

# Sexual Violence on Campus: Starting the Conversation



Presenter's Guide



Introduce yourself and your agency. Offer a brief overview of why this presentation is important, including:

1. Campuses are required to provide you with this training.
2. Part of creating a campus culture that supports survivors and does not tolerate perpetration is educating students about sexual violence and how to receive help.
3. If you or someone you care about has experience sexual violence in the past or during college, it is important to know that you are not alone and you have options.

*Note to presenters:*

You may want to ask some preliminary questions about whether or not students have heard this type of information before – either before coming to campus or since they have arrived.



***We acknowledge...***

**This is the beginning of an on-going conversation:**

One program about sexual violence will not make a dent in this issue. However, this program will provide a “jumping off” point for further discussion, advocacy, and prevention. Additionally, this program will provide some basic information about sexual violence on campus, its roots in oppression, consent, and an introduction to the resources available to people who experience and are affected by sexual assault.

**Self-care is important:**

We know that SV is prevalent. **We know that there are victims in this room** and people who have been deeply affected by sexual violence. Be respectful of each other and sensitive in your comments.

**Sexual violence does not discriminate\*:**

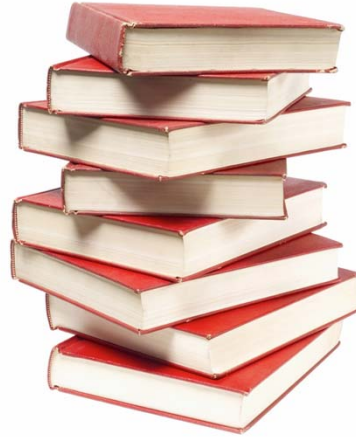
People of all genders, ages, races, cultures, etc..., are impacted by sexual violence.

*Note to presenters:*

Throughout this presentation, be sure to use gender-neutral and inclusive language and examples not only reinforce that sexual violence can impact anyone, but also that resources and support are available to everyone. Be inclusive.

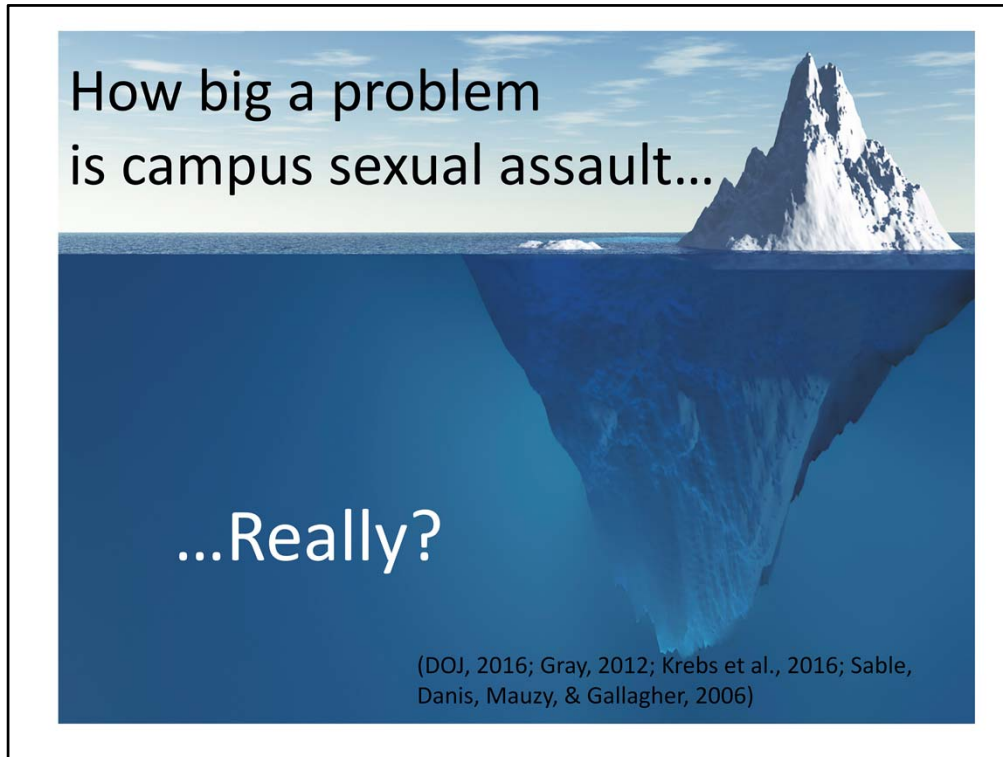
## What we will cover:

- Overview of Sexual Violence
- Campus Considerations
- Consent
- Rethinking Prevention
- Identifying Resources



Again, this training is part of an on-going conversation.

During our time together, we will focus on discussing some basic information about sexual violence on campus, consent, prevention, and will identify on- and off-campus resources that can provide you with additional information or to help if you or someone you know has been affected by sexual assault.



Sexual violence is a serious and widespread problem. What we say and do about it matters.

In recent years, there has been much debate about the scope and scale of the problem of sexual violence on college campuses.

Research has repeatedly shown that:

1. Approximately 25% of college women will experience a completed or attempted rape.
2. Most at risk are students who identify as bisexual (35%) or transgender (28%). Students who identify as lesbian or gay experience sexual assault at a rate of 22%.
3. Approximately 7% of men will experience sexual assault while in college.
4. 84% of women who report a sexual assault were assaulted during their first 4 semesters.

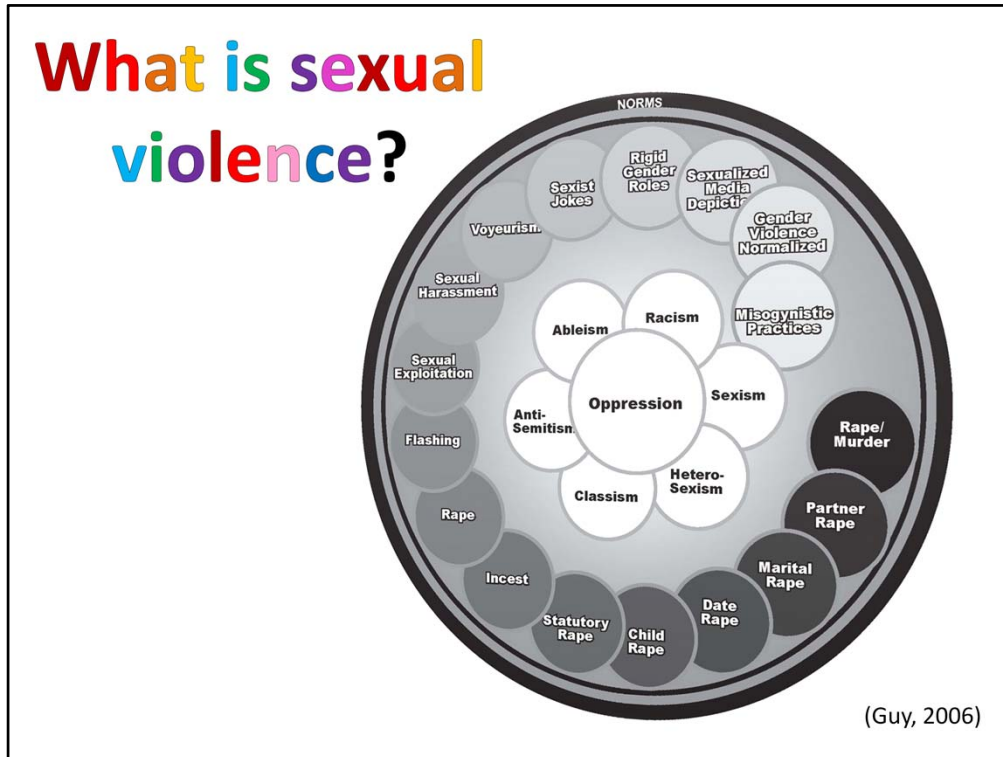
Overwhelmingly, most offenders are known to the victim.

The vast majority assaults are not reported to law enforcement, either on-campus or off-campus.

These numbers speak specifically to campus sexual assault. However, it is also true that many students have already experience sexual abuse or violence before they come to campus. Many of the resources and options we will discuss can provide counseling and advocacy support to those students, as well.

*Note to Presenters:*

If you have time, consider plugging in one of the activities from the Presenter's Guide.



From this graphic, you can see that sexual violence is rooted in our basic attitudes and beliefs. Think back to the statistics about the groups of people that are most commonly affected by sexual violence on campus – they are the more vulnerable groups: younger, less experienced students, women, gender non-conforming students, students who identify as LGBTQ...

Sexual violence is about power and control; power and control is rooted in –isms – who we believe is of more or less value than we are. In other words, perpetrators do not assault people they believe to be their equals.

Sexual violence exists on a continuum rooted in common attitudes and beliefs, and can range from non-touching assaults, such as verbal harassment or cyber harassment to rape and torture.

It's easy to think that behaviors such as cat calling or groping are minor – or simply annoying. However, these behaviors, rooted in the –ism's, can be serious, offensive, and illegal.

The key is that this behavior is UNWANTED.

*Note to presenters:*

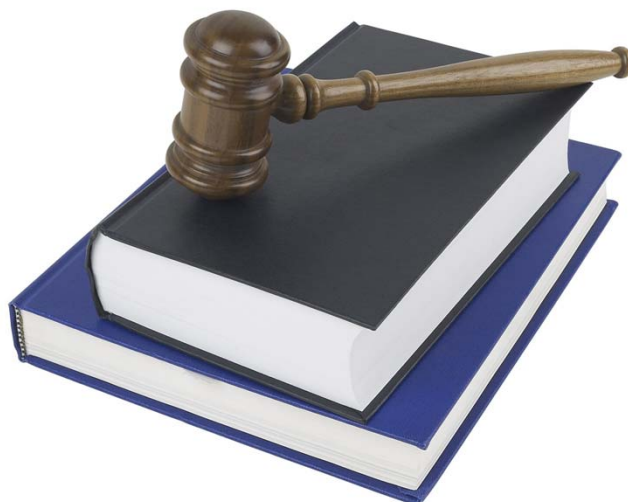
If time permits, expand this discussion. For example, ask for examples of behavior that would constitute the normalizing of gender violence, examples of sexualized media

depictions, rigid gender roles, etc... Have students discuss how sexual violence is rooted in these behaviors.

Consider inserting an additional activity in here, if time allows.



# What does the law say?



Campus-specific federal legislation:

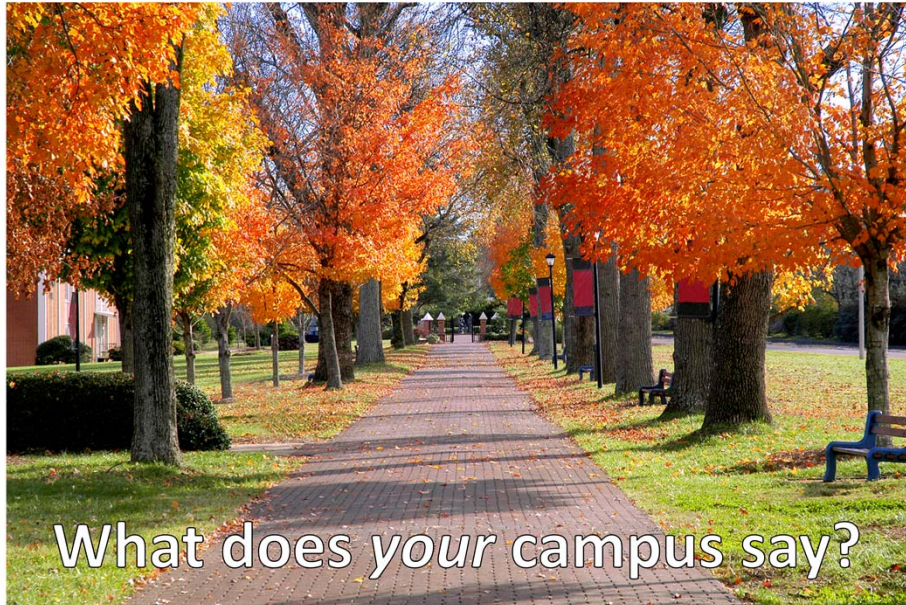
Title IX: Requires schools to ensure that students, of all genders, can receive an education without being discriminated against because of their gender. This includes addressing incidences of sexual harassment, sexual assault, and gender-based violence.

Clery Act: Requires schools to report incidences of sexual assault, rape, dating violence, and stalking on their annual crime reports. These reports must be made public.

PA criminal laws – fully defined in Title 18 of the crimes code

For the most part, when speaking about sexual violence, specifically, PA criminal laws address issues of capacity, consent, and specific behaviors, ranging from harassment to rape. Punishments are meted out through the criminal justice system/criminal courts and can include fines, probation, incarceration, and/or registration as a sex offender. Allegations must be proven beyond a reasonable doubt.

PA civil laws (Protection from Abuse Act and Protection for Victims of Sexual Violence and Intimidation Act) – address issues of domestic violence, dating violence, and sexual assault by providing protection orders. Civil courts use “preponderance of the evidence” or 51% as the burden of proof. Civil and criminal proceedings can happen at the same time or independent of each other. You do not need to file a police report or proceed with criminal charges in order to file for a civil protection order. Protection orders are valid across state lines.



While each campus can choose how they investigate and adjudicate incidences of sexual violence on campus, these processes must be in compliance with Title IX.

Campus judicial proceedings uses preponderance of the evidence as the burden of proof. That means that if the panel/hearing officers believe(s) that it is more likely than not (51%) that the offense occurred, the offending student should be held accountable.

*Note to Presenters:*

Research the specific policies and procedures for the campus where you are presenting.

*Consider inviting an allied campus professional to co-present this portion of the presentation.*

Definitions and policies regarding consent can lead into the next slides.



What factors make sexual assault on campus different and sometimes more challenging?  
What barriers are there?

New-found independence: Fear of parents finding out/their reaction.  
Embarrassment/shame/self-blame – “I should have known better.” “I shouldn’t have gone back to his room.” More risk-taking behaviors – exploring identity.

Campus culture – Idea that SA on campus is accepted/expected. Self-blame. Fear of not being believed – particularly if victim is unclear about whether or not the incident was rape, “Well, I had been flirting with him at the party...”

Small/Insular community – Very often, the victim and perpetrator know each other. This can lead to complicated feelings about reporting, fears of retaliation, fear about social consequences. Confidentiality concerns. Fears about retaliation or social repercussions.

Drugs/Alcohol – a HUGE factor on college campuses relates to the prevalence of drugs and alcohol on college campuses... When using drugs/alcohol, victims fear that they are to blame and/or fear that they will get in trouble for underage drinking or using illegal drugs.

Additional considerations: a student’s past victimizations, physical/mental health, exposure to violence and/or pornography

# Consent

- **Yes means Yes!**
- **Silence is not consent.**
- **Coercion is not consent.**
- **Absence of “no” is not consent.**
- **Intoxication is never consent!**
- **Unsure? Stop and Ask!**
- **Still unsure? **STOP.****



There seems to be a lot of confusion about consent. People worry that they will misinterpret whether or not someone wants to have sex. People also worry that obtaining consent can be a mood-killer, equating it to pulling out a pen and asking for written contract. However, not only does obtaining consent show your partner that you respect them, consent is legally necessary.

We all know that an enthusiastic verbal “yes” is solid consent. However, it is also helpful to define what is NOT consent.

Silence – Silence could mean any number of things that are not consent: fear, intoxication/passed out, asleep

Coercion – pressuring or manipulating someone into having sex is not consent. “Wearing someone down” is not consent. Bribing or threatening someone is not consent.

Absence of “no” – similar to silence, you can’t be sure what this means. Body language is not enough to go on.

Intoxication – a person who is under the influence of drugs or alcohol cannot consent. If your partner has been drinking or using drugs, their judgment is impacted and they cannot freely give consent. We will talk about this a bit more, later in the presentation.

Consent can be withdrawn at any time. You can agree to kissing, but not sex.

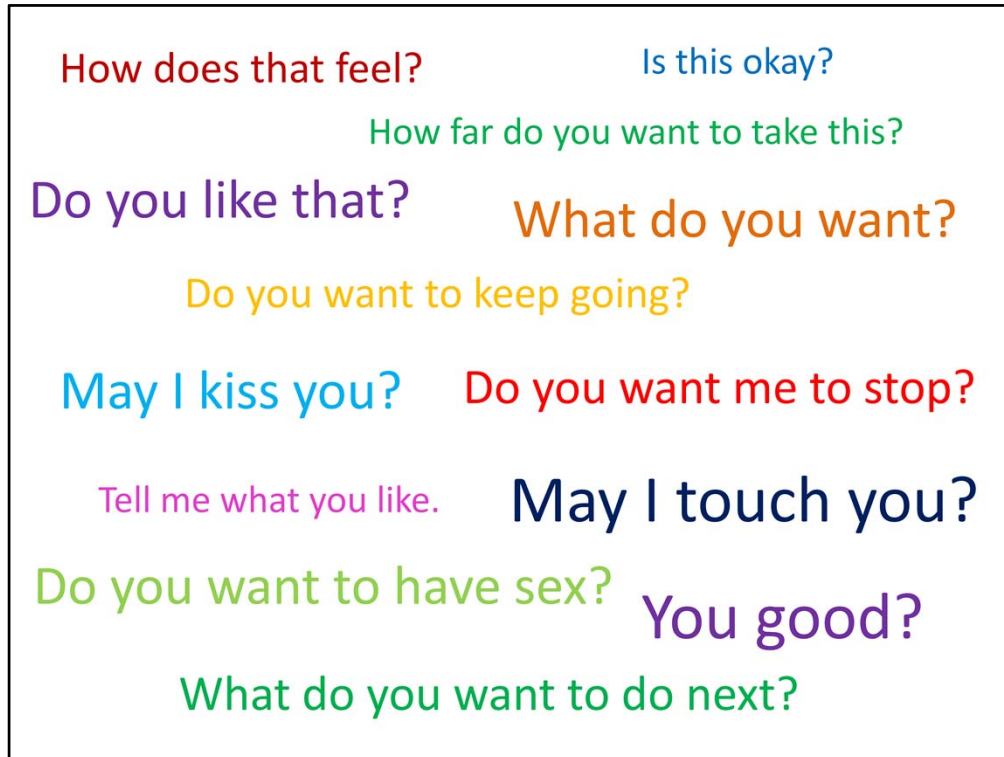
You need to solicit consent every time, at every step of the way. You can plan to have sex and change your mind. Even if you've had sex before, you need consent this time, and every time.

Stop what you're doing and ask!

Not sure how? What do you think? What are some ways to ask for consent?

*Note to presenters:*

You may add in a consent activity if there is time.



Asking for consent above all else shows that you respect your partner and want them to have an enjoyable experience.

Remember: ask for an enthusiastic “YES!”

Asking for consent can feel awkward. Keep in mind that checking in with your partner shows respect and concern that they are enjoying the experience.

Here are some examples of ways to check in with your partner and ask for consent. Do any of these resonate with you?

Remember: It is required that a person be competent to give consent and must be able to give it freely, without fear or coercion.

Use this training as your conversation-starter. “Remember that training where we talked about asking for consent?”

*Note to presenters:*

“You good?” often gets a response. This phrase demonstrates that asking for consent can be very simple. It’s important for students to find ways to ask that feel comfortable to them, yet are effective.

# Drug- and Alcohol-facilitated Sexual Assault



Alcohol and drugs can play a big role in campus culture, and intoxicants can increase vulnerability and are used strategically by people who commit acts of sexual violence. While this certainly includes what we think of as “date rape drugs,” such as roofies or GHB, the most commonly used date rape drug is alcohol.

It is important to reiterate that when someone is under the influence of drugs or alcohol, they may not be able to give consent. What are some ways you know that someone is intoxicated? (Have participants list signs of intoxication.) If someone is displaying any of these signs or if you are in doubt AT ALL, stop.

People use alcohol to decrease other peoples’ inhibitions. Think about the use of terms such as “panty-dropper punch” or “beer goggles.”

They also use it to decrease their own inhibitions – to make themselves feel more outgoing, more likely to take risks. Think of terms such as “social lubricant” or “liquid courage” or “shot of courage.”

Additionally, intoxicants provide perpetrators a “social insurance policy:” Perpetrators also know that when someone is under the influence, that they are less likely to report or for the assault to be adjudicated either on campus or in the courts.

*Note to presenters:*

Check to see if the campus has amnesty policies that state that victims who report sexual

violence will not be punished for being drunk/high at the time of the assault.





Sexual assault prevention used to consist of telling women what not to do.\* The goal was to reduce your risk of being victim, in essence making sure the victim is someone else, not you. The problem with this type of prevention is that it places the responsibility on the victim – not on the perpetrator, where it belongs. Additionally, by focusing only on women as victims, these kinds of prevention messages also ignore that sexual violence affects people of all genders. Additionally, it does nothing to change a culture that perpetuates sexual violence.

**There are no behaviors or choices that make a person deserving of rape or sexual violence. The only thing that puts a person at risk of sexual assault is the presence of a perpetrator.**

*Note to Presenters:*

\*A list of risk-reduction strategies, such as, “Don’t walk alone at night” or “Don’t get drunk,” was intentionally not included in this training. Research has shown that when presenters link prevention to these victim-blaming tips, the linkage is reinforced in the minds of participants – even when the intent is to demonstrate that these strategies are not effective forms of prevention.



Prevention is possible and it's everyone's responsibility.

Prevention efforts, such as bystander intervention, now focus on inclusion – recognizing that all people are part of the solution to a problem that affects all people. The onus is on all of us to intervene when we witness behaviors, hear comments, read offensive material, etc..., to stand up, speak up, and act against a culture and/or individuals that perpetuate sexual violence.

Sexual assault is never the victim's fault. Modern approaches to sexual violence prevention shifts attention away from the victim's actions and rightfully focuses on perpetrator behavior and dismantling the attitudes and beliefs that are the foundations of sexually violent behaviors. Think back to the pyramid – chipping away at the base. Modern approaches also acknowledge the interconnectedness of various forms of oppression with sexual violence.

Some modern approaches include:

Bystander intervention – acknowledges that SV affects everybody.

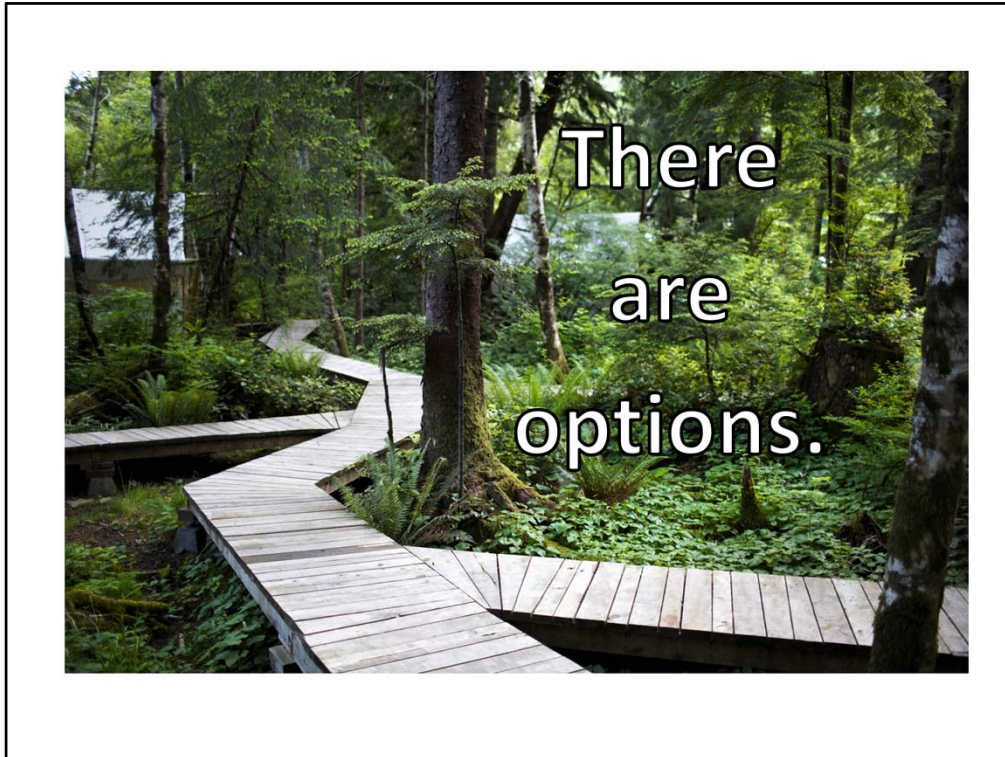
Sexual assault as a social justice issue – addresses the oppressive attitudes (the –isms) that support rape culture

Including men as allies – dispelling the myth that SV only affects women or is a women's issue

Examples of various interventions

*Note to presenters:*

If there is time, you may want to plug in a prevention activity here.



While the ultimate goal is the prevention of campus sexual assault, it is important to know that if sexual violence – in any of its forms - occurs, there are reporting and support options for survivors, both off-campus and on-campus. Every survivor will have different needs, and there are a variety of options that may help to address those needs and concerns. There is no “right” answer. While the outcomes of some of these options can be unpredictable, you can always choose whether or not to cooperate.

There are multiple avenues to justice, if that is a goal. Many victims need time to sort through their options and to decide what they want to do. This is normal.

Many students may have experienced sexual assault prior to coming to college. Many of these options are available to support you, too. Don't ever hesitate to reach out.



We are going to take a few minutes to talk through various resources and options people have if they experience sexual violence. The options can be overwhelming, and there are important issues to consider with each option. You are not alone. There are people that can help and support you. Many people find it helpful to speak with a rape crisis counselor/advocate to talk through their options. Additionally, communication with RCC/advocates is confidential (except in cases regarding the abuse of a child or if the person is threatening to harm themselves or others). You can disclose what happened to you and discuss your options without fear that someone will report it.

RCCs can also provide free advocacy, accompaniment, and counseling throughout whichever option(s) you choose.

The people who have confidentiality on campuses varies from campus to campus; however, schools are required to make that information available to you. If you are unsure who you can talk to in confidence, you can ask if that person is confidential or if they have to report.

# Health



For many people who experience sexual assault, injuries and medical concerns are at the forefront.

In cases of sexual assault, there is often evidence that can be found through a forensic rape exam or rape kit. Many hospitals or medical facilities have specially-trained sexual assault forensic examiners who can perform these examinations. These exams also include STI and pregnancy testing, and prophylaxis. You do not need to report to or speak with law enforcement. In PA, SA evidence will be held for at least 2 years to give you time to decide about how you'd like to proceed. The goal is to gather the evidence while it's there, and allow victims to decide the rest later. A rape crisis advocate can meet you at the hospital to support you through the exam.

If you do not opt to have a rape kit performed, you may still want to receive preventative treatment or be tested for pregnancy or STIs. This can be done at a doctor's office, campus health clinic, or hospital.

Mental health: counseling options exist both on- and off-campus. You can seek services through campus counseling services, private therapists, or your local rape crisis program. RCCs provide counseling and support groups at no-cost, and all services are confidential. They can also refer you to other providers and services, if needed.

Again, a rape crisis counselor/advocate can talk you through these processes, and help you to think through your options.



There are a variety of options that can help survivors re-gain a sense of safety. Obviously, reporting to law enforcement can be part of that equation, and we'll talk about that in a minute. For some, the priority is not to have the perpetrator arrested or punished, but the need still exists for the survivor to feel safe or "to be left alone" and not have to see or interact with the perpetrator.

If a victim chooses to report on campus, campuses can issue their own no-contact orders and can take interim measures to make sure that the victim and perpetrator do not cross paths. Under Title IX, students have a right to learn without fear of sexual harassment (which includes sexual assault). Schools are legally obligated to provide interim measures to help victims feel safe. This can include accommodations such as class schedule changes or housing changes, for example.

Victims can also file for civil protection orders. This is a court order that prohibits a perpetrator from being near a victim. There are other protections that can be granted and can be tailored to meet each victim's individual needs.

It is also important to note that if you receive a civil protection order and present it to your campus for help with enforcement, that may trigger an on-campus investigation.

Any of these options can be done with or without reporting to police.

# Accountability



Campus reporting – You can report to campus authorities and have the incident investigated through the campus conduct process. The burden of proof is “preponderance of the evidence,” which means that if there is shown to be a 51% or greater chance that the assault occurred, the perpetrator would be punished by the school.

Law enforcement reporting – There is always the option to report to law enforcement. On some campuses, the campus police have the power and jurisdiction to investigate and make arrests in cases of sexual assault on campus. On some campuses, these crimes would be reported to and investigated by the local police department. It is ultimately the District Attorney’s decision about whether or not to take a case to trial. The burden of proof is “beyond a reasonable doubt,” but the penalties can include jail time, fines, sex offender registry.



## Your local Rape Crisis Center



Agency Name  
Hotline Number

Rape crisis centers provide help, hope, and healing.

Can talk you through options, decisions. You can call with questions or for more information.

Available 24-7. Callers may remain anonymous.

Anyone can call: victims, survivors, significant others, bystanders, anyone who needs more information or help. We also recognize that some people come to college already having experienced sexual abuse or assault. If you find that you need support while you're at college, please reach out. Also, keep in mind that there are rape crisis programs that provide services in all 67 counties in PA, and every state has programs that can help. Even if you leave on break, you can contact centers through their hotlines or find a program near you.

All communication (except child abuse, and threats to harm oneself or others) is confidential and privileged.

*Note to presenters:*

Insert your program's information on this slide.

Encourage participants to enter the contact info for the rape crisis center into their phones while they're sitting there. That way, if they ever need it, they have it for themselves or can

refer others.

## Campus Resources

Remind students: many campus professionals and employees (including RAs) must report sexual violence on campus. If you are unsure if the person you are talking with has confidentiality, ask before disclosing.

*Note to presenters:*

Insert campus contact information for Title IX Coordinator and campus safety/police. You may also want to include contact information for other campus employees/resources, such as: dean of students, residence life, health clinic, counseling center, women's center, multicultural resource center

If possible, and if there is time: include a slide of a campus map and point out important locations, such as the campus police/security office, counseling center, women's center, health center, Title IX Coordinator's office, etc...

## Need more information?

*Pennsylvania Coalition Against Rape*

[www.pcar.org](http://www.pcar.org)

*National Sexual Violence Resource Center*

[www.nsvrc.org](http://www.nsvrc.org)

*Not Alone*

[www.notalone.gov](http://www.notalone.gov)

*It's on Us*

[www.itsonus.org](http://www.itsonus.org)

*Know Your IX*

[www.knowyourix.org](http://www.knowyourix.org)

*End Rape on Campus*

[www.endrapeoncampus.org](http://www.endrapeoncampus.org)

These resources can provide additional information about campus sexual assault – prevention and response.

*Note to presenters:*

If you will be sending/handing out surveys, explain the purpose of the survey and thank them for helping us to gather data about the efficacy of the training.

## References

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- Guy, Lydia. (2006). Re-visioning the sexual violence continuum. Retrieved from <http://www.pcar.org/sites/default/files/resource-pdfs/re-visioning-the-sexual-violence-continuum.pdf>
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- Sable, M. R., Danis, F., Mauzy, D. L., & Gallagher, S. K. (2006). Barriers to reporting sexual assault for women and men: Perspectives of college students. *Journal of American College Health*, 55(3), 157–162.

# Suggested Points of Contact at Colleges, Universities, and Post-secondary Education Campuses

This list is not all-inclusive, but these people tend to be responsible for ensuring that students, student groups, and staff receive information and training on campus sexual assault prevention and response. Keep in mind that sometimes the best contact is the person with personal passion, regardless of job title.

Campus Advocates

Title IX Coordinators

Campus Conduct Professionals

Campus Police/Security

Dean of Students or Campus Life

Campus Wellness Professionals (Health Center, Counseling Center)

Director of the Women's Center

Athletic Directors

Greek Life Professionals

## [Additional Resources on Campus Sexual Assault](#)

Center for Changing Our Campus Culture

[ChangingOurCampus.org](http://ChangingOurCampus.org)

The Clery Center

[CleryCenter.org](http://CleryCenter.org)

End Rape on Campus

[EndRapeonCampus.org](http://EndRapeonCampus.org)

Know Your IX

[KnowYourIX.org](http://KnowYourIX.org)

National Sexual Violence Resource Center

[NSVRC.org](http://NSVRC.org)

Pennsylvania Coalition Against Rape

[PCAR.org](http://PCAR.org)

Prevent Connect (CalCASA)

[PreventConnect.org/category/campus](http://PreventConnect.org/category/campus)

White House Task Force

[NotAlone.gov](http://NotAlone.gov)

# Sample Letter to Colleges/Universities/Post-secondary Education Institutions

*This letter is provided as a sample. You are invited to adapt it and print it on your organization's letterhead.*

Dear: *[Name of campus point of contact]*

As you know, schools have been under intense scrutiny about how they are working to prevent and respond to campus sexual assault. In addition to federal legislation, such as Title IX, the Clery Act, and Campus SaVE, Pennsylvania state legislation, such as Article XX- G, Sexual Violence Education at Institutions of Higher Education, lays out very specific requirements for prevention education and awareness campaigns. Schools are also required to educate students about reporting and support services that are available to victims of campus sexual assault.

In an effort to assist campuses in meeting these requirements, the Pennsylvania Coalition Against Rape has designed a campus orientation curriculum to help campuses fulfill their obligations. This program takes a minimum of one hour, and is appropriate for large or small groups.

Our staff has been trained on this curriculum, and is pleased to be able to add it to the many services we can offer to your school and students, including additional education and training, free and confidential counseling, and advocacy. We look forward to continuing to work with you to create a learning environment free from sexual violence.

I will follow up with you in the next week or two to discuss how we can partner to bring this program to your campus community or you may contact me at *[Your contact information]* .

Sincerely,

# Preparing to Present: Points to Consider

**Get the details.** When scheduling the presentation, be sure to check in with your host on campus about key logistics for the training. This can also be a valuable opportunity to learn more about your host's goals and concerns for your presentation. Some questions you may want to ask include:

- How much time is available for the presentation?
- Will a computer and projector be available?
- Will your host (or another staff or faculty member) be able to assist with administering pre/post surveys, either a few days before/after you arrive or at the beginning/end of the session?
- What does your host hope your presentation will accomplish?
- How will the presentation fit with other, related efforts on campus?
- What concerns, if any, does your host have about the presentation and/or the issues?
- Are there any barriers or other factors that might affect the learning environment?

**Know your audience.** While this presentation is designed with freshman orientation in mind, you may find yourself presenting it to a wide range of students in a variety of contexts. No matter who is in the audience, you can usually assume that students will bring a broad range of perspectives and prior knowledge on the issues. However, it can be helpful to get some information ahead of time about each audience you'll present to so that you can tailor your examples and any activities to be most relevant to their experience. For example:


- Will the audience be first-year students, older students, or a mix of both?
- Do most students live on- or off-campus? Do many students commute to campus?
- Have the students in this audience previously received training or participated in other activities related to sexual violence on campus?
- Will this presentation be mandatory or optional for students?

**Be prepared!** Practice the presentation ahead of time to make sure you're familiar and comfortable with the content. Plan ahead for any materials you intend to hand out, such as your organization's brochures and the pre/post surveys. Consider having back-ups of the PowerPoint presentation on a USB drive, in your email, and as printed handouts in case of a technological meltdown.

**Make it your own.** Personalize the presentation by using your favorite analogies, stories, examples from current events or pop culture, etc. This can help the audience connect to you and what you're saying.

**Break it up.** The average attention span for listening to a lecture is generally estimated around 10 to 20 minutes. As time allows, consider incorporating activities or group discussion to divide the material into 15 minute chunks.





**Stay current.** Keeping yourself informed about current events related to campus sexual violence – such as state and federal legislation, high profile cases, and popular social marketing campaigns – can increase your credibility and relatability with students and other campus partners. Whether you plan to incorporate these issues into your presentation as examples or just want to be prepared to respond to questions, consider brushing up on recent news related to sexual violence on campus.

**Create safety.** As always, keep in mind that some members of your audience will have experienced sexual violence or other trauma. Promote a trauma-informed training environment by acknowledging at the beginning that the topic can be overwhelming, and encourage participants to take whatever steps they need to take care of themselves. This might include tuning out, stepping out, opting out of discussions and activities, or any other strategies that help them feel safe. For additional suggestions, check out [Walking the Walk: Modeling Trauma Informed Practice in the Training Environment.](#)

# Campus Orientation Scenarios

Depending on the size of the group, you may opt to divide the participants into smaller groups to discuss the different scenarios. Then, as a large group, process the answers to the questions.

## Consent

Shauna and David have been good friends since their sophomore year, and recently decided to take their friendship to the next level. They discussed the need to take things slowly, because they don't want to ruin their friendship if the romance doesn't work out. One night, after an evening of fooling around, Shauna decides to sleep over at David's. She wakes up to find him kissing her neck and putting his hand in her underwear.

1. What might be Shauna's reaction to David's actions?
2. Does David have Shauna's consent?
3. Does the answer to #1 depend on whether or not "fooling around" the night before included having sex? Why or why not?
4. If you believe that David has consent, when did Shauna give it?
5. If you believe that David did not have consent, when should he have asked for it?

Marco and Dylan have been seeing each other for 6 months. In celebration of their 6 month anniversary, they make plans to have a romantic evening at Marco's apartment, including good food, good wine, and good sex. Dylan wakes up to find his clothes and a used condom on the floor. After the second bottle of wine, Dylan remembers nothing about the night before.

1. What might be Dylan's reaction to Marco's actions?
2. Did Marco have Dylan's consent to have sex with him?
3. If so, when did he obtain the consent?
4. If not, when should he have obtained consent?

## Help-seeking and Reporting Options

Jessica was raped last night and wants to reach out for help. What would happen if Jessica reached out to the following people? Who would protect her confidentiality and under what circumstances? What support could these people offer Jessica?

1. The local community-based sexual assault program?
2. Her RA?
3. Her favorite professor?
4. Her lacrosse coach?
5. The police?
6. The Title IX Coordinator?

Nikki was drugged and assaulted at a fraternity party by someone who she thought was her friend. Since the assault, the perpetrator and many of his frat brothers have been contacting her to try to convince her not to report the assault. While Nikki doesn't really want to report the assault to anyone, she feels afraid and wants these people to leave her alone. She has been missing a lot of classes and doesn't go out socially because she doesn't want to run into the perpetrator or his friends. Her grades are suffering and she is at risk for losing her scholarship.

1. What reporting and/or help-seeking options does Nikki have on-campus?
2. What reporting and/or help-seeking options does Nikki have off-campus?
3. Which option(s) is/are 100% confidential?
4. What are some of the potential outcomes of these options?

Lyla and Jessica, who go to different colleges, recently broke up. The break up has had a huge impact on Lyla. She has been repeatedly contacting Jessica, begging her to get back together. Lyla is so upset that Jessica will not give her another chance that she has been sending her threatening texts and has posted naked pictures of Jessica online to get back at her. Jessica is afraid of what Lyla will do next.

1. What reporting and/or help-seeking options does Jessica have on-campus?
2. What reporting and/or help-seeking options does Jessica have off-campus?
3. Which option(s) is/are 100% confidential?
4. What are some of the potential outcomes of these options?

## Social Norms

Bryan knows that his friend and teammate, Jesse, is gay; however, Jesse is not out to anyone else on the team. One evening after practice, while in the locker room, some of the guys start making homophobic comments and telling offensive jokes. Bryan feels awful for Jesse, but doesn't say anything.

1. Should Bryan intervene in this situation? Why or why not?
2. How does Bryan's action or inaction intersect with social norms about sexuality?
3. Discuss how homophobia may impact a person's feelings about seeking help after a sexual assault.

A fraternity and sorority are co-hosting a Pimps and Hos party.

1. Does this theme perpetuate unfair stereotypes about women? Why or why not?
2. Does this theme perpetuate unfair stereotypes about men? Why or why not?
3. Which -isms, if any, does this theme perpetuate?
4. Are you more surprised that the sorority would be co-hosting this party or the fraternity? Why?

# Continuum of Sexual Violence Activity

Write the scenarios below onto note cards or post-its. (Add some of your own.) Give each student a card. Ask them to stick their cards along the continuum, ranging from “Not Harmful” to “Most Harmful.” After students have had a chance to stick their notes on the continuum, discuss the continuum and reasons why the behaviors might be labeled as harmful or not. This activity can lead to additional discussion about personal boundaries: how they are developed, why they vary from person to person, what factors might influence our boundaries or the boundaries of others, etc...

- A boy tells a girl that she has a nice butt.
- A boy tells a boy that he has a nice butt.
- Joking around, someone calls you a whore.
- Joking around, someone calls you a player.
- Your professor tells you he likes your outfit.
- Your roommate is raped by a stranger.
- Your friend is raped by a dating partner.
- A classmate grabs your butt.
- A date gropes you.
- In anger, you call someone a dick.
- In anger, you call someone a bitch.
- Someone kisses you when you're totally wasted.
- Someone has sex with you when you're totally wasted.
- Your teammate tells a joke that makes fun of women.
- Your chemistry tutor starts rubbing your thigh.
- Your roommate watches you undress without your knowledge.
- Someone keeps texting you naked pictures.
- Someone makes disparaging comments about your sexuality.
- A date unbuttons your shirt.
- A date rips off your shirt.
- Someone tells you they want to bang you.
- Someone asks if you'd like to have sex.
- A classmate will report your cheating unless you agree to have sex.
- Your co-worker stands too close when talking to you.
- A guy on a train/bus/in a crowded room keeps rubbing up against you.
- Someone tells you you're sexy.
- You are told that you are intelligent.
- The kid sitting next to you bumps your arm.
- Your partner likes to look at porn.
- Your partner refuses to use birth control.
- A driver honks at you while you're jogging.

# Campus Map Activity

Depending on the size of your group, you may want to insert a slide into the PowerPoint with an image of the campus map on it. If the group is small or you are unable to update the PowerPoint, you may want to print out copies of the campus map to bring along. This activity will help students learn what help is available and where to physically find those offices on campus. Add in and discuss off-campus locations, as well.

1. Prior to the training, identify the locations of all of the offices a victim of sexual harassment or assault might need to know about and the services they can provide. (For example: Campus Law Enforcement, Title IX Office, Dean of Student's Office, Student Conduct Office, Counseling Center, Health Center, LGBTQ Student Center, Office of Diversity, Women's Center, Advocate's Office, etc...)
2. If you have the capability, you can highlight these locations on the map, only making them viewable as you click through your list.
3. As you go through the list of offices you have pre-identified, ask students if they can point out on the map where that office is located. If they are unaware of the location, show them. Click on your PowerPoint to highlight that location with a star or arrow or physically point it out on your map.

# Campus Orientation Evaluation

As rape crisis centers begin to use this new Campus Orientation curriculum across Pennsylvania, PCAR plans to evaluate its effectiveness and use this information to inform any future revisions to the curriculum. All of the evaluation data will be kept confidential, and will be used to evaluate the program's effectiveness statewide. It will not be used to evaluate any individual presenter, center, or training session.

The evaluation consists of two main parts:

- Pre- and Post-Test Survey to be completed by training participants
- Presentation Summary to be completed by trainers

## Pre- and Post-Test Survey

PCAR has developed and piloted a pre- and post-test survey to assess outcomes related to the key learning objectives for the campus orientation curriculum. We encourage centers to administer these surveys whenever possible, and to return them by mail to PCAR. We will scan and analyze the surveys from all of the rape crisis centers that are delivering the curriculum to conduct a statewide assessment of the curriculum's effectiveness. We will be happy to provide you with a summary of survey data from your particular center, and will also share reports on aggregated data from across the state (without identifying specific centers or campuses).

In some cases, you may be able to ask your campus host (i.e., the college/university representative who invites you to present to their class, student group, etc.) to assist with the evaluation by administering the pre-test 1-7 days prior to your presentation. If that's not possible, you can administer the surveys at the beginning and end of your session.

PCAR will use character recognition software (similar to a Scantron machine) to analyze the responses on the surveys. To make this possible, we ask that you avoid photocopying blank surveys to make more. If you need additional surveys, we would be happy to provide them.

## Presentation Summary

When returning completed pre- and post-test surveys to PCAR, please also fill out and attach the Presentation Summary form. This one-page questionnaire will help us make sense of the pre- and post-test survey data so that we can identify whether the type and size of an audience, the setting of the presentation, and/or alterations to the curriculum affect learning outcomes and participant satisfaction.

Thank you for your assistance with this statewide evaluation effort! Please feel free to contact PCAR if you have any questions, suggestions, or concerns regarding the Campus Orientation curriculum or these evaluation tools.

# Campus Orientation Presentation Summary

Congratulations on a successful presentation of the Campus Orientation program! Please fill out the information below and return this form to PCAR along with any pre- and post-test surveys from the training. Knowing how centers are using the presentation with campuses across the state will help PCAR make any future revisions to the curriculum. Your responses will be kept confidential and will not be used to evaluate any individual presenter, center, or training session.

## Center Information

Name of Rape Crisis Center \_\_\_\_\_

Name of Presenter \_\_\_\_\_

## Presentation Details

Name of College/University \_\_\_\_\_

Date of Presentation \_\_\_\_\_ Length of Presentation \_\_\_\_\_

Estimated # of Participants \_\_\_\_\_

### Type of Audience (check all that apply)

- First-years
- Sophomores
- Juniors
- Seniors
- Graduate Students
- Other (specify \_\_\_\_\_)

### Setting for Presentation

- First-year orientation event
- Academic course
- Student organization
- Student Residence  
(e.g. dorm, Greek house)
- Other (specify \_\_\_\_\_)

*Continued on next page*

**Did you skip any parts of the curriculum?**

If yes, please briefly describe what you skipped and why.

**Did you add any activities or other content to the curriculum?**

If yes, please briefly describe.



**PCAR**  
PENNSYLVANIA COALITION AGAINST RAPE

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