



Holy Family
UNIVERSITY

**CAMPUS ADVOCACY
VIOLENCE PREVENTION
& EDUCATION**

Prevention Toolkit for Campus Faculty

AUGUST 2023

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Dear Faculty Member,

Thank you for taking the time to help with Holy Family University's Violence Against Women – On Campus Grant! With the help of this toolkit, it just got easier to incorporate messages of a violence free campus into your syllabus and curriculum! The purpose of this toolkit is to outline a number of ways that YOU can help increase prevention efforts in your academic space with our students.

In this toolkit you will be able to identify different paper topics, syllabus statements, extra credit assignments and other ways to incorporate information about Stalking, Sexual Assault, Dating and Domestic Violence into your classroom.

We understand that your lives are hectic and busy, which is why we made this toolkit to have at your hands! We appreciate your willingness to partner with us about such important topics and ultimately improve the safety and lives of our students.

As an instructor, professor, teaching assistant and other faculty positions – your influence and voice on campus matters. We value your input and dedication to this work as well. We appreciate you taking the time to consider how you can incorporate these efforts into your already existing relationships on campus.

Thank you!

The Office of Campus Advocacy Prevention and Education

Statements for Syllabi:

Your syllabus is a guide for you and your students throughout the semester. The purpose is to communicate the overall route to success for your students – including what assignments, projects and papers need to be completed, attendance, accessibility, and other requirements. In addition, your syllabus can portray statements of value and commitment – specifically to violence prevention and bystander intervention, as well as support to survivors. A short message can make large impact. See below for some suggestions that can be added as a header or footer!

- “I am committed to a safe campus. I believe interpersonal violence is not OK, and I will find a way to do or say something in any situation that feels like it could lead to violence. How can I support you to do the same?”
- “I believe we all play a role in preventing violence. We are all bystanders and we can make choices to contribute to a safer campus. What role will you play?”
- “There are 5 Ds to bystander intervention – Distract, Delegate, Delay, Document, Direct.”
- “I pledge to be an active bystander, support survivors and reinforce activities on campus. Ask me how to become involved too!”
- “Make sure you and your friends are safe – you are not alone. There are resources that can help. (Insert information about NOVA, Counseling Center, Public Safety, Title IX Office).”
- “My classroom is a BRAVE space – please know you will always be supported and heard here.”
- “The (enter name of your department) Department supports violence prevention efforts across campus.”
- “If you see something, say something! Treat others with the same empathy and respect that you would want.”
- “Consent is ONGOING. Learn more about consent by attending the Office of Campus Advocacy, Prevention and Education workshops.”
- “I am a brave person you can speak to if you have experienced violence.”
- “As a faculty member, I support a safe, violence-free campus.”

Paper Topics:

This list is simply suggestions – you can assign as a paper or offer it as a brainstorm, think tank approach for student discussions.

1. The role of bystanders in sexual assault, domestic violence or staling prevention.
2. Bystander dynamics – what keeps people from acting in high-risk situations?
3. The psychological and physical impacts that sexual assault has on survivors.
4. The warning signs of stalking – how to stay safe on the Internet.
5. The history and application of the Violence Against Women Act (VAWA).
6. The role in reducing the prevalence of partner violence, sexual assault, and/or stalking.
7. The portrayal of violence in the media – specifically sexual assault, stalking and domestic violence.
8. Outcomes in case law of famous domestic violence and rape trials.
9. The history of Title IX.
10. Best practices in sexual assault prevention on college campuses.
11. Effective social marketing for interpersonal violence prevention.
12. Risk factors associated with victimization and perpetration.
13. Protective factors that reduce the likelihood of perpetration or victimization.
14. The Man Box – how it applies to college campuses.
15. Popular myths surrounding sexual assault and stalking and why they are so hard to dispel.
16. Social media and sexual assault shaming.
17. The cycle of violence with dating violence.
18. Interpersonal violence in the LGBTQ+ community.
19. Interpersonal violence in communities of color.
20. Rates and impact of male victimization experiences.
21. Community mobilization and interpersonal violence prevention.
22. The impact of high-profile incidents of sexual assault on college campuses.
23. The economic impact of interpersonal violence.
24. Objectives and impact of the Office of Violence Against Women (OVW).
25. Problems with rape and domestic violence legislation.

Extra Credit Assignments:

Offering extra credit to students is always a motivating factor. Below are some activities or events that could be used as extra credit and can contribute to a safer campus community.

- **Talk about it:** Have 10 conversations with friends or classmates about violence prevention and keep a log of the themes.
- **Video it:** Research five (5) bystander barriers (factors that keep people from acting in high-risk situations) and create short videos to demonstrate each one.
- **Google it:** Look up bystander intervention and interpersonal violence prevention. Find 10 sources (articles, journals, YouTube videos) that you can learn about and present in class.
- **Tweet it:** Create a hashtag for interpersonal violence prevention efforts on campus and see how many retweets, favorites, responses you can spread. You can do this with other social media platforms as well.
- **Attend it:** Participate in a campus event focused on bystander intervention, prevention or survivor support. Examples include trainings, campaigns, resource fairs, displays).
- **Discover it:** Interview a local or campus survivor service provider, advocate, or counselor about their work and their opinions on violence prevention.
- **Volunteer for it:** Volunteer at campus events or a domestic violence center.
- **Write about it:** Write an article or letter to the editor of the local or campus newsletter about the important of violence prevention.
- **Organize it:** Start a project or organize an event on campus about violence prevention and bystander intervention.

Bystander Tips for PowerPoint or Canvas:

With just a few slides, you can show your commitment to interpersonal violence prevention, student safety, and bystander intervention. With repeated exposures across settings, students and your colleagues will begin to have the expectation that everyone plays a part in creating a safe and thriving campus community.

Insert a slide in all of your PowerPoint presentations that includes information about interpersonal violence prevention efforts on campus, bystander intervention tips, or proactive actions. Display the slide or have rotating slides up before or after class starts. The following are examples:

Concerning behavior: You notice a friend's phone is blowing up with texts from their partner. They look uncomfortable or upset by the texts. Their partner seems to be checking in on them to see where they are, who they're with. Think about your options:

- Check in and ask "Is everything ok?"
- Text your friend's partner (if you know them) and ask them to give your friend space.
- Change the subject and distract your friend from their phone.
- Talk to a mutual friend and see if they will check in.

Concerning behavior: You're at a party and you notice a friend of yours is really drunk. There's a guy pushing her more drinks about talking about taking her home. Think about your options:

- Tell your friend you need to use the bathroom and take her with you.
- Talk to his friends and see if they can get him to leave her alone.
- Tell the guy to back off.
- Accidentally spill a drink on your friend and take her to the bathroom to help clean her up.
- Tell your friend you're uncomfortable with the guy and she should focus on something else.

Concerning behavior: You're out at a bar with a group of friends. You notice a guy you don't know that well striking up a conversation with a friend of yours. He's pretty shy and doesn't normally drink. He keeps buying him drinks and getting closer to him physically. Think about your options:

- Ask your friend if he's cool with the attention.
- Tell the guy he's coming on pretty strong.
- Ask your friend if he can help you with something on your phone.
- Make sure all of your friends leave together.
- Go stand in the middle of them and start talking about what is on TV.

- Text your friend and see if he wants you to step in.

Concerning behavior: You're outside of your residence hall or apartment and see a couple you don't know very well arguing. It looks like it's about to get physical. Think about your options:

- Go get a friend who knows the couple better to see if they'll check in with them.
- Walk up to the couple and ask if everything is ok.
- Run up to the couple, tell them you lost your phone, and ask if they can help.
- Tell the couple to stop or you will call public safety.
- Shout, "Hey the cops on are their way in for a suspected break in, so you might want to cool it before they get here."

Concerning behavior: You've noticed your classmate's ex is always waiting for him after class. He doesn't seem excited to see her and he often stays late to avoid her. Think about your options:

- When you walk by the ex, tell her, "Seems like he's not into you anymore."
- Check in with your classmate and see if he's ok.
- Ask your classmate if he wants to walk from class with you.
- Talk to a friend of your classmate's. See if they can tell the ex to back off.
- Tell your professor to check in a see if they need to report the ex's behavior.
- Ask the ex for directions to a coffee shop off campus.

Concerning behavior: One of your good friends has stopped hanging out with your group of friends. She used to be really social but she has a new girlfriend who seems to take up all of her time. You also notice that she quit the softball team and did not show up for class last week. Think about your options:

- Tell your friend you're concerned about her. Ask her how things are going.
- Talk to one of your mutual friends to see what they've noticed. See if they feel comfortable checking in with her.
- Tell your friend you really miss her and are always here if they want to talk.
- Post a campus resource to your Instagram story at a time you know she will see it.
- Invite your friend to an activity that you have an extra ticket for.

Concerning behavior: On Instagram, you see a "friend's" post spreading a rumor about the sexual exploits of a mutual friend. It's mean and embarrassing. Think about your options:

- Tell your mutual friend about the comments and see if they are ok.
- Text your "friend" and tell them that post is rude and not ok.
- Comment on the post and say that it is full of crap.
- Post a funny comment or link to something else off topic.
- Report the post.

In Class Awareness

Three Rotating Slides: Bystander Intervention Overview

WARNING SIGNS:

1. Someone is feeding drinks to another person who has clearly had enough.
2. Someone's partner is trying to control their every move.
3. Someone seems to be scared or annoyed by another person who will not take 'no' for an answer.

BYSTANDER BARRIERS TO INTERVENTION:

1. Being shy
2. Being an introvert
3. Not liking confrontation
4. Not wanting to be embarrassed
5. Fearing for your personal safety
6. Not wanting to make a scene
7. Not thinking it is your place or problem to be involved

REALISTIC BYSTANDER INTERVENTIONS:

1. Calling a friend to help
2. Telling someone "That's not cool" or "back off"
3. Spilling your drink to create a distraction
4. Getting a friend to tell them to stop
5. Getting your CA to talk to them
6. Checking in with your friend who looks uncomfortable

Other Proactive Actions:

Show your support:

- Wear a pin or piece of clothing (or coffee mug) that has a message or symbol of anti-violence. Sometimes just showing your support can make a big difference.
- Place a sticker or magnet on your office door so students know you support them as bystanders and prevention efforts.
- Have a poster with bystander tips in your office or classroom.
- Have local survivor brochures available in your office.
- Have statements of endorsements on your email signature, such as, "I'm a Campus Advocacy Prevention and Education Office Supporter," or "What will you commit to in order to make our campus safe?"
- Have a link to campus prevention efforts or local service provider on your Canvas page or email signature.

Role Model:

- Role model respectful language, compassion towards survivors, approachability, and looking out for others.

Build Relationships:

- Build positive, trusting relationships with students; particularly those who may be experiencing violence or adversities outside of the classroom.

Collaborate:

- Use your relationships and departmental or interdepartmental partnerships to discuss ways in which to support students as bystanders, support survivors, and improve safety for positive outcomes in the classroom.

Share your experience:

- Create an opportunity to share your own experience as a bystander and how it made you feel, then and now. Or, you may have a situation where you were at risk and

someone did or did not help. Sharing your own experience will help your students process and feel more connected.

Talk to your students about being active bystanders. Talking points for student bystanders:

- The choices you make matter.
- You're not a bad person because you don't always get involved.
- You're not morally defective, because you haven't always acted.
- There are a lot of options. You don't have to do something directly. It's best to pick the option that is best for you, depending on the situation and what's coming up for you.
- What makes it hard for you?
- This is what makes it hard for me...
- What are ways of intervening that feel realistic to you?

Actions in Response to Interpersonal Violence

Know your campus and local service providers:

- Understanding available services to students, staff, and faculty and will help build your confidence to offer help to a student who may be experiencing violence.

Educate Yourself:

- Educate yourself about warning signs of potential partner violence, sexual assault and stalking and things you can do to help.
 - o Remember, you may interact with a student who is exhibiting high-risk behavior or a student who is the target of the behavior. You may interact with both.
- Some good places to start (in addition to your campus service provider (NOVA & WOAR)).
 - o National Resources Center on Domestic Violence: www.nrcdv.org/
 - o National Sexual Violence Resource Center: www.nsvrc.org/
 - o Stalking Resource Center: www.victimsofcrime.org/our-programs/stalking-resource-center
 - o National Center for Victims of Crime: www.victimsofcrime.org/
 - o Office on Violence Against Women: www.justice.gov/ovw

Trust Your Gut:

- If your gut is telling you something is not right with a student or colleague:
 - o Take the time to inquire and express your concern.
 - o If you are uncomfortable doing so, delegate to a trusted colleague or friend of the student.
 - o You could also hand out a campus resource phone number to all students, without calling attention to the student you are concerned about.

Talking Points for Intervening with a Student Who is a Victim:

- I believe you.
- It's not your fault.
- You're not alone.
- Here is someone you can call and talk to.
- Do you feel safe?

- What do you need?
- How can I support you?

Talking Points for Intervening with a Student Who is Showing Aggressive or High-Risk Behaviors:

- Aggression and violent behaviors are not okay and will not be tolerated here.
- Everyone deserves to be treated with respect.
- I care about what is going on with you and am concerned about your choices.
- If there is something going on that is bothering you, you can talk to me as a resource on campus.
- (Know your campus policies regarding violence and follow the reporting procedures when necessary).