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# Impressions

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## **1.1 Course Description (Menu Page)**

### **Text:**

[Six buttons. "Introduction," "Act 1: Culture of Care," "Act 2: Prevention," "Act 3: Reporting," "Act 4: Consent," and "Conclusion: Adjudication."]

This course examines student sexual assault, what it is, how to report it, support resources on your campus and ways to help end prevent it.

To continue, select Introduction.

## **2.1 Introduction**

### **Text:**

The Hook Up.

The Hook Up is a video series that will be played throughout this course. It tells the story of a group of college students who experience negative consequences due to sexual assault.

You will explore the concepts that are portrayed within these videos in more detail as you make your way through each module.

If you want to pause the content or skip these videos, you may. If you feel like you need to talk to someone, the National Sexual Assault Hotline is available via phone at 800-656-4673 or via live chat at <https://hotline.rainn.org/online/terms-of-service.jsp>.

## **2.2 Introduction**

### **Video:**

The Hook Up, Introduction.

[On-screen text “Where: Title IX Hearing”]

...As most of you are aware, this particular decision has been a difficult one for the members of this disciplinary panel, especially given the earlier events. We have spent many hours reviewing the evidence, hearing testimony, and deliberating on a solution. Before we reveal our determination, we’d like to remind those in attendance about the findings of the initial...

Investigation. After we finish speaking with you, we’ll interview the accused, and get his version of what took place. Above all, we will try to make sure this investigation is prompt, thorough, and impartial. Let’s get started, and take a moment to review what happened. You probably discussed some of the same information when you spoke to the...

Title IX Coordinator. Most students probably don’t even know what my role is. I’m here to help you file your complaint. I’ll try to explain your rights, and cover the college’s policies and procedures. I can also help you find support services. Let me ask you, what made you decide to...

Report. I’m glad your friends were able to convince you to come forward. I’ll make sure you’re able to get in contact with the right people. In order for me to handle this properly, I’ll need you to start at the beginning. You said you met him at a party in September, and that his name was...

[Jacob, close-up of face] Jacob.

[Kayla, sounding confused] W-what?

[Jacob] Jacob. That’s my name. Would you like me to get you a beer?

## **2.3 Introduction**

### **Video:**

The Need for this Course.

Hi, my name is Chelsea, I'm an actress. I play Kayla in the Hook Up.

The Hook Up is a series of videos that will be played throughout this course. It tells the story of a group of college students who experience negative consequences due to sexual assault.

This is a tough subject, especially for survivors. Just so you know we will be covering information about sexual violence which can potentially be triggering for some.

But that's why we have this course in the first place, to help end it!

Preventing sexual assault is critical in maintaining a safe environment for you and your peers to live, learn and work.

In a recent survey across 27 universities, it was reported that 23% of all female college students have experienced nonconsensual sexual assault. It also states that 1 in 16 male students have been sexually assaulted. This is a serious problem affecting campuses nationwide. Victims of sexual and relationship violence often face health problems and mental health issues.

In this course we will examine the issue, talk about ways to prevent it, how to report it and your campus' stance on sexual assault, including support resources they provide.

Welcome to the course!

## **2.4 Introduction**

### **Text:**

What You Need to Know.

Flip each card for more information.

[Four cards. "Your Institution Cares About You," Prevention is Everyone's Responsibility," Reporting helps Increase Campus Safety," and "Consent is Key in Prevention."]

Your Institution Cares About You.

Your institution cares about the safety of all its students, faculty and staff. There are resources available to you to learn more about sexual assault prevention and response. If there is ever a need to report, trained staff on your campus can support you through the process and provide the services and resources you need.

Prevention is Everyone's Responsibility.

From recognizing warning signs of abusive behavior, to intervening when the situation warrants, to supporting a friend who has been assaulted; we all have a part to play in keeping our campus safe.

Reporting helps Increase Campus Safety.

There are reporting and confidential disclosure options in the unfortunate event of a sexual assault. Your school's primary concern is your safety. By reporting, survivors receive the resources they need to begin recovery and may help to prevent future assaults by the perpetrator.

Consent is Key in Prevention.

Consent is when someone freely agrees to participate in sexual activity with someone else. Comprehending and practicing explicit consent is the key to prevention.

## ***2.5 Introduction***

**Text:**

Terminology Disclaimer.

This course uses various terms in referring to the person making the complaint or allegation of sexual assault (e.g., victim, survivor, complainant) and the person against whom the complaint or allegation is made (e.g., perpetrator, assailant, respondent). For ease of reference only, these terms will be used interchangeably.

## ***3.1 Act 1: Culture of Care***

**Video.**

The Hook Up, Act I.

[On-screen Text, "December, First Semester"]

Mr. Smith: ...and I'd like to take a moment to welcome everyone to this hearing.

Ms. Pearson: Over the next hour, we'll review this case, hear from the parties involved, and review the lessons learned. First and foremost, it is the university's duty to make sure that all of our students, in fact, everyone on our campus is safe. This goes to the core of who we are as educators. Will the respondent please stand?

Mr. Smith: The respondent is charged with violating our University's Student Conduct Code, specifically section 3B. Under the code, sex-based misconduct offenses include non-consensual sexual contact and non-consensual sexual intercourse.

Ms. Pearson: Jacob, do you understand the charges against you?

Jacob: I do.

### ***3.2 Act 1: Culture of Care***

#### **Text:**

Culture of Care.

[Card. "Your Institution Cares About You."]

First and foremost, it is the university's duty to make sure that all of our students, and in fact, everyone on our campus is safe. This goes to the core of who we are as educators.

- Katrina Pearson, Panel Member

Colleges are required to uphold Title IX, landmark civil rights legislation passed by Congress in 1972 which prohibits discrimination on the basis of sex. Title IX requires colleges and universities to investigate possible sexual harassment or sexual violence.

Another federal law, the Violence Against Women Reauthorization Act (VAWA), expands these prohibitions. In your institution's efforts to provide a safe environment for all students, VAWA requires that institutions investigate instances of sexual assault, dating violence, domestic violence, and stalking.

### **3.3 Act 1: Culture of Care**

**Video:**

Title IX.

So you might be wondering, what is Title IX? Title IX protects anyone at your school from sex-based discrimination, harassment or violence. It doesn't matter how you identify your gender or how you choose to express it. It not only applies to students, but faculty and staff as well. Under Title IX, your school must have a process for receiving complaints and take prompt action to deal with incidents. Title IX also protects against retaliation related to bringing a complaint.

### **3.4 Act 1: Culture of Care**

**Text:**

Title IX policies and procedures are the same across campuses nationwide.

Select the correct answer.

[True] That's incorrect!

[False] That's correct!

**Feedback:**

Institution Specific Policies and Procedures.

Your institution has its own rules, policies, and procedures for preventing and responding to sexual assault and intimate partner violence. There will be a separate segment of this course that covers your institution's policy and other important information.

### **3.5 Act 1: Culture of Care**

**Text:**

VAWA/Campus SaVE Act.

As mentioned earlier, Title IX is not the only federal legislation that governs how institutions deal with issues of sexual violence. Sexual assault, domestic violence, dating violence, and stalking are all prohibited under the Violence Against Women Reauthorization Act, often called VAWA, which was passed by Congress in 2013. Section 304 of VAWA is also referred to as the Campus Sexual Violence Elimination Act (or Campus SaVE Act).

### ***3.6 Act 1: Culture of Care***

#### **Video:**

Prohibited Conduct.

Your institution prohibits sexual assault, domestic violence, dating violence and stalking. All of these can be forms of sexual harassment and can occur among heterosexual or same-sex couples. You might hear some of the terms used interchangeably. Let's take a moment and define each of them.

Sexual Harassment is unwelcome conduct of a sexual nature. It includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual violence, also referred to as sexual assault is a form of sexual harassment.

Sexual violence or sexual assault refers to sexual activity when consent is not obtained or given freely. We will talk more about consent later in the course.

Intimate partner violence describes physical, sexual or psychological harm by a current or former partner or spouse. You might also hear this referred to as dating violence or domestic violence.

Dating violence is violence committed by a person who is or has been in a romantic or intimate relationship with the victim.

Domestic violence is similar but usually the perpetrator and the victim live together. It includes a pattern of abusive behavior used by one partner in a relationship to gain or maintain power and control over another partner.

You should also know the definition of stalking. It can be another form of sexual harassment, or just plain harassment. It is a pattern of repeated, unwanted, attention and contact that causes fear or concern for one's own safety, or the safety of someone else like a family member or friend.

### **3.7 Act 1: Culture of Care**

**Text:**

Examples of sexual and intimate partner violence, and stalking.

Match the terms to the best answer.

He kissed me hard, I was able to push him away, but I have to see him in class every day...

[Sexual Assault] Correct.

[Intimate Partner Violence] Incorrect.

[Stalking] Incorrect.

I know, but it looks worse than it is. He didn't mean to hurt me...

[Sexual Assault] Incorrect.

[Intimate Partner Violence] Correct.

[Stalking] Incorrect.

I'm trying not to be paranoid, but he just always seems to be there when I leave...

[Sexual Assault] Incorrect.

[Intimate Partner Violence] Incorrect.

[Stalking] Correct.

### **3.8 Act 1: Culture of Care**

**Text:**



Web of Mutuality

Survey.

In an effort to improve your campus' response to sexual violence, your school may send you a survey to complete. The survey questions are geared toward gauging your knowledge about reporting policies and resources, and your perception about how the campus community is addressing the problem of sexual violence.

### ***3.9 Act 1: Culture of Care***

**Video:**

Your campus is a community, where all of us work together to create a place of which we can be proud. In the words of Martin Luther King, Jr., a community is a “web of mutuality.” Together, we share a passion for learning, and together, we are more powerful. A community should also be a safe place. When anyone of us are affected by sexual assault or intimate partner violence, the community is less strong, less safe.

You can change that by helping create a climate where sexual assault and intimate partner violence are not tolerated. This course is designed to help you do that. You'll learn more about sexual violence, what it is, and how you and your institution can take steps to help end it or prevent it from happening from the start.

### ***3.10 Act 1: Culture of Care***

**Text:**

Summary.

Your institution cares about your safety. Throughout this course, you will learn even more about the resources available to assist and protect you.

## **4.1 Act 2: Prevention**

### **Video.**

The Hook Up, Act 2.

[Onscreen text. "October, First Semester" and "Name: Mackenzie, Title: Kayla's Roommate."]

Mackenzie: Girl, I'm your roommate and your friend. You haven't been right for days. You have to tell somebody about this. And if you don't, I will.

Kayla: Alright, enough. I'll talk to someone at the Health Center tomorrow.

Mackenzie: Really?

Kayla: Really. I promise, OK?

[Onscreen text. "Name: Savannah, Title: Kayla's Best Friend."]

Savannah: But what could I have done? They were both in their own world at that point.

Title IX Coordinator: Well, there are some bystander techniques that can come in handy. But we can discuss that later. Right now, I want to make sure Kayla gets access to the resources she needs. As her friend you can help.

Savannah: OK. What do I need to know?

## **4.2 Act 2: Prevention**

Prevention.

[Card. "Prevention is Everyone's Responsibility."]

There are some bystander techniques that can come in handy. But we can discuss that later. Right now, I want to make sure Kayla gets access to the resources she needs. As her friend, you can help.

- Angela Ng, Title IX Coordinator

From recognizing warning signs of abusive behavior, to intervening when the situation warrants, to supporting a friend who has been assaulted; we all have a part to play in keeping our campus safe.

### **4.3 Act 2: Prevention**

#### **Video.**

Know Your Limits.

Let's get one thing straight...

The use of drugs and alcohol does not make the victim at fault for sexual assault. However, it is important to note that in a recent study, 78% of sexual assaults involved the perpetrator, victim, or both consuming alcohol.

One-third of the victims in these cases were not able to consent to sex because they were passed out, drunk, or asleep.

Intoxication can impair judgment and communication, making it difficult to provide or receive consent. I'm not saying don't drink. I'm saying drink responsibly as a means of protecting yourself and others.

### **4.4 Act 2: Prevention**

#### **Text.**

The use of alcohol does not make Kayla at fault for sexual Violence.

Select the correct response.

[True] That's correct!

[False] That's incorrect!

#### **Feedback:**

Alcohol doesn't make the victim at fault.

The use of alcohol or drugs never makes the victim at fault for sexual assault. An incapacitated person cannot provide consent. Sexual activity with someone who is incapacitated is sexual assault.

## **4.5 Act 2: Prevention**

Some perpetrators get an acquaintance drunk to make it easier to have sex with them.

Select the correct response.

[True] That's correct!

[False] That's incorrect!

### **Feedback:**

Perpetrators use alcohol.

Perpetrators of sexual violence have been known to deliberately use alcohol and/or other drugs in their perpetration. In some cases perpetrators provide drinks that, unknown to the victim, contain drugs or excessive amounts of alcohol.

Perpetrators may also drink and can use inebriation as a way to justify their sexually aggressive behavior; research also shows that alcohol increases the likelihood that individuals will behave aggressively. The accompanying sense of disinhibition and reduction in anxiety and self-appraisal makes it easier for men to justify inappropriate behavior.

## **4.6 Act 2: Prevention**

### **Text:**

Troubling Behavior by Perpetrators.

You may also notice or hear about troubling behaviors by perpetrators of sexual and intimate partner violence. Click the arrow on the right-hand side to learn more.

[This section displays an image gallery with accompanying text. Use the next and back navigation controls to work through the narrative.]

Dating Violence.

Dating Violence.

Behaviors related to dating violence can include:

- Checking the other person's cell phone or email without permission
- Constantly putting the other person down
- Expressing extreme jealousy or insecurity
- Displaying an explosive temper
- Isolating the other person from family or friends
- Making false accusations
- Undergoing rapid mood swings
- Physically hurting the other person in any way
- Displaying possessive qualities
- Telling the other person what to do
- Repeatedly pressuring the other person to have sex

Domestic Violence.

Domestic violence may include:

- Physical abuse: slapping, kicking, hitting, shoving, and forced intoxication
- Sexual abuse: any sexual contact without consent, including rape
- Emotional abuse: undermining self-worth, name-calling, humiliation, constant criticism, or harming relationships with children
- Economic abuse: making the victim financially dependent, controlling or withholding money, forbidding attendance at school or a job, or damaging the victim's credit
- Psychological abuse: intimidation; threats to harm self, partner, family, friends, or pets; and isolation

Sexual Assault.

While no two sex offenders are exactly alike, there are some situations and characteristics to be aware of:

- Most perpetrators are not strangers. The majority of victims of all types of sexual violence (both male and female) knew their perpetrators, either as an acquaintance or an intimate partner. In one study of college students, most sexual assaults occurred between men and women who had known each other for at least a year.

- Perpetrators often test potential victims. According to RAINN, the first stage of acquaintance rape is intrusion, in which the perpetrator violates the victim's personal space and level of comfort through "accidental" touching, inappropriate stares, or unsolicited personal revelations.
- Sexual offenders may use alcohol as a tool. Perpetrators of sexual assault frequently report getting their companion drunk to make it easier to talk or force their victim into having sex.
- Most sexual assaults of men are perpetrated by heterosexual men. As in the case of male sexual assaults against females, these incidents are not about sexual desire or sexual orientation. Sexual assault is a crime of violence, control, and domination.

Stalking.

Actions commonly exhibited by stalkers include:

- Following someone and showing up wherever they are
- Sending unwanted gifts, letters, cards, or e-mails
- Damaging someone's home, car, or other property
- Monitoring phone calls or computer use
- Using technology like GPS to track someone
- Threatening to hurt someone, their family, friends, or pets
- Finding out about someone by using public records or online search services, hiring investigators, going through garbage, or contacting acquaintances
- Posting information or spreading rumors on the Internet, in a public place, or by word of mouth
- Taking other actions that control, track, or frighten victims
- 

## **4.7 Act 2: Prevention**

**Video:**

Bystander Intervention.

If you witness an instance of sexual harassment and intimate partner violence, there's a way you can help. Bystander intervention is where a person who isn't directly involved steps in to lend a hand. This may be as simple as giving someone a ride home, or creating a distraction to help defuse an incident. There's also the "bystander effect," in which people assume they don't need to step in because someone else will help.

## **4.8 Act 2: Prevention**

### **Text:**

How to Intervene.

Flip each card for more information.

[Four cards. Different images represent four different ways to intervene, “Confront,” “Distract,” “Call 911,” and “Do Nothing.”]

Confront.

It can be intimidating to confront someone alone, so enlist the help of others to walk over and say something. When it comes to expressing concern, there is power in numbers. You could certainly call 911 or Campus Safety if the situation gets out of hand.

Distract.

A light touch is sometimes better than a direct confrontation. Cut off a conversation with a diversion like, “I’m glad I found you, the RA is looking for you,” or “I lost my cell phone, can you help me look for it?”

Call 911.

Sometimes the safest way to intervene is to refer to a neutral party with the authority to change the situation. Don’t hesitate to call 911 or Campus Safety if you are concerned for someone else’s safety.

Do Nothing.

You always have the option to do nothing, but it is never a good idea. At the least, enlist the help of someone else. By stepping in, you can impact the way that others around you think about and respond to sexual harassment and stalking.

## **4.9 Act 2: Prevention**

### **Video:**

So we now know what bystander intervention is. You see or hear something and decide to lend a hand. For most people this can be so awkward. How do you know if someone is in real danger? You might feel like, it's really none of my business. Then there's your own personal safety to consider. It can be hard to cross that line, and there are many reasons why people do not. But you don't have to be a hero or confront someone directly to be effective. You can participate in a way that fits your own comfort level.

#### **4.10 Act 2: Prevention**

##### **Text:**

Effects of Trauma.

Events that are traumatic for one person may not be for another, and each victim of trauma may react differently. A traumatic experience may prompt a range of reactions, including:

- A "fight, flight, or freeze" response at the time of the incident
- An inability to move, fight back, or call out (also known as "tonic immobility") during or following the traumatic event
- A feeling of dissociation, often described as an "out of body" experience while they are experiencing the trauma
- A change in the way memories are stored that may result in nonlinear memories with heightened sensory experiences
- 

#### **4.11 Act 2: Prevention**

##### **Video:**

When someone reveals information about an incident of sexual violence, they are sharing something very personal and traumatic. Trauma can have varying effects on victims, including changing the way they process, store, and recall facts and information. Some victims may suffer from depression, post-traumatic stress disorder, or even have flashbacks of the incident. It's not unusual for them to seem distant, confused, or detached from reality. They may engage in behavior that appears to be an inappropriate response to the circumstances, or speak or act in ways that don't seem logical or even make sense.



By understanding the effects trauma has on an assault victim, you can eliminate preconceptions and misconceptions about how they “should” behave.

#### **4.12 Act 2: Prevention**

##### **Video:**

Warning Signs.

Everyone responds to trauma differently. As a friend, you can help by recognizing the warning signs of ongoing sexual and intimate partner violence. These signs can be physical, behavioral, or a change in academic performance.

#### **4.13 Act 2: Prevention**

##### **Text:**

Physical Warning Signs.

Click the markers for more information.

[An image of a woman with four clickable markers on her body describing types of physical warning signs]

You may notice visible signs of physical abuse. Watch for bruises, black eyes, cuts, scratches, sprains or broken bones.

Be on the lookout for a significant change in outward appearance, clothing, or lack of interest (or excessive interest) in how they look.

Wearing extra clothing or clothing that seems out of place for the season can be a way to hide injuries.

Be alert for indications of pain.

College students can be victims of technological abuse. Partners may use smartphones to track movements or chat. Electronic communications can also be used to harass victims.

#### **4.14 Act 2: Prevention**

**Text:**

Behavioral Warning Signs.

[An image of a woman with four clickable markers on her body describing types of behavioral warning signs]

Signs can include crying after personal calls or heightened fear, anxiety, or worry.

Besides anxiety, you may notice outbursts of anger, or anger turned inward such as depression, lethargy, withdrawal, isolation, or seeming distant. Loss of memory can be another warning sign.

You may notice signs of depression, persistent sadness, lack of energy, or withdrawal from normal activities like attending class or hanging out with friends.

Students may engage in self-harming behaviors, such as cutting. They may also have low self-esteem, thoughts of suicide, or manifest suicidal behaviors.

Warning signs can include an increase in behaviors with unhealthy outcomes such as smoking, drinking, substance abuse, gambling, or risky sex. Another cue that something is out of place is a change in appetite with significant weight loss or gain.

#### **4.15 Act 2: Prevention**

**Text:**

Academic Warning Signs.

[An image of a woman with three clickable markers on her body describing types of academic warning signs]

You may notice withdrawal from normal activities like attending class. Falling grades can also be a warning sign.

Do they show decreased interest in working on projects or completing tasks? You may also notice difficulty working with others or with a specific gender.

Signs that something is amiss may include arriving late or leaving early, increased absences or illnesses.

#### **4.16 Act 2: Prevention**

##### **Video:**

Supporting a Friend.

In many cases when someone's been sexual assaulted they tell someone they trust. This is usually a friend. If a friend tells you they've been sexually assaulted, how would you respond? First, it is important to remain supportive. You could say something like, "Thanks for telling me. I'm really sorry this happened to you" or "It's not your fault" or "I believe you". Then maybe even offer them options and resources. Be informative but not pushy. You could say, "If you want to report this to the police or school I can go with you" or "Are you open to seeking medical attention?" but make sure they know "If you don't want to tell anyone else, that's okay too." Stay away from judgements, harsh questioning or criticisms, this is most likely very traumatic for your friend and your support is what's needed most.

#### **4.17 Act 2: Prevention**

##### **Text:**

When Kayla told Mackenzie about her assault, Mackenzie said "Girl, I'm your roommate and your friend. You haven't been right for days. You have to tell somebody about this. And if you don't, I will." Was this the right response?

Select the correct response.

[Yes, as a friend you should encourage your friend to report] That's incorrect!

[No, Mackenzie should have asked her for more details before determining next steps] That's incorrect!

[No, Mackenzie should have said she wants to help support Kayla and informed her of her options. "I'm worried about you and want to help you get support. There are a bunch of places you can go on campus- do you want me to go with you?"] That's correct!

##### **Feedback:**

Disclosure Between Friends.

Kayla has options. We will explore those more in the next module. As a friend, don't encourage someone reporting an assault to give you details or tell someone. Not talking is a valid option, and sometimes the safest.

### **4.18 Act 2: Prevention**

**Text:**

Summary.

Knowing how to protect yourself and others are keys to prevention. Recognizing the troubling behavior of perpetrators and the warning signs of survivors are the first steps to intervening. Move to the next section to learn about reporting.

### **5.1 Act 3: Reporting**

**Video:**

The Hook Up, Act 3.

[On-screen Text, "October, First Semester." Kayla speaks to her professor, Dr. Henderson, about the situation with Jacob.]

Kayla: I'm really sorry to drop all this on you.

Dr. Henderson: Kayla, it's OK. Is there anything I can do to help?

Kayla: Um, I'm not sure yet if I want anyone else to know about this.

Dr. Henderson: I'm not sure I can do that.

Kayla: Why?

Dr. Henderson: I have to let you know that I'm what's called a responsible employee of the school. That means I have to report this to our university Title IX Coordinator.

Kayla: The what?

Dr. Henderson: The Title IX Coordinator. It's her job to help put a stop to assaults on our campus. She's going to try to keep this as confidential as possible and help you find the resources you need. I'm going to call her after we finish talking.

[Scene change, Dr. Henderson on the phone with Angela Ng, the Title IX Coordinator.]

Dr. Henderson: So, after class, everyone files out, and there's Kayla, just sitting there, with her head down on her desk. She's been missing class lately. A lot. So I walked over and just asked if everything was OK.

Angela: And what happened next?

Dr. Henderson: She began crying and told me the situation with Jacob. I wasn't entirely sure what to say. I hope I struck the right tone. That's why I'm calling you.

Angela: You did the right thing. As Title IX Coordinator, I'm the one you needed to call anyway. I need to know about any possible assaults so I can begin to investigate. I can also work to make sure Kayla gets help, if she needs it.

[Onscreen Text, "February, Second Semester. Four Months Later." Angela Ng, the Title IX Coordinator, speaks to Jacob.]

Angela: We're really glad you decided to report what you experienced. On behalf of the university, I'm so sorry this happened to you. We can talk about the resources that are available to help you, and how the process will work as we move forward. Does this all make sense? OK, good. You do have the right to report this to the police, and I can help you with that. Whether you do or not will have no bearing on the school's investigation. Do you have any questions for me?

Jacob: Thank you. As you can imagine, this has been kind of confusing for me. I'm beginning to understand how Kayla might have felt.

## ***5.2 Act 3: Reporting***

**Text:**

Reporting.

[Card. "Reporting Helps Increase Campus Safety."]

I'm what's called a responsible employee of the school. That means I have to report this to our university Title IX Coordinator ... It's her job to help put a stop to assaults on our campus.

- Dr. Henderson, Professor

If you are a victim of sexual or intimate partner violence and you want help, you have options. Knowing these options and being aware of the services on your campus increases the feelings of safety and support.

### ***5.3 Act 3: Reporting***

#### **Video:**

Reporting Options.

If you are a victim of sexual or intimate partner violence and you want help, you have options; you can report the incident for investigation or disclose it confidentially. Reporting can be done through your institution's Title IX coordinator. They are required to provide a prompt and fair investigation of complaints that involve students to determine if any violations of the college's code of conduct occurred. You can also report this incident directly to law enforcement so that it can be investigated as a crime. Then there's confidential disclosure. Anyone with a counselor-client relationship or a professional license requiring confidentiality can learn about an incident of sexual violence without reporting it to the Title IX coordinator. To find out who can receive a confidential disclosure, check your institution's Title IX policy online or ask your Title IX coordinator. You may hear varying opinions on the best option. However, it's important for you to move forward with what's best for you.

### ***5.4 Act 3: Reporting***

#### **Text:**

After being sexually assaulted, Kayla could have reported to local law enforcement but she would not have received assistance from the school in filing the report.

Select the correct response.

[True.] That's incorrect!

[False.] That's correct!

**Feedback:**

Reporting to local law enforcement.

If you are a victim of sexual or intimate partner violence and you want help, you have options; you can report the incident for investigation to the school or local law enforcement, or disclose it confidentially.

If she opted to report to law enforcement the school would be available to assist with the following:

- Provide appropriate and specific contact information for the authorities, for example, campus police or a local law enforcement agency.
- Explain what is involved in making a police report.
- Provide a list of people or organizations that can assist her in reporting, such as a rape crisis counselor with specific contact information.

### ***5.5 Act 3: Reporting***

**Text:**

If Kayla wanted to disclose her sexual assault confidentially, which resource should she avoid?

Select one of the correct answers.

[Health center employees.] That's incorrect!

[Resident Assistant (RA).] That's correct!

[Mental-health counselors.] That's incorrect!

[Social workers.] That's incorrect!

[Pastoral counselors.] That's correct!

**Feedback:**

Confidential disclosure.

If a student wants to maintain confidentiality, he or she has the option to instead share the information with campus resources who are not obligated to report. Examples may include mental-health counselors, pastoral counselors, social workers, psychologists, and health center employees. Individuals who work or volunteer in on-campus sexual assault centers, victim advocacy offices, women's centers, or health centers can also receive confidential reports.

Check your institution's policy for resources who can receive disclosures confidentially.

### ***5.6 Act 3: Reporting***

#### **Text:**

Reporting to Your Institution.

Who and What is Involved.

Flip each card for more information.

[Four cards. Each contains an image denoting four classifications of employees responsible for reporting. "Responsible Employee." "Title IX Coordinator," "Investigator," and "Adjudicators." Select the front face image to flip to the back face of these card to display associated text.]

Responsible Employee.

A report begins when somebody tells a responsible employee or the Title IX coordinator about an incident of sexual violence.

A responsible employee includes any employee who has the authority to take action to address sexual violence, and who has been given the duty of reporting incidents of sexual violence or any other misconduct by students to the Title IX coordinator or other appropriate school designee.

Usually, nearly all staff and faculty are responsible employees. On most campuses resident advisors (RAs) and student employees are also responsible employees required to report incidents of sexual violence to the Title IX coordinator.

Find out who the responsible employees are on your campus by reviewing your institution's policies.



Title IX Coordinator.

The Title IX coordinator's role is neutral. Their job is to oversee a prompt and fair investigation and ensure the college is complying with Title IX requirements during the grievance process.

During the investigation, the Title IX coordinator directs both parties to support services. We will review these resources in the next section.

Investigator.

During the investigation, school officials will speak with parties and witnesses and gather evidence to determine the facts of the case.

Your school may also hire an investigator.

Adjudicators.

The hearing will be completed within reasonably prompt timeframes designated by the institution's policy.

- Proceedings will be consistent with the institution's policies
- Conducted by trained nonbiased officials
- Scheduled in advance; all parties will receive timely notice
- 

### ***5.7 Act 3: Reporting***

**Text:**

When Kayla reported to Dr. Henderson he asked her questions about her story. After she was done he told her he was a responsible employee. When Kayla reported to Dr. Henderson, what should he have done?

Select the correct response.

[Exactly what he did – responsible employees investigate the story and then report it to the Title IX coordinator.] That's incorrect!

[Before she began her story, Dr. Henderson should have told Kayla that he was a responsible employee and he would need to report any information Kayla provided to the Title IX coordinator.] That's correct!

[Held up his hand and told Kayla “I can’t talk to you. Go to the Title IX coordinator.”] That’s incorrect!

**Feedback:**

Responsible Employee.

In “The Hook-Up” Dr. Henderson listened to Kayla’s story and then informed her that he was a responsible employee. Hopefully, responsible employees at your institution will know to tell you up front about their position and the associated responsibility at that point to report any story you tell to the Title IX coordinator. After that they should not ask additional questions but instead refer you to the Title IX coordinator.

### ***5.8 Act 3: Reporting***

**Text:**

Title IX Coordinator.

The Title IX coordinator works in the interest of the:

Select the correct answer.

[Institution.] That’s incorrect!

[Victim.] That’s incorrect!

[Accused.] That’s incorrect!

[All the above.] That’s correct!

**Feedback:**

Title IX Coordinator.

When you report to the school, the Title IX Coordinator, a neutral party, ensures a prompt and thorough investigation. They ensure that both sides are treated fairly, get a fair hearing, and receive the support they need.

## ***5.9 Act 3: Reporting***

### **Video:**

Campus Resources.

If someone is injured or in immediate danger, call 911 or the police. In addition to law enforcement, there are resources your school has available to protect victims of sexual harassment and intimate partner violence. A list of these on and off campus resources is available from your institution. Some of the avenues include: victim advocacy, health and mental health services, and counseling.

## ***5.10 Act 3: Reporting***

### **Text:**

Your school has resources available to protect victims of sexual assault, intimate partner violence, and stalking. They will provide specific information about how a student can access these services.

[This section displays an image gallery with accompanying text. Use the next and back navigation controls to work through the narrative.]

Counseling.

Licensed or certified professional counselors provide psychological help and advice.

Health and mental health services.

Medical professionals conduct checkups and prescribe treatment. This includes forensic examinations, including a rape kit, conducted by sexual assault nurse examiners. Receipt of a forensic examination does not require the victim to file a police report.

Victim advocacy.

Trained professionals assist the victim through the investigation and adjudication process. In some cases the advocate attends meetings with the victim.

Housing assistance.

Residential options may include moving one or both parties into different housing.

Legal assistance.

Legal professionals or members of a law school clinic provide legal guidance for the victim and accused.

Academic support.

Academic accommodations for the victim include tutoring, postponement of immediate assignments, and moving one or both parties if they share a course in common.

Disability services.

The disability services office provides assistance to parties with disabilities. A separate office, often IT services, provides technology accommodations.

Visa and immigration services.

The international education department responds to visa and immigration concerns of parties who are not U.S. citizens.

Financial aid services.

The financial aid office addresses concerns about loan repayment. Institutions also consider requests for a leave of absence.

### ***5.11 Act 3: Reporting***

#### **Text:**

Rights of the Parties.

A school must give the complainant any rights that it gives to the alleged perpetrator, including:

- An opportunity to be accompanied by an advisor of their choice. An advisor is any individual who provides the accuser or accused support, guidance or advice.
- Equal opportunity to present relevant witnesses and other evidence.
- A preponderance of the evidence (i.e., more likely than not) standard in any Title IX proceedings, including any fact-finding and hearings.
- If the school provides for an appeal, it must do so equally for both parties.
- Notification in writing of the outcome of both the complaint and any appeal.

- Notification that retaliation against students will not be tolerated.

### ***5.12 Act 3: Reporting***

**Text:**

Protection Against Retaliation.

The party's rights include protection against retaliation.

**Video:**

Title IX prohibits retaliation against a student who filed a complaint either on their own behalf or on behalf of another student, or against those who provided information as a witness. Retaliation can include: intimidating, threatening, coercing, or in any way discriminating against an individual because of the individual's complaint or participation. School officials will not only take steps to prevent retaliation but also take strong responsive action if it occurs to protect the victim and to ensure his or her safety.

### ***5.13 Act 3: Reporting***

**Text:**

Victim Confidentiality.

During their conversation, Dr. Henderson assured Kayla that they would keep the information as confidential as possible. Which of the following statements is true regarding confidentiality.

Select the correct answer.

[Information will be shared on a need to know basis, starting with the Title IX coordinator.] That's correct!

[Dr. Henderson is only required to tell the faculty in his department.] That's incorrect!

[Dr. Henderson will not share the information with anyone. Kayla's secret is safe with him.] That's incorrect!

**Feedback:**

Victim Confidentiality.

Responsible employees must disclose information to individuals who handle the school's response to incidents of sexual violence, such as the Title IX coordinator. Victims will be informed what information will be shared, with whom, and why.

**5.14 Act 3: Reporting****Text:**

Summary.

Knowing where and how to get help are important in maintaining a safe environment on your campus. There are options for reporting and confidential disclosure to support you or someone you know after an unfortunate event. Your campus cares about your well-being and provides various support services.

**6.1 Act 4: Consent****Video:**

The Hook Up, Act 4.

[Onscreen Text, "November, First Semester" and "Name: Eduardo, Title: Student."]

Eduardo: I met Jake during orientation. He's a good guy and would never do something like that. He's been really chill during this whole charade. I'm really impressed with the way he's handled himself.

Joe: One of the things I'm trying to determine is if there was consent.

Kayla: Only at first.

Savannah: Wow, let's see...I've known Kayla since middle school at least. The thing is, she's always been really bubbly and outgoing. That changed in October.

Joe: And what happened then?

Savannah: I saw Kayla and Jacob leave the party together. They seemed really drunk and it was way too soon. She had just met him. Maybe I should have said something.

Mackenzie: Yeah, I'm her roommate. Something was seriously wrong. I'd come back from class, and Kayla was still in bed, facing the wall! I'd try to talk with her, but she'd just stare at me with this blank look. After a few days, I finally convinced her to tell someone about what happened.

[Onscreen Text, "March, Second Semester."]

Joe: Was there consent?

Jacob: Definitely not. I wouldn't have agreed to that.

Joe: Was there consent?

Eduardo: Yes. Jacob was totally into it.

## **6.2 Act 4: Consent**

### **Text:**

Consent.

[Card. "Consent is Key In Prevention]

One of the things I'm trying to determine is if there was consent? ... was there consent?

- Joe Manelli, Investigator

Consent is a huge part of prevention! So many don't fully know what it is and how to ensure you have it before engaging in sexual activity.

## **6.3 Act 4: Consent**

### **Video:**

Defining Consent.

Consent is when someone freely agrees to participate in sexual activity with someone else. It is agreeing to take any step in a sexual encounter, from kissing to intercourse. Sex without consent is rape.

## **6.4 Act 4: Consent**

### **Video:**

Consent is where a lot of people get it wrong! It can be awkward, especially when you're in the moment...It can be misinterpreted or even assumed. However, consent can be the difference between just having sex and rape! Here are the things you need to remember:

- Consent must be mutual. Each partner must agree to be involved in the sexual activity.
- Consent can be withdrawn at any time, even if someone has said yes up to that point.
- Consent is never automatic. Consenting in the past does not equal consent now, or in the future. Consent to one act (like kissing) does not equal consent to an additional act. Consent to engage in sexual activity with one person does not imply consent to engage in sexual activity with another.
- Sometimes consent cannot be given, because someone cannot make clear decisions or understand what they are consenting to. This includes situations where a person is drunk, high, passed out, or sleeping. The absence of "no" does not mean "yes."

So... how do you get consent? Just ask. Verbal consent is the best way to ensure you and your partner are on the same playing field. If there is no consent, that means stop. Period.

## **6.5 Act 4: Consent**

### **Text:**

During the investigation when asked if there was consent, Kayla replied, "only at first." Why is this a problem?

Select the correct answer.

[Once consent is given, it cannot be taken back.] That's incorrect!



[At some point, Kayla wanted to stop during her hook up with Jacob.] That's correct!

[It appears that Kayla was sending mixed messages to Jacob.] That's incorrect!

**Feedback:**

Can Kayla withdraw consent?

Consent must be mutual and can be withdrawn at any time, even if someone has said yes up to that point.

## **6.6 Act 4: Consent**

**Text:**

Warning: This video contains scenes of a sexual assault. If you want to pause or skip this video, you may. If you feel like you need to talk to someone, the National Sexual Assault Hotline is available via phone at 800-656-4673 or via live chat at <https://hotline.rainn.org/online/terms-of-service.jsp>.

**Video:**

[Onscreen Text, "January, Second Semester."]

Jacob: So do you want to come up to my room? I've got some vodka.

Eduardo: I'll definitely help you with that! What are friends for?

[Scene switches to later in Jacob's room.]

Eduardo: C'mon, man, have another shot.

Jacob: Bro, I am so wasted right now!

[Scene moves to later, still in Jacob's room.]

Eduardo: Mmmmmm, yeah.

Jacob: You're a good kisser.

[Scene moves to later, still in Jacob's room.]

Jacob: I'm not sure about this...I don't think you should do that.

Eduardo: Ha, I'll bet you didn't ask what's-her-face if you should slow down. Here, you need another drink. Yeah, that's it, drink it up. Now relax, you're really going to like this.

[Scene moves to later, still in Jacob's room.]

Eduardo: Is it OK if I keep going? Are you awake, bro? Jacob?

## **6.7 Act 4: Consent**

### **Video:**

Common Misconceptions: Coercion and Gender Stereotypes.

You might hear a partner say "You'd do this if you really loved me." Or they might threaten, "If you don't do it, I'll find somebody else." Sexual coercion is pressure or force to do unwanted sexual activities and is a common form of dating violence. If coercion is involved. There is no consent!

## **6.8 Act 4: Consent**

### **Text:**

In what ways was Jacob coerced into sex with Eduardo?

Select the best answer.

[After Jacob withdrew consent, Eduardo forced him to have another drink.] That's incorrect!

[Jacob was unsure and Eduardo said to him "relax, you're really going to like this."] That's incorrect.

[Both are examples of coercion.] That's correct.

### **Feedback:**

Coercion.

Sexual coercion is pressure or force to do unwanted sexual activities. Saying or doing things to convince someone to engage in sexual activity after consent is denied is coercion. Intoxication can impair

judgment and communication, making it difficult to provide or receive consent. Perpetrators of sexual violence have been known to deliberately use alcohol and/or other drugs in their perpetration.

## **6.9 Act 4: Consent**

### **Video:**

There are other common misconceptions and gender stereotypes that you should know about. Here's a big one! Revealing clothing or flirting does not imply consent. Having previous sex partners doesn't either. Because women are conceptualized as gatekeepers, they often find themselves in contradictory situations. If they do not resist strongly, they may be perceived as at fault for experiencing forced sex. If they engage in some sexual activity but halt the activity right before intercourse, they may be labeled a "tease" and again be perceived as at fault for their partner forcing sex on them. If a woman agrees to sex quickly or with multiple partners, she may be labeled a "slut." Men are stereotyped as well. They may be in situations where they do not want to engage in sexual intercourse for various reasons but may believe that initiating activity is expected of them. When someone of either gender agrees to go to someone's room in the middle of the night, that does not imply consent for sexual activity. Using code such as "Netflix and chill" does not imply consent. Not everyone may be familiar with the code, and either party may change their mind at any point during the interaction. No matter the situation. Sex without consent is still rape.

## **6.10 Act 4: Consent**

### **Text:**

Jacob has been sexually assaulted by Eduardo. He is anxious about reporting because he was assaulted by another male, and he fears he isn't protected by his college's code of conduct. Is he correct?

[Yes, he is not protected.] That's incorrect!

[No, he is protected.] That's correct!

### **Feedback:**

Same Sex Couples.

Your school prohibits all sexual violence and sexual assault, including same-sex sexual assault. Anyone can experience sexual violence, regardless of gender identity or sexual orientation.

### **6.11 Act 4: Consent**

#### **Text:**

Summary.

Can you see why consent is so important? Just ask! If the answer is yes, have at it ... but if consent is not given explicitly, if you or the other person seems even the slightest bit unsure, stop. Being accused of sexual assault is not worth it.

### **7.1 Conclusion: Adjudication**

#### **Video:**

The Hook Up, Conclusion.

[Onscreen Text, "April, Second Semester."]

Ms. Pearson: These are serious violations. Possible sanctions include active university suspension and disciplinary expulsion.

Mr. Smith: We do not make this decision lightly. During this hearing we have received testimony from the complainant, the respondent, several witnesses, and the investigating officer.

Ms. Pearson: This panel weighed all of the evidence provided and reached a determination, which we'll reveal in a moment.

Mr. Smith: Jacob, I believe you wanted to say a few words first?

Jacob: Yes, thank you. As most of you know, the past few months have been difficult. As they say, there are two sides to every story...

Jacob was found to have violated the University's Student Conduct Code by having non-consensual sexual contact with Kayla and was suspended for one year. During that time he received help for alcohol

dependency and took a course on consent. Jacob is now back at school and has recently begun attending a support group for victims of sexual assault and a discussion group for people questioning their sexual orientation. Eduardo was also found to have violated the University's Student Conduct Code by having non-consensual sexual contact with Jacob and was suspended for one year. After taking a course on consent and completing his suspension, he returned to school the following year. Eduardo soon found himself in trouble again after a physical altercation with another student. He is currently driving for a ride-sharing service, and lives with his aunt and uncle. He is currently driving for a ride-sharing service, and lives with his aunt and uncle. At first she was overwhelmed by traumatic stress from the assault. With the help of counseling, academic resources, and the support of her friends and family, she was able to get her life back on track. Kayla continues to use mental health resources provided by her school to deal with ongoing depression. She is currently taking a full academic schedule toward her major in communications. Kayla is working part-time as a public relations assistant for a state organization focused on ending sexual assault.

## ***7.2 Conclusion: Adjudication***

### **Video:**

Adjudication.

For cases of sexual assault, every college is required to conduct a thorough and prompt investigation. The law requires colleges to provide a fair and equitable process for accusers and accused students. The student's judicial hearing is not a court of law, so the evidentiary standard is lower. Many institutions look at whether it is more likely than not that a sexual assault occurred. Refer to your institution's procedures for information on the standard of evidence. Rape or sexual assault can lead to lawsuits, criminal charges, and even time in prison. Disciplinary charges by the college might be the least of an offender's problems, but suspension and expulsion are strong possibilities.

## ***7.3 Conclusion: Adjudication***

### **Text:**

Steps in the adjudication process:

[Three buttons. "Step 1," "Step 2," and "Step 3." Text drops down when you click on them.]

Step 1.

Investigation.

The investigator speaks with parties and witnesses and gathers evidence to determine the facts of the case.

Step 2.

Evaluation.

The facts of the case are examined to evaluate whether the respondent is responsible for violating the institution's code of conduct.

Step 3.

Sanctioning.

If the respondent is found responsible, assign the appropriate sanctions under the institution's policy.

## ***7.4 Conclusion: Adjudication***

**Text:**

Sanctions and Remedies.

If the respondent is found responsible for policy violations, the final outcome should include sanctions and remedies. Disciplinary actions will vary depending on the institution's policies and the magnitude of the violations. Not all violations of the institution's sexual violence and harassment policy will result in expulsion.

Flip each card for more information.

[This component is comprised of two flippable cards containing display images. "Sanctions" and "Remedies." Select the front face image to flip to the back face of these card to display associated text.]

Sanctions.

Some of the sanctions your institution may consider:

- Letter of censure
- Probation
- Exclusion from graduation ceremony
- Suspension
- Expulsion

Remedies.

Some of the remedies your institution may consider:

- Stay away order valid until both parties graduate
- Training
- Counseling
- Alcohol assessment
- Transfer residence hall or classes
- Exclusion from university housing

## ***7.5 Conclusion: Adjudication***

**Video:**

The bottom line is lots of different factors can influence the adjudicator's decision. Because your future is on the line, the best approach is playing it safe. Always make sure that you get consent, and don't take chances when you or your partner are intoxicated. As we conclude, remember that everyone on your campus is protected, whether student, faculty, or staff, from sexual harassment, sexual assault, intimate partner violence, and stalking. By now, you should have a better idea of what you can do to help prevent this misconduct, as well as how and when to report it. By helping create a climate where these crimes are not tolerated, we can help make a difference for everyone on our campus. Thank you for taking the time to view this course.