asked her out a couple of times—even *after* she said she wasn’t interested—so she’s started dreading their interactions. She’s also caught him checking her out, and it makes her uncomfortable. Christina tries to ignore this, but it’s starting to get to her. A few times he’s said things about her body like, “You look really sexy in that dress!” When she finally asks him to stop saying things like this, he says, “It’s just a compliment. If anything, you should be flattered.” Frustrated, Christina starts avoiding the studio when she thinks Ryan will be there and then quits going all together.

## Sexual Violence Prevention for Students Sexual Harassment

### **An Effect on All Students**

Sexual harassment directed at one student or a group of students can create a hostile environment that has a negative effect on *all* students. Witnessing or hearing about sexual harassment can make someone feel worried, angry, upset or confused about what to do. In fact, even someone who's not the direct target of the harassment could experience a hostile environment as well.

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## Sexual Violence Prevention for Students Sexual Harassment

### **Sexual Violence**

Sexual violence is the third type of sexual harassment in an education environment and includes forcible sex offenses, such as sexual assault and rape. These instances only need to happen once to be considered sexual harassment. Sexual violence can also occur in the context of dating violence, domestic violence and stalking.

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## Sexual Violence Prevention for Students Sexual Harassment

### **Title IX**

Federal Title IX laws require your school to respond to reports of sexual harassment after it's been notified. This includes offering supportive measures regardless of whether a formal complaint is made. If an investigation finds that the harassment created a hostile environment, your school has to take appropriate steps to end the harassment and prevent it from happening again. Finding out your local definition of sexual harassment is also important so that you'll know when a behavior meets the legal definition of harassment where you live.

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## **Bullying**

Other kinds of harassment or “bullying” can be just as damaging. Name calling and teasing of any kind can constitute bullying, as can spreading rumors about someone or making them social outcasts. Bullying can even take more physical forms, such as breaking possessions or minor physical actions.

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## **Cyberbullying**

Bullying can also extend into our digital lives. Posting hostile messages to or about someone, taunting them, posting unwanted pictures of them, sending them repeated unwanted text messages, and other online actions that could create a hostile environment for someone, all can constitute cyberbullying.

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## Sexual Violence Prevention for Students Sexual Harassment

### You Have Options

No person or group has the right to humiliate or harm anyone else. If you find yourself experiencing any kind of sexual harassment or bullying, know that you have options like:

- clearly communicating that you want the behavior to stop
- keeping a record of the incidents
- getting emotional support immediately from friends and family, or even a campus counselor (or)
- putting complaints on record through whatever channels are available to you, such as your school's Title IX coordinator or campus or local law enforcement

## Sexual Violence Prevention for Students Sexual Harassment

### **Remember the Three D's**

Sometimes we feel helpless when we see people subjected to this kind of behavior, but there's actually a lot we can do. Remember the three D's: direct, distract and delegate. If it's safe, step in. Tell the harasser to stop. Question their behavior. "Whoa, not cool." or "What makes you say that?"

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## **Humor or Redirection**

You can also change the subject or use humor to redirect the conversation. If you don't feel safe doing any of this, enlist other people to show that there's more than one person who won't put up with this.

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## Sexual Violence Prevention for Students Sexual Harassment

### **Be Supportive**

Let the person being harassed—even if it's online—know that you don't agree with what's happening and that you're there for them. It's important for people who have experienced sexual harassment or bullying to have someone on their side. Stay with them or help them get to a safe place.

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## Sexual Violence Prevention for Students Sexual Harassment

### **Talk to Others**

You can take individual action against sexual harassment and bullying, but it's even better when the campus community works together. Talk to other students, faculty, staff and administrators at your school. Determine how best to encourage people to intervene when they see harassing behaviors. It doesn't matter what you do, as long as you do *something*. And remember: Don't wait for someone else to take action.

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## **Everyone Deserves Respect**

The bottom line is this: Everyone deserves respect. That means no one deserves to be sexually harassed or bullied. Be the person who stands up against these behaviors. Speak out. Take action. And let's look out for each other.

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## Section 8: Stalking



# Sexual Violence Prevention for Students

## Stalking

### A Nonexistent Connection

INTERVIEW (Samantha)

*I kissed this guy and thought like that was the end of it, but it turns out he wasn't really on the same page with me and was very persistent in messaging me and calling me, asking me on dates, telling me that he felt like we had this really intense connection, and um, the feeling was not mutual. So, I, you know, as politely and bluntly as I could told him that I wasn't interested. At which point I learned from a coworker that he had been to my place of work. I hadn't told him where I worked. Once she told me that I contacted him and I said don't come to my job anymore and then about two hours later I received a bouquet of flowers with a note on it that said, you know, "I'm sorry I messed this up. I feel like we really could have been something." Really things that at first you're kind of like oh my god this is ridiculous and then it's stuff like "Have you ever wanted to slap someone in the face as hard as you could," and um "I want to breathe you and feel you close to me" and really like creepy stuff. I had to...I kinda felt like I was always looking over my shoulder wherever I went. And it definitely made me feel less comfortable in my own skin, that's for sure.*

## Stalking

Stalking happens way more often than people realize, both in-person and online. Stalking is usually defined as behavior directed at a specific person that would cause them to fear for their safety or suffer real emotional distress. Things like unwelcome gifts, repeated unwanted texts, following you at a distance or monitoring your location aren't sweet, persistent rom-com-worthy overtures or acts of a devoted friend. This is stalking.

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## Questions to Ask

So how can you be sure? First, ask yourself these questions:

- Do you feel like you're being followed by someone or that you can never get away from them?
- Does this person show up uninvited or hang around too much?
- Are you confused about how they always seem to know where you are?
- Do you get nervous about checking your phone or social media because it might be them again?
- If you've asked them to stop, have they continued to contact or interact with you?
- Has this person ever threatened you, or are you afraid of what they may do next?

## State Laws

All states have laws against stalking. The majority of stalking victims know their stalkers—often current or former partners or acquaintances. And anyone can be the target of stalking, regardless of gender or sexual orientation.

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## Cyberstalking

*Cyberstalking* is a serious and growing crime, and it can be combined with other forms of stalking. Stalkers use email, text and social media to harass their victims. They may create fake profiles or usernames to establish contact or avoid being blocked. They may use social media to access personal information, including their target's location.

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## Sexual Violence Prevention for Students Stalking

**TK**

**INTERVIEW**

*Interview with nonwhite male who was stalked by a female. Must include digital components like the stalker using email, text or social media to harass their victims. The stalker may have created fake profiles or usernames to establish contact or to avoid being blocked. They may have used social media to access personal information or target someone's location.*

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## **Don't Take It Lightly**

If you're being stalked, or if you even suspect it, you should know that the person following you might escalate their behavior, which could potentially result in a physical attack. It's not something you should take lightly. Don't assume that the stalker means you no harm or isn't serious. Instead, stick to some key advice.

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## Sexual Violence Prevention for Students Stalking

### **Keep a Record**

One. Keep a record of every encounter. Note the date, time, location and any witnesses. Know how to take screenshots on your phone or tablet. Have a friend ready to use their phone to record any temporary texts, chats or video messages that appear on your device before they disappear.

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## **Tell Trusted People**

Two. Tell trusted friends, family, coworkers or roommates so they can keep an eye out for suspicious activity and avoid sharing personal information about you.

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## **Notify Authorities**

Three. Notify authorities, including campus security and/or the police. Learn about your campus and legal rights. And call 911 if you think you're in imminent danger.

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## **Cut Off Contact**

Four. Cut off *all* contact with your stalker. Stalkers are often fueled by any interaction, even if it's negative. If necessary, change your phone number, email, and social media accounts and passwords. Block the person on social media or make your accounts private for a while. Temporarily change your routine and take other measures to decrease your exposure.

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## Stalking Example

Let's take a look at an example. While the following depicts a male stalker, know that stalkers can be of any gender and that stalking can occur regardless of prior romantic and/or sexual relations.

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## Sexual Violence Prevention for Students Stalking

### **Divya**

Divya went out with Anthony a few times last semester, so she doesn't think much when he texts to ask how things are going. She also doesn't notice that he seems to show up at the library or the rec center whenever she's there.

But she does notice when he starts texting more often, asking what she's doing or why she didn't go to her chem class today. He tells her how amazing she is and how they're meant for each other. When she tells him she's not interested, he says he just wants what's best for her.

Although Divya hasn't done anything wrong, Anthony starts trashing her on social media, and he's always online when she is. Soon Divya notices someone is messing with her stuff. At this point, she worries that Anthony's behavior could get worse, maybe even violent.

## Sexual Violence Prevention for Students Stalking

### **Divya (cont.)**

What Divya doesn't know is that Anthony was becoming obsessed with her from the start. Seeing her once in a while wasn't enough. So he began watching her from a distance, but then he started showing up at her classes, at parties, at her apartment.

Anthony *needs* to show Divya how committed he is and how much control he has, so he posts things about her online, and he vandalizes her car. But nothing will ever be enough for him.

In Anthony's mind, he's just working toward the happy ending he sees for himself. It hurt when Divya told him she wasn't interested, but at least he got her attention. The one thing Anthony doesn't want is to be cut off.

## Reach Out for Help

If Divya hasn't done so already, she may want to reach out to campus safety or the police for help. Even if they can't take immediate action against Anthony, she can start building a record of her encounters with him. Most of all, Divya needs to cut off *all* interaction with him.

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## **Rely on Friends**

Divya can also do things like walking with friends when she can, taking different routes to class, and changing up her schedule.

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## **Protect Your Privacy**

She can also get a new phone number, change the privacy settings on all her accounts, update all of her passwords and decline invites from people she doesn't know. Divya's friends and family can help by not posting anything about her on social media—including pictures—that give away her location.

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## **A Safe Life**

You have the right to live a safe life free of fear and harassment. It's never your fault that someone is threatening, harassing or stalking you. If something is making you feel uncomfortable or worried, you have the right to take action to protect yourself—physically and emotionally.

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## Section 9: What to Do If...

## Sexual Violence Prevention for Students What to Do If...

### **Always Help Available**

We've spent a lot of time discussing the types of sexual violence on college campuses and listening to people who've experienced them firsthand. The good news is that there's always help available to you, and people who go through traumatic events can emerge on the other side to lead happy, healthy and successful lives.

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## Sexual Violence Prevention for Students What to Do If...

### **Resources**

In the resources section of this course, you'll find resources for helping victims of sexual assault, dating and domestic violence, sexual harassment, stalking and more harmful behaviors.

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## Sexual Violence Prevention for Students What to Do If...

### Go Get Help

#### INTERVIEW (Jesse)

*Please, please, like go get help for yourself. Talk to your family, talk to a therapist, talk to a group, go to a center. You can be anonymous, you can talk to somebody on the phone. Just talk to somebody. There's tons of hope. You can get over this. You can live a healthy, normal life. You shouldn't worry about that, you should just...you should, um, really push as hard as you can to feel better.*

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## Sexual Violence Prevention for Students What to Do If...

### **Assess the Situation**

If you're sexually assaulted: First and most important, assess the situation and put your safety first. Then get to a safe place. This could be your home, a friend's, a medical center, a police station or a local advocacy center...wherever you feel most safe at the time. If you're in imminent danger, you can call 911.

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## Sexual Violence Prevention for Students What to Do If...

### **Reach Out for Support**

Second, consider reaching out for support. Connect with someone you trust or a local or national hotline. Contact campus resources, such as campus safety, the counseling center, Title IX coordinator or the health center. You don't have to go through this on your own.

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## Just Like Poison

### INTERVIEW (Corri)

*I think that talking about it with somebody that was able to walk through it with me and to help me through it made such a difference. And I think my story could have turned out much differently if I hadn't found that person to be able to walk alongside of me and to really just get those feelings out—to talk about it, because bottling it up was just like poison to me.*

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## Sexual Violence Prevention for Students What to Do If...

### **Preserve Evidence**

Third, whether or not you've thought about taking legal action, don't wash or bathe in any way. You'll definitely want to, and that's perfectly natural, but doing so can destroy evidence. If you want to change your clothes, put all of them in a paper bag. Agreeing to a rape kit exam means you're preserving evidence in case you decide to pursue legal action at a later date. You don't have to make these decisions right away.

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## Sexual Violence Prevention for Students What to Do If...

### **Legal Options**

If you have questions about your legal options, a campus or local advocate can give you important information so that you can make the best, most informed decision for you. Most hospitals have expert nurses available to support you through the process and to collect evidence in a supportive and caring way.

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## Sexual Violence Prevention for Students What to Do If...

### **Get Medical Attention**

Fourth, get medical attention. This is critical. You might have injuries you're not aware of, and you can receive important medical care like tests, screening and treatment.

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## **Seek Counseling**

Fifth, seek counseling or ways to process what happened. You might not even realize the emotional, spiritual, physical and psychological effects your assault has on you, so consider working with someone like a therapist or counselor who can help with your healing journey.

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## Sexual Violence Prevention for Students What to Do If...

### Reporting and Incident

To report an incident of sexual misconduct at your institution, follow your campus' reporting procedures. If you're unsure, you can always contact the following for guidance:

- (your) Title IX coordinator
- (the) student health center
- campus security or local police (or)
- (a) campus or local interpersonal violence advocate



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## Sexual Violence Prevention for Students What to Do If...

### **Confidential Reporting**

A Title IX coordinator or campus police can protect your privacy, but your information may not be able to remain confidential. However, the counseling center is always an option for a confidential report. Keep in mind, though, that you don't have to make a formal report to receive supportive services.

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## Sexual Violence Prevention for Students What to Do If...

### **Someone You Know**

If you know someone who has been sexually assaulted, or if someone comes to you after a sexual assault, remember some key things:

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## **Be Supportive and Listen**

First, sexual assault is never the victim's fault, so be supportive. Listen to what they have to say but don't try to counsel or question them, as this could create additional trauma. Avoid judging or questioning the victim's decisions or behavior.

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## Sexual Violence Prevention for Students What to Do If...

### **Listen and Believe**

#### INTERVIEW (Corri)

*When someone comes to you in confidence about an assault, it's so important to listen, to believe, to just be there for them. You don't necessarily have to heal them or be their answer for everything, but just simply listening and believing made such a huge difference for me."*

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## **Provide Options**

Second, if the sexual assault happened recently, provide options for saving the evidence and seeking medical attention.

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## **Suggest Counseling**

Third, suggest that they seek counseling. The long-term effects, if untreated, can be significant. You could even offer to go with them to the counseling center. Just try to help them feel supported.

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## **Be Supportive and Nonjudgemental**

Most of all, as we've said, be supportive and nonjudgmental. Let them know how much you care about them and that you're going to support them.

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# Sexual Violence Prevention for Students

## What to Do If...

### **A Community Problem**

Remember: We have to think of sexual violence as a community problem, not only an individual one. It's not *just* about victims and perpetrators. It's about what we all choose to accept.

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## Sexual Violence Prevention for Students What to Do If...

### **Not Anymore**

Right now, we're not putting up with sexual assault, dating violence or stalking.  
And we're not putting up with sexual harassment.

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# Sexual Violence Prevention for Students What to Do If...

## **Our Problem**

And we're not going to sit by and wait for someone else to fix the problem.  
Let's make this *our* problem. Because I can make a difference.

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**I Can Make a Difference**

I can make a difference.

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**We Can Make a Difference**

We can make a difference.

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